

COPIA

PROC. CAPES 2.369/61
CBPE 982/61

TELEGRAMA VIA ITALCABLE

FB59 PARIS 50 18 1945 VIA SUDAM ITC

LT • EDCAPES PARA
ANISIO TEIXEIRA
RIO DE JANEIRO •
Av. MARECHAL CAMARA 210 8º

SEGUNDO UNESCO ADIAMENTO ENVIO PERITOS SÃO PAULO
FOI EXCLUSIVAMENTE DETERMINADO POR INFORMAÇÃO
PROVENIENTE CASSERES DE QUE ERA ESSE SEU DESEJO
STOP ROGO ESCLARECER ASSUNTO COM ELE E RENOVAR
PEDIDO CASO AINDA JULGUE OPORTUNO STOP JÁ FORAM
TOMADAS PROVIDÊNCIAS PARA IMEDIATO CONTRATO
BRACKENBURY ABRAÇOS • PAULO CARNEIRO +

COL FB59

/HOS

RIO DE JANEIRO, 22 DE ABRIL DE 1961

Nº 531/61

ILMO. SR.
WILLIAM GOMES CASSERES
JUNTA DE ASSISTÊNCIA TÉCNICA DAS
NAÇÕES UNIDAS
PRAIA DO RUSSEL, 694, 7º ANDAR
NESTA

PREZADO SR. CASSERES:

JUNTO ENVIO A V.SA CÓPIA DA CARTA QUE NESTA DATA ESTAMOS ENVIANDO AO DIRETOR EXECUTIVO DA COMISSÃO NACIONAL DE ASSISTÊNCIA TÉCNICA E DO CABOGRAMA RECEBIDO PELO PROF. ANÍSIO TEIXEIRA, DO EMBAIXADOR PAULO CARNEIRO DA UNESCO, REFERENTES À VINDA DO PERITO PROFESSOR ROBERT BRACKENBURY.

CORDIALMENTE,

PERICLES MADUREIRA DE PINHO
DIRETOR EXECUTIVO

PMP/HOS

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/HOS

Rio de Janeiro, 31, Julho, 1961.

Senhor Secretario:

Estamos tendo a satisfação de lhe apresentar, os Professores e peritos da Unesco, Professores Robert J. Havighurst e Robert L. Brackenbury e a técnica de educação Profa Dinah Campos, do INEP.

Estão os mesmos investidos de missão do Instituto Nacional de Estudos Pedagógicos, no sentido de seleccionar bolsistas para o Curso de Aperfeiçoamento de Pessoal para Pesquisas Educacionais, que será realizado pelo INEP, em 1962, em São Paulo, no seu Centro Regional de Pesquisas Educacionais.

As finalidades e a organização desse Curso, empreendido pelo INEP com a cooperação da Unesco, estão definidos no documento que temos a satisfação de anexar e maiores informações sobre o mesmo lhe serão prestadas pelos seus portadores.

Para as providências de seleção de bolsistas contamos com a colaboração indispensável da Secretaria sob sua ilustre direção, e que estamos de antemão agradecendo.

Na oportunidade apresentamos a V.S. a expressão de nosso elevado apreço.

Anísio Spínola Teixeira
Diretor do INEP

Ilmo. Sr.
Dr. Oscar Dias Correa
Secretario de Educação e Cultura do Estado de Minas Gerais

Rio de Janeiro, 31, Julho, 1961.

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Anísio Spínola Teixeira
Diretor do INEP

Ilmo. Sr.
Dr. José Peixoto Silveira
M.D. Secretario de Educação do Estado de Goiás

English Educators who might be of use in Brasil.

John Vaizey, Worcester College,
Oxford University
Economist, who has studied Oxford, England
Economics of education, c. 40 yers.

Sra. Jean E. Floud, Institute of Education
University of London
Sociology of Education - Social Stratification
Social Structure of the School.
C. 45 yers.

Sra. Hilde Himmelweit Dept. of Psychology.
London School of Economics.
Social Psychology. C. 40 yers.

W.D. Wall, Director National Foundation for Educational Research
79 Wimpole St.
London England, W.I.
Psychology, Mental Hygiene,
Formerly with UNESCO, C. 40 yers.

Lionel Elvin, Diretor Institute of Education
University of London
Administraction C. 55 yers.

A. H. Halsey Prof of Sociology, Birmingham University
Sociology of Education Birmingham,
Adult Education C. 50 yers England
P.E. Vernon University of London
Tests and Measures Institute of Education
Ed. Psychology C 55 yers.

Ben Morris Professor of Education
Administraction Bristol University.
Bristol, England.
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Bristol, England.
C. 55 yers.

reira.

Como vê, é muita coisa para pouco tempo! Três meses!

Dos livros que lhe pedi só me falta receber o do Riesman, "Constraint and Variety in American Education".

Tão logo o receba, providenciarei o seu pronto re-embolso total. Sou muito grato a esta sua atenção conosco.

Terminamos por preferir lhe enviar para a Universidade de Chicago (via marítima) os livros do Hutchinson, Diegues e Nelson Werneck.

O endereço atual do Prof. Bertram Hutchinson é: Avenida Augusta 2854, São Paulo.

Creio ter lhe dado informações uteis e necessárias aos seus planos, mas me ponho, inteiramente, a sua disposição para tudo mais que lhe puder ser útil.

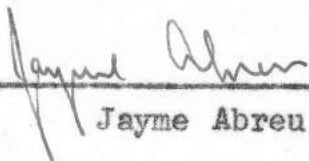
Estou lhe escrevendo em português para o Senhor não perder o seu contacto com o nosso idioma, o que lhe deve ser útil, suponho.

As conferências do Prof. John S. Brubacher foram muito bem sucedidas, aqui e em São Paulo.

Vamos editá-las, com prefácio nosso e do Prof. Anísio Teixeira, na nossa série "Cursos de Conferências."

Na expectativa da suas próximas notícias, firmo-me,

Cordialmente,


Jayme Abreu

P.S. O endereço do Prof. Fernando de Azevedo, Diretor do Centro Regional de Pesquisas Educacionais de São Paulo, onde se realizará o curso, é: Rua Bragança 55 - São Paulo.

M
Rio de Janeiro, 13, 9, 1960.

Prof. Robert J. Havighurst
The Committee on Human Development
The University of Chicago
Chicago 37 - Illinois
U.S.A.

Prezado Prof. Robert J. Havighurst:

Sua carta de 28 de Agosto foi por nós recebida e objeto de troca de idéias com o Prof. Anísio Teixeira.

Em carta de 12 de Setembro que o Prof. Anísio Teixeira lhe escreveu, estão definidas as bases essenciais do trabalho que se deseja seja feito pelos peritos da Unesco e pelo prezado amigo em 1961 e 1962, conforme o pensamento do Dr. Anísio Teixeira.

De modo que esta nossa carta apenas busca dar-lhe mais alguns detalhes do que se deseja realizar.

O pensamento do Dr. Anísio Teixeira é de que esse curso seja mais um daqueles que com a colaboração e co-responsabilidade da Unesco vêm se realizando no Centro Regional de Pesquisas Educacionais de São Paulo, em cumprimento ao Projeto Maior Número 1 da Unesco, visando à formação de especialistas em educação para o Brasil e América Latina.

Esses candidatos seriam, como vem acontecendo, recrutados como bolsistas, quarenta brasileiros e vinte latino-americanos.

Os campos de especialização seriam aqueles já do seu conhecimento e o seu papel pessoal seria o de chefe de grupo. Admite-se a hipótese, conforme seja o plano definitivo do curso, de recrutar também professores brasileiros.

Quando estive recentemente em Paris, na Unesco, o Prof. Anísio Teixeira conversou, pessoalmente, com a Senhora Cruz Santos, prestando todos os esclarecimentos necessários e creio já lhe tenha ela escrito a esse respeito.

O pensamento do Prof. Anísio Teixeira é de que, se possível, seria desejável que as qualificações desses peritos fossem fornecidas pelo Senhor.

Assim, parece-nos, deverá haver oportuna correspondência entre o Senhor e a Senhora Cruz Santos, na Unesco.

Reservadamente devemos dizer-lhe que o pensamento meu e de Darcy Ribeiro é de que maior atenção a certos problemas, como os de boa escolha do pessoal docente e discente e organização mais eficaz dos cursos se impõe, para que haja proporção favorável entre o que vem sendo o rendimento e o custo dos mesmos.

Aliás para o objetivo de fomentar "liderança educacional na América Latina", parece-nos realmente pouco significativo esse esforço, muito diluído e inconsistente.

Darcy Ribeiro e eu estamos em verdade mais interessados no planejamento de curso para formação do staff de nossos vários Centros, para dar-lhes unidade no trabalho e condições técnicas de realização de suas tarefas.

Como porém estamos numa fase de transição de governo, com as eleições de 3 de Outubro próximo e isto às vezes significa no Brasil um verdadeiro terremoto, parece-nos que o jeito será esperar sua vinda, adiar esse plano para o discutirmos consigo e ver como o articulamos com o que foi feito por si, inclusive na parte de bolsas para o estrangeiro, aos melhores alunos do mesmo curso.

Ao Dr. Anísio pareceu talvez mais indicado, salvo melhor exame, sua vinda pela Fulbright do que pela Unesco, devido ao assunto da vinda de sua senhora. Talvez fosse assim menos difícil.

A ele como a mim pareceu que sendo tão curta sua permanência no Brasil em 1961 e 1962 não haverá tempo para gastar um mês em Porto-Alegre.

Cremos não lhe será possível fazer nesse curto prazo mais do que coordenar o curso em São Paulo e tentar fazer algo conosco aqui a respeito da publicação sobre educação secundária e sobre o plano do futuro curso para formação de pesquisadores educacionais dos nossos Centros.

É preciso também não esquecer a questão do livro "Society and Education" para o Brasil, a ser feito por si e pelo J. Roberto Moreira.

Estado da Guanabara, 14/10/60.

1266/60

Prezado Prof.
Robert J. Havighurst:

Apresso-me em responder sua carta de 4 de Outubro, que nos está chegando às mãos.

1 - Faculdade de Educação - Universidade de Brasília - Sou muito agradecido à útil cooperação de si recebida.

2 - Nesses breves dias lhe enviarei cheque cobrindo suas despesas com a remessa dos livros para nós pedidos.

3 - Sobre programa no Brasil para 1961, quero esclarecer lhe que nós estamos ainda sem resposta oficial da Unesco ao nosso pedido de peritos para 1961.

Todavia, oficiosamente sabemos que nesses dias devemos receber resposta e que ela deve ser positiva, com a indicação de nomes e títulos.

Como a vinda desses peritos depende de nossa aprovação, não o faremos sem ouvi-lo e sem considerar suas sugestões.

Como se trata de curso a ser dado em São Paulo, caberá ao CRPE de São Paulo indicar alguém para ser, consigo, co-responsável local pelo curso.

O meu papel no assunto será o de representar o elemento de ligação entre o nosso CBPE e o CRPE de São Paulo quanto a esse curso e o de coordenar o programa de suas atividades no Brasil em 1961.

Cremos, Anísio e eu, como o senhor, que só será viável ter início desse curso para Julho ou Agosto de 1961.

Como lhe mandei dizer, os peritos que pedimos a Unesco foram nesses campos:

	<u>1961</u>	<u>1962</u>
Administração Escolar -	6 meses	6 meses
Testes e Medidas em Educação -	6 meses	6 meses
Método em Pesquisa Educacional -	6 meses	6 meses
Psicologia Educacional -	6 meses	6 meses

O senhor, como especialista em educação, foi o chefe de grupo indicado, para 3 meses em 1961 e 3 meses em 1962.

Penso que na sua permanência em 1961 algum tempo pode ser reservado para planejar-se acuradamente esse curso de formação de especialistas de educação (Projeto-Maior Número 1 da Unesco) para 1962, como também para o assunto do livro "Sociedade e Educação" com J. Roberto Moreira e, talvez, para o assunto "Escola Secundária" de que me falou, como empreendimento de nós ambos.

O CRPE do Rio Grande do Sul pleiteia sua assistência em projetos sob a responsabilidade de Landelino Medeiros e Graciema Pacheco, mas tudo dependerá do tempo disponível, face as outras tarefas a cumprir.

Sobre sua sugestão de fazer, no Rio e em São Paulo, algo semelhante ao "Research Seminar" que vai fazer em Buenos Ayres, cujo plano nos enviou, cremos que essa possibilidade depende de se fazer o Curso de Formação de Especialistas em Educação em São Paulo em 1961, pois não cremos que a sua direção desse curso seja conciliável com o "Research Seminar".

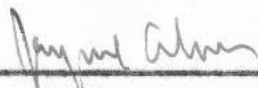
Achamos interessante sua sugestão a respeito do Professor Robert Brackbury e se sua especialização não fora Currículo na Escola Secundária e Sociologia Educacional, poderia quicá ser um dos especialistas da Unesco no curso que o Senhor irá dirigir em São Paulo em 1961 (Formação de Especialistas em Educação).

Isto todavia não impede considerarmos com interesse a possibilidade de sua utilização trabalhando conosco, sendo que a mim, particularmente, me interessa muito a contribuição que um bom especialista em currículo na escola secundária possa me dar na observação e análise da escola secundária brasileira, oficial e experimental.

Espero escrever-lhe nestes dias, logo tenhamos em mãos, o que não deve demorar, o pronunciamento oficial da Unesco sobre os quatro peritos solicitados.

Muito cordialmente,

Prof. Robert J. Havighurst
The Committee on Human Development
The University of Chicago
Chicago 37 - Illinois
USA


Jayme Abreu

COPY

October 4, 1960

Dr. Jayme Abreu
Centro Brasileiro de Pesquisas Educacionais
Rua Voluntarios da Patria, 107
Botafogo
Caixa Postal, 1
Rio de Janeiro—D.F.—BRASIL

Dear Dr. Jayme:

Thanks for your letter of 13/9 and 21/9. I have also received the letter of 12/9 from Dr. Anisio. I will take up several matters in order.

1. I enclose a memorandum concerning the program of the new faculty of Education at the University of Brasilia.
2. I enclose a statement of my expenses for the 4 books which I ordered to be sent by airmail to you at the Centro.
3. My program for next year in Brazil. I shall be glad to follow your advice and to fit into your plans for a seminar or course in São Paulo. There are several matters which are not yet clear to me with respect to the plans for next year. In the first place I have not heard from Senhora Cruz Santos of Unesco, and therefore I do not know about the Unesco plans. Do you hope to secure 4 Unesco experts so that they can commence work in 1961? If so, when do you expect them to commence work in Brazil? I shall be glad to work with you as the Chief of this team or as an Advisor to the team; and, of course, I will be glad to help in selecting the members of the group if I can be of any service to you in that connection.

It appears somewhat late to recruit such a group in time for them to start in March or April of 1961, though it might be possible to get them started in July or August of 1961.

On the other hand, you may find it desirable to use my 3 months in '61 in planning thoroughly for a program to begin in '62. I should think that we would need to know what kind of help we can count on from Unesco and that we could then proceed on that basis.

I enclose a memorandum describing the Research Seminar which I plan to teach during the period from March to June at the University of Buenos Aires. The participants in the Seminar will be University students in the fields of sociology and pedagogy. This, or a variation of it, might be something that we could commence either in São Paulo or in Rio with staff members of some of the Centros. I believe that I could teach people some methods of studying individual pupils which would be a useful supplement to the excellent instruction which they are getting from Darcy Ribeiro on Studies of the Community.

I will send a copy of this letter to Dr. Anisio and hope to receive further advice from you.

COPY

Dr. Jayme Abreu

October 4, 1960

- 2 -

Incidentally, it might be useful to you to know about amman who would like very much to work in the field of Education in Brazil and who I think would be a very good staff member of the proposed training seminar. This is Professor Robert Brackenbury, School of Education, University of Southern California, Los Angeles 7, California. Professor Brackenbury is about 45 years old, and he is a recognized leader in American education. He has taught a number of Brazilian teachers who were Fellows at the University of Southern California and he has become very much interested in the possibility of working in Brazil. He is studying Portuguese and I think will have some speaking knowledge of the language by next March. He can take a leave of absence in time to commence work in February or March of 1961, and he could stay throughout the year of 1961 or he could stay until September of 1961. His fields of specialization are Secondary School Curriculum and Educational Sociology. He did his doctoral work at the University of Chicago and was on the Faculty at the University of Michigan before going to the University of Southern California. He applied for a Fulbright appointment in Brazil and has not received it, possibly because they wished to give only one award in the field of Education and gave that award to me. He might still be able to secure a Fulbright award as a substitute for somebody else, or he might be able to secure a Unesco appointment if you have such appointments available for next year. Brackenbury and I could work well together, and it might be useful for you to think of bringing him to Brazil next year with the idea that you could arrange for the presence of either him or me in the following years for the conduct of the proposed Seminar. At any rate, if you think you could use him I would recommend him highly, and I would suggest that you write directly to him.

I look forward to hearing from you soon, and I hope that the elections which are being held today will bring good fortune to Brazil.

Sincerely yours,

Robert J. Havighurst
Professor of Education

RJH:emh

RIO DE JANEIRO, 22 DE ABRIL DE 1961

Nº 530/61

SENHOR DIRETOR EXECUTIVO:

EM ADITAMENTO À NOSSA CORRESPONDÊNCIA (Nº 551/60, DE 27 DE MAIO DE 1960) SOBRE O PEDIDO GLOBAL DE ASSISTÊNCIA TÉCNICA DAS NAÇÕES UNIDAS AO CENTRO BRASILEIRO DE PESQUISAS EDUCACIONAIS E AOS CENTROS REGIONAIS, EXPRESSAMOS NOSSO INTEIRO ACÔRDO À VINDA DO PERITO, PROFESSOR ROBERT BRACKENBURY, DA UNIVERSIDADE DE SOUTHERN CALIFORNIA, A PARTIR DE 1º DE JULHO PRÓXIMO, SOLICITANDO DE V.SA AS NECESSÁRIAS PROVIDÊNCIAS PARA QUE SEJA ULTIMADO O ASSUNTO.

VALEMO-NOS DA OPORTUNIDADE PARA RENOVAR A V.SA NOSSO PROTESTO DE ESTIMA E CONSIDERAÇÃO.

ANISIO S. TEIXEIRA
DIRETOR

DR. WAGNER PIMENTA BUENO,
M.D. DIRETOR EXECUTIVO DA
COMISSÃO NACIONAL DE ASSISTÊNCIA TÉCNICA
MINISTÉRIO DAS RELAÇÕES EXTERIORES
NESTA

/HOS
CC. SR. WILLIAM CASSERES

Prof. Laerte Ramos de Carvalho
Caixa Postal 5031
São Paulo - Capital

Solicito prezado amigo informação sobre elaboração plano
curso seria feito por Antuna e Brackenbury do qual ainda não acusa-
mos notícia. Grato Abraços Coordenador DEPE

Jayme Abreu

15/12/61

Professor Havighurst , who will be here from July to September 1961, and Professor Applegate, who is working on another course also at the Centre, and brazilian teachers assigned to assist in this preparatoy work for the course.

I hope you will confirm as soon as possible that you can be in Brazil for at least, one full year.

We have already contact local UNESCO representatives, about your participation and necessary measures for it.

The matter has been also submitted in Paris, to the Brazilian Ambassador to UNESCO.

Waiting your confirmation

Sincerely yours

Anisio S. Teixeira
Diretor Geral do I.N.E.P.

Address:

Centro Brasileiro de Pesquisas Educacionais
Rua Voluntários da Pátria, 107 (Botafogo)
Rio de Janeiro, Brasil

LE/mgc

Rio de Janeiro, 14 de Abril de 1961.

Nº 496/61

Exmo. Sr.
Embaixador Paulo Carneiro
Delegação do Brasil - UNESCO
Place Fontenoy
Paris - France

Meu caro Paulo :

Junto cópia da carta que lhe remeti a 14 de Março último. Sem resposta sua e sem a segurança de que o assunto teve andamento desejado, venho renovar meu pedido de seu empenho para uma rápida solução.

Aqui o Casseres não recebeu qualquer resposta às comunicações que fez a Paris e Nova York. Julho está se aproximando e a não vinda do professor Brackenbury nos criará situação embaraçosa.

Ansioso pelas suas notícias, com um

Cordial abraço,

Anisio Teixeira
Diretor

UNIVERSITY OF SOUTHERN CALIFORNIA
LOS ANGELES 7, CALIFORNIA
UNIVERSITY PARK

SCHOOL OF EDUCATION

April 10, 1961



Professor Anisio S. Teixeira
Centro Brasileiro de Pesquisas Educacionais
Rua Voluntarios da Patria
Caixa Postal 1
Rio de Janeiro - D.F. - Brasil

Dear Professor Teixeira:

cordial

Thank you very much for your ~~corial~~ and extremely kind letter. I am eagerly looking forward to working with you and your colleagues.

You mentioned that you had not yet received Unesco confirmation of my appointment and in this regard I am becoming a bit anxious. As I am sure you realize I have many matters to take care of before leaving--finding a replacement for me for next year, obtaining travel reservations (we would like to travel by ship, if possible), securing passports and inoculations, selling our home, etc., and these matters I cannot really take care of until I know definitely that my appointment is official. I realize that you have already taken the steps necessary to obtain concurrence, but I wanted to let you know that I will sincerely appreciate anything you can do further to shorten the delay.

Please do not interpret the remarks above as a complaint. I in no way intend them as such. I realize such matters take time and I very much appreciate all that you have done already.

Most cordially yours,

Robert L. Brackenbury
Robert L. Brackenbury

RLB:le

*Receber a CBPE - at. Pericles - mandar por copia
esta carta ao Paulo Carneiro, com um S.O.S. ...
mande pagar a requista mencionando isto e then
of. apelo ao Sr. Vera em 15/4/61*

COPY

THE UNIVERSITY OF CHICAGO
Chicago 27-Illinois
THE COMMITTEE ON HUMAN DEVELOPMENT

October 30, 1960

Dr. Jayme Abreu
Centro Brasileiro de Pesquisas Educacionais
Rua: Voluntarios da Patria, 107
Botafogo
Caixa Postal, 1
Rio de Janeiro, D. F. BRASIL

Dear Dr. Jayme:

I have received your letter of 17/10, together with the check for \$24.50 in payment for the books which I sent.

I have also received a copy of the book by Hutchinson, and the two other books which you addressed to me in Hawaii. I suppose they took the long journey to Hawaii and then were sent back to me here in Chicago. Thank you very much for these books.

I have also received your letter of 14/10 about plans for my work with you next year. I shall be glad to follow the advice given in this letter, and I hope that the arrangements for assistance from Unesco will soon be confirmed.

With respect to Professor Robert Brackenbury of the University of Southern California, I realize that he does not have one of the four specialties which Unesco has been requested to provide. However, in view of your personal interest in secondary education, it seems to me that it might be a wise thing to have Professor Brackenbury working in the Rio Centro during the coming year, and perhaps to assign some of his time to the Course at Sao Paulo. This might make it possible for you and Brackenbury and myself to plan a program in the field of Secondary Education, and at the same time might allow him to take some part in the Unesco Course at Sao Paulo. If Professor Brackenbury should make a good personal adjustment in Brazil, it might be possible for him and me to share in working with you during later years so that he could come to Brazil at one time and I could come at another time. At the same time, this would provide two centers in North America for the training of Brazilian educators on fellowships.

Consequently, if there are sufficient Fulbright Funds to bring Professor Brackenbury to Brazil for as long as 6 months in 1961, I would like to recommend that this be done. However, I know that there are many demands upon the resources of the Fulbright Commission in Brazil, and it may be that you and Dr. Anisio will not feel that you

C. B. P. E.

can push the candidacy of Professor Brackenbury vigorously.

Sincerely yours,

Robert J. Havighurst
Professor of Education

xxx

Rio de Janeiro, 21th March, 1961

Nº 407/61

Professor Robert L. Brackenbury
University of Southern California
Los Angeles 7, California
U. S. A.

Dear Professor Brackenbury :

I am writting to confirm the arrangements between yourself and Professor Havighurst for participation as a UNESCO expert, in the forthcoming: "In Service Training Course - Researches into the practice and Administration of Education" to be held in São Paulo City, in March 1962.

I am informed that Professor Havighurst has already called you on March 14th on the subject.

I enclose herewith a general outline of the proposed course for your information.

I am anxious that you should be here by the begining of July 1961, in order to take over the direction of the Educational Research and Studies Division of the São Paulo Regional Research Centre.

I hope you will undertake the preparations work for this course with the collaboration of

CÓPIA

November 22, 1960.

Dr. Jayme Abreu
Centro Brasileiro de Pesquisas Educacionais
Rua Voluntarios da Pátria, 107
Botafogo
Caixa Postal, 1
Rio de Janeiro, D.F. BRASIL

Dear Dr. Jayme:

Thanks for your letter of the 18th of November. I am glad to have the further information concerning the course for specialists in education in Sao Paulo which you expect to commence in August of 1961.

I note that you would like to have my advice and assistance in selecting the four foreign experts who might teach in the course. In this connection I would be glad to help you, if I can do so; and therefore I would like to ask the following questions which would help me in discussing the assignment with possible candidates:

1. What kind of distribution do you think we should have from various countries? For example, do you think we should limit the number to one North American beside myself? Did you also have in mind the possibility of using someone from another Latin American country? I think in this connection of Dr. Irma Salas of the National University of Chile who might fill the position for educational administration.
2. What are the actual dates for which these people should be recruited? Are you thinking of 6 months in '61 followed immediately by 6 months in '62--which would mean that the group would come July or August of '61 and stay for 12 months. Or, do you have in mind 6 months commencing in July or August of '61, followed by 6 months commencing sometime between March and August of '62? If you have the latter in mind, would you be thinking of bringing the same foreign experts back to Brazil? Or would you want to recruit a new group?
3. Is this to be a Unesco appointment under the Technical Assistance Program? And if so, what salaries would be provided? and how much would be provided for living expenses and for family expenses?

I realize that you may not be able to answer all of these question in a final way, but it would help me if I had some tentative answers.

Do you expect that Unesco will provide you with the names of some possible candidates? If so, how soon may we hope to have these names

- 2 -

and information about these people?

While I am waiting to receive your reply I will inquire about people in this country who might be possibilities for the assignment. However, I will not be able to discuss the matter very thoroughly with anyone until I have the kind of information which I have listed above.

Another question. Just what kind of people do you expect to have as participants in the course? In an earlier letter I think you or Dr. Anisio spoke about having 20 Brazilians, and perhaps 10 other Latin Americans. Would these people be directors of schools and supervisors? And would they come from secondary schools as well as primary schools?

With respect to the possibility of our securing Professor Brackenbury from the University of Southern California, he is definitely available and might be brought to Brazil on the Unesco stipend rather than a Fulbright, if that is easier for you to arrange. While he does not fit exactly into one of the four specialties which you have listed for the Sao Paulo course, he could probably do fairly well in the field of educational psychology or in the field of school administration.

I do not want to push him forward especially, but I know that it will be very difficult to find first-class American educators for this project at this late date, and it might be better to modify the program of the course slightly in order to get a good man than to accept a foreign expert about whom we know nothing and who is available on very short notice.

I will order the book by Geiger and have it sent to you by airmail. I will also send you a copy of the book which was published the other day by Peck and Havighurst entitled, The Psychology of Character Development.

I hope that we can keep in close touch by mail during the next two months so as to be able to carry on this project successfully.

Sincerely yours,

Robert J. Havighurst
Professor of Education

RJH:emh

Estado da Guanabara, 18/11/1960.

1435/60

Prezado amigo Prof.
Robert J. Havighurst:

Acuso sua carta de 30 de Outubro que me apresso em responder.

Recebemos comunicação oficial da Assistência Técnica das Nações Unidas confirmando o atendimento de nosso pedido dos quatro peritos internacionais, para funcionarem no nosso curso de especialistas em educação (Projeto - Maior número 1 da Unesco), a ser realizado em São Paulo, sob a sua chefia, em 1961 e 1962.

Estamos anexando cópia dos documentos últimos que a eles enviamos pelas quais verá o amigo que prevemos o início do curso para Agosto de 1961 e que utilizamos sugestões daquele seu "outline" para um curso de treinamento em pesquisas e medidas educacionais para a América Latina, de sua autoria.

Eles ainda não falam em nomes e por isto lhe estamos pedindo para sugerí-los para que os encaminhemos o mais breve possível.

Creio que sendo o curso sob sua responsabilidade e coordenação nada mais natural que o Senhor indicar nomes de sua confiança.

Quanto ao assunto do Prof. Robert Brackenbury ninguém mais do que eu desejaria promover sua vinda, por interesses profissionais, mas o problema é o de conseguir financiamento e também o dessa fase de transição, por mudança de governo, que estamos vivendo.

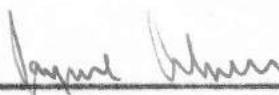
Logo que possamos ver claras as coisas, agiremos no assunto.

Muito lhe agradeceria se nos fizesse a fineza de provi

denciar o envio a nós, via aérea, do livro do George R. Geiger ,
"John Dewey in perspective", editado pela Oxford University Press,
1958, para nosso posterior reembolso.

✓ Aguardando urgente sugestão sua de quatro nomes de pro-
fessôres e peritos de sua confiança para consigo trabalharem em
São Paulo em 1961 e 1962 em Administração Escolar, Psicologia Edu-
cacional, Testes e Medidas e Métodos em Pesquisa Educacional, fir-
mamo-nos,

Atenciosamente,



Jayme Abreu

Coordenador DEPE-CBPE

Rio, 4, Agosto, 1960.

897/60

Prezado Professor.
Robert J. Havighurst:

Confirmo nossa carta de 1º de Julho, sem carta sua a responder.

Quero confirmar-lhe a recepção, pelo Centro, dos três livros a que alude sua carta de 16 de Junho, esperando já esteja em seu poder o cheque que anexamos à carta de 1º de Julho (US\$13.78), para seu reembolso.

Espero também que estejam chegando os livros editados pelo Centro e que lhe enviamos, citados em nossa carta de 1º de Julho.

Conversei com o Dr. Anísio sobre a questão dos peritos estrangeiros, solicitados a Unesco, para cooperarem em nosso programa de 1961 e 1962.

Conforme carta do Dr. Anísio a Unesco, seriam eles:

<u>Categoria nº1</u>	<u>1961</u>	<u>1962</u>
Administração Escolar	6 meses	6 meses
Testes e Medidas em Educação	6 meses	6 meses
Método em pesquisa educacional	6 meses	6 meses
Psicologia Educacional	6 meses	6 meses
<u>Chefe de grupo - Especialista em Educação</u>	3 meses	3 meses

O único nome por nós indicado foi o seu, como chefe de grupo, especialista em educação.

Maiores detalhes a respeito do plano de ação desse pessoal estão por ser formulados, admitindo-se em princípio, dêem cursos nos nossos vários Centros.

Evidentemente assim não se realiza o plano de um curso para formação de pesquisadores educacionais que é uma "felt need" dos nossos Centros, mas parece não ser ainda possível executá-lo

tendo como ponto de partida aquele seu documento a respeito.

Segunda-feira, 8 de Agosto, o Prof. John S. Brubacher iniciará no Centro de São Paulo a serie de conferências (5) que realizará em São Paulo e aqui, a nosso convite e patrocínio. Harold Benjamin está aqui.

Aguardo notícias suas sobre o trabalho, de nossa co-autoria, sobre educação secundária no Brasil, de que me falou.

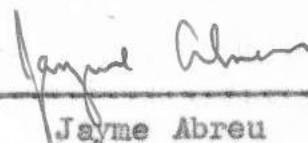
Pedir-lhe-ia a fineza de comprar e enviar ao nosso Centro, para reembolso posterior, os seguintes livros:

- 1 - The two cultures and the scientific revolution, by C.P. Snow, Cambridge University Press
- 2 - The stages of Economic growth, by W.W. Rostow. Cambridge University Press
- 3 - Constraint and Variety in American Education, by David Riesman Nebraska University Press
- 4 - Higher Education in Transition, John S. Brubacher.

Gostaremos de recebê-los por via aérea.

Muito gratos à sua cooperação, ficamos na expectativa de suas próximas notícias.

Atenciosamente,


Jayme Abreu

Prof.

Robert J. Havighurst

The University of Chicago

Chicago 37 - Illinois

Committee on Human Development

August 28, 1960.

Professor Jayme Abreu
Centro Brasileiro de Pesquisas Educacionais
Rua Voluntários da Pátria, 107
Botafogo, Caixa Postal, 1
Rio de Janeiro - D.F.-BRASIL

Dear Dr. Jayme:

Thanks very much for your letter of August 4. In the meantime I have heard from the Fulbright Office in Washington that they are recommending me for a Fulbright appointment for Brazil for a period of 3 or 4 months. This is to be combined with another Fulbright appointment to Buenos Aires for 3 months. The travel expense is to be divided somehow between the two national organizations.

I leave it to you and to Dr. Anisio whether I should accept the Fulbright appointment or whether you would rather secure a UNESCO appointment for me. As far as the finances are concerned, I have no particular choice since I have promise of a supplementary award from the Ford Foundation which will make up for a part of my loss in salary. I am not sure whether a UNESCO or a Fulbright appointment is more favorable for enabling Mrs. Havighurst to make the trip. In any case, I will follow your advice on this matter and will be quite happy to change from a Fulbright to a UNESCO appointment if you and Dr. Anisio suggest it. On the other hand, since the Fulbright appointment has been approved in Washington, perhaps it would be simpler to go ahead on that basis.

My present travel plans would bring me to Brazil from Buenos Aires sometime between June 15 and July 1 of 1961, and I can stay in Brazil until the end of September since the University here does not commence until the first of October.

I would be glad to hear from you as to the progress of your plans for bringing UNESCO specialists to work with the various Centros in Brazil, and I will be glad to have your advice as to how I can be most useful in this connection. I would hope that during my time in Brazil we could

make firm plans for the development of a program of research training of Brazilians in the field of educational research which might involve one or more seminars in Brazil, and also a program of fellowships in Europe and in the U.S.A.

I have received a letter from the Regional Centro in Porto Alegre asking whether I can spend some time with them in a training program for researchers. This request has been repeated several times, and I would like to spend some time with them. I note that they now have on their staff Dr. Laudelino Medeiros whom I know and with whom I would like to work. Perhaps it would be possible for me to stop in Porto Alegre for a period of 2 to 4 weeks immediately after I leave Buenos Aires in late June or early July.

It appears to me that my time in Brazil will be very short and I am sorry about this. However, perhaps one good way of using my time would be for me to work in several of the Centros, perhaps in collaboration with some of the UNESCO experts, and then to advise you and Dr. Anisio about the remainder of the program for 1961 and 1962. At the same time, I might be able to assist you in working out a plan for fellowships for Brazilian researchers in the U.S.A.

I hope there will be a little time for me to visit a number of secondary schools. I would like to do this informally so that I could sit in on a number of classes and talk freely with a number of teachers. I plan to do the same thing in Chile and Argentina. It seems to me that future educational developments in South America will center around secondary education. On the basis of this experience I would then like to plan with you some further work which the two of us could share in a publication on secondary education.

I have ordered the 4 books which you requested, and I have asked to have them sent to you by airmail. I will pay for them and you can pay me later. Sending them by airmail duplicates the cost, but certainly it is more satisfactory.

I have not yet received the books by Hutchinson and by Diegues Junior. In a letter of June 24 you said that you were sending these books to

me at Hawaii, and it may well be that they have arrived there after I left and will eventually be sent on to me here in Chicago. On the other hand, your letter of the 1st of July indicates that these books are being sent to me here in Chicago. In any case I hope to receive them soon. I have received your check for \$13.78 in payment for the books I sent to you earlier this year.

Incidentally, could you send me the address of Dr. Bertram Hutchinson if he is still in Brazil.

I shall be happy to receive further suggestions from you and from Dr. Anisio. I will be making my plans during the coming months with the expectation of leaving Chicago for Argentina shortly after the 1st of March.

Sincerely yours,

Robert J. Havighurst
Professor of Education

RJH:emh

cc: Dr. Anisio Teixeira

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Agências — Castelo — Rua México, 11

RECIFE — Av. Dantas Barreto - Ed. S. Albino - Loja 6
Agências — Av. Marquês de Olinda, 142
Hotel Boa Viagem
Aeroporto Guararapes

Tel. 23-1996
Tel. 32-8850
Tel. 37-5525
Tel. 43-9051
Tel. 7-811/2/7
Tel. 9174
Tel. 7867-6559
Tel. 7446-6881

S A O P A U L O — Rua 15 de Novembro, 164
Agências — Galeria Itapetininga, loja 5
Rua Sen. Quêiroz, 315
Largo do Arouche, 60

Tel. 37-5136
Tel. 34-9603
Tel. 37-7693
Tel. 36-2960

SANTOS — Rua 15 de Novembro, 131/3

29345 - 22000 - 29055

TELEGRAMA

URGENTE	N.º	DATA	HES.	INDICAÇÕES	Ptx. Nr.
ORDINÁRIO					Opr.
L T	TAXA	TAXADOR	PALAVRAS		Hrs.
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Proc. CBPE 622/61

GHR

UNESCO PARIS

13 CORREA FURTHER MY 11 ROBERT BRACKENBURY UNIVERSITY SOUTHERN
CALIFORNIA PAREN CABLES UNISOCAL UNPAREN STATES DEFINITELY
AVAILABLE FOR APPOINTMENT JULY THROUGH DECEMBER 1961 AND
PROBABLY THROUGH JULY 1962 STOP HAVIGHURST SUGGESTS OFFER
ONE YEAR APPOINTMENT AND SEREY WASHINGTON HAS CONTACT
STOP HAVIGHURST PROCEEDING FAIRES THREE MONTHS INSTITUTO
SOCIOLOGIA FLORIDA 656 MAINTAINING CONTACT THIS OFFICE

CASSERES

cc. Prof. Havighurst
Prof. A. Teissiera

Todos os telegramas aceitos por esta Companhia, ficam sujeitos às seguintes condições:

O serviço telegráfico é regido pela Convenção Internacional de Telecomunicações consoante as regras estabelecidas do Regulamento Internacional Telegráfico, cuja última revisão foi verificada na Conferência de Paris, Setembro de 1949, assim, a Italcable, não assumem nenhuma responsabilidade por qualquer irregularidade atribuível ao serviço telegráfico, e não se sujeitam a outra indenização além da restituição da taxa paga para a transmissão, de acordo com as diversas modalidades previstas no referido regulamento telegráfico.

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A fim de que não haja embaraço na transmissão de qualquer telegrama, pede-se aos expedidores redigi-los com a máxima clareza, recomendando-se, outrossim, seja o endereço escrito preferentemente, em caracteres de imprensa (art. 15, § 1.º — Reg. Paris) e, bem assim, conste do formulário do telegrama o nome e o endereço completos do expedidor, e, sempre que possível, o número do seu telefone (art. 8, § 2.º — Reg. Paris).

De acordo ainda com o novo Regulamento de Paris, estão em vigor desde 1-7-950, as seguintes categorias de telegramas:

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Carta-Telegrama — «L T» — Mínimo de 22 palavras taxadas. — metade da taxa do telegrama ordinário.

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Serviço Interior

ordinário — sem mínimo.

Carta-Telegrama — «CTN» mínimo de 25 palavras.

13/02/50 3989

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URGENT PARIS

13 CORREA FURTHER RE II ROBERT BRACKENBURY UNIVERSITY SOUTHERN

CALIFORNIA PAIN CARLES WISCONSIN STATES DEWITT

AVAILABLE FOR APPOINTMENT JULY THROUGH DECEMBER 1951 AND

PROBABLY THROUGH JULY 1952 STOP HAVTHURST SUGGESTS OVER

ONE YEAR APPOINTMENT AND SURELY WASHINGTON HAS CONTACT

STOP HAVTHURST PROCEEDING HAINES THREE MONTHS INSTITUTE

SOCIOLOGIA FLORIDA 656 MAINTAINING CONTACT THIS OFFICE

CASERIS

cc Prof. Havthurst
cc Prof. A. T. ...

COPY

April 15, 1961

Instituto de Sociologia
Universidad de Buenos Aires
Florida, 656
Buenos Aires, ARGENTINA

Dr. Jayme Abreu
Centro Brasileiro de Pesquisas
Eduacionais
Rua Voluntarios da Patria, 107
Botafogo
Rio de Janeiro, BRASIL

Dear Dr. Jayme:

Time is passing and I am beginning to think about my return to Brasil. We are comfortably located here in Buenos Aires and I am having an interesting time in the University.

I should be making some further plans for my work in Brasil. I have been thinking that I might stop for perhaps a week in Porto Alegre to visit the Regional Center there, and particularly to see the work of Ladelino Medeiros who is carrying on a community research, and I could go on up to Sao Paulo for a week to find out what is going on there and arrive in Rio fairly early in July. If I follow this plan I will write to the Regional Center in Porto Alegre, and perhaps you also could write and tell them that I would like to visit them for a week or so, with a similar notice to the Regional Center in Sao Paulo.

I wonder how our project for Research Training is going! About two weeks ago I had a letter from Professor Brackenbury from Los Angeles saying that he had arranged to take a year's leave of absence commencing the 1st of July and was looking forward to working in Brasil. However, he had not yet heard anything from Unesco in Paris. I hope that by this time Unesco has acted on his appointment. Otherwise he will have to give up the project. I wrote to Mr. Paul Serey in Washington telling him that it was important for Unesco to act soon, but I have not written to Paris because I have had no communication from Unesco on this project and can hardly initiate it.

I look forward to hearing from you and also to return to Brazil fairly soon.

Sincerely yours,

Robert J. Havighurst
Professor of Education

COPY

April 15, 1961

Instituto de Sociologia
Universidad de Buenos Aires
Florida, 656
Buenos Aires, ARGENTINA

Dr. Jayme Abreu
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Eduacionais
Rua Voluntarios da Patria, 107
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Rio de Janeiro, BRASIL

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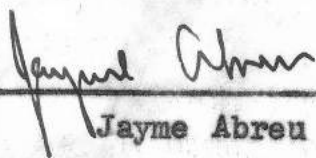
Sincerely yours,

Robert J. Havighurst
Professor of Education

Em qualquer hipótese, Prof. Robert Havighurst, estamos certos que haverá de ser útil sua estadia no Brasil: teremos sempre o que fazer de util.

Logo que tenhamos notícias positivas, concretas, lhe escreveremos.

Com recomendações extensivas à sua esposa, firma-se, cordialmente, seu admirador e amigo,



Jayme Abreu
Coordenador DEPE - CBPE

P.S. O Prof. Oscar Vera, da Unesco, disse-nos que o procuraria aí.

Ilmo. Sr.
Prof. Robert J. Havighurst
Instituto de Sociologia Universidade de Buenos Ayres
Florida, 656 - Buenos Ayres - Argentina

Rio de Janeiro, 18, 4, 1961.

Meu caro

Prof. Robert J. Havighurst:

Foi com muita satisfação que recebi sua carta de 15 deste, que estou respondendo.

Vejo que, felizmente, as cousas lhe correm bem por Buenos Ayres e oxalá o mesmo suceda quanto aos seus planos de atuação no Brasil.

Já escrevi ao Prof. Alvaro Magalhães, Diretor do nosso CRPE em Porto Alegre, sobre o seu propósito de passar uma semana em Porto Alegre, em fins de Junho, e ele respondeu-me muito contente com essa perspectiva.

Também já escrevi ao Prof. Carlos Correa Mascaro em São Paulo, para facilitar os contactos necessários ao seu trabalho e do Prof. Robert Brackenbury em São Paulo, e ele respondeu-me pondo-se inteiramente ao seu dispor.

Peço-lhe, assim, quando tiver datas definitivas avisar -me com tempo bastante para eu voltar ao assunto, com eles, já com datas certas.

Temos recebidos notícias do Prof. Robert Brackenbury, constantes de duas cartas dele ao Prof. Anísio Teixeira, que logo as respondeu.

Infelizmente, até esta data, nem o Casseres nem nós temos ainda qualquer confirmação da Unesco, o que levou o Prof. Anísio Teixeira a se empenhar novamente no assunto junto ao nosso Embaixador na Unesco, Prof. Paulo Carneiro a quem escreveu e, pessoalmente, junto ao Sr. Oscar Vera, representante da Unesco para a América Latina.

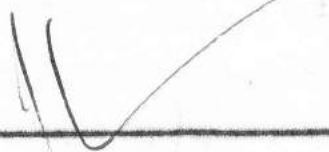
Assim esperamos que esta aguardada confirmação venha o mais depressa possível, pois o tempo corre!

Rio de Janeiro, 19, Abril, 1961.

Prezado Prof.
Robert J. Havighurst;

Em aditamento à nossa carta de ontem, cumpre-nos informar-lhe que estamos recebendo notícias do Sr. William Casseres de que a Unesco já entrou em contacto com o Prof. R. Brackenbury, estando se processando os contactos de rotina para sua vinda ao Brasil, como perito da Unesco.

Muito cordialmente,



Jayme Abreu
Coordenador DEPE-CEPE

Ilmo. Sr.
Prof. Robert J. Havighurst
Instituto de Sociologia
Universidad de Buenos Aires
Florida, 656
Buenos Aires, ARGENTINA

C Ó P I A

University of Southern California
University Park
Los Angeles 7, California

C.B.P.E.
Entrada
29 MAR 61
779/61

March 24, 1961

Despacho:

Urgente

Mr. Anisio S. Teixeira, Diretor Geral do I.N.E.P.
Centro Brasileira de Pesquisas Educacionais
Rua Voluntários da Pátria, 107 (Botafogo)
Rio de Janeiro, Brasil

Ao Diretor, 29.III.61
as) Péricles M. de Pinho

Dear Mr. Teixeira:

It was good to receive your cordial letter and obtain the memorandum on the proposed course. The latter strikes me as exciting and challenging. I am eagerly looking forward to working with you, Professors Havighurst and Applegate and others on the project.

I have just learned that I will be able to obtain a full year leave, so I will be available from July 1961 through July '62 or possibly through August '62. I am most happy that I could make such arrangements, not simply because I personally prefer to spend a full year in your country but because I hope I can be of more service to you.

My duties here will be ended the early part of June, so we (I hope to bring my family) should be able to reach Brasil by the first of July provided we are able to sell our house and make favorable travel arrangements.

As yet I have not heard from Unesco in Paris, but I will proceed on the assumption that the appointment will come through and I hope to receive official word soon.

Sincerely yours,

as) Robert L. Brackenbury, Chairman
Social & Philosophical Founda-
tions of Education

Rio de Janeiro, 5, Abril, 1961.

487/61

Sr. William Gomes Casseres
Junta de Assistência Técnica
das Nações Unidas

Prezado Sr. W. G. Casseres:

O objetivo da presente é, atendendo à recomendação do Prof. Anísio S. Teixeira, passar-lhe às mãos cópia de carta que está ele recebendo do Prof. Robert L. Brackenbury, em relação ao "Curso de Aperfeiçoamento de Pesquisadores: Administração e Prática da Educação".

Confessamo-nos antecipadamente gratos à atenção que lhe merecer o assunto, para o seu bom andamento.

Atenciosamente,

Pericles M. de Pinho
Diretor-Executivo do CBPE

Ilmo.
Sr. William Gomes Casseres
Junta de Assistência Técnica
das Nações Unidas
Praia do Russel, 694
N E S T A

Rio de Janeiro, 5, Abril, 1961.

458/61

Professor Fernando de Azevedo
Diretor do Centro Regional de
Pesquisas Educacionais
São Paulo, S.P.

Prezado Mestre Fernando de Azevedo:

Atendendo ao que nos recomenda o Mestre Anísio Teixeira, servimo-nos passar-lhe às mãos cópia da carta que ele está recebendo do Prof. Robert L. Brackenbury, tratando do assunto a que se reportou a carta de 21 de Março p. passado que Anísio lhe endereçou.

Novas informações a respeito, iremos lhe remetendo, tão logo nos cheguem.

Seu discípulo, amigo e admirador,



Jayne Abreu

Ilmo.Sr.
Prof. Fernando de Azevedo
Rua Bragança, 55
São Paulo - S. P.

Rio de Janeiro, April, 6, 1961.

459/61

Dear Professor Brackenbury,

I was very pleased to receive your letter of the 24th March 1961 assuring me of your valuable cooperation in the course to be held in 1962, at the Regional Centre for Educational Research in São Paulo, in accordance with the general terms outlined in the copy of the memorandum which I have sent you.

It is indeed good news for us all to be assured of your presence here for at least one year. It will be a good opportunity for all those students who are fortunate enough to work under your guidance.

I have already taken necessary steps to get the concurrence of UNESCO in the arrangements for your visit with the least possible delay, although so far we have not yet received UNESCO confirmation.

With kind regards,

Yours very sincerely,



Anisio S. Teixeira

Ilmo. Sr.
Prof. Robert L. Brackenbury
University of southern California
University Park
Los Angeles 7, California

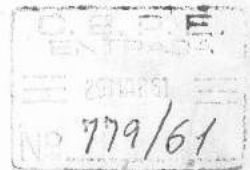
UNIVERSITY OF SOUTHERN CALIFORNIA

UNIVERSITY PARK

LOS ANGELES 7, CALIFORNIA

SCHOOL OF EDUCATION

March 24, 1961



Urgente
Do Diretor
29.11.61
L. M. P.

Mr. Anisio S. Teixeira, Diretor Geral do I.N.E.P.
Centro Brasileiro de Pesquisas Educacionais
Rua Voluntarios da Patria, 107 (Botafogo)
Rio de Janeiro, Brasil

Dear Mr. Teixeira:

It was good to receive your cordial letter and obtain the memorandum on the proposed course. The latter strikes me as exciting and challenging. I am eagerly looking forward to working with you, Professors Havighurst and Applegate and others on the project.

I have just learned that I will be able to obtain a full year leave, so I will be available from July 1961 through July '62 or possibly through August '62. I am most happy that I could make such arrangements, not simply because I personally prefer to spend a full year in your country but because I hope I can be of more service to you.

My duties here will be ended the early part of June, so we (I hope to bring my family) should be able to reach Brasil by the first of July provided we are able to sell our house and make favorable travel arrangements.

As yet I have not heard from Unesco in Paris, but I will proceed on the assumption that the appointment will come through and I hope to receive official word soon.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Robert L. Brackenbury".

Robert L. Brackenbury, Chairman
Social & Philosophical Foundations
of Education

RLB:le

1460

dezembro de 1961.

Ministro Wagner Pimenta Bueno
Diretor Executivo
Comissão Nacional de Assistência Técnica
Ministério das Relações Exteriores
Av. Marechal Floriano, 196
Nesta

Senhor Diretor Executivo:

Em aditamento à nossa correspondência (nº 551, de 27-5-60), sobre o pedido global de assistência técnica das Nações Unidas ao Centro Brasileiro e aos Centros Regionais de Pesquisas Educacionais, expressamos nosso pleno acôrdo quanto à vinda do perito Prof. S. B. Kermoian, diretor das Escolas Farragut e José, de São Francisco, California, Estados Unidos, para o pôsto de Especialista em Administração de Escolas, previsto no Programa de Assistência Técnica para 1962.

Ao mesmo tempo, encarecemos, e desde já agradecemos, os bons ofícios de V.Sª no sentido da ultimação das providências referentes ao assunto.

Atenciosas saudações.

a) Anísio S. Teixeira
Diretor

Opt.

1459

dezembro de 1961.

Sr. Daniel de Maret
Representante Residente da
Junta de Assistência Técnica e
Fundo Especial da ONU no Brasil
Rua do Russel, 694 - 7º andar
Nesta

Senhor Representante Residente:

Com referência à sua carta 960, de 23 de novembro, aprez-nos encaminhar-lhe a inclusa cópia da nossa correspondência desta data ao Ministro Wagner Pimenta Bueno, Diretor Executivo da Comissão Nacional de Assistência Técnica, manifestando o acôrdo dêste Instituto quanto à vinda do Prof. S. B. Kermoian e encarecendo os bons ofícios daquela comissão no sentido das providências referentes ao assunto.

Atenciosamente,

a) Anísio S. Teixeira
Diretor

/cpt.

I T A L C A B L E

18 abril 1961

GHR

UNESCO PARIS (FRANÇA)

17 CORREA YOUR CABLE 17/4 JOB DESCRIPTION ALL FIVE
EDUCATIONAL POSTS SENT LARSEN 7/2 UNDER LETTER 154 MODIFIED
ONLY BY OUR 11 AND 13 STOP BRACKENBURY INDICATED BY HAVIGHURST AS
EDUCATIONAL RESEARCH METHODS EXPERT APPROVED BY TEIXEIRA AS
FORWARD PLANNER OF COURSE STOP NOW FORMALIZING THROUGH FOREIGN
MINISTRY WILL CABLE

CASSERES

ONU

Russel, 694 - 72

United Nations - Nations Unies
Junta de Assistência Técnica
Fundo Especial

NAÇÕES UNIDAS

Teleg. "TECABOARD RIO DE JANEIRO"
Telefones: 25-9384
25-6969

Rua do Russel, 694-7º andar
Caixa Postal, 743

Rio de Janeiro - Brasil

23 de novembro de 1961

Nº 960

Senhor Diretor.

Com a presente, estou enviando a Vossa Senhoria cópia de nossa carta nº 950, de 21 do corrente, dirigida à Comissão Nacional de Assistência Técnica, solicitando aprovação da candidatura do senhor S. B. Kermoian para o posto de Especialista em Administração de Escolas, previsto no Programa de Assistência Técnica para 1962.

Solicito os bons ofícios de Vossa Senhoria junto à CNAT a fim de que a anuência do Governo brasileiro à candidatura do Sr. Kermoian nos seja comunicada com a possível brevidade.

Atenciosamente.

a) Daniel de Maret
Representante Residente da JAT
e do Fundo Especial da ONU no
Brasil, a.i.

Ilmo. Sr.
Prof. Anísio Teixeira
DD. Diretor da CAPES
Rio de Janeiro

PROFESSOR HELI MENEGALE
SECRETARIA DE EDUCAÇÃO E CULTURA
BRASILIA, DF

83/61

27.7.61

TENHO SATISFAÇÃO RECOMENDAR BONS OFÍCIOS ILUSTRE AMIGO
PROFESSORES ROBERT HAVIGHURST E ROBERT BRACKENBURY PERITOS
UNESCO E DINAH CAMPOS TÉCNICA EDUCAÇÃO INEP AI ESTARÃO SEMANA
6 A 13 AGOSTO PROVAVELMENTE ENTRE NOVE E DEZ TRATAR CONSIGO
ASSUNTO SELEÇÃO BOLSISTAS CURSO APERFEIÇOAMENTO EM EDUCAÇÃO
VAMOS PROMOVER SÃO PAULO 1962 PT FICAREMOS MUITO GRATOS
SUA MELHOR ACOLHIDA MESMOS ABRAÇOS ANÍSIO TEIXEIRA DIRETOR
CENTRO BRASILEIRO PESQUISAS EDUCACIONAIS INEP

CBPE - RUA VOLUNTÁRIOS DA PÁTRIA, 107 - RIO, CS

DR. JOSE PEIXOTO SILVEIRA
SECRETARIA DE EDUCAÇÃO E CULTURA
GOIÂNIA - GOIÁS

URGENTE

82/61

27.7.61

TEMOS SATISFAÇÃO APRESENTAR-LHE PERITOS UNESCO PROFESSORES
ROBERT HAVICHURST E ROBERT BRACKENBURY E TECNICA EDUCAÇÃO
INEP DINAH CAMPOS AI ESTARÃO SEMANA 6 A 13 AGOSTO
PROVAVELMENTE SEXTA ONZE TRATAR CONSIGO ASSUNTO SELEÇÃO
BOLSISTAS CURSO APERFEIÇOAMENTO EM EDUCAÇÃO VAMOS PROMOVER
SÃO PAULO 1962 PT FICAREMOS MUITO AGRADECIDOS SUA MELHOR
ACOLHIDA MESMOS ATENCIOSAMENTE ANISIO TEIXEIRA DIRETOR CENTRO
BRASILEIRO PESQUISAS EDUCACIONAIS INEP

CBPE - RUA VOLUNTÁRIOS DA PÁTRIA, 107 - RIO, CB

EDCRINEP PARA
PROFESSOR MARIO CASASANTA
BELO HORIZONTE, MG

URGENTE

84/61

27.7.61

RECOMENDO SEUS BONS OFICIOS PROFESSORES ROBERT HAVIGHURST
E ROBERT BRACKENBURY PERITOS UNESCO E DINAH CAMPOS TECNICA
EDUCAÇÃO INEP AI ESTARÃO ENTRE SETE E OITO AGOSTO CUIDAR
CONSIGO SELEÇÃO BOLSISTAS CURSO APERFEIÇOAMENTO EDUCAÇÃO
REALIZAREMOS SÃO PAULO 1962 PT GRATO SUA MELHOR ACOLHIDA
MESMOS CORDIALMENTE ANISIO TEIXEIRA DIRETOR CBPE INEP

CBPE - RUA VOLUNTÁRIOS DA PÁTRIA, 107 -RIO,GB

C Ó P I A

ITALCABLE

Telegrama

Proc. CBPE - 1.058/61

26 de abril de 1961

GHR

UNESCO

PARIS

Desp. ao Diretor

26.4.61

Ass: P.M.P.

19 CORREAS 24/4 PLEASE ASSURE AMBASSADOR CARNEIRO NO CAUSE FOR
ALARM SHOWING HIM MY 11 DRAFTED PRESENCE TEIXEIRA AND HAVIGHURST
WHOM TEIXEIRA REQUESTED BY NAME STOP PLEASE ALSO INFORM HIM ALL
FIVE NEW POSTS SHOULD BEEN DEFERED DUE LOCAL COSTS ARREARS BUR
MYSELF DELIBERATELY SAVED ALL VIEW POTENTIAL IMPORTANCE PROJECT
STOP PROJECT ORIGINALLY SCHEDULED BEGIN ONLY JULY 61 AND MODIFI
CATION REPRESENTS ONLY REPHASING TO ENSURE SUCCESS THROUGH CARE
FUL PREPARATION OF COURSE AND ASSEMBLY OF SUITABLE TRAINEES
WITH BRACKENBURYS ASSISTANCE SIX MONTHS 1961 STOP SENDING TEIXEI
RA COPY THIS CABLE BUT PLEASE CABLE COMMENT SOONEST

CASSERES .

cc. Mr. Anisio Teixeira, Rio
Mr. R.B. Stedman, New York
Mr. Oscar Vera, Santiago

COPY

UNESCO

ED47/35/5374

15 November 1961

Subject: Recruitment of Experts for the Sao Paulo Course
for training Education Research Specialists
March/December 1962

Dear Mr. Teixeira,

Thank you for your letters of 18 and 25 September 1961 (Ref. 1054 and 1093/61). I am sorry not to have replied before this but the whole matter has proved unexpectedly complicated - especially in getting assurances as to the availability of experts.

However, I understand that the candidature of Professor Lindgren has been approved by the Brazilian Government. That of Professor Havighurst has been approved here and submitted to the Brazilian authorities, along with that of Dr. S.B. Kermoian. For the fifth post (Educational Tests and Measurements) the names of four candidates from Europe have been put forward to the Brazilian authorities, namely Mr. Henricson (Sweden), Mr. Svård (Sweden), Mr. Sellars (United Kingdom) and Mme. Cambon (France).

I am glad to hear that the preparations are going well at your end and that Professor Brackenbury is already at work with you. May I wish you and your colleagues continuing success.

Yours sincerely,

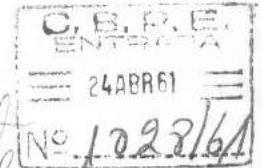
Shannon McCune,
Director,
Department of Education

Mr. A.S. Teixeira,
Diretor do
Instituto Nacional Estudos Pedagogicos e
Centro Brasileiro de Pesquisas Educacionais
Rua Voluntarios da Patria, 107,
RIO DE JANEIRO (Brasil)

UNIVERSITY OF SOUTHERN CALIFORNIA
UNIVERSITY PARK
LOS ANGELES 7, CALIFORNIA

SCHOOL OF EDUCATION

April 19, 1961



urgente
so directo
24. IV. 61
Amst.

Professor Anisio S. Teixeira
Centro Brasileiro de Pesquisas Educacionais
Rua Voluntarios da Patria
Caixa Postal 1
Rio de Janeiro - D.F. - Brasil

Dear Professor Teixeira:

The day before yesterday I received a letter from our Department of State requesting me to fill out various forms and to obtain a physical examination. The letter closed with these words "Upon satisfactory completion of the above mentioned formalities, you may expect that UNESCO will extend you an official offer of appointment." I thought I should let you know that I received this letter in view of the fact that I had been a bit apprehensive as I explained in my last letter to you. Thus, it looks as though matters were proceeding surely, but slowly.

I have phoned each of the four men Professor Havighurst wanted me to call and I am arranging to meet with them personally. If there is anything more I should be doing in connection with planning for the workshop please let me know.

Cordially yours,

Robert L. Brackenbury
Professor of Education

RLB/ba

Ciente. Junta. re
Em 24/4/61
Amst.

so directo
24. IV. 61
Amst.

Urgente

C. B. P. E.
ENTRADA
1829861
NO. 964/61

April 15, 1961

Instituto de Sociologia
Universidad de Buenos Aires
Florida, 656
Buenos Aires, ARGENTINA

D- Journal
18/11.61
Ruf.

Dr. Jayme Abreu
Centro Brasileiro de Pesquisas
Educacionais
Rua Voluntarios da Patria, 107
Botafogo
Rio de Janeiro, BRASIL

Dear Dr. Jayme:

Time is passing and I am beginning to think about my return to Brasil. We are comfortably located here in Buenos Aires and I am having an interesting time in the University.

I should be making some further plans for my work in Brasil. I have been thinking that I might stop for perhaps a week in Porto Alegre to visit the Regional Center there, and particularly to see the work of Ladelino Medeiros who is carrying on a community research, and I could go on up to Sao Paulo for a week to find out what is going on there and arrive in Rio fairly early in July. If I follow this plan, I will write to the Regional Center in Porto Alegre, and perhaps you also could write and tell them that I would like to visit them for a week or so, with a similar notice to the Regional Center in Sao Paulo.

I wonder how our project for Research Training is going! About two weeks ago I had a letter from Professor Brackenbury from Los Angeles saying that he had arranged to take a year's leave of absence commencing the 1st of July and was looking forward to working in Brasil. However, he had not yet heard anything from Unesco in Paris. I hope that by this time Unesco has acted on his appointment. Otherwise he will have to give up the project. I wrote to Mr. Paul Serey in Washington telling him that it was important for Unesco to act soon, but I have not written to Paris because I have had no communication from Unesco on this project and can hardly initiate it.

I look forward to hearing from you and also to return to Brazil fairly soon.

Sincerely yours,

Robert Havighurst

Robert J. Havighurst
Professor of Education

Ct. 1093/61.

Rio de Janeiro, 25 September 1961.

Dr. Shannon McCune
Director, Division of Education
UNESCO
9, Place Fontenoy
Paris - VIIème - França

Dear Dr. McCune:

Further to our letter of the 18th September 1961, we are submitting to you these suggestions regarding the Sao Paulo Course for Training Educational Research Specialists, which is, as you know, a joint project of UNESCO and our Centers for Educational Research.

We have already sent you suggestions concerning the five non-Brazilian experts, whose services UNESCO has undertaken to provide, for the opening term of this Course, from March to December in 1962, to be held at our Regional Center in Sao Paulo.

Among the foreign experts for the staff of this course whom we are suggesting, we wish to include Professor Robert J. Havighurst (Professor of Education in Chicago University, former UNESCO Co-director at the Brazilian Center of Educational Research here).

He was here in 1961 as a Fullbright Commission appointee when he assisted in the planning of the Course, working with our staff and in cooperation with your expert, Professor Robert Brackenbury, who is working in our Sao Paulo Regional Center, and who took an active part in preparatory work for this course.

Professor Robert Havighurst was able to remain here from July to September 1961, and we wish he will act as Co-ordinator and Supervisor of the Course in 1962, from August to October. We would like him to be a special expert from UNESCO, assisting in the general direction of this Course. He is an educator of the highest quality, speaking Portuguese and very familiar with Brazilian life and customs. So we are most anxious to have his continued cooperation throughout the Course.

With my kindest regards, and hoping to hear from you soon,

Yours very sincerely,

ass. A. S. Teixeira

Anisio S. Teixeira
Diretor do Instituto Nacional Estudos Pedagógicos
e do Centro Brasileiro de Pesquisas Educacionais.

P.S. I have requested Mr. Ismar de Freitas to kindly talk to you regarding prof. Havighurst and our earnest desire to have him as general supervisor of the course.
Yours
at. A. T.

COPY

Ct. 1093/61

Rio de Janeiro, 25 September 1961.

Dr. Shannon McCune
Director, Division of Education
UNESCO
9, Place Fontenoy
Paris - VIIème - França

Dear Dr. McCune:

Further to our letter of the 18th September 1961, we are submitting to you these suggestions regarding the Sao Paulo Course for Training Educational Research Specialists, which is, as you know, a joint project of UNESCO and our Centers for Educational Research.

We have already sent you suggestions concerning the five non-Brazilian experts, whose services UNESCO has undertaken to provide, for the opening term of this Course, from March to December in 1962, to be held at our Regional Center in Sao Paulo.

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With my kindest regards, and hoping to hear from you soon,

Yours very sincerely,

Anisio S. Teixeira
Diretor do Instituto Nacional Estudos Pedagógicos
e do Centro Brasileiro de Pesquisas Educacionais

P.S. I have requested Mr. Isnar de Freitas to kindly talk to you regarding prof. Havighurst and our earnest desire to have him as general supervisor of the course.

Your's
as. A.T.

No 1054

September 18, 1961.

Dr. Shannon McCune
Director, Division of Education
UNESCO
9, Place Fontenoy
Paris - VIIème - França

Dear Dr. McCune:

I am writing to make some suggestions concerning preparations for the Course For Training Educational Research Specialists, which is a joint project of our Centers for Educational Research and UNESCO. You will remember that the Course is to be given in 1962, March-December, at our Regional center in São Paulo, and that UNESCO is to provide us with a staff of our foreign experts for the year, plus a part of a year of a fifth person, commencing February, when we want to get our staff all together for preliminary planning of the program.

The work is progressing well for the recruiting and selection of participants in the Course, and for the organization of the work. Professor Brackenbury, our UNESCO Chief, has been in São Paulo since the beginning of July and is getting well acquainted with Brazil. He is also making good headway with Portuguese. He has made two lengthy trips to visit some of our Regional Centers and State Departments of Education, to interview candidates for the course. He is working with a member of the INEP staff who is responsible for recruitment, and they have been assisted by Prof. Robert J. Havighurst of the University of Chicago, formerly UNESCO Co-Director of this Center, who is here briefly on a Fulbright appointment.

On September 17, Brackenbury, Havighurst and our staff member, Dinah Souza Campos went to Recife to interview candidates for the Course there and in several State Departments of the Northeast of Brazil.

The only thing over which we have some anxiety is the naming of three more foreign experts for the staff of the Course. We understand that Professor Henry C. Lindgren of the San Francisco State College is now in the process of being appointed. We hope that rapid progress can be made on the two other appointments. Our experience is that it is difficult to get first-rate people with less than six months' notice.

Prof. Brackenbury sent you a list of three other North American candidates for the staff, in order of preference, and asked for suggested names of European candidates. Since we have not had any news about European candidates, we hope that some action can now be taken to speed up matters.

We propose that the position as expert in Educational Administration be offered to Professor Samuel B. Kermoian, of San Francisco, the top man on our list after Lindgren. Dr. Kermoian is part-time Professor at the San Francisco State College, and Principal of the Farragut and José Ortega Schools, 625 Holloway Ave., San Francisco. Brackenbury has interviewed him, and he has been recommended by Prof. I. J. Quillen, Dean of the College of Education at Stanford University, where he did his doctoral work.

If you have a European candidate for the position in the field of Tests and Measurements, we would like to have information about this person as soon as possible. We would think of an English or French expert in Psychology with practical experience with Testing.

In this connection we think of Prof. P. E. Vernon, of the University of London Institute of Education. It may be too late to interest him for next year, but perhaps he has a colleague he would recommend. Another possible source of nominations would be Dr. W. D. Wall, Director of the British Foundation for Educational Research. He has been on the UNESCO Staff, and you might get assistance from him. Mr. Leo Fernig of your staff knows this field pretty well, and might have suggestions.

One other thought. Professor Brackenbury came to Brazil directly from the University of Southern California, without the usual visit to Paris for briefing. He was bringing his family by boat, and it seemed better for him to come direct. However, we now feel that it might be useful for you and for us if he could pay a visit to Paris, to report to you on his experience in Brazil, and learn more about UNESCO. He expects to spend two weeks at the regional Center in Porto Alegre, the first two weeks of October. It would be convenient for him to go to Paris toward the last of October or the first of November.

We hope to keep in close touch with you and your staff on developments in this Course for Educational Researchers, which is quite different from the Course also given at São Paulo for Specialists in Primary Education, under the auspices of the UNESCO Major Project Number One. We hope that this will give us a basis for developing a major Latin-American program in Educational Research, an interest which we have been cultivating with UNESCO aid for the last five years.

With best regards,

Anisio S. Teixeira
Diretor do
Instituto Nacional Estudos Pedagógicos e
Centro Brasileiro de Pesquisas Educacionais

Cf. 1185/61

Rio de Janeiro, 6, 10, 1961.

Meu caro amigo jornalista
Paulo Duarte:

A estimulante acolhida com que nos tem honrado, dando guarida no Anhembi a trabalhos nossos, anima-nos a enviar-lhe o estudo anexo, cujos co-autores ^{há} o Professor Robert J. Havighurst, Professor de Educação da Universidade de Chicago, e nós outros.

Cremos que o tema versado é de inteira atualidade e esforçamo-nos por abordá-lo operativamente.

Vamos publicá-lo em revista de educação dos Estados Unidos e em número próximo de nossa "Educação e Ciências Sociais", mas se julgar que ele justifica publicação nas páginas do intemerato, intemorato e apreciado Anhembi, isto será, possivelmente, a primeira publicação do mesmo em letra de fôrma, a qual nós ambos, os autores, o autorizamos a fazer, agradecendo.

Grato à acolhida que lhe merecer a presente, firmamo-nos,

Atenciosamente,

Jayne Abreu

(Do Centro Brasileiro de Pesquisas
Educacionais).

Ilmo. Sr.
Prof. Paulo Duarte
Anhembi
Rua Marconi - 53 - 9º andar
São Paulo - S.P.

Et. 1099/61

Rio de Janeiro, 28, Setembro, 1961.

Prezado Prof.

Robert J. Havighurst:

São meus votos os de que a sua viagem de retorno aos Estados Unidos lhe tenha corrido bem, outrossim a volta às suas atividades aí.

Estou juntando cópia da carta que preparei para o Dr. Anísio Teixeira enviá-la, como já o fez, à Unesco, ao Dr. Shannon McCune.

Nela se trata da nossa solicitação da sua vinda em 1962, na época que o senhor nos disse viável para si, para prestar ao Curso, em São Paulo, como perito da Unesco, a cooperação que reputamos fundamental ao êxito do mesmo. Vamos fazer tudo o que de nós depender, nesse sentido.

Hontem o Dr. Anísio nos passou carta do Prof. R. Brackenbury, na qual pedia providências relacionadas com a escolha do Co-Diretor brasileiro do Curso, recrutamento de professores brasileiros para o mesmo, preparo do material, etc.

Todos nós convimos que urge, realmente, a tomada dessas providências, mas não será possível pô-las adiante, antes da fixação do nome do Co-Diretor brasileiro do Curso.

De outra forma isso significaria que êsse Co-Diretor ficaria na posição de mero executor do que outros decidiram e resolveram sobre o Curso, o que não seria aconselhável e quicá, inaceitável.

A situação atual de direção geral do CRPE de São Paulo, complica um pouco as causas, pois ainda agora, por certas lutas de bastidores na Universidade, foi eleito para Diretor do Centro de São Paulo o Prof. Laerte Ramos de Carvalho, ao invés do Prof. Milton Rodrigues, como o Dr. Anísio esperava.

Trata-se de jovem professor catedrático de História e Filosofia da Educação na Faculdade de Filosofia da Universidade de

São Paulo e que tem boas relações com o nosso grupo, mas que provavelmente encarna uma tendência de oposição a Fernando de Azevedo e Milton Rodrigues.

Quero dizer-lhe que até hoje não nos consta tenha o nosso CBPE recebido qualquer resposta àquela solicitação que o senhor, daqui, a nosso pedido, encaminhou a National Education Association, sobre o recebimento regular da coleção completa dos folhêtos sob o título "O que a pesquisa diz ao Professor".

Estamos também pessoalmente bastante interessados em desenvolver no Centro uma linha de estudos na área de "Economics in Education", buscando estudar e propor correlações e articulações entre planejamento educacional-planejamento econômico.

Pelo que pude apurar no folhêto com a relação de trabalhos do "Comparative Education Center" (The University of Chicago) que o senhor me ofereceu, talvez nos fosse bem útil ter logo em mãos alguns desses trabalhos bem como receber livros novos e bons a esse respeito, os quais deixaríamos a seu cargo selecionar e nos enviar para reembolso imediato pelo Centro, o mais logo que lhe fosse possível.

Não sei se lhe seria possível conseguir aí e nos enviar, entre outros, o trabalho de John Vaizey, "The costs of Education", editado em 1958, por George Allen and Unwin, 1958, London (via aérea).

Tenho notícia também da saída recente de livro de Ernest Nagel, isto já em outro campo, cujo título não sei, de memória, precisar, mas cujo conteúdo seria sobre Ciência e Filosofia, que teríamos muito empenho em daí receber pela atualidade e autoridade da análise.

Esperamos receber, com muito agrado e interesse, sua análise crítica do funcionamento dos nossos Centros e suas sugestões a respeito.

Deveremos em breve proceder a reunião para escolha dos bolsistas do Curso, mas essa reunião só deve ser feita, a nosso ver, seja já participando o Co-Diretor brasileiro (de São Paulo) do Cur-

so, talvez o Wilson Cantoni.

Irei lhe dando sempre notícias da marcha dos trabalhos para o Curso e, com muito empenho, esperamos receber suas notícias e sugestões sobre o mesmo.

Enviar-lhe-ei, próximamente a tradução em português, que a Malvina está concluindo, do seu (e nosso) artigo sobre "Educação Secundária na América Latina".

Ele sairá, em português em nossa Educação e Ciências Sociais e, provavelmente, também na prestigiosa revista cultural, "Anhembi", em São Paulo.

Recomende-me à sua senhora e receba os muito cordiais cumprimentos do

Jayme Abreu

Ilmo. Sr.
Prof. Robert J. Havighurst
University of Chicago
Chicago 37 - Illinois
Estados Unidos.

Ct. 1134/61

Rio de Janeiro, 6, 10, 1961.

Meu caro

Prof. Robert J. Havighurst:

Confirmando minha carta de 28 de setembro último que, espero, já lhe terá chegado às mãos e da qual aguardamos resposta.

O objetivo da presente é encaminhar-lhe a tradução feita pela Malvina do artigo sobre Educação Secundária na América Latina, para sua aprovação.

Tão logo tenhamos essa aprovação, providenciaremos sua publicação aqui em "Educação e Ciências Sociais" e em "Anhembi" (São Paulo).

O Dr. Anísio resolveu aceitar a indicação do Prof. Laerte Ramos de Carvalho para a direção do CRPE de São Paulo, sendo previsão que ele terá um bom corpo de colaboradores na direção do mesmo, inclusive o nosso amigo Carlos C. Mascaro.

Pensa-se no Wilson Cantoni para Co-Diretor brasileiro do Curso a começar em Março de 1962, mas sobre isto não há ainda decisão final.

Na expectativa de suas próximas notícias, firmamo-nos,

Cordialmente,

Jayme Abreu

Ilmo. Sr.
Prof. Robert J. Havighurst
University of Chicago
Chicago 37 - Illinois
Estados Unidos.

Rio de Janeiro, 31, Julho, 1961.

Senhor Secretario:

Estamos tendo a satisfação de lhe apresentar, os Professores e peritos da Unesco, Professores Robert J. Havighurst e Robert L. Brackenbury e a técnica de educação Profa Dinah Campos, do INEP.

Estão os mesmos investidos de missão do Instituto Nacional de Estudos Pedagógicos, no sentido de selecionar bolsistas para o Curso de Aperfeiçoamento de Pessoal para Pesquisas Educacionais, que será realizado pelo INEP, em 1962, em São Paulo, no seu Centro Regional de Pesquisas Educacionais.

As finalidades e a organização desse Curso, empreendido pelo INEP com a cooperação da Unesco, estão definidos no documento que temos a satisfação de anexar e maiores informações sobre o mesmo lhe serão prestadas pelos seus portadores.

Para as providências de seleção de bolsistas contamos com a colaboração indispensável da Secretaria sob sua ilustre direção, o que estamos de antemão agradecendo.

Na oportunidade apresentamos a V.S. a expressão de nosso elevado apreço.

Anísio Spínola Teixeira
Diretor do INEP

Ilmo. Sr.
Prof. Neli Menegale
M.D. Secretario de Educação de Brasília

Rio de Janeiro, 31, Julho, 1961.

Ao

Prof. Mario Casassanta

D.D. Diretor do Centro Regional de Pesquisas Educacionais
Minas Gerais - Belo Horizonte

Meu caro Mario Casassanta:

Estou tendo o prazer de lhe encaminhar os peritos da Unesco e Fulbright, respectivamente Professores Robert L. Brackenbury e Robert J. Havighurst e nossa técnica de educação, Profª Dinah Campos.

Vão eles aí em missão nossa, no sentido de tomar providências quanto à seleção de bolsistas de Minas Gerais, recrutados pelo nosso CRPE e pela Secretaria de Educação e Cultura, para servirem aos "Staffs" respectivos, bolsistas esses que deverão fazer o Curso de aperfeiçoamento de Pessoal para Pesquisas Educacionais, promovido pelo INEP com a cooperação da Unesco, em 1962, no nosso Centro Regional de Pesquisas Educacionais de São Paulo.

A respeito desse Curso já aqui trocamos idéias com o nosso Abgar, que inclusive nos antecipou uma previsão de cinco elementos a serem indicados pelo nosso Centro aí.

No documento anexo, estão definidas as finalidades e organização desse Curso e todos os detalhes a respeito podem ser obtidos dos portadores do mesmo.

Para a parte que nos diz respeito (nosso CRPE) e para a da Secretaria, contamos e de antemão agradecemos sua melhor cooperação.

Muito Cordialmente,

Anísio S. Teixeira
Diretor do INEP

Rio de Janeiro, 31, Julho, 1961.

Meu caro Abgar:

Na incerteza de encontrá-lo aí, dirigimos a carta anexa ao nosso Casassanta.

Você já é perfeito sabedor do assunto que nela se contém, pois de viva voz o temos debatido consigo.

Certo de que você fará o melhor no caso, disponha do, muito seu,

Anísio Teixeira

Ilmo.Sr.

Prof. Abgar Renault

Centro Regional de Pesquisas Educacionais (INEP)

Belo Horizonte - Minas Gerais

Mohr: Pender is post-Curso Especialista em Artes M. Pender
C. B. P. E. Educ. 25/7/61
P.A.

Robert J. Havighurst

MEMORANDUM

Plans for Trip to BRASILIA, BELO HORIZONTE, and GOIANIA

Brackenbury and I are planning to take the week commencing August 6th for this trip. We plan to spend Monday and Tuesday, August 7th and 8th, in Belo Horizonte; Friday, the 11th, in Goiania; and the 9th, 10th and 12th, if necessary, in Brasilia.

There is a chance that Brackenbury will drive in his car-- in which case, we will have to use Wednesday, the 9th, travelling from Belo Horizonte to Brasilia, and then we will take ~~through~~ Thursday, the 10th and Saturday, the 12th, to see people in Brasilia.

Mrs. Havighurst and I will fly to Belo Horizonte on Sunday, the 6th, and meet Brackenbury there in the afternoon.

I would appreciate it if someone would write letters to Belo Horizonte, Brasilia and Goiania on our behalf and give us a list of the people whom we should visit.

As soon as I hear from Brackenbury as to whether he will drive his car I will discuss travel arrangements. Meanwhile, I would appreciate somebody making an airplane reservation for Belo Horizonte on Sunday, the 6th, for Mrs. Havighurst and myself.

R. J. Havighurst

Copy to Jayme Abreu

July 24, 1961

Director of Publications
National Education Association
1201 Sixteenth Street
Washington, D. C.

Dear Sir:

I wonder whether you can include the Library of Centro Brasileiro de Pesquisas Educacionais (above address) on the mailing list to receive the set of pamphlets entitled What Research Says to the Teacher. The Library does not now receive this series, and it would be glad to pay for them if necessary.

However, it is possible that the Library has a right to receive What Research Says to the Teacher because it subscribes to the following journals: Review of Educational Research, Bulletin of the Secondary School Principals, Bulletin of the Elementary School Principals, and Research Bulletin of the NEA.

I believe that I receive this series personally at Chicago as a part of my membership in the American Educational Research Association.

I would appreciate it if you would write to the following person, telling him how the Library can obtain the What Research Says Series, and informing him whether there is any extra charge. Also, it would be useful if you could make up a packet of back numbers and send them to him.

Dr. Jayme Abreu
Director of Educational Studies
Centro Brasileiro de Pesquisas Educacionais
Rua Voluntarios da Patria, 107
Botafogo, Rio de Janeiro
BRASIL

Sincerely yours,

Robert J. Havighurst
Professor of Education
University of Chicago

RJH:e

CÓPIA

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
SAN FRANCISCO, CALIFORNIA
FARRAGUT AND JOSE ORTEGA SCHOOLS
625 HOLLOWAY AVE.

January 9, 1961

Dr. Robert J. Havighurst
University of Chicago
Chicago, Illinois

Dear Dr. Havighurst:

My colleague, Hilda Taba, urged me to write to you in regards to a possible assignment of educational personnel to Brazil. I am most interested in participating if my qualifications should meet the needs.

This past year, I was appointed associate professor of school administration at San Francisco State College to handle late afternoon and evening courses. I have also taught at the University of California in Berkeley, the University of Nevada, and the University of Puget Sound in Tacoma, Washington. These have been late afternoon, evening, and summer appointments.

At the present time, I am principal of two elementary schools in San Francisco, California--I have been in public school administration for the past eleven years.

The attached personal data sheet may be of some help to you. A complete file of references is available from the Stanford University Placement Service, Stanford, California.

I would appreciate learning more about the opening and whether my qualifications are suitable to the position.

Sincerely yours,

Dr. Samuel B. Kermoian,
Principal

RIO DE JANEIRO, 5 DE MAIO DE 1961

Nº 575/61

DR. JOEL MARTINS
DELEGATION DU BRÉSIL
UNESCO
PLACE FONTENAY
PARIS 7ème - FRANCE

PREZADO DR. JOEL MARTINS :

MUITO GRATO PELA SUA CARTA TÃO SOLÍCITA, ESCLARECENDO
COM PRECISÃO O CASO DOS PERITOS DA UNESCO QUE VIRÃO TRABALHAR
NO CENTRO REGIONAL DE SÃO PAULO.

REMETO JUNTO CÓPIA DE CARTA MINHA AO PAULO CARNEIRO,
COM AS MINÚCIAS DO ASSUNTO.

ESPERO QUE O RECRUTAMENTO DOS PERITOS CONTINUE COM AS
SUGESTÕES APRESENTADAS POR HAVIGHURST.

RENOVO MEUS AGRADECIMENTOS COM

UM CORDIAL ABRAÇO,

ANISIO TEXEIRA
DIRETOR

ANEXOS

CÓPIA CARTA A PAULO CARNEIRO

RIO DE JANEIRO, 5 DE MAIO DE 1961

ND 574/61

EMBAIXADOR PAULO CARNEIRO
DELEGATION DU BRÉSIL - UNESCO
PLACE FONTENAY
PARIS 7ème - FRANCE

MEU CARO PAULO:

JUNTO CÓPIA DO TELEGRAMA QUE HOJE LHE ENVIEI. ESCLAREÇO QUE SÓ PELA CARTA DO JOEL MARTINS (DE 24 DE ABRIL) PUDE AVALIAR COMO ESTAVAM ADIANTADOS OS ENTENDIMENTOS PARA A VINDA DOS PERITOS, AINDA ESTE ANO.

O CASSERES NOS EXPÕS UMA SITUAÇÃO REMOVÍVEL - O ATRASO DO PAGAMENTO DOS "LOCAL COAST" POR VÁRIAS ENTIDADES BRASILEIRAS - SACRIFICANDO OS PROGRAMAS PARA ESTE ANO. EMBORA NOSSO INSTITUTO NÃO ESTEJA EM ATRASO, A SITUAÇÃO GERAL NOS ATINGIA AINDA NOS TERMOS DA INFORMAÇÃO CASSERES.

CHEGANDO AQUI O HAVIGHURST, NOS FOI ALVITRADO PELO PRÓPRIO CASSERES, COMO SOLUÇÃO DE EMERGÊNCIA, A VINDA DE UM 60 PERITO EM 1961 E O ADIAMENTO DE TODOS OS OUTROS PARA 62.

DAÍ O NOSSO PLANEJAMENTO COM UM TRABALHO INICIAL, AQUI DE BRACKENBURY E HAVIGHURST, A PARTIR DE JULHO E A INSTALAÇÃO DO CURSO EM MARÇO DE 62.

NÃO NOS SENDO MAIS POSSÍVEL VOLTAR AO PROGRAMA ANTERIOR, ESTAMOS CONFORMADOS COM A SITUAÇÃO E ME PARECE DISPENSÁVEL, POR ISSO, A VINDA DO DIEZ ANUNCIADA HOJE PELO CASSERES COMO EXCLUSIVAMENTE LIGADA AO ASSUNTO.

TALVEZ NA IDA OU VOLTA DE BEIRUTH, NO PRÓXIMO MÊS, PASSE ALGUNS DIAS EM PARIS.

RENOVO MEUS AGRADECIMENTOS PELA SUA ATUAÇÃO E MUITO ESPECIALMENTE PELA VINDA DO BRACKENBURY.

UM CORDIAL ABRAÇO

ANÍSIO TEIXEIRA
DIRETOR

LT
PAULO CARNEIRO
DELEGATION BRÉSIL
UNESCO PARIS

TRANSMITIMOS SEU TELEGRAMA 18 CASSERES QUE DATA 26 NOS
ENVIU COPIA TELEGRAMA ENVIU UNESCO ESCLARECENDO ASSUNTO PT
RESPOSTA SEU TELEGRAMA ET CARTA JOEL MARTINS ESCLAREÇO
ADIAMENTO VINDA PERITOS APROVADA POR MIM DIANTE SITUAÇÃO EXPOSTA
POR CASSERES PT GRATO SUA ATUAÇÃO VINDA BRACKENBURY JULGO
DISPENSÁVEL VIAGEM DIEZ ANUNCIADA CASSERES CASO VENHA
SOMENTE ESSE FIM PT PODEREI PASSAR PARIS JUNHO IDA OU
REGRESSO REUNIÃO ENSINO SUPERIOR BEIRUTH AFETUOSO ABRAÇO
ANISIO

CBPE

VOLUNTÁRIOS, 107

46-9908

D.473

EM 5.5.61

ATSHOS

CÓPIA

Em 27 de abril de 1961

CNAT/650.0(04)
592.0(21)

Técnico em Metodologia
de Pesquisas Educacionais
(UNESCO).

Senhor Diretor,

Tenho a honra de acusar o recebimento do ofício 530, de 22 do corrente, pelo qual Vossa Senhoria comunicou estar o Centro Brasileiro de Pesquisas Educacionais de acordo com a vinda do Professor Robert L. Brackenbury, da University of Southern California, Los Angeles, para prestar serviços técnicos ao referido Centro.

2 Em resposta, é-me grato levar ao conhecimento de Vossa Senhoria que a Comissão Nacional de Assistência Técnica aprova a indicação do Professor Bravkenbury para a referida missão, tendo tomado as necessárias providências junto ao Representante Residente Da Junta de Assistência Técnica da ONU para que seja ultimado o assunto.

Aproveito a oportunidade para renovar a Vossa Senhoria os protestos da minha perfeita estima e consideração.

ass. Wagner Pimenta Bueno
Diretor -Executivo da Comissão Nacional
de Assistência Técnica.

Ao Senhor Anísio S. Teixeira
Diretor do Centro Brasileiro de Pesquisas Educacionais.

Abril 24, 1961

Prezado Dr. Anísio,

Estou lhe escrevendo em caráter particular, depois de haver consultado Dr. Paulo Carneiro, e por sugestão dele, para informa-lo sobre o andamento do pedido feito pelo governo do Brasil de uma equipe de especialistas que, sob a direção do Professor Doutor Robert J. Havighurst, deveria trabalhar em S. Paulo, no Centro Regional de Pesquisas Educacionais.

Tão logo a requisição do governo do Brasil chegou à Unesco, redigida em inglês, contendo os dados necessários para a seleção de especialistas, iniciou-se o processo de recrutamento através da descrição dos postos e qualificações necessárias dos especialistas. Após as informações sobre os postos já terem sido divulgadas, o Professor Havighurst escreveu-me uma carta indagando sobre a aprovação que a Unesco havia dado ao projeto de envio de uma equipe de especialistas ao Brasil em 1961. Esta carta foi respondida ao Professor Havighurst informando-o em detalhes sobre a aprovação orçamentária e inclusão no plano de trabalho da Unesco para 1961 do envio da equipe solicitada. Em seguida, ainda, o Professor Havighurst comunicou-se com a Unesco através do Departamento de Estado, U.S.A., apresentando uma série de nomes dos melhores candidatos encontrados e de especialistas, por ele entrevistados nos Estados Unidos, e que seriam bons candidatos para os postos vacantes.

Todo o processo de recrutamento encontrava-se em estágio bem avançado quando chegou um telegrama do Brasil comunicando que o Professor Havighurst deveria ir ao Brasil em 1961 e o resto do grupo em 1962 exceto Dr. Brackenbury. Evidentemente, como o representante Residente da Unesco no Rio foi quem enviou o telegrama esta decisão foi considerada como sendo de comum acordo com o governo do Brasil. Dessa forma o processo de recrutamento, que se processava de forma rápida para 1961, entrou num ritmo mais lento e os candidatos começaram a ser analisados com mais cuidado e caráter seletivo.

Foi grande a surpresa daqueles ligados à seleção dos candidatos quando sentiram que se elaborava num erro e que a seleção, segundo as informações oficiais, através da Delegação Permanente do Brasil na Unesco, que havia recebido duas cartas suas, deveria ser processada imediatamente e que o grupo de especialistas deveria estar no Brasil em 1961. Reiniciaram-se então os esforços para preparar-se o grupo apresentado por Havighurst a-fim-de que possa os especialistas iniciar o trabalho o mais brevemente possível, talvez em 1 de agosto de 1961.

C. B. P. E.

Pode o senhor, Dr. Anísio, estar certo de que não foi negligencia e nem descuido por parte dos funcionários responsáveis pelo recrutamento, mas simplesmente, o produto de confusão de datas provocada por um telegrama.

Estas são as informações sobre o andamento de todo o processo. Creio que brevemente os especialistas estarão todos no Brasil para iniciar o trabalho. Faço votos que os Centros de Pesquisa continuem em grande atividade sob a sua supervisão. Um cordial abraço

ass. Joel Martins

co/

Dr. Paulo de Berredo Carneiro
Embaixador do Brasil na Unesco

Mme. Cruz Santos
Latin American Unity Chief

Ao Exmo. Sr.

Dr. Anísio Teixeira

I.D. Diretor do Instituto Nacional de Estudos Pedagogicos

Ministério da Educação

RIO DE JANEIRO

BRASIL;

CÓPIA

cc. Sr. Anísio Teixeira

Nº 372

Rio de Janeiro, 19 de abril de 1961.

URGENTE

Senhor Diretor Executivo,

Como é do conhecimento de Vossa Senhoria, está programado para o ano de 1961, a vinda de um técnico em Metodologia de Pesquisas Educacionais, por seis meses, assim como mais quatro especialistas Educacionais, para colaborarem com o Centro Brasileiro de Pesquisas Educacionais.

Por entendimentos recentes entre o Professor Anísio Teixeira, Diretor do Centro, e o Professor Robert J. Havighurst, então de passagem no Brasil, o qual foi nominalmente solicitado pelo Professor Teixeira como chefe do grupo de profissionais estrangeiros, foi achado conveniente a vinda prévia, no mês de Julho, do técnico referido no primeiro parágrafo acima, para ser acompanhado pelos outros quatro especialistas no mês de Fevereiro de 1962.

Sob recomendação do Professor Havighurst, e com a aprovação do Professor Teixeira, a UNESCO agora oferece os serviços de Robert L. Brackenbury, Professor de Educação, University of Southern California, Los Angeles, nacional dos Estados Unidos da América.

Pela presente venho solicitar a Vossa Senhoria a aprovação oficial da vinda do Professor Brackenbury. Dada a urgência do caso, muito lhe agradecerá uma comunicação telefônica, a ser confirmada por escrito. Consta que o Centro Brasileiro de Pesquisas Educacionais se dirige a Vossa Senhoria simultaneamente no mesmo sentido.

Atenciosamente,

W.C. Cásseres
Representante no Brasil.

Ilmo. Sr. Dr. Wagner Pimenta Bueno
DD. Diretor Executivo da
Comissão Nacional de Assistência Técnica
Rio de Janeiro, GB.

CÓPIA

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
SAN FRANCISCO, CALIFORNIA
FARRAGUT AND JOSE ORTEGA SCHOOLS
625 HOLLOWAY AVE.

January 9, 1961

Dr. Robert J. Havighurst
University of Chicago
Chicago, Illinois

Dear Dr. Havighurst:

My colleague, Hilda Taba, urged me to write to you in regards to a possible assignment of educational personnel to Brazil. I am most interested in participating if my qualifications should meet the needs.

This past year, I was appointed associate professor of school administration at San Francisco State College to handle late afternoon and evening courses. I have also taught at the University of California in Berkeley, the University of Nevada, and the University of Puget Sound in Tacoma, Washington. These have been late afternoon, evening, and summer appointments.

At the present time, I am principal of two elementary schools in San Francisco, California--I have been in public school administration for the past eleven years.

The attached personal data sheet may be of some help to you. A complete file of references is available from the Stanford University Placement Service, Stanford, California.

I would appreciate learning more about the opening and whether my qualifications are suitable to the position.

Sincerely yours,

Dr. Samuel B. Kermoian,
Principal

Rio de Janeiro, 10, Agosto, 1961.

Ao
Sr. Diretor do
Centro Regional de Pesquisas Educacionais
São Paulo

Meu caro Milton Rodrigues:

Estou lhe enviando o documento anexo o qual se relaciona com as medidas preliminares ao funcionamento do Curso de Aperfeiçoamento de Pessoal para Pesquisas Educacionais, a ser realizado aí, em 1962.

A Coordenação dos Cursos do INEP, com boa experiência em matéria de recrutamento de bolsistas, está tomando as providências necessárias, nesse setor.

Para conhecimento dos interessados, elaboramos um documento inicial em que se diz dos objetivos e da organização desse Curso.

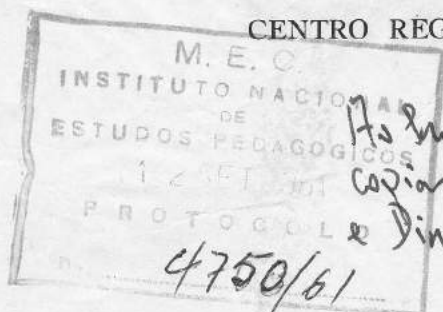
É evidente que em toda a sua fase preparatória o processo de organização desse Curso está em debate aberto entre todos nós.

Abraça^o muito cordialmente,

Anísio Teixeira
Diretor do INEP

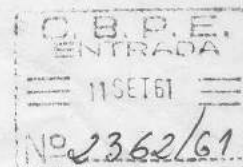
Ilmo. Sr.
Prof. Milton Rodrigues
Centro Regional de Pesquisas Educacionais
Cidade Universitária
São Paulo

CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS
DE SÃO PAULO



*As Inf. Anísio Teixeira, Ricardo
Copins (Secretaria) para a DEPE
& Din. Executiva.*

*cc: Eagleton
Teixeira
Casseres
Havighurst*



*11/9/61
fornecido Admin
Pelo Din. Executivo*

8 September 1961

Dr. Shannon McCune
Divisional Director of Education
UNESCO Headquarters
Place de Fontenoy, Paris - 7^e

*Ciente
11/9/61
Volte ao Dr. Jayme
11/9/61*

*Visa
Luz*

Dear Dr. McCune:

It was gratifying to receive Mr. Eagleton's letter (ED/42/33.038). I found the report on the Bogota Regional Training Course on Educational Planning most interesting and it will prove useful to us in planning the Seminar here for the Training of Educational Research Personnel.

It was good to learn that the candidature of Professor Lindgren is being processed, but no mention was made of other personnel as was requested in my letter to you of July 19. I realize that August is a vacation month and that my request was untimely in that respect, but if it is now possible to send us the names and vitae of candidates for the remaining posts it will be most appreciated.

Here, I am continuing to visit personnel in universities, State Secretaries of Education, and Regional Centers of Educational Research to explain the Seminar and to solicit suggestions. With Professor Havighurst and others from Dr. Teixeira's staff, I am also interviewing "students" in various parts of the country who are interested in participating in the Seminar. It will be a pleasure to discuss the plans for the Seminar with Mr. O. Vera when he visits Sao Paulo.

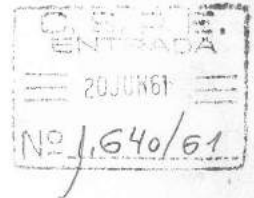
Sincerely yours,

Robert L. Brackenbury

UNIVERSITY OF SOUTHERN CALIFORNIA
UNIVERSITY PARK
LOS ANGELES 7, CALIFORNIA

SCHOOL OF EDUCATION

New Orleans, en route
June 12, 1961



*Dr. Joyfull
20.6.61
Lull.*

Dr. Anisio Teixeira, Director
Centro Brasileiro de Pesquisas Educacionais
Rua Voluntarios da Patria
Caixa Postal 1
Rio de Janeiro, Brasil

Dear Dr. Teixeira:

My formal offer of appointment reached me while I was enroute to New Orleans and I have subsequently received permission to travel as I had planned, via the Del Sud (Delta Lines). The ship leaves here this afternoon and is scheduled to arrive in Rio on 29 June.

Through Mr. William Casseres, the Director of Technical Assistance for the United Nations in Rio, arrangements have been made so that I can bring my automobile. Passports, visas and inoculations have been obtained. In brief, I believe I have done everything here, including interviewing the four Californians Professor Havighurst suggested I see, that needs to be done.

You are probably in the best position to know how long my family and I are likely to remain in Rio before proceeding to Sao Paulo. Consequently, we would appreciate your assistance in obtaining suitable hotel accommodations. If you believe it necessary to make reservations in advance, we would appreciate your doing so. Any moderate priced accommodations where children are welcome (my wife and I have three daughters, ages 14, 11 and 7) would be suitable.

Sincerely yours,

Robert L. Brackenbury
Robert L. Brackenbury

Providence 2 apart. Prof. Brackenbury - Florida Hotel - 29/6

29c4

Rio de Janeiro, 17, Julho, 1961.

Meu caro

Carlos Frederico Maciel:

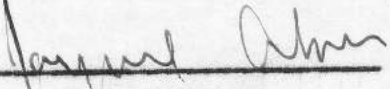
Tenho em mãos sua carta de 11 deste que estou respondendo.

O plano definitivo do curso a que se refere está em fase de elaboração, exatamente agora, aqui no Rio, entre os Profs. Anísio Teixeira, Robert J. Havighurst, Robert L. Brackenbury, Lucia Marques Pinheiro e este seu criado.

Logo esteja pronto, lhe darei notícia mas posso lhe antecipar que necessariamente o CRPE do Recife será convocado a dar os seus representantes nele.

Estive com o Sucupira que se comprometeu a daí me enviar o seu programa de Filosofia da Educação, logo aí chegasse. Vê se cobra dele o compromisso. Grato.

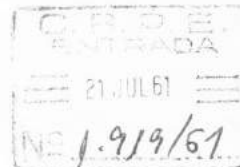
Cordialmente,



Jayme Abreu

Ilmo. Sr.
Prof. Carlos Frederico Maciel
Centro Regional de Pesquisas Educacionais do Recife
Rua Dois Irmãos, 92 - Apipucos.
Recife - Pernambuco

*À Herculândia, para fins de
desenvolver duas cartas, com a possível
engenharia. 21/7/61
Jayme*



cc: Casseres
Havighurst
Teixeira
Correa

19 July 1961

Dr. Shannon McCune
Divisional Director of Education
UNESCO Headquarters,
Place de Fontenoy, Paris - 7^e.

Dear Dr. McCune,

May I take this opportunity to introduce myself and to comment upon the UNESCO project with which I will be associated. I arrived in Brazil less than three weeks ago from the United States. I will spend my sabbatical leave from the University of Southern California here in planning and participating in a UNESCO sponsored seminar to be held at the Centro Regional de Pesquisas Educacionais in São Paulo beginning next February or March.

It is in connection with the latter that I am enclosing the accompanying letter. Since I did not get to Paris for a briefing prior to coming here, I am not acquainted with the organizational pattern of UNESCO. Hence, I have addressed the accompanying letter to you and I am sending a copy to Dr. Correa, Director of the Bureau of Relations with Member States. I trust you will supply us with the requested information since the appointment of the other experts should be made very soon.

Otherwise, the planning for the forthcoming seminar for the training of Educational Research Personnel is proceeding favorably. I am receiving the assistance and cooperation of Professor Anísio Teixeira, Director of the Brazilian Center of Educational Research, of Professor Robert J. Havighurst, a Fulbright scholar who is currently in Brazil and who directed previous UNESCO seminars here, and of Mr. William Cásseres, Resident Representative of the UN Technical Assistance Board, and of others.

Sincerely yours,

Robert L. Brackenbury

19 July 1961

Dr. Shannon McCune
Divisional Director of Education
UNESCO Headquarters
Place de Fontenoy, Paris 7^e.

Dear Dr. McCune,

Both prior and subsequent to my arrival in Brazil, planning has been underway for the UNESCO sponsored project for the Training of Educational Research Personnel. It now appears that the most urgent, immediate task is that of appointing the other experts who will assist in this seminar. It would be most desirable to secure experts staff members in each of the following fields: 1) Educational Administration, 2) Tests and Measurements in Education, 3) Educational Psychology, and 4) Methods of Educational Research.

The names of the following North Americans have been suggested to Mr. Paul Serey in Washington, but I do not know whether they have reached you:

Dr. Henry Clay Lindgren (Ph D)
1975 Fifteenth Avenue
San Francisco 16, California
(Professor of Educational Psychology at San Francisco State College)

Dr. Samuel B. Kermoian (Ed D)
Principal, Farragut and Jose Ortega Schools
625 Holloway Avenue
San Francisco, California

.../...

Mr. Thomas A. Shellhammer, Consultant
Bureau of Educational Research
Department of Education
721, Capitol Avenue
Sacramento 14, California

Mr. Philip Schneider, Superintendent
San Jose School District
79 Jordan Avenue
Anselmo, California

While each of the above named persons could make a valuable contribution to the seminar and would be most acceptable, they have been listed in order of preference. However, it is realized that the seminar is sponsored by UNESCO, not the U.S., and thus, it would seem most desirable to select some of the experts from other countries (the North Americans are named simply because Professor Havighurst knows about each man and I have talked personally with each). Could you send us the names and vitas of any non-Americans or other North-Americans whom you believe might function well as staff members? It seems to us here that the selection of the other members of the staff is now the most immediate and urgent matter in planning for the seminar. Consequently, any information which you could furnish us would be most appreciated.

In connection with this request, may I say that I am speaking in behalf of Professors Anisio Teixeira and Robert Havighurst as well as for myself. Also, for your information concerning the substance of the project as we now conceive it, I am enclosing also a draft of a memorandum used as a basis for discussion with the Brazilian educational authorities.

Sincerely yours,

Robert L. Brackenbury

cc: Casseres - Teixeira
Havighurst - Correa

C O P I A

cc: Casseres
Havighurst
Teixeira
Correa

19 July, 1961

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Divisional Director of Education
UNESCO Headquarters,
Place Fontenoy, Paris, 7^e

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Sincerely yours,

(Ass). Robert L. Brackenbury

cc: Casseres - Teixeira
Havighurst - Correa

/mgc.

Dr. Jaime Aken

Et. No 905/61

Rio de Janeiro, 25 de julho de 1961.

Exm^o Sr.
Embaixador Paulo Carneiro
Delegação do Brasil - Unesco
Place Fontenoy
Paris - France

Meu caro Paulo:

Estou anexando cópia das cartas que o Prof. Robert L. Brackenbury, perito enviado pela Unesco para o Seminário de Treinamento em Pesquisa Educacional que vamos promover em São Paulo (C.R.P.E.) em 1962, enviou ao Dr. Shannon McCune, Diretor da Divisão de Educação da Unesco, em 19 deste.

Como você verá trata-se de indicação dos peritos que deverão vir, pela Unesco, para esse Seminário, em 1962.

Inteirando-o do assunto quero confiá-lo ao seu valioso patrocínio.

Na expectativa de suas notícias, despeço-me com um abraço cordial.

Anísio S. Teixeira
Diretor

JA/mgo.

P.S. PENSO QUE AS COUSAS DEVEM SER FEITAS COM CERTA UNIDADE E LOCALIZAÇÃO DA RESPONSABILIDADE. HAVENDO CONFIADO AO HAVIGHURST A ORGANIZAÇÃO DO CURSO

JULGO QUE LHE DEVE CABER A INDICAÇÃO DOS COLABORADORES ESTRANGEIROS. NÃO OS CONHEÇO, ESTOU POREM CONFIANTE NA SUA ESCOLHA. A.

MEMORANDUM

Plans for Trip to
BRASILIA, BELO HORIZONTE, and GOIANIA

Brackenbury and I are planning to take the week commencing August 6th for this trip. We plan to spend Monday and Tuesday, August 7th and 8th, in Belo Horizonte; Friday, the 11th, in Goiania; and the 9th, 10th and 12th, if necessary, in Brasilia.

There is a chance that Brackenbury will drive in his car-- in which case, we will have to use Wednesday, the 9th, travelling from Belo Horizonte to Brasilia, and then we will take ~~through~~ Thursday, the 10th and Saturday, the 12th, to see people in Brasilia.

Mrs. Havighurst and I will fly to Belo Horizonte on Sunday, the 6th, and meet Brackenbury there in the afternoon.

I would appreciate it if someone would write letters to Belo Horizonte, Brasilia and Goiania on our behalf and give us a list of the people whom we should visit.

As soon as I hear from Brackenbury as to whether he will drive his car I will discuss travel arrangements. Meanwhile, I would appreciate somebody making an airplane reservation for Belo Horizonte on Sunday, the 6th, for Mrs. Havighurst and myself.

R J Havighurst

VIAGEM PARA NORDESTE

DIA
SETEMBRO

SAIDA

CHEGADA

17 Dom.11:00 GALEAO
VARIG ⁹⁰²~~920~~RECIFE 15:10

19 TERÇA 17:00 VARIG 910

JOAO PESSOA 17:30

20 QUARTA 18:10 VARIG 928

NATAL 18:4021 QUINTA 15:00 CRU ^{de Sal}
104{ FORTALEZA 16:1522 SEXTA 20:35 REAL 700
ou15:40 CRU ^{de Sal} 104BELEM 00:05BELEM 20:00

R. J. Harvighart

No 5621

September 12, 1960

Prof. Robert J. Havighurst
The Committee on Human Development
The University of Chicago
Chicago 37 - Illinois
U.S.A.

Dear Prof. Havighurst.

Your letter of August 28 has been received and I am discussing with Jayme Abreu details of your mission.

My idea is to have you as a coordinator of a two-year course to train two or three people for each Brazilian state to help in planning and administering the state school systems. UNESCO would provide four instructors in "school administration", "tests and measurements", "school psychology" and "educational research" for four six-month periods to work under your supervision, and reporting to you.

As you know, with the new national education law, state responsibility will be largely increased and the expansion of the state school systems towards an integrated school system comprising secondary education will be unavoidable. The separation of State and Federal Government regarding elementary and secondary school administration enhanced the dichotomy between "practical" elementary school and "intellectualistic" secondary school. To lead this present transformation of our school system, we need to train a few educational leaders with a modicum of knowledge concerning educational information, educational tools and educational thinking. Would it not be interesting for you to help our Center in São Paulo to do this job?

Jayme will write you more in detail.

Yours sincerely,

Anísio S. Teixeira
General Secretary

CEL/cpt.

CURSO ESPECIALISTAS

EM

PESQUISAS EDUCACIONAIS

1962

CURSO ESPECIALISTAS EM PESQUISAS EDUCACIONAL

(Reunião em 12/9/61 - CBPE)

Presentes - Anísio Teixeira
Robert J. Havighurst
Jayme Abreu

Assunto - O Prof. Robert J. Havighurst fez um balanço das providências tomadas, até agora, para realização do curso.

Sugeriu (e o Dr. Anísio anuiu) que o Dr. Anísio escrevesse à Unesco (Mc Cure) insistindo na vinda do especialista americano, Prof. Kermoyan (Administração escolar) admitindo que a Unesco indicasse um perito europeu (Jacqueline Cambon?) ^{ou inglês} para Testes e Medidas). Se não fosse logo resolvida esta vinda de especialista europeu, então deveria vir especialista americano.

Discutiu-se a necessidade de andamento de providência urgentes em São Paulo: Co-Diretor do Curso, Professores Brasileiros, Preparação de material para o curso.

Sugeriu o Prof. Robert J. Havighurst que entre o regresso do Norte e ida ao Sul do país, houvesse reunião no Rio, para decisão de escolha de bolsistas, com os Profs. R. Brackenbury, Anísio Teixeira, Jayme Abreu, Lúcia Pinheiro, Dinah Campos e Milton Rodrigues ou o Co-Diretor do Curso, em São Paulo.

CURSO DE APERFEIÇOAMENTO DE PESSOAL PARA
PESQUISAS EDUCACIONAIS

Objetivos do Curso - O Curso visará à formação e aperfeiçoamento de pesquisadores de problemas educacionais.

Estrutura do Curso - O Curso abrangerá uma parte teórica, realizada mediante aulas e seminários, tendo como tema central: Problemas Educacionais do Brasil.

A maior ênfase do curso estará todavia nos trabalhos práticos, cabendo aos participantes do curso o desenvolvimento de projetos individuais de pesquisas, envolvendo problemas que poderão ser agrupados em quatro grandes áreas:

1. "Surveys" dos sistemas educacionais municipais e estaduais, visando a coleta de dados para a respectiva reestruturação.
2. Estudos da criança e do adolescente - rendimento escolar e as características da criança, processos de educação familiar da criança e do adolescente em determinada zona, relações de pais com a escola etc.
3. Estudos da comunidade em relação ao planejamento e desenvolvimento educacional - estratificação social e a escola, "surveys" da comunidade etc.
4. Estudos de problemas de administração da educação - financiamento da educação, planejamento e construção de escolas, organização do pessoal docente e administrativo etc.

Os participantes poderão iniciar as atividades do curso tendo um problema de pesquisa já definido e, mesmo, trazendo dados para análise e interpretação com a ajuda dos professores, ou apenas trazendo em mente um projeto de pesquisa. Ou ainda, outros participantes poderão adiar o projeto de pesquisa individual para o segundo semestre, colaborando inicialmente nos projetos de pesquisa em andamento em S. Paulo.

Promocão do Curso - O Curso será uma realização do Instituto Nacional de Estudos Pedagógico e Centro Regional de Pesquisas Educacionais de São Paulo, com a cooperação da Unesco.

Local - A sede do curso será o Centro Regional de Pesquisas Educacionais de São Paulo (capital), localizado na Cidade Universitária.

Duração do Curso - Está previsto o início do curso para Fevereiro ou Março de 1962 e o seu encerramento para 1º ou 15 de Dezembro do mesmo ano.

Bolsistas - Os participantes do curso receberão bolsas de estudo do INEP, disporão de alojamento no Centro Regional de Pesquisas Educacionais do INEP, de São Paulo, na vigência do curso.

Deverão preencher os formulários que lhe serão apresentados pelo INEP.

Admite-se que o seu número esteja entre três e cinco por Estado.

Deverão ter conhecimentos e experiência básica de ensino e administração escolar e serão recrutados do staff de administração das Secretarias de Educação e do corpo técnico dos Centros Brasileiro e Regionais de Pesquisa Educacional do INEP, ou entre candidatos a integrar esse corpo técnico.

O recrutamento e seleção dos participantes do Curso serão feitos por representantes do Instituto Nacional de Estudos Pedagógicos e por técnicos da UNESCO, que visitarão as Secretarias de Educação dos Estados e os Centros Regionais de Pesquisas Educacionais, do INEP, com êsse objetivo.

Staff do Curso - O Curso terá dois Co-Diretores: um Co-Diretor Brasileiro e o Prof. Robert L. Brackenbury, perito da Unesco.

Haverá professores brasileiros no Curso e quatro a cinco especialistas estrangeiros, fornecidos pela Unesco, nas seguintes áreas:

- 1 - Administração Escolar
- 2 - Testes e Medidas
- 3 - Psicologia Educacional
- 4 - Sociologia Educacional
- 5 - Métodos de Pesquisa Educacional

Dr. OSCAR DIAS CORREA
SECRETARIA DE EDUCAÇÃO E CULTURA
BELO HORIZONTE, MG

URGENTE

85/61

28.7.61

TEMOS SATISFAÇÃO APRESENTAR-LHE PERITOS UNESCO
PROFESSORES ROBERT HAVIGHURST E ROBERT BRACKENBURY E
TECNICA EDUCAÇÃO INEP DINAH CAMPOS AI ESTARÃO ENTRE SETE
E OITO AGOSTO TRATAR CONSIGO ASSUNTO SELEÇÃO BOLSISTAS
CURSO APERFEIÇOAMENTO EM EDUCAÇÃO VAMOS PROMOVER SÃO PAULO
1962 PT FICAREMOS MUITO AGRADECIDOS SUA MELHOR ACOLHIDA
MESMOS ATENCIOSAMENTE ANISIO TEIXEIRA DIRETOR CENTRO BRASILEIRO
PESQUISAS EDUCACIONAIS INEP

CBPE - RUA VOLUNTÁRIOS DA PÁTRIA, 107- RIO, GB

C Ó P I A

Proc. CBPE-2.362/61

CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS
DE SÃO PAULO

Desp: Ao Prof. Anísio Teixeira,
tirando cópias (secretaria
para DEPE e Dir. Executiva.
11/9/61 - Jayme Abreu -
(Pelo Dir. Executivo)

cc: Eagleton
Teixeira
Casseres
Havighurst

8 september, 1961

Dr. Shannon McCune
Divisional Director of Education
UNESCO Headquarters
Place de Fontenoy, Paris - 7º

Dear Dr. McCune:

It was gratifying to receive Mr. Eagleton's letter (ED/43/33.038). I found the report on the Bogota Regional Training Course on Educational Planning most interesting and it will prove useful to us in planning the Seminar here for the Training of Education Research Personnel.

It was good to learn that the candidature of Professor Lindgreen is being processed, but no mention was made of other personnel as was request in my letter to you of July 19. I realize that August is a vacation month and that my request was untimely in that respect, but if it is now possible to send us the names and vitae of candidates for the remaining posts it will be most appreciated.

Here, I am continuing to visit personnel in universities, State Secretaries of Education, and Regional Centers of Educational Research to explain the Seminar and to solicit suggestions. With Professor Havighurst and others from Dr. Teixeira's staff, I am also interviewing "students" in various parts of the country who are interested in participating in the Seminar. It will be a pleasure to discuss the plans for the Seminar with Mr. O. Vera when he visits São Paulo.

Sincerely yours,

Robert L. Brackembury

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
SAN FRANCISCO, CALIFORNIA
FARRAGUT AND JOSE ORTEGA SCHOOLS
625 HOLLOWAY AVE.

January 9, 1961

Dr. Robert J. Havighurst
University of Chicago
Chicago, Illinois

Dear Dr. Havighurst:

My colleague, Hilda Taba, urged me to write to you in regards to a possible assignment of educational personnel to Brazil. I am most interested in participating if my qualifications should meet the needs.

This past year, I was appointed associate professor of school administration at San Francisco State College to handle late afternoon and evening courses. I have also taught at the University of California in Berkeley, the University of Nevada, and the University of Puget Sound in Tacoma, Washington. These have been late afternoon, evening, and summer appointments.

At the present time, I am principal of two elementary schools in San Francisco, California--I have been in public school administration for the past eleven years.

The attached personal data sheet may be of some help to you. A complete file of references is available from the Stanford University Placement Service, Stanford, California.

I would appreciate learning more about the opening and whether my qualifications are suitable to the position.

Sincerely yours,

Samuel B. Kermoian
Dr. Samuel B. Kermoian,
Principal

Laguer Audit?

PERSONAL DATA SHEET

Samuel Burchell Kermoian
800 Pacheco Street
San Francisco 16, California

Born October 18, 1921, New York, New York

Education

San Francisco State College	BA	1943	Major, Science and Educ.
Stanford University	MA	1949	" Elem. Administ.
Stanford University	Ed.D	1956	" General Administ.

Positions Held

University of California Extension, Lecturer, Spring, 1961
University of Puget Sound, Visiting Lecturer, Summers, 1958 & 1961
San Francisco State College, Assoc. Prof. Sch. Admin., 1959-60
University of Nevada, Visiting Lecturer, Summer, 1959
San Francisco Unified School District, Elementary Principal, 1956-present
Assistant Principal, 1949-1956; Teacher, 1945-1949
United States Army Air Corps, Bombardier, Radar Intelligence Officer,
Base Education Officer, 1943-1945
San Francisco Juvenile Court, Assistant to Psychiatrist, 1942-1943

Courses Taught at University Level

Elementary School Organization, Supervision, and Administration
Evaluation in Education
School Plant Planning and Utilization
School and Community Relations
Elementary and Secondary School Guidance and Counseling
Elementary Education (Principles and Curriculum)
Research in Elementary Education
Research in Administration

Publications

Meet the Teacher, Calif. P.T.A. Magazine, October, 1960
Comprehensive Community Education, University of Nevada, School
of Education Quarterly, Fall 1959
They Eat to Music, The School Executive and Educational Business
Magazines, June, 1959
Recruiting Teachers for Tomorrow's Tots, Calif. P.T.A., June, 1958
Community Maturation and School Planning, Calif. Journal of Educ.
Research, September, 1958
Good Guidance Practices in the Elementary School, State of Calif.
Bulltn., 1955 (Contributed an article)

Articles Completed and Being Considered by Periodicals

Teacher Appraisal of First Grade Readiness
Demi-Democratic Practices in Administration
Schoolhouse Palace of the Bonanza

Professional Activities

Chairman, P.D.K. Commission on Research, Alpha Field Chapter,
1960-61 and 1957-58
Member, Advisory Board, California Elementary Administration,
Publication for the Calif. State Elem. Principals
Association, 1960-61
Member, P.D.K. Commission on Selective Teacher Recruitment, Alpha
Field Chapter, 1955 to present
Treasurer, Stanford Education Club of San Francisco, 1957-1959
Chairman, Scholarship Committee, Stanford Education Club, 1956
Consultant, P.T.A. Workshop on Leadership, University of Puget
Sound, Tacoma, Washington, 1958
Honorary Life Member, California State P.T.A., 1956
Member, Panels, Gifted Child and School Health Problems
Visiting Lecturer, Ford Foundation Group at S.F. State College, 1958

School District Committees

Subject Matter Committee, 1958-59
Public Relations Committee, 1957
Elementary School Handbook Committee, 1957
Report Card Revision Committee, 1955-1957
Science Committee, 1955-1956
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Committee for Evaluation of the Testing Program, 1954-1956
Committee for Revision of Language Arts Guide, 1953-1954

C Ó P I A

Rio de Janeiro, 18 de novembro de 1960

Nº 1438/60

Sr. Armando Ruy Barbosa:

Estou respondendo ao seu telegrama de 11 do corrente, remetendo-lhe os dados solicitados em sua ficha de "Peritos Internacionais", para assistirem os trabalhos deste Centro Brasileiro de Pesquisas Educacionais, pela Assistência Técnica das Nações Unidas, nos termos da Circular S/N - CBAT 650.0(04), de 28 de julho último.

Queremos esclarecer-lhe que indicamos o Prof. Robert J. Havighurst, Professor de Educação da Universidade de Chicago, ex-Co-Diretor deste Centro, para funcionar como o perito em Educação, chefe dessa equipe de peritos internacionais. Trata-se de professor e líder educacional de alta capacidade profissional e que, aos seus títulos, junta a condição fundamental de falar o português e conhecer o Brasil.

Como na ficha de peritos internacionais fornecida pela Assistência Técnica se diz da possibilidade de indicação de peritos preferidos, estamos solicitando, com urgência, ao Prof. Robert J. Havighurst, seu pronunciamento a respeito.

Quanto às bolsas de estudos, junto anexo nomes e títulos dos candidatos às mesmas.

Atenciosas Saudações,

Pêricles Madureira de Pinho
Diretor Executivo

Ao Sr. Armando Ruy Barbosa
Comissão Nacional de Assistência Técnica
Palácio do Itamaraty

NESTA

PERITO EM ADMINISTRAÇÃO ESCOLAR - ADMINISTRAÇÃO DE SISTEMAS ESCOLARES.

- 1) INÍCIO DAS FUNÇÕES : 1º DE AGOSTO DE 1961.

TRATA-SE DE PEDIDO Nº 69

- 2) DURAÇÃO - 6 MESES EM 1961 - 6 MESES EM 1962

- 3) LOCAL DE TRABALHO - SÃO PAULO, CAPITAL
CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS DO
INSTITUTO NACIONAL DE ESTUDOS PEDAGÓGICOS

- 4) FUNÇÕES: O PERITO DEVERÁ DAR CURSO DE APERFEIÇOAMENTO PROFISSIONAL PARA PESSOAS COM RESPONSABILIDADES EDUCACIONAIS ADMINISTRATIVAS EM SISTEMAS ESCOLARES OU EM AGÊNCIAS EDUCATIVAS QUE OS INTEGREM, NO NÍVEL MUNICIPAL, ESTADUAL OU FEDERAL.

ASSUNTOS COMO OS SEQUINTEs PODERIAM SER OBJETO DESSERs CURSORs:
INTRODUÇÃO À ADMINISTRAÇÃO ESCOLAR, COM A EXPOSIÇÃO E DISCUSSÃO DE PRINCÍPIOS, PRÁTICAS E PROBLEMAS DA ADMINISTRAÇÃO ESCOLAR NOS NÍVEIS MUNICIPAL, ESTADUAL E FEDERAL.

ADMINISTRAÇÃO DA ESCOLA SECUNDÁRIA

ADMINISTRAÇÃO DA ESCOLA ELEMENTAR

RELACIONES HUMANAS NA ADMINISTRAÇÃO ESCOLAR

A LEGISLAÇÃO E AS ESCOLAS

O FINANCIAMENTO ESCOLAR

- 5) QUALIFICAÇÕES : O PERITO DEVE REUNIR QUALIDADES SATISFATORIAS DE PROFESSOR E POSSUIR TIROCÍNIO PROFISSIONAL EM PROBLEMAS DE ADMINISTRAÇÃO ESCOLAR. DEVE TER CONHECIMENTO SEGURO DA SITUAÇÃO CULTURAL E EDUCACIONAL DA AMÉRICA LATINA.

- 6) IDIOMAS - INGLÊS E ESPANHOL SÃO IDIOMAS NECESSÁRIOS
PORTUGUÊS SERIA TAMBÉM CONVENIENTE.
- 7) OBSERVAÇÕES - TRATA-SE DE CURSO EM COOPERAÇÃO COM A UNESCO -
"PROJETO MAIOR NUMERO 1" - AMÉRICA LATINA", PE-
LO QUAL SE VISA A APERFEIÇOAR EDUCADORES LATINO-AMERICANOS PA-
RA CONVERTÊ-LOS EM LÍDERES NAS TAREFAS DE PLANEJAR E ADMINIS-
TRAR OS RESPECTIVOS SISTEMAS ESCOLARES.

2

PERITO EM TESTES E MEDIDAS EM EDUCAÇÃO

- 4) FUNÇÕES : O PERITO DEVERÁ DAR CURSO DE APERFEIÇOAMENTO PRO-
FISSIONAL PARA PESSOAS QUE TENHAM RESPONSABILIDA-
DES NESSE CAMPO.

CONSTITUI ELE ÁREA TÃO GRANDE, QUE, NUM CURSO DESSA EXTENSÃO,
APENAS PODERÁ SER PARCIALMENTE EXAMINADO.

ADMITEM-SE SEJAM INTERESSANTES PARA ESSE CURSO ASSUNTOS COMO
OS SEGUINTEs :

- 1 - FATORES CULTURAIS NO TESTE DE INTELIGÊNCIA
- 2 - TESTES VERBAIS E NÃO VERBAIS
- 3 - PROBLEMA DE VALIDADE DE UM TESTE DE INTELIGÊNCIA
- 4 - A PADRONIZAÇÃO DOS TESTES
- 5 - TESTES DE ESCOLARIDADE
- 6 - ESTUDO CRÍTICO DAS NORMAS EXISTENTES NO PAÍS PARA TESTES
OBJETIVOS
- 7 - INTERÊSSES, VALORES E INVENTÁRIOS DE PERSONALIDADE
- 8 - TESTES PROJETIVOS
- 9 - AVALIAÇÃO DO PROGRESSO DO ALUNO

- 5) QUALIFICAÇÕES : O PERITO DEVE REUNIR QUALIDADES SATISFATÓRIAS
DE PROFESSOR E DOMINAR SEGURAMENTE O ASSUNTO.
DEVE TER CONHECIMENTO SEGURO DA SITUAÇÃO CULTURAL E EDUCACIO-
NAL DA AMÉRICA LATINA.

OBSERVAÇÕES - OS TÓPICOS 1, 2, 3 E 7 APLICAM-SE A ESSE PERITO,
COMO CONSTAM DA FICHA 1.

3

PERITO EM MÉTODO EM PESQUISA EDUCACIONAL

- 4) FUNCÕES: O PERITO DEVERÁ DAR CURSO NESSE CAMPO EXPONDO E ILUSTRANDO OS MAIS ÚTEIS E ESSENCIAIS MÉTODOS DE PESQUISA EDUCACIONAL E AS TÉCNICAS CORRESPONDENTES, DE MODO MAIS PRÁTICO E CONCRETO POSSÍVEL. SEUS PROBLEMAS E PROJETOS DEVEM SER ESCOLHIDOS DENTRO DE SITUAÇÕES LATINO-AMERICANAS E, SE POSSÍVEL, DO PAÍS ONDE O CURSO ESTÁ SENDO DADO.

TÉCNICAS E PROCESSOS COMUNS À PESQUISA EDUCACIONAL, COMO SEJAM OS DO EMPRÊGO DE TABULAÇÕES DE DADOS, QUESTIONÁRIOS, ENTREVISTA, ANÁLISE DE CONTEÚDO, MÉTODOS SOCIOMÉTRICOS, ÍNDICES SÓCIO-ECONÔMICOS DEVEM SER ESTUDADOS E PRATICADOS.

- 5) QUALIFICAÇÕES: O PERITO DEVE REUNIR QUALIDADES SATISFATÓRIAS DE PROFESSOR E DOMINAR SEGURAMENTE O ASSUNTO. DEVE TER CONHECIMENTO SEGURO DA SITUAÇÃO CULTURAL E EDUCACIONAL DA AMÉRICA LATINA.

OBSERVAÇÕES: OS TÓPICOS 1, 2, 3 E 7 APLICAM-SE A ESSE PERITO COMO CONSTAM DA FICHA 1.

4

PERITO EM PSICOLOGIA EDUCACIONAL

- 4) FUNCÕES: ESSE PERITO DEVE ESTAR EM CONDIÇÕES DE CONCENTRAR SUAS ATIVIDADES EM CURSOS E PRÁTICAS DE ESTUDOS PSICOLÓGICOS DE OBSERVAÇÃO DE CRIANÇAS, DE ADOLESCENTES E DE PROFESSORES EM CLASSE.

OBSERVAÇÃO DE INDIVÍDUOS EM SITUAÇÕES CONTROLADAS.

OBSERVAÇÃO DE INDIVÍDUOS EM LIBERDADE.

ELABORAÇÃO DE ESCALAS GRADUATÓRIAS SIMPLES.

- 5) QUALIFICAÇÕES : O PERITO DEVE REUNIR QUALIDADES DE BOM PROFESSOR E SEGURO DOMÍNIO DE SEU CAMPO. DEVE TER CONHECIMENTO SÓLIDO DA SITUAÇÃO CULTURAL E EDUCACIONAL DA AMÉRICA LATINA.

OBSERVAÇÕES : OS TÓPICOS 1, 2, 3 E 7 APLICAM-SE A ESSE PERITO, COMO CONSTAM DA FICHA 1.

5

PERITO EM EDUCAÇÃO - CHEFE DE EQUIPE

- 4) FUNÇÕES : ESSE PERITO DEVE TER "BACK-GROUND" PROFISSIONAL CORRESPONDENTE AO DE UM BOM PROFESSOR DE EDUCAÇÃO DE UNIVERSIDADE AMERICANA E SUA FUNÇÃO SERÁ DE COORDENAR E INTEGRAR A TAREFA DOS VÁRIOS PERITOS QUE TRABALHARÃO SOB SUA SUPERVISÃO.

DEVE TER BOM DOMÍNIO DOS FUNDAMENTOS PSICOLÓGICOS, SOCIOLÓGICOS, FILOSÓFICOS DA EDUCAÇÃO, DOMINAR BEM AS TÉCNICAS DE PESQUISA EDUCACIONAL E DE ADMINISTRAÇÃO ESCOLAR.

- 5) QUALIFICAÇÕES : O PERITO DEVE REUNIR QUALIDADES DE PROFESSOR E DE LÍDER, COM ATRIBUTOS POSITIVOS PARA TAREFAS DE COMANDO E COORDENAÇÃO. DEVE TER CONHECIMENTO SEGURO DA SITUAÇÃO CULTURAL E EDUCACIONAL DA AMÉRICA LATINA.

- 6) IDIOMAS : INGLÊS E PORTUGUÊS

OBSERVAÇÕES : SEU TEMPO DE PERMANÊNCIA SERIA DE TRÊS MESES EM 1961 (AGOSTO - OUTUBRO) E TRÊS MESES (AGOSTO - OUTUBRO) EM 1962.

QUANTO AOS TÓPICOS 1, 3 E 7 SUA SITUAÇÃO É A MESMA PREVISTA NA FICHA 1.

Plan for a Research Seminar on

SOCIAL PSYCHOLOGY OF ADOLESCENCE

I would commence this course at the beginning of the academic year, about March 15. I believe that a seminar of this kind meets 2 times a week, for 2 hours at a time. I would prepare lectures either in Portuguese or Spanish, with the help of an assistant who would edit the lectures. This assistant would probably not be the same person who would assist me in the Seminar. For the latter position I would need a person who is trained in social research, and who would like to develop more competence in the area of research with adolescents. This assistant might come to the U.S.A. with me to finish analysing the data and writing up the research resulting from the Seminar.

The Seminar would aim at two things.

1. To cover the field of social psychology of adolescence in lectures and readings.
2. To carry through a field research on adolescents in Buenos Aires, so as to train students in research methods, and to finish and write up a research project.

During the first 2 or 3 weeks of the semester, I would present a design for a research project on a group of adolescents (see attached outline). Then, the members of the seminar, or most of them, would carry on the field research under the direction of the assistant and myself.

The lectures would continue through the semester, partly dealing with the topic of adolescence, and partly dealing with methods of analyzing research data being collected by the students.

The publication would:

1. Present some data on selected aspects of adolescent development, worth publication.
2. Illustrate a method for studying social psychology of adolescents, with concepts of social role, developmental tasks, social class, achievement drive, occupational and career choice, identity achievement.
3. Assist the Department of Vocational Orientation of the University with data on vocational conceptions and aspirations of adolescents.

For this seminar we would probably need 12 to 16 students as a minimum, who were obligated to work 10 to 15 hours a week on the project. Other students might also attend the lectures, and possibly do projects of their own, and we probably could use more than the 12-16 students if we could prepare in advance by getting permission to work in more schools and more places of employment for non-school youth.

Students with most training in interview and use of attitude scales, etc. would do that work. Students with more background in educational methods might observe classes systematically and report on school life of adolescents.

I would have to leave Buenos Aires in June, probably before the end of the semester, but the Seminar Assistant could collect the papers written by students, and could analyze the data. Possibly this Assistant could come to the U.S.A. on a fellowship in October or December, and work with me in preparing the material for publication.

In addition to working on the Seminar, I would like to do two things. I would like to confer with faculty members in Buenos Aires concerning plans for exchange of faculty and students between Argentina and Chicago (and possibly one or two other North American Universities). I would also like to visit secondary school in the Buenos Aires area and possibly in other parts of Argentina.

OUTLINE OF RESEARCH PROJECT ON SOCIAL DEVELOPMENT
OF ADOLESCENTS

Study a sample of two age groups, 14 and 17, two social classes, upper middle and upper working class, and both sexes. Get 25 persons per age-class-sex group, or 200 in all. Limit the sample to boys and girls with both parents born in Argentina.

Probably the upper middle sample can be obtained from two secondary schools, and a good deal of the data can be collected by questionnaires and other methods of getting data from groups. The upper working class sample might be obtained partly from a vocational school, and partly from one or more industries or commercial establishments which employ young people as apprentices or workers.

Get 100 interviews, using a schedule which will be worked out in the seminar during the first 3 weeks.

Professor Havighurst will bring with him sample questionnaires, attitude scales, and interview schedules which he has used in the U.S.A., but will adapt them to use in Buenos Aires with the help of the Assistant and the members of the Seminar.

In preparation for the research, we would need to secure permission to observe classes and to study students and interview them in certain secondary schools, vocational schools, and places of employment.

The participants in the Seminar might each undertake to secure 10 interviews and to administer two or three group questionnaires and other instruments for securing data. They might also make two or three systematic observations of groups or classes of youth. In addition, there might be several members of the Seminar who would concentrate on observing and reporting the school life of adolescents and their class-room activities.

COPIA

April 17th., 1961

Professor Robert Brackenbury
University of Southern California
Los Angeles 7 - California
U.S.A.

Dear Prof.Brackenbury,

Your letter of the 10th. instant was duly received.

I am quite aware of the reasons you enumerate for a prompt official approval of your voyage to Brazil, so that you can make the necessary arrangements.

I have to inform you that I have personally contacted Prof. Oscar Veras who represents the UNESCO in Latin America, and have also written to the Brazilian Ambassador to the UNESCO, Dr.Paulo Carneiro, enclosing copy of your letter and emphasizing the need for an urgent confirmation by the UNESCO of your voyage.

Hoping for an immediate and positive outcome of these measures, of which you shall be at once informed, I am

Yours sincerely

Anisio Spínola Teixeira
Diretor do INEP.

/LH.

C. B. P. E.

Per a Pasta: Curso Peritos em Educacão.

RIO DE JANEIRO, APRIL 19TH, 1961

Nº 526/61

PROFESSOR ROBERT BRACKENBURY
UNIVERSITY OF SOUTHERN CALIFORNIA
LOS ANGELES 7, CALIFORNIA

DEAR PROF. BRACKENBURY,

WITH REFERENCE TO MY LETTER OF THE 17TH INSTANT, I
AM GLAD TO INFORM YOU THAT WE HAVE BEEN ADVISED BY OUR REPRESENTATIVE BEFORE UNESCO THAT YOUR APPOINTMENT HAS BEEN AUTHORIZED AND NOW YOUR COMING TO THIS COUNTRY DEPENDS ON SIMPLE ROUTINE MATTERS.

YOURS SINCERELY,

ANISIO SPINOLA TEIXEIRA
DIRETOR DO C.B.P.E.

/LH/nos.

XXX

RIO DE JANEIRO, 21 DE MARÇO DE 1961

Nº 408/61

PROFESSOR FERNANDO DE AZEVEDO, DIRETOR
CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS
CIDADE UNIVERSITÁRIA - BUTANTÁ
CAIXA POSTAL 5031
SÃO PAULO, SP

MEU CARO FERNANDO,

CONFORME LHE ANUNCIEI PELO TELEFONE, DEMOS COM O PROFESSOR HAVIGHURST, AQUI, OS ÚLTIMOS ARREMATAS NO "CURSO DE PREPARAÇÃO DE PESQUISADORES". JUNTO REMETO UM "MEMORANDUM" SOBRE O MESMO CURSO.

HAVIGHURST, QUE SEGUIU PARA BUENOS AIRES, VOLTARÁ PASSANDO DE JULHO A SETEMBRO, AÍ, EM COMPANHIA DO PROFESSOR ROBERT L. BRACKENBURY, DA UNIVERSIDADE SOUTHERN CALIFORNIA, QUE JÁ ACEITOU A INCUMBÊNCIA DE SER O SEU DIRETOR DA DIVISÃO DE PESQUISAS E DE PREPARAR O CURSO, ESTE ANO, E INICIÁ-LO, NO PRÓXIMO.

OS DEMAIS PROFESSORES CHEGARÃO EM FEVEREIRO PARA AS AULAS AÍ.

TUDO QUE PUDER COMPLETAR SUA INFORMAÇÃO SOBRE O ASSUNTO IREI REMETENDO, OPORTUNAMENTE.

CORDIAL ABRAÇO,

ANÍSIO S. TEIXEIRA

1- Anexo memorandum, em inglês, do curso.

/HOS

Rio de Janeiro, 29, 3, 1961.

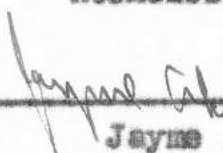
Sra. Coordenadora
da Divisão de
Aperfeiçoamento do Magistério do CBPE;

Em reuniões sucessivas, realizadas neste CBPE, no corrente mês, das quais participaram os Profs. Anísio Teixeira, Robert J. Havighurst, Darcy Ribeiro, Pericles Madureira de Pinho e o sinatário, aprovou-se a realização de um "Curso de Aperfeiçoamento em Serviço: Pesquisadores em Administração e Prática da Educação".

Esse curso, para o qual o INEP contará com a colaboração da Unesco, deverá ter começo em Março de 1962, no CRPE de São Paulo e para o mesmo foi aprovado o plano inicial que vai em anexo.

Como, nessa oportunidade, foi deliberado dever caber à Divisão de Aperfeiçoamento do Magistério do CBPE a seleção de estagiários para o dito curso estamos, para, seu governo, fornecendo as informações constantes deste documento.

Atenciosamente,


Jayme Abreu
Coordenador DEPE - CBPE

À
Profª Lúcia Marques Pinheiro
Coordenadora da Divisão de Aperfeiçoamento
do Magistério do CBPE

Indica: Pôr na pasta do Curso de
Especialistas em Educação 2/18/61
J.A.

Functions of the UNESCO-INEP Seminar for the Training
of Research Workers in Education--1962

Robert J. Havighurst
August, 1961

It may be useful to look at the 1962 Seminar in the perspective of what has been done for educational research in Brazil.

Historical Resumé

The Centro Brasileiro de Pesquisas Educacionais was started in 1956 with the aim of doing research and training researchers in the field of education. The UNESCO experts and the Brazilian staff members conducted research and trained young Brazilian scholars in research. There were three types of research-training programs.

1. The Training Program directed by Darcy Ribeiro.
2. The research of the UNESCO experts, who trained Brazilian assistants, e.g., Josildeth Gomes Consorte, Carolina Martuscelli, Brandão Lopes, Aparecida Gouveia.
3. Research projects of the Rio Centro, and of Regional Centers.

Perhaps the best example is the Study of Promotion of Primary School children, directed by Roger Seguin--possibly the best piece of educational research (in the narrower sense) which has been done in Brazil in the last few years.

A considerable amount of research has been accomplished since 1956. This is reflected in the two INEP publications--the Revista Brasileira de Estudos Pedagogicos, and Educação e Ciencias Sociais. These journals are well edited, and are attracting favorable attention outside of Brasil as well as within the country.

The five Regional Centros have developed, each in its own way. Some have done more research than others, depending on the interests and competence of the local directors and staff members in the field

of research. On the whole, the regional centers have made progress, but they need a great deal of stimulation and of coordination if they are to become major research centers.

Major Needs for the Development of Educational Research

A need which has been manifest from the beginning is for research scholars who have sufficient training and maturity to take responsibility for the design and conduct of research projects. It is desirable that these people consist largely of men, and that they be at the Ph.D. level or close to it. Furthermore, they should be interested in education as well as in social science.

Ideally, every State Secretaria would have one of these people, and every Regional Centro as well as the Rio Centro would have two or three of them.

Their areas of special interest should be:

Administration and Planning of Education —

Community Relations of the School

Study of Children

These people should become the nucleus of an Educational Research Association which maintains a journal, holds regular meetings, and stimulates its members. The members would be drawn from University Departments of Education, INEP and its Research Centers, and State Secretarias.

These people would train younger people to succeed them.

How the UNESCO Seminar Can Help

The 1962 Seminar can be useful in the following ways:

1. It can recruit some promising young people and begin their training in research. Apparently the people who will be candidates for the Seminar will be largely untrained in research but most of them will have some teaching experience. They definitely will not be ready to assume major responsibility for the conduct of research at the end of the year, but the best of them will be ready for fairly complex assignments, and they should be given more opportunity, later, for further training at home and abroad. It seems clear that most of the candidates we have seen will profit more from a series of practical

experiences in research with related theory, than they would from a more theoretical program of study.

2. The Seminar can assist the more mature research workers in Universities and Regional Research Centros by the device of bringing them to the Seminar for a week or two at a time as Visiting Research Scholars, and asking them to present their research to the Seminar. At the same time, they can ask for help from the Seminar staff. They may receive valuable help during their brief stay in São Paulo, and some of the Seminar staff might visit them to help them in their own territory, as Brackenbury plans to do for Porto Alegre in October.

3. The Seminar can assist in the formation of an Association for Educational Research. São Paulo might be host to the first meeting of the Association in July, 1962. Papers could be given by the Visiting Research Scholars, and by staff members. These papers could be published in a special issue of one of INEP's journals, and the new Society might take responsibility for one of the journals.

In these ways, the UNESCO Seminar might use its resources productively for Brazilian education and educational research. The staff should be involved in other ways as well as in working directly with the young people who will be bolsistas. It will not be a productive use of the time of the staff to limit them to work with these young and rather inexperienced people, even though the young people will profit much from the Seminar.

Cópia

Rio de Janeiro, 20, 11, 1961.

Sr. Diretor
do Centro Brasileiro de
Pesquisas Educacionais

Ref.: Faz relatório de viagem
a São Paulo (16 e 17, No
vembro).

Tendo permanecido em São Paulo, em 16 e 17 do corrente, a serviço, pelo CBPE, do "Curso de Aperfeiçoamento de Pessoal para Pesquisas Educacionais", estou passando às mãos de V.S. o relatório das observações feitas e medidas tomadas e a tomar, quanto ao funcionamento do dito Curso, a partir de 1º de Março de 1962.

Para tal estivemos em contacto diário, pela manhã e pela tarde, com os Profs. Laerte Ramos de Carvalho, Carlos Corrêa Mascaro e Eladio Antuña, do CRPE e com o Prof. Robert L. Brackenbury, perito da Unesco e Co-Diretor do Curso em questão.

No decurso desses entendimentos surgiram problemas outros, não especificamente do Curso, mas do CRPE com implicações no Curso, aos quais aludiremos.

Problema da Co-Direção do Curso - Como ordem de prioridade, esse era o problema de que se impunha preliminarmente cuidar, dada a proximidade de instalação do Curso e a necessidade de tomar providências contidas no planejamento, em detalhe, do mesmo, mediante ação conjugada dos dois Co-Diretores, Profs. Robert Brackenbury e do Co-Diretor brasileiro, de São Paulo.

Como solução de emergência ao problema, que encontrou unânime aceitação de quantos ouvidos a respeito no CRPE, assentou-se à designação para esse fim do Prof. Eladio Antuña, para funcionar, previsivelmente, até a data de instalação do Curso, quando então seria investido da Co-Direção educador brasileiro, para tal escolhido em regime de tempo integral, como o exige a Direção do Curso, a funcionar em moldes "tutoriais", para bem cuidar dos problemas de alu-

nos e professores.

Ocorre que o Prof. Eladio Antuña, Diretor da Divisão de Aperfeiçoamento do Magistério do CRPE e Diretor do Curso de Especialistas em Educação (INEP - Unesco), estando esse último Curso a terminar em Dezembro próximo, pode se consagrar à tarefa de preparação detalhada do "Curso de Aperfeiçoamento de Pessoal para Pesquisas Educacionais", incorporando para tal a sua experiência de Diretor do Curso INEP - Unesco, conjugadas ao conhecimento, pelo Prof. Robert Brackenbury, dos propósitos do Curso do INEP, a começar em Março de 1962.

Ficou, assentado, em princípio, pela Direção do CRPE, a atribuição de uma compensação de R\$ 25.000,00 mensais a ser paga ao Prof. E. Antuña por essa Co-Direção, a ser acrescida aos seus salários atuais de Coordenador de Divisão (R\$ 41.600,00) e de tempo integral (R\$ 21.300,00) .

Dentro do prazo máximo de duas semanas, a contar de 20 deste, será apresentado ao CRPE de São Paulo, para apreciação de seu Conselho Deliberativo e encaminhamento à aprovação do INEP, o plano detalhado do funcionamento desse Curso, com sua estrutura em minúcia de organização e despesas orçadas, a serem pagas pelo INEP.

Para a investidura na Co-Direção, a partir de Março de 1962, vários nomes outros foram examinados, entre eles os dos Profs. Oracy Nogueira, Juarez Brandão Lopes, Wilson Cantoni, Luiz Pereira, ficando assentado, em princípio, que deverá se tratar de:

- a) educador familiarizado com os problemas brasileiros de educação;
- b) exercício da função em tempo integral;
- c) salário não superior aos do Coordenador de Divisão do CRPE, em tempo integral.

Problema do Professorado do Curso - Ficou patente a necessidade de se insistir (Prof. Anísio Teixeira) junto à Unesco, no sentido de urgente confirmação da vinda de peritos estrangeiros para o Curso, cuja chegada a São Paulo não deveria ser posterior a Fevereiro, para início do Curso em Março.

Lembrou-se, a propósito, que ainda não se acusa qualquer resposta da carta de 18 de Setembro, enviada pelo Prof. Anísio Teixeira ao Dr. Shannon McCune, Diretor da Divisão de Educação da Unesco, sobre a vinda do Professor norte-americano Samuel B. Kermorian, como especialista em Administração Escolar e do perito em Testes e Medidas, possivelmente inglês ou francês (a critério da Unesco), como tampouco se acusa resposta à carta do mesmo autor ao mesmo destinatário, de 25 de setembro, sobre a vinda do Prof. Robert J. Havighurst, de Agosto a Outubro de 1961, como supervisor do Curso.

Além da vinda do Prof. Robert L. Brackenbury, têm-se apenas notícia, até agora, de que a vinda do Prof. Henry Lindgren (Psicologia Educacional) estaria sendo processada, pela Unesco.

Quanto ao professorado brasileiro do Curso sua mobilização, sob várias formas, será estudada agora, no planejamento, em detalhe, do Curso que está sendo feito pelos professores R. Brackenbury e E. Antuña, admitindo-se que favorecerá essa mobilização a mudança, para a sede do CRPE, da Seção de Pedagogia da Faculdade de Filosofia da Universidade de São Paulo.

Co-Direção (Unesco) do Curso - Como o Prof. Robert L. Brackenbury, precisa estar nos Estados Unidos, inadiavelmente, até 1º de Agosto de 1962, admitiu-se coubesse, a partir dessa data ao Prof. Henry Lindgren, a Co-Direção do Curso, que, ressalte-se, funcionaria integrado nas DEPE e DAM do CRPE.

Bolsistas - Considerou-se a urgência de conclusão do processo de recrutamento de candidatos (Estados da Guanabara e de São Paulo), devendo a seleção ser feita pelos Profs. R. Brackenbury e Dinah Campos nos dois estados e por um representante local de cada um dos Centros, integrando essa Comissão.

Logo após a conclusão desse recrutamento deverá se processar reunião, no Rio ou em São Paulo, sob a presidência do Prof. Anísio Teixeira, com a presença mínima dos Profs. Laerte Ramos de Carvalho, Lúcia M. Pinheiro, Dinah Campos, Robert L. Brackenbury, Jaime Abreu, para se decidir da escolha final dos mesmos.

Dois outros assuntos foram focalizados em relação aos bolsistas:

- a) urgência na fixação do "quantum", em dinheiro, receberá cada um deles, tendo o Prof. Eladio Antuña e Laerte Ramos de Carvalho chamado a atenção, com vistas ao bom convívio no Centro, que o valor dessas bolsas não diferísse, fundamentalmente, daquelas concedidas para o Curso de Especialistas em Educação (Unesco - INEP);
- b) que se atentasse para os inconvenientes, sérios para o funcionamento do CBPE, da vinda de bolsistas com família, não só por impropriedade do CRPE para assim recebê-los, como pelas alterações nos cálculos de acomodações para acolhê-los, como ainda, por possíveis maiores onus em sua manutenção.

Instalações para funcionamento do CRPE em 1962 - Com o funcionamento simultâneo, em 1962, dos Cursos aqui referidos, do INEP - Unesco e do INEP e com a mudança, para a sede do CRPE, da Seção de Pedagogia da Faculdade de Filosofia da Universidade de São Paulo, estima-se que o atual fornecimento diário de refeições, entre 11 e 30 e 14 horas, suba das atuais 115, para cerca de 300 ou pouco mais.

Como essa capacidade de fornecimento de refeições e de espaço já atinja o ponto de saturação, será necessário, de acordo com solicitações que vêm sendo formuladas e conforme planos de execução correspondentes, que se decida, com urgência, sobre a re-localização e ampliação propostas dos serviços de cozinha e restaurante no CRPE, resolvendo-se outrossim, pelo Sr. Diretor do INEP, o início imediato das obras respectivas e o provimento de recursos necessários.

Outra providência a ser tomada, com urgência, é a de mobilizar e equipar 30 apartamentos para acolhida de 60 bolsistas, para o que já foi feita tomada de preços em São Paulo, sendo a proposta mais baixa a de R\$ 80.000,00 por apartamento, o que significa um total de R\$ 2.400.000,00 a serem gastos.

Co-Responsabilidade do CBPE no andamento do Curso - De-
mos ciência ao CRPE da deliberação do Sr. Diretor do CBPE de atri-

buir a nós co-responsabilidade no funcionamento desse Curso, como representante e agente de ligação do CBPE no mesmo.

Essa notícia foi bem acolhida pelo CRPE como sendo útil e necessária e prevemos que o seu correto desempenho nos obrigue a idas pelo menos mensais, a São Paulo, a partir, ao menos, do início do Curso, para acompanhar, de perto, seu andamento.

Achamos todavia indicado que o Sr. Diretor do CBPE baixe isto qualquer, dando forma a esta sua deliberação, para dar-nos maior autoridade no desempenho da mesma.

Ofício do Diretor do INEP nº 1396 de 8-11-1961 - Pede - nos o Prof. Laerte Ramos de Carvalho informar ao Sr. Diretor do INEP, em resposta antecipada ao ofício acima citado, que está-se procedendo ao balanço dos projetos empreendidos no CRPE, para decisão sobre seu encerramento ou continuação.

Só depois dessa providência preliminar é que se poderá estabelecer o programa de atividades do CRPE para 1962, que será aprovado pelo Conselho Deliberativo do mesmo e remetido ao INEP até 30 desta.

Reajuste de Vencimentos - Deu-nos o Prof. Laerte Ramos de Carvalho notícia antecipada do ofício a ser enviado, nesses dias, a V.S., pleiteando aumento para todos os servidores do CBPE, à base de 40%, com a manutenção dos vigentes 50% de acréscimo para os que sirvam ao CBPE em regime de tempo integral, vigente esse reajustamento a contar de Outubro p. passado, com o estudo feito dos recursos necessários e disponíveis para tal.

Trata-se de providência idêntica ou análoga às solicitadas pelo CRPE do Recife e pela DEPS do CBPE.

Também informou-nos do seu propósito de atribuir aos membros do Conselho Deliberativo do CBPE remuneração mensal em torno a R\$ 20.000,00, para o que já contaria, em princípio, com a anuência do Sr. Diretor do CBPE.

Disse-nos ainda S.S. do seu intento de conseguir, a partir de 1963, uma participação ponderável e progressivamente crescente do estado de São Paulo, pela sua Universidade, no financia-

mento das despesas do CRPE.

Divisão de Estudos e Pesquisas Educacionais - É desejo do Prof. Laerte Ramos de Carvalho confiá-la ao Prof. Carlos Corrêa Mascaro, processando-se as demarches para tal, em torno, em princípio, do Prof. Carlos Mascaro trabalhar no CRPE no regime e com as vantagens de tempo integral do CRPE, desde que se consiga, como se admite traga ele da Universidade a situação que ora nela desfruta (tempo integral), menos a do Curso Noturno e a de suas atuais atividades na Faculdade de Filosofia do Rio Claro.

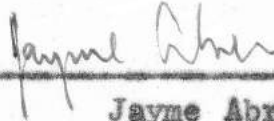
Quanto à Divisão de Estudos e Pesquisas Sociais conta o Prof. Laerte Carvalho, para ela, com a cooperação técnica dos Profs. Otavio Ianni e Fernando Henrique Cardoso, não tendo porém ainda se fixado quanto ao provimento efetivo da mesma, a ser oportunamente procedido.

Resumimos as providências que cabem por nós (CBPE) serem tomadas com urgência:

- a) correspondência do Prof. Anísio Teixeira à Unesco cobrando resposta urgente sobre a vinda dos peritos pedidos até Fevereiro próximo e do Prof. Robert J. Havighurst, em Agosto de 1962;
- b) decisão pessoal do Prof. Anísio Teixeira sobre os assuntos cozinha, restaurante e equipamento de trinta apartamentos;
- c) reunião, em data a mais próxima a ser marcada pelo Sr. Diretor, com a participação sua, das Professoras Lúcia Pinheiro, Dinah Campos e de nós outros, para fixação de critérios de remuneração aos bolsistas, e decisão sobre levarem eles família ou não;
- d) recrutamento e classificação dos bolsistas do Estado da Guanabara, por intermédio da Profa Dinah Campos, do Prof. Robert Brackenbury, que aguarda convocação para tal, e de representante do CBPE;
- e) feito o recrutamento e classificação dos bolsistas de São Paulo e Estado da Guanabara, reunião final (no Rio ou em São Paulo) para escolha definitiva dos mesmos.

Sendo o que nos ocorre referir sobre o realizado em nossa viagem a São Paulo, submeto este relatório à aprovação do Sr. Diretor do CBPE bem como à sua decisão sobre as medidas nele alvitradas.

Atenciosamente,



Jayme Abreu

Coordenador DEPE-CBPE

Ao

Prof. Anísio S. Teixeira

Diretor do

Centro Brasileiro de Pesquisas Educacionais

Põe na pasta do Curso de Especialização
de Educação. 10/11/61

São Paulo, 6 de novembro de 1961

Prezado amigo Dr. Jayme Abreu:

Acuso recebimento da carta e cabograma que me enviou ambos datados do dia 3.

Grato pela relação de assinantes da R.B.E.P.. Nela já anotei várias pessoas em novo endereço e outras afastadas do magistério. Para fazer o controle completo e unificado da distribuição, seria necessário ter em mãos também a relação dos estabelecimentos de ensino e bibliotecas que a estão recebendo.

Providenciarei a devolução do seu relatório sobre o Congresso de Pesquisa Educacional no Japão. ~~Novo~~ pedido direto de um exemplar também já está a caminho de Tokio.

Devo encontrar-me amanhã com o Prof. Robert L. Brackenbury e verei em que pé estão as gestões relativas ao Curso. Entretanto, creio que ainda não tenho credenciais para agir na qualidade de Co-diretor, uma vez que nessas funções não fui ainda investido. Isso não impedirá que eu dê desde logo minha colaboração no que de mim depender.

Se puder pedir a Mestre Anísio que mande um ofício a Laerte sobre o assunto, penso que assim ficarei com minha situação funcional resguardada até que o caso seja decidido definitivamente. Laerte disse-me que enviaria logo a cópia do contrato da UNESCO sobre o qual recebi consulta para possível trabalho no Chile em 1962.

Assim que o nosso Conselho Deliberativo tiver entrado em franca atividade, tratarei de provocar a convocação da Comissão Consultiva, para integração dos programas dos Centros a partir de 1962.

Seus artigos já se acham com o encarregado dos Cadernos Dominicais do Estado. Providenciei a divisão tripartite e refiz os rodapés. Esperamos vê-los em letra de fôrma nestas próximas edições.

No tocante ao caso de D^a. Aldair, procurando-a imediatamente, soube haver seguido para a Boa Terra.

Receba o cordial abraço do


Carlos Correa Mascaro

Ao Exmo. Sr. Prof. Dr. Jayme Abreu
Centro Brasileiro de Pesquisas Educacionais
Rua Voluntários da Pátria, 107 - Botafogo
Rio de Janeiro - Est. Guanabara

DEPE

Curso de Aperfeiçoamento de Pessoal para Pesquisas Educacionais

Com a presença dos Profs. Anísio Teixeira, R. Havighurst, R. Brackenbury, Applegate, Jayme Abreu, Lúcia M. Pinheiro, Dinah Campos realizou-se reunião no Centro Brasileiro de Pesquisas Educacionais, à tarde do dia 24 de Agosto, para discussão do andamento das providências quanto ao curso acima referido, a ser realizado no CRPE de São Paulo, a partir de Março de 1962.

Foi ouvido e discutido o relatório das viagens já empreendidas a Goiânia, Brasília, Belo Horizonte, Vitória e Salvador com o fim de entrar em contacto pessoal com as autoridades educacionais e com os Centros Regionais de Pesquisa Educacional do INEP, quando foram entrevistados os candidatos apresentados e classificados os resultados dessas entrevistas.

Discutiram-se o roteiro da próxima viagem em Setembro, ao Nordeste e os contactos a serem procedidos, no Recife, em Natal, João Pessoa e Fortaleza.

Em seguida tomou-se conhecimento, para as providências necessárias, da aceitação, em princípio, pela Unesco, do nome ^{a ela} indicado, do Prof. Henry Lindgren, do San Francisco State College especialista em Psicologia Educacional, como um de seus peritos que serão professores no curso.

Outras providências, quanto aos professores estrangeiros que virão para esse curso, foram tomadas.

Foi examinado e discutido documento de autoria do Prof. Havighurst, no qual, para consolidar e ampliar os resultados do Curso, foi proposta a fundação na vigência do curso, de uma Associação de Pesquisadores Educacionais e ou o lançamento de uma revista dessa Associação ou ter ela, regularmente o registro de suas atividades na Revista Brasileira de Estudos Pedagógicos.

English Educators who might be of use in Brasil.

- 1) X John Vaizey, Worcester College,
Oxford University
Economist, who has studied Oxford, England
Economics of education, c. 40 yers.
-
- 2) Sra. Jean E. Floud, Institute of Education
University of London
Sociology of Education - Social Stratification
Social Structure of the School.
C. 45 yers.
-
- 3) Sra. Hilde Himmelweit Dept. of Psychology.
London School of Economics.
Social Psychology. C. 40 yers.
-
- 4) W.D. Wall, Director National Foundation for Educational Research
79 Wimpole St.
London England, W.I.
Psychology, Mental Hygiene,
Formerly with UNESCO, C. 40 yers.
-
- 5) X Lionel Elvin, Director Institute of Education
University of London
Administration C. 55 yers.
-
- 6) A. H. Halsey Prof of Sociology, Birmingham University
Sociology of Education Birmingham,
Adult Education C. 50 yers England
-
- 7) P.E. Vernon University of London
Tests and Measures Institute of Education
Ed. Psychology C 55 yers.
-
- 8) Ben Morris Professor of Education
Administration Bristol University.
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COPY

UNESCO

FD47/35/5374

15 November 1961

Subject: Recruitment of Experts for the Sao Paulo Course
for training Education Research Specialists
March/December 1962

Dear Mr. Teixeira,

Thank you for your letters of 18 and 25 September 1961 (Ref. 1054 and 1093/61). I am sorry not to have replied before this but the whole matter has proved unexpectedly complicated - especially in getting assurances as to the availability of experts.

However, I understand that the candidature of Professor Lindgren has been approved by the Brazilian Government. That of Professor Havighurst has been approved here and submitted to the Brazilian authorities, along with that of Dr. S.B. Kermolan. For the fifth post (Educational Tests and Measurements) the names of four candidates from Europe have been put forward to the Brazilian authorities, namely Mr. Henriksen (Sweden), Mr. Svård (Sweden), Mr. Sellars (United Kingdom) and Mme. Cambon (France).

I am glad to hear that the preparations are going well at your end and that Professor Brackenbury is already at work with you. May I wish you and your colleagues continuing success.

Yours sincerely,

Shannon McCune,
Director,
Department of Education

Mr. A.S. Teixeira,
Diretor do
Instituto Nacional Estudos Pedagogicos e
Centro Brasileiro de Pesquisas Educacionais
Rua Voluntarios da Patria, 107,
RIO DE JANEIRO (Brasil)

(Dinah Campos)

CURSO DE APERFEIÇOAMENTO DE ^{Pessoal Pm} ~~PROFESSORES~~
PESQUISAS EDUCACIONAIS

(Tradução e organização de Dinah M. Souza Campos)

OBJETIVOS E PROGRAMA DO CURSO

O Curso ~~visará~~ aperfeiçoamento de pesquisadores de problemas educacionais.

Grande ênfase será emprestada aos trabalhos práticos, cabendo aos participantes do curso o desenvolvimento de projetos individuais de pesquisas, envolvendo problemas que poderão ser agrupados em quatro grandes áreas:

1. "Surveys" dos sistemas educacionais municipais e estaduais, visando a coleta de dados para a respectiva reestruturação.
2. Estudos da criança e do adolescente, rendimento escolar e as características da criança, processos de educação familiar da criança e do adolescente em determinada zona, relações de pais com a escola etc.
3. Estudos da comunidade em relação ao planejamento e desenvolvimento educacional - estratificação social da escola, "surveys" da comunidade etc.
4. Estudos de problemas de administração da educação - financiamento da educação, planejamento e construção de escolas, organização do pessoal docente e administrativo etc.

Os participantes do curso poderão iniciar as atividades do curso tendo um problema de pesquisa já definido e, mesmo, já trazendo os dados para análise e interpretação com a ajuda dos professores, ou apenas trazendo em mente um projeto de pesquisa. Ou ainda, outros participantes poderão pospor o projeto de pesquisa individual para o segundo semestre, colaborando inicialmente nos projetos de pesquisa em andamento em S. Paulo.

LOCAL E DURAÇÃO DO CURSO

O curso funcionará no Centro Regional de Pesquisas Educacionais, do Instituto Nacional de Estudos Pedagógicos, sediada na capital de S. Paulo. Os participantes do curso ^{obterá auxílio do Instituto INEP} serão hospedados nas dependências do próprio Centro Regional.

O curso será iniciado em fevereiro ou março de 1962 e encerrar-se-á a 10 ou 15 de dezembro do mesmo ano.

patrocinado pelo INEP com a cooperação de ~~da Universidade~~

RECRUTAMENTO E SELEÇÃO DOS PARTICIPANTES DO CURSO

O recrutamento e seleção dos participantes do curso serão feitos por representantes do Instituto Nacional de Estudos Pedagógicos e por técnicos da UNESCO, que visitarão as Secretarias de Educação ~~xxxxxx~~ dos Estados e os Centros Regionais de Pesquisas Educacionais, do INEP, com esse objetivo.

PROFESSORES DO CURSO

Está planejado que, entre os professores do curso, sejam incluídos 4 ou 5 especialistas estrangeiros nas seguintes áreas:

1. Administração escolar
2. Testes e medidas
3. Psicologia educacional
4. Sociologia educacional
5. Métodos de pesquisa educacional

*Os participantes em princípio são por estado,
Os candidatos deverão ser integrantes ou candidatos a integrar os
staffs dos Centros Regionais de Pesquisas Educacionais do INEP e
dos "staffs" das Secretarias de Educação com experiência física
em ensino e administração escolar.
Deverão ser preenchidos formularios.*

RIO DE JANEIRO, 27 DE MAIO DE 1960

Nº 551/60

SENHOR DIRETOR EXECUTIVO:

EM RESPOSTA À VOSSA CIRCULAR DE 2 DO CORRENTE, SOBRE O PEDIDO GLOBAL DE ASSISTÊNCIA TÉCNICA DAS NAÇÕES UNIDAS AO CENTRO BRASILEIRO DE PESQUISAS EDUCACIONAIS E CENTROS REGIONAIS, TEMOS A INFORMAR QUE O NOSSO PEDIDO DE PERITOS, EM CATEGORIA Nº 1, ESTÁ ASSIM DISTRIBUÍDO QUANTO ÀS ESPECIALIDADES E AO NÚMERO DE MESES DE CADA UM, NOS ANOS DE 1961/62 :

	1961	1962
- ADMINISTRAÇÃO ESCOLAR	6 MESES	6 MESES
- TESTES E MEDIDAS EM EDUCAÇÃO	6 MESES	6 MESES
- MÉTODO EM PESQUISA EDUCACIONAL	6 "	6 "
- PSICOLOGIA EDUCACIONAL	6 "	6 "
- CHEFE DE GRUPO - ESPECIALISTA EM EDUCAÇÃO	3 "	3 "

EM CATEGORIA Nº 2 SOLICITAMOS 8 BOLSAS, EM CADA UM DOS EXERCÍCIOS, PARA ESTUDOS PEDAGÓGICOS, DE PREFERÊNCIA NOS ESTADOS UNIDOS.

VALEMOS DO ENSEJO PARA APRESENTAR A V. SA NOSSOS PRO-TESTOS DE ESTIMA E CONSIDERAÇÃO.

ANISIO TEIXEIRA
DIRETOR

DR. WAGNER PIMENTA BUENO,
M.D. DIRETOR EXECUTIVO DA
COMISSÃO NACIONAL DE ASSISTÊNCIA TÉCNICA
MINISTÉRIO DAS RELAÇÕES EXTERIORES
NESTA

PMP/HOS
PROC. CBPE 1480/60
1 CÓPIA PARA O SR. JEAN DE LA ROCHE

COPIA

*Arquivo - Pôr na pasta curso
Especialistas Educação - São
Paulo.*

24/10/61

f. C. W.

THE UNIVERSITY OF CHICAGO
Chicago 37 - Illinois
The Committee on Human Development

January 17, 1961

Dr. Jayme Abreu
Centro Brasileiro de Pesquisas Educacionais
Rua Voluntarios da Patria, 107
Caixa Postal, 1
Rio de Janeiro, D.F. BRASIL

Dear Dr. Jayme:

Thanks for your letters of the 6th and 27th of December. In connection with the proposed Seminar for Specialists in Education in Sao Paulo, I have written to several people and I now have expressions of interest from five North Americans who may be available for the Seminar commencing in July of this year. There is nothing more that I can do until I know definitely from UNESCO whether the money has been appropriated for these positions and just what the stipends and other allowances will be.

I enclose a copy of the letter which I have written to the UNESCO representative in New York to find out whether he can give me any information. If we are to recruit good North Americans for any of these positions, it is important for us to make decisions immediately.

With respect to my own participation in the Seminar, I would be glad to assist in any way you please. For example, I might serve as Co-ordinator of the Foreign Experts under a Brazilian Director, if a good person is available for that position. I understand that Joel Martins will return to Sao Paulo from the UNESCO office in Paris in July, and I thought that Dr. Fernando de Azevedo might want to have Joel direct the Seminar again.

I have not heard anything from Dr. Fernando and consequently I am not in a position to take any initiative in plans for the Seminar, or for recruiting foreign experts.

In case it is desired that I should take much responsibility for the conduct of the Seminar, I would consider it desirable to attempt to re-establish the plan of 1959 in which the participants of the Seminar concentrated their work in a Sao Paulo school and made practical studies in the city and in the school. This was done under the supervision of Dr. Deborah Elkins, the American expert on the faculty, assisted by Professoras D.C. Sperb and Sylvia Berquo Alambert I

Dr. Jayme Abreu

January, 17, 1961

would be interested in knowing whether it would be possible to have these two people to serve on the staff of the Seminar this year.

For some reasons I would prefer not to have major responsibility for the conduct of the Seminar, though I would be glad to co-ordinate the work of the foreign experts and to assist in the planning for the Seminar. Since I can only remain until October 1, we would have to have a Co-Director in any case, and it might be better for that person to be in charge from the beginning. That also would give me the opportunity to spend more time outside of the Seminar and especially in Rio working with you on problems of secondary education and with Dr. Roberto Moreira on the writing of our book on Society and Education in Brazil.

I hope it will be possible for you and Dr. Anisio to make some clear decisions on these matters very quickly. I have only a few weeks left in this country and I need to know as soon as possible about the plans for my work in Brazil. My assignment in Buenos Aires is definitely to teach a research seminar on the social psychology of adolescence. I will have a group of students in sociology and in pedagogy, and we will be making studies of boys and girls in Buenos Aires.

I have ordered the book by Merle Curti on Social Ideas of American Educators. When I received the bill I discovered that they had neglected to send the book to you by airmail, but had sent it by surface mail. Perhaps it has reached you by this time. You can pay me for this book and the book by Geiger when I arrive in Brazil.

Sincerely yours,

Robert J. Havighurst
Professor of Education

RJH:emh

enclosure

CÓPIA

January 17, 1961

Dr. Matta Akrawi
UNESCO Representative
UNITED NATIONS ORGANIZATION
New York, New York

Dear Dr. Akrawi:

I wonder whether you can give me some advice concerning this year's UNESCO program in Brazil. The reason I write you at this moment is that I have been appointed to a Fulbright Professorship for Argentina and Brazil from March to October of this year, and I am now making plans for my work. I shall be in Brazil from July through September. My negotiations have been with Dr. Anisio Teixeira of the Ministry of Education. It has not yet been decided just what my assignment will be.

I can spend my time studying secondary schools and writing a book on Society and Education in Brazil in collaboration with Brazilian colleagues. However, Dr. Teixeira has proposed that I should become the Co-ordinator of a team of 4 foreign experts who are to be sent by UNESCO to staff the Seminar for Latin American Directors of Primary Education which is to be held at the University of Sao Paulo from July to December. This is part of the Major Project for the Improvement of Primary Education in Latin America.

It is my understanding that the specifications for these four appointments have been sent to UNESCO, and that informal approval has been given. Dr. Teixeira has asked me to help in securing North American candidates for the positions. I have made some inquiries and now have a list of several North Americans who would be interested in these appointments. They will soon need to make definite plans about their work for the summer and autumn and consequently it is important to have official word about UNESCO's decision on this project. Furthermore, since I am leaving on March 1 for Buenos Aires I will not be able to assist in the selection of these people unless it is done within the next few weeks.

I wonder whether you can give me some of the following information?

- 1) Has the project been formally approved by UNESCO?
 - 2) If so, what procedures are being used to recruit the foreign experts?
 - 3) What experts outside of the U.S.A. are available for these positions?
 - 4) What procedures will be used within the U.S.A. to recruit these people?
 - 5) What are the arrangements for their salary, travel, etc.?
- With this information I can put the possible North American candi-

dates in touch with UNESCO.

I expect to be in New York one day in February and could talk with someone in your office about these people at that time.

Sincerely yours,

Robert J. Havighurst
Professor of Education

RJH: emh

Rio de Janeiro, 27, Dezembro, 1960.

1591/60

Meu caro
Prof. Robert J. Havighurst:

Confirmamos nossa carta de 6 de Dezembro, sem carta do prezado amigo a responder.

Em aditamento às informações que lhe venho ministrar do sobre o curso de aperfeiçoamento de especialistas em educação a funcionar em São Paulo, em 1961 e 1962, sobre sua direção, mando-lhe cópia do ofício anexo, de autoria do Dr. Anísio Teixeira, que diz respeito ao prazo de permanência do perito em Psicologia Educacional para 1961.

Acuso e agradeço recebimento do livro do G.R. Geiger, "Dewey in perspective" e espero nota de débito para promover o reembolso.

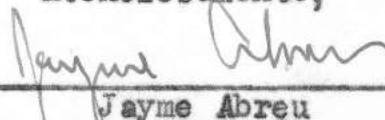
Quanto ao livro de sua autoria que, interessado, espero, ainda não o recebi.

O Dr. Anísio Teixeira esteve recentemente em São Paulo acertando providências com a direção do CRPE para o funcionamento desses cursos em 1961 e 1962.

Aguardo carta próxima sua com notícias mais adiantadas sobre o curso e demais assuntos.

Com os votos de um feliz 1961, firmo-me,

Atenciosamente,



Jayme Abreu
Coordenador da Divisão de Estudos
e Pesquisas Educacionais do CBPE

Ilmo. Sr.
Prof. Robert J. Havighurst
The Committee on Human Development
The University of Chicago
Chicago 37 - Illinois - U.S.A.

RIO DE JANEIRO, 21 DE DEZEMBRO DE 1960

Nº 1577 /60

SENHOR DIRETOR EXECUTIVO:

RETIFICANDO NOSSA CARTA DE 27 DE MAIO ÚLTIMO, ESCLARECEMOS QUE O PERITO EM PSICOLOGIA EDUCACIONAL PARA 1961 DEVERÁ TER SEU PRAZO REDUZIDO PARA 3 MESES.

COM ESSA REDUÇÃO PERMITIR-SE-Á AO PERITO BERTRAM HUTCHINSON PROLONGAR SEU ESTÁGIO A SERVIÇO DÊSTE CENTRO DURANTE OS TRÊS PRIMEIROS MESES DO PRÓXIMO ANO.

VALEMOS DO ENSEJO PARA APRESENTAR A V.SA NOSSO PROTÊSTO DE CONSIDERAÇÃO.

ANISIO TEIXEIRA
DIRETOR

DR. WAGNER PIMENTA BUENO,
M.D. DIRETOR EXECUTIVO DA
COMISSÃO NACIONAL DE ASSISTÊNCIA TÉCNICA
MINISTÉRIO DAS RELAÇÕES EXTERIORES
NESTA

PMP/ITGA/HOS
PROE. CBPE 1480/60

CARTA Nº 1576/60 - TEXTO IDÊNTICO PARA:
SR. WILLIAM GOMES CASSERES, REPRESENTANTE RESIDENTE
JUNTA DE ASSISTÊNCIA TÉCNICA DAS NAÇÕES UNIDAS
PRAIA DO RUSSEL, 694 - 7º ANDAR - NESTA

CÓPIA

Rio de Janeiro, 6, Dezembro de 1960.
1516/60

Prezado Prof.

Robert J. Havighurst:

Sua carta de 22 de Novembro foi objeto de imediata troca de idéias entre o Prof. Anísio Teixeira e nós e aqui estamos lhe transmitindo o que conversamos.

Conforme sua previsão, nem todos os assuntos versados em sua carta podem ter aqui cabal ou definitiva resposta, por agora, mas vamos adiantando aquilo que já é possível adiantar-lhe:

1 - A idéia do Prof. Anísio Teixeira é de que os especialistas que trabalhariam sob sua direção devem ser norte-americanos, de preferência.

Não lhe pareceu aconselhável a idéia da vinda de especialista latino-americano em administração escolar.

Acha ele que deve a escolha recair em especialista treinado no exercício e na solução de problemas concretos de administração escolar, muito mais do que alguém que, apenas como professor, dissertasse sobre teorias a respeito.

Deve ser alguém também com visão de educação comparada, capaz de sentir e orientar quanto aos problemas que se põem na administração educacional na América Latina, seja em regimes políticos unitários (centralizados) como em regimes federativos (descentralizados).

Esta claro que o conhecimento da América Latina, seus moldes culturais e tradições educacionais é condição necessária ao êxito do curso, de um modo geral.

2 - O assunto objeto de sua consulta não comporta ainda resposta definitiva, de vez que necessita ser combinado em definitivo com São Paulo, com a direção do CRPE: época de realização do curso em 1962.

A nós porém, isto é, ao Dr. Anísio Teixeira e a nós, pa-
rece-nos, em princípio, que devem ser dois cursos - Julho - Dezem-
bro 1961 e Julho - Dezembro 1962, com duas turmas diferentes de
alunos e, quanto aos professores, serão ou não os mesmos, confor-
me interesses a eles e a nós outros, de acôrdo com os resultados
de seu trabalho no curso em 1961, sem qualquer prévio compromis-
so nosso, todavia, a respeito de sua volta em 1962.

3 - As condições de salários, despesas de família, etc.,
são aquelas conhecidas que a Unesco concede em casos que tais, no
seu Programa de Assistência Técnica.

4 - É nosso desejo encaminhar as suas sugestões a res-
peito dos quatro peritos, à Unesco.

Tão logo porém, se for o caso, a Unesco nos apresente
nomes com os respectivos currículos, logo lhe encaminharemos o
que recebermos, considerando suas responsabilidades no assunto.

5 - Professor Brackenbury - Desde que o mesmo, ao seu
juízo, reúna condições satisfatórias para funcionar nesse curso,
cuja tônica é administração escolar, não vemos contra-indicação à
sua apresentação.

6 - Quanto ao número de bolsistas este é outro assunto
que depende, em definitivo, de confirmação com o nosso CRPE de
São Paulo e com o nosso Ministério do Exterior.

O curso realizado este ano abrangeu 19 elementos da
América Latina e 12 do Brasil e é provável abranja em 1961 e
1962, no máximo, 20 da América Latina e 10 do Brasil.

Os bolsistas eram (1960) profissionais do ensino pri-
mário e normal, orientadores de ensino primário e diretores de
escolas normais. Isto não significa que profissionais de escola
secundária não possam ser incluídos nos novos cursos de 1961 e
1962.

A esta altura dos nossos entendimentos, estamos coli-
gindo todo o material já existente para apreciação e discussão
com os responsáveis pelo CRPE de São Paulo, o que, a esta altura,
já se faz inadiável.

Cremos que, a este momento, como diz o prezado amigo,

nossas comunicações a respeito têm de ser freqüentes e envolvendo devidamente todos os responsáveis pelo assunto.

Muito agradeço a remessa pedida do livro do Geiger - "Dewey in perspective" - e sua remessa do "The Psychology of Character Development".

Ser-lhe-ia também muito grato se obtivesse e nos enviasse (via aérea), para posterior reembolso, o conhecido livro do Curti, Merle "The social ideas of American Educators", Scribner, 1935.

Na expectativa de suas próximas notícias firmo-me,

Atenciosamente,

Jayme Abreu
Coordenador DEPE-CBPE

Ilmo. Sr.
Prof. Robert J. Havighurst
The Committee on Human Development
The University of Chicago
Chicago 37 - Illinois
U.S.A.

Rio de Janeiro, 28, Novembro, 1960.

1474/60

Prezado Prof.

Robert J. Havighurst:

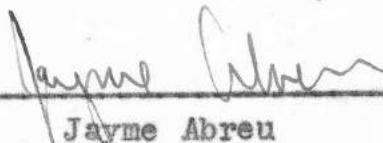
Quero completar as informações que lhe dei em nossa carta de 18 de Novembro, retificando os seguintes tópicos:

a) quando lhe disse que o nosso pedido de quatro peritos à Unesco para o programa 1961-1962 fora aprovado, isto não significa ainda a decisão final sobre o assunto, e sim uma etapa do assunto, decisiva, importante, que é a da aprovação pela Assistência Técnica das Nações Unidas, pois embora não sendo ainda a última, tudo indica venha ela, na última instância, nos ser favorável;

b) como o curso será de um semestre em 1961 e de outro semestre em 1962, ambos devem ter início no mes de Julho, para terminarem em Dezembro de cada ano (seis meses por ano).

Na expectativa de breve resposta sua à nossa carta de 18 deste, com as sugestões de nomes que encaminharemos à Unesco, para trabalharem sob sua direção, firmo-me,

Cordialmente,



Jayme Abreu

Coordenador DEPE - CBPE

Ilmo. Sr.
Prof. Robert J. Havighurst
The Committee on Human Development
The University of Chicago
Chicago 37 - Illinois
U.S.A.



M. E. C. - I. N. E. P.
CENTRO BRASILEIRO DE PESQUISAS EDUCACIONAIS
Rua Voluntários da Pátria, 107 - Botafogo
Rio de Janeiro - GB - Brasil

PLAN FOR VISITS TO REGIONAL CENTROS, STATE SECRETARIOS,
AND UNIVERSITIES

Robert Brackenbury

The purposes of these visits are:

1. To aid in recruiting good people for the Seminar on Training Educational Researchers, by meeting and explaining the Seminar to them.
2. To aid Dr. Brackenbury to get acquainted with Brazil and its educational problems.

It is suggested that Mr. Havighurst accompany Mr. Brackenbury on two of the visits, and Miss Dinah Souza Campos on two of them. It would also be desirable for Professor Stanley Applegate of the UNESCO Seminar at São Paulo to go on one or two of the trips, if he can get away from São Paulo. He might go on the Bahia Trip, for example.

1. Belo Horizonte, Brasilia, Goiania.
Either July 30-August 5, or August 6-12
Brackenbury and Havighurst *Dinah*
2. Salvador. August 21, 25.
Dinah Souza Campos *and* Applegate and Brackenbury
3. Recife, Joao Pessoa, Fortaleza (Natal *possibly*)
September 17----24 or 27.
Brackenbury and Havighurst. Havighurst would go on to the USA at the end of this trip.
4. Porto Alegre, Florianapolis, (Curitiba)
October 1-15
Dinah Souza Campos and Brackenbury. Curitiba and Florianapolis --3 days. Brackenbury could go alone to Porto Alegre, where the personnel of the Regional Center can organize his visit, and can assist him with the language, as far as he needs it. He can work intensively as a consultant on the research of Profa. Graciema Pacheco and Laudelino Medeiros. Profa. Graciema, especially, has a lot of research data and would like help in organizing some of it into a publication.

- 1-Brasilia
- 2-Minas Gerais
- 3-Goiania
- 4-Manaus
- 5-Sao Paulo
- 6-Rio de Janeiro
- 7-Bahia
- 8-Recife
- 9-Parana
- 10-Curitiba
- 11-Florianopolis
- 12-S. Catarina(?)

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Memorandum Concerning

TRAINING OF EDUCATIONAL RESEARCH PERSONNEL

July 16, 1961

Robert Brackenbury and Robert J. Havighurst

This is a preliminary memorandum to serve as a basis of discussion in planning the Research Training Seminar of 1962, to be carried on by the CRPE of São Paulo with collaboration from UNESCO and INEP.

We expect to present two or three of these memoranda between July and September, to carry on the work of planning the Seminar, which should be definitely completed by September.

Purposes of the Seminar

1. To recruit and train people for administrative research in the field of education in Brazil. Most of these people will be staff members of state Secretarias da Educacão, or of Regional Centers for Educational Research.
2. To recruit and train people for positions as educational researchers and professors of education in Faculties of Philosophy, Letters, and Science.

These two purposes are mutually supportive, and should lead eventually to the strengthening of university research in education which in turn will prepare people better for research in the field of educational administration. There are people of both types who are ready to take part in this seminar.

Dates of the Seminar

Commencing in February or March of 1962 and continuing until December 1 or 15, 1962.

Location of the Seminar

CRPE of São Paulo. The members of the Seminar will be housed in the Residence of the CRPE; Some discussion must be given to the possibility of husbands bringing wives and children to São Paulo. If wives only, probably they can live in the

Residence. This matter needs an early decision. The number and the quality of the men in the Seminar will depend on the possibility of their receiving help to pay for bringing their families.

Recruiting of Participants in the Seminar

We expect that the participants will be selected by INEP in the usual way, and we will assist Donna Lucia and others who take part in the recruiting in any way by which we can be of use.

*See file
Portuguese...* One thing which might be useful would be for Brackenbury to visit several Regional Centros and State Secretarias during the next few months, to get acquainted with the people there, to learn about their educational problems, and to interpret the Seminar to them.

The recent visit by Havighurst to Porto Alegre is an example of what might be accomplished. Havighurst discussed the on-going research program of the Regional Centro with Dr. Alvaro Magalhães, Director, Profa. Dalilla Sperb, Executive Secretary, Profa. Graciema Pacheco, Director of Educational Research, and Prof. Laudelino Medeiros, Director of Social Research. They are in the midst of a research program for which they would like to have some advice from Dr. Brackenbury, and they said they would like to send one or two people from the staff of the Faculdade de Filosofia to take part in the Seminar. These people would be assistants of Profa. Graciema or Prof. Laudelino. If Dr. Brackenbury could spend 10 days or two weeks with them in September or October, he could help them with their research and also help to recruit members of the Seminar. He could also visit the State Secretaria da Educação at Porto Alegre, and explain the Seminar to them.

Visits might also be made to other Regional Centers and to state departments of education. These visits might be as short as two or three days, except where there is a going research program, as at Porto Alegre, where Brackenbury could help as a consultant. Havighurst might go with Brackenbury to the North or Northeast in September, on Havighurst's way back to the USA. They might visit Fortaleza, and two or three other places.

There should be no delay in getting out letters to the several state departments and to various Facultades, asking for candidates. But this process might be assisted by visits from Brackenbury and others.

The Program of the Seminar

It is clear that the main purpose of the Seminar is to train people for research in the broad field of education. This training should be as practical and as "down to earth" as possible, since the members of the Seminar will not be very well prepared for a highly theoretical treatment of research methods and results.

The principal methods should be those of apprenticeship and of work on individual problems, with the aid of the staff. The research problems might be grouped into 4 areas:

1. Fact-finding surveys made at the state and municipal level, to secure data as a basis for planning educational development.
2. Studies of children and youth in school--their school achievement and the characteristics of the child, of the home, and of the community related to school achievement.
3. Studies of communities in relation to educational planning and development. Community surveys and their use in educational planning.
4. Studies of problems of educational administration. The financing of education, the planning and building of schools, the organization of a school staff.

Each member of the seminar might be expected to work about half of his time on an individual or small group research project. He might come to the Seminar with his research problem already defined, and even with some of his data, which he could analyze and interpret with the help of the Seminar Staff. Or he might come with a research project in mind, which he could develop and on which he could commence work during the year.

Others might postpone work on their own individual projects until the second semester, but they might serve as apprentices in on-going research projects in the São Paulo area during the first semester.

Such research projects as the following might accept Seminar members as apprentices for 3 or 4 months:

Studies now going on in the CRPE at São Paulo

- The study of primary schools in Santos
- The Study of industrial schools in the city of São Paulo
- A survey of primary education in the city of São Paulo
- The study of teachers in the city of São Paulo

Studies now going on in the University of Sao Paulo

| Study of race relations in São Paulo, under the direction of Florestan Fernandes

| Study of problems of primary school administration, under the direction of Carlos Correa Mascaró

| Study of children and adolescents, under the direction of Arrigo Angelini

Studies going on in the State Secretaria da Educação in São Paulo, directed by Guilherme Dutra Fonseca, Director — of Surveys and Planning.

Several members of the Staff might set up a small research program centered around the Grupo Escolar at Butanta, which has already served as a place for observation and study of children in 1959 UNESCO Seminar for Primary Education Specialists. They might also use the three experimental classes which are now maintained at the Centro. This project might give research experience to some of the Seminar members.

Lectures and Research Presentations

If the program concentrates on giving research experience to Seminar members, the amount of formal lecturing will be small. Most of the time will be spent on individual work, and the Staff will use most of their time in individual conferences.

However, the first semester, at least, should see some formal presentations. Something like the following might be tried.

Educational Problems of Brazil

One hour a day. The lectures would be organized by a Brazilian educator who would probably serve as Co-Director of the Seminar. This man would give about half of the lectures himself, and would invite leading educators to lecture in the series, using people in the São Paulo area, as well as others who might be visiting São Paulo.

Overview Lectures

One hour a day. Members of the Staff might each give a series of overview lectures on the most interesting research problems in his own area of specialization, as applied to the situation in Brazil. This would serve to stimulate members of the Seminar to think about research. There might be about 10 lectures in each of the following areas, making 50 lectures, or 10 weeks of lectures, one each day: Administration, Psychology of Learning, Study of Children, Community Study, and Psychological Testing.

Research Presentations

The Seminar might invite a group of 10 to 20 researchers to visit the Seminar for one to two weeks at a time, each person to serve as a "Research Specialist in Residence." Each person would lecture one hour a day about his own research, and would hold consultations with Seminar members who were interested in this particular area. In turn, the Research Specialist might bring some of his own unfinished research to get advice and assistance from the specialists on the Staff. Such people as the following might serve from one to two weeks as Research Specialist in Residence.

Profa. Graciema Pacheco, Director of Educational Research,
Centro Regional in Porto Alegre.

Prof. Laudelino Medeiros, Director of Social Research,
Centro Regional in Porto Alegre.

Similar people in other Regional Centros.

From the CBPE in Rio

Darcy Ribeiro (*Instituto de Administração, Univ. de*
Oracy Nogueira (*Escola de Sociologia e Política, São Paulo*)
Dinah Souza Campos
~~Aparecida Gouveia?~~ *Univ. do Brasil?*
Members of Darcy Ribeiro's Community Study Staff

From other Research Groups

Pompeu Accioly Borges of the Centro Latino-Americano de
Pesquisas Sociais

The Staff of the Seminar

The nature of the Staff for the Seminar should depend on the nature of the program, and consequently we have left this until after presenting some ideas about the program.

It is expected that UNESCO will provide 4 or 5 experts, with special competence in the following areas:

Educational Administration
Tests and Measurements in Education
Educational Psychology
Methods of Educational Research

Only one person has been appointed in this group, and his special field of competence is in Research Methods and in the Sociology of Education.

Bruckner

If the type of program suggested above is adopted, the Brazilian members of the staff would be:

A person with wide experience in Brazilian public education, who would lecture on Educational Problems of Brazil and might be Co-Director, together with one of the foreign experts.

The Research Specialists in Residence would really serve as staff members, representing Brazilian education and research.

The Visiting Lecturers would serve as staff members.

Without knowing the amount of financial resources which the CRPE and INEP have for the Seminar, we will not make further suggestions.

We would like to emphasize the importance of getting a mature, experienced educator to serve as Brazilian Co-Director. He might serve on a half-time basis, in case he had an academic post in São Paulo.

In addition we would hope that Dr. Milton Rodrigues, the Director of the CRPE, would maintain an active interest in the Centro. Possibly the experience of the Seminar in 1962 would be valuable in the planning of the program of CRPE in 1963 and later. We would like to see the Seminar related closely to the work of the Faculty of Philosophy, Science and Letters of the University of São Paulo, since this Faculty has the competence and the prestige to become a center of training in educational research in Brazil.

UNESCO Appointments to the Staff

It is very important that the UNESCO representatives on the staff be recruited soon. We have recommendations for several North Americans, and perhaps the UNESCO office has suggestions of Europeans who might serve. We suggest that UNESCO be asked immediately to send information on people who might serve on the staff, and that selections be made during August and September.

Jayme

INSTITUTO NACIONAL DE ESTUDOS PEDAGÓGICOS

SETOR DE APERFEIÇOAMENTO DO MAGISTÉRIO

QUESTIONÁRIO PARA OS CANDIDATOS A BOLS A DE ESTUDONOS CURSOS DE PESQUISADORES EDUCACIONAIS

Devolva e presente questionário para a
Coordenação dos Cursos do INEP, Ministério da
Educação e Cultura, 10º and., Rua da Imprensa,
16, Rio.

Nome.....1

Endereço.....
(Rua, nº, cidade, estado)Estado civil.....Idade.....Data de nascimento.....
(dia, mês e ano)

Número de filhos.....Idade de cada filho

Cursos feitos: Local onde fez os cursos: (cidade e estado)

Curso Normal 9.....

Faculdade de Filosofia.....

Faculdade de Direito.....

Faculdade de Medicina.....

.....

.....

.....

.....

Cursos de Aperfeiçoamento que fez:

.....

.....

.....

.....

Cargos e funções atuais:

.....

.....

.....

Cargos e funções anteriores:

.....

.....

.....

.....

.....

Descrição resumida das pesquisas em que participou:

.....1.....
5.....
5.....

Indicação das áreas em que pretende realizar pesquisas, como por exemplo: levantamento de ensino municipal, estadual, etc; "surveys" nos vários graus de ensino; estudo dos meios de financiamento da educação; sistema de promoção; sistema de avaliação dos resultados de ensino; processos de aprendizagem da criança; métodos de ensino; processos de criar as crianças em determinada zona brasileira; relações de aluno com o professor; relações de pais com a escola; estratificação social e escolaridade; etc.

Descrição sucinta da área de pesquisa educacional escolhida:

.....

Quais os 3 livros ou monografias que leu nos últimos 3 anos e que mais o ajudaram na compreensão dos problemas educacionais?

.....

Dê o nome e endereço de duas pessoas a quem se possa ^{solicitar} escrever para obter informações ^{sobre} relativas à sua experiência no campo educacional:

.....1.....

Acrescente ^{nte} outras informações que desejar.....

RIO DE JANEIRO, 14 DE MARÇO DE 1961

Nº 375/61

EXMO. SR.
EMBAIXADOR PAULO CARNEIRO
DELEGAÇÃO DO BRASIL - UNESCO
PLACE FONTENAY
PARIS - FRANCE

MEU CARO PAULO :

DESDE MAIO DE 1960 TINHAMOS SOLICITADO À ASSISTÊNCIA TÉCNICA DAS NAÇÕES UNIDAS, POR ATRAVÉS DA ASSISTÊNCIA TÉCNICA DO ITAMARATY, UM GRUPO DE PERITOS PARA COLABORAR EM CURSO A SER DADO EM SÃO PAULO, NESTE ANO E EM 1962.

SERÁ UM CURSO PROMOVIDO PELO C.B.P.E., EM SÃO PAULO, PARA TREINAMENTO EM PESQUISAS, ADMINISTRAÇÃO E PRÁTICA DA EDUCAÇÃO, QUE SE NÃO DEVE CONFUNDIR COM O DE FORMAÇÃO DE ESPECIALISTAS EM EDUCAÇÃO PROMOVIDO NO MESMO CENTRO DE SÃO PAULO COM A COLABORAÇÃO UNESCO E RELACIONADO COM O SEU PROJETO MAIOR Nº 1.

COMO VERÁ NA CÓPIA ANEXA DA NOSSA CARTA DE 27 DE MAIO DE 1960, ESTAVAM DISTRIBUÍDOS OS ESPECIALISTAS DE ACÔRDO COM O PROJETO DE FUNCIONAMENTO DO CURSO.

ESTE ANO TIVEMOS, POR SEU INTERMÉDIO, SOLICITAÇÃO PARA CEDER TRÊS MESES DE PERITO A FIM DE PERMITIR QUE HUTCHINSON SE TRANSFERISSE PARA A UNIVERSIDADE DE SÃO PAULO.

ESPERÁVAMOS OS PERITOS EM AGÔSTO PARA O INÍCIO DO CURSO QUE SERIA COORDENADO PELO PROFESSOR HAVIGHURST. ESTE CHEGANDO AGORA AO BRASIL, EM TRÂNSITO PARA BUENOS AIRES, ONDE FAZ UM TRABALHO PARA A FULBRIGHT, PROPORCIONOU O BALANÇO DO ASSUNTO. FOI COM SURPRESA QUE O REPRESENTANTE DA ASSISTÊNCIA TÉCNICA DAS NAÇÕES UNIDAS, SR. CASSERES, NOS COMUNICOU A IMPOSSIBILIDADE DA VINDA DE PERITOS ESTE ANO, ADMITINDO POR FIM QUE UM SÓ DÊLES VIRÁ EM JULHO, FICANDO TODOS OS OUTROS PARA UMA PRESENÇA MAIS DEMORADA EM 1962.

ASSIM, DESCONTADOS OS MESES DO HUTCHINSON E DO ÚNICO PERITO QUE AINDA VIRÁ EM 1961, TEREMOS UM TOTAL DE 42 MESES DE PERITO PARA INTEGRALMENTE APROVEITÁ-LOS EM 62.

DADAS AS DIFICULDADES QUE O SR. CASSERES NOS COMUNICOU, REFERENTES AOS PROJETOS BRASILEIROS, E A SEGURANÇA DE QUE PRETENDEMOS CERCAR NOSSO TRABALHO NO PRÓXIMO ANO, PEDIMOS SEU APOIO E VIGILÂNCIA EM TÔRNO DO ASSUNTO.

QUEREMOS ASSIM EVITAR NOVAS SURPRESAS E VADERMOS - NOS DA DISPONIBILIDADE DO PROF. HAVIGHURST QUE NÃO SÓ AQUI PASSARÁ, POR CONTA DA FULBRIGHT, OS PRÓXIMOS MESES DE JULHO A SETEMBRO PROJETANDO O CURSO, COMO NO PRÓXIMO ANO NOS GARANTE UMA ESTADA, ACOMPANHANDO SEU DESENVOLVIMENTO.

MUITO AGRADECEMOS TAMBÉM SEU EMPENHO NO SENTIDO DE QUE O PROF. HAVIGHURST SEJA OUVIDO PARA A ESCOLHA DOS ALUDIDOS PERITOS, POIS SE TRATA DE PESSOA ABSOLUTAMENTE IDENTIFICADA COM O NOSSO TRABALHO, QUE JÁ EXERCEU AQUI FUNÇÃO DE CO-DIRETOR E É FIGURA QUE DISPENSA APRESENTAÇÕES, TÃO CONHECIDO E ACATADO É AÍ NA UNESCO.

MUITO GRATO PELA CONTINUAÇÃO DE SUA EFICIENTE AJUDA ÀS NOSSAS TAREFAS AQUI, SUBSCREVO-ME,

COM UM CORDIAL ABRAÇO,

ANÍSIO TEIXEIRA
DIRETOR

P.S. O ÚNICO PERITO PARA 1961 SERÁ O PROFESSOR ROBERT L. BRACKENBURY QUE JÁ RESPONDEU HOJE AO HAVIGHURST ACEITANDO E AGUARDANDO AS PROVIDÊNCIAS DA UNESCO.

PMP/HOS

EM ANEXOS: 4 CARTAS ANTERIORES REFERENTES AO ASSUNTO.

REUNIÃO PARA DEBATE DO "CURSO PARA TREINAMENTO EM SERVIÇO - PESQUISAS EM EDUCAÇÃO E PRÁTICA DA EDUCAÇÃO".

Em 13/3/61 - Centro Brasileiro de Pesquisas Educacionais.

Presentes: Anísio S. Teixeira
William A. Casseres
Pericles Madureira de Pinho
Robert J. Havighurst
Jayme Abreu

Discutindo o assunto da pretendida cooperação dos peritos da Unesco, categoria 1, ficou assentada a seguinte orientação:

1 - O Prof. Robert Brackembury chegaria em Julho de 1961 ao Brasil, para ficar por doze meses, assumindo a direção da DEPE do CRPE de São Paulo, preparando, com a cooperação do Prof. Robert J. Havighurst, do professor americano ora funcionando no curso de especialistas em educação realizado no CRPE de São Paulo e de assistentes brasileiros, o plano do "Curso Para Treinamento em Serviço - Pesquisas em Administração e Prática da Educação", a começar em São Paulo em Março de 1962.

2 - Os demais peritos da Unesco (4), que seriam os indicados pelo Prof. Robert J. Havighurst, chegariam ao Brasil em Fevereiro de 1962. O Prof. Robert J. Havighurst será mantido, em 1961, pela Fulbright.

3 - Os estagiários seriam 20, do Brasil e talvez alguns elementos estrangeiros.

4 - A estrutura do curso seria, em linhas gerais, a constante do documento anexo.

5 - O Prof. Robert J. Havighurst voltaria, ao Brasil, por três meses, de Julho até Setembro, 1962.

6 - Foi expedido (Prof. Robert J. Havighurst) telegrama de consulta ao Prof. Robert J. Brackembury.

MEMORANDUM

Apresentação
CURSO PARA TREINAMENTO EM SERVIÇO de

PESQUISA ^{RES} EM (ADMINISTRAÇÃO E PRÁTICA DA EDUCAÇÃO)

Duração - Esse curso terá a duração de dois anos, em dois períodos de cinco a seis meses cada, em anos sucessivos. O seu início é previsto para Agosto de 1961. Sua sede será o Centro Regional de Pesquisas Educacionais do INEP, em São Paulo.

Estagiários - Serão estagiários desses cursos:

- a) membros do staff do Centro Brasileiro e dos Centros Regionais de Pesquisa Educacional do INEP;
- b) candidatos a integrarem esses "staffs";
- c) membros do "staff" de Secretarias Estaduais de Educação.

Pode-se eventualmente considerar a possibilidade de incluir profissionais provindos de outros países latino-americanos.

Staff - O Staff será integrado por: professores brasileiros especialistas em pesquisa social e educacional, pertencentes a instituições como, por exemplo, a Faculdade de Filosofia da Universidade de São Paulo, o Instituto de Administração da mesma Universidade, a Escola de Sociologia e Política, etc., que pudessem dar parte do seu tempo a esse curso.

Lembram-se nomes, a respeito, como os de Oracy Nogueira, Juarez Brandão Lopes, Bertram Hutchinson, Florestan Fernandes, Milton Rodrigues, etc.

Haveria um brasileiro como Co-Diretor do Curso.

Peritos Estrangeiros - Haveria quatro a cinco peritos estrangeiros, com especial competência nos campos de:

- 1 - Administração Escolar
- 2 - Testes e Medidas
- 3 - Psicologia Educacional
- 4 - Sociologia Educacional
- 5 - Métodos de pesquisa

Um dos peritos estrangeiros seria o coordenador desse gru

po.

Programa - O curso seria dividido em duas partes:

1º Curso - 1 ano

- 1 - Survey de Problemas e Métodos de Pesquisa Educacional, com participação do staff total.
- 2 - Survey de problemas educacionais, brasileiros e latino-americanos, no nível da escola elementar e média.
- 3 - Prática, individual e em pequenos grupos, de pesquisa elementar.
Preparação de planos para pesquisa. Projetos de pesquisa, sob a orientação do staff.
- 4 - Observação do sistema educacional do Estado e do Município de São Paulo.
Os processos vigentes.

2º Curso - 2º ano

- 1 - Estudo de problemas do Brasil:
Administrativo-Educacionais
Econômico-Educacionais
Político-Educacionais
Sócio-Educacionais
Psico-Educacionais
- 2 - Planejamento da pesquisa
Aplicação da estatística ao problema de planejamento da pesquisa
Problemas no planejamento da pesquisa
- 3 - Prática da pesquisa educacional
Pesquisa individual e em pequenos grupos, sob a orientação do staff. Essa parte absorverá a maior parte do segundo ano do curso.

Manutenção do curso - Os onus de estagiários e de professores brasileiros serão por conta do INEP. Os onus com os peritos estrangeiros ficarão a cargo da Unesco.

Entidade promotora do mesmo - A entidade promotora do mesmo será o Centro Brasileiro de Pesquisas Educacionais do INEP, com a cooperação da Unesco.

Rio de Janeiro, 13/3/1961.

364/61

Sr.

William Gomes Casseres

Junta de Assistência Técnica das Nações Unidas

Prezado Sr. Casseres:

O objetivo da presente é tratar do assunto da utilização de peritos, categoria 1, que foi objeto de expediente nosso de 27 de Maio de 1960, ao Dr. Wagner Pimenta Bueno, M.D. Diretor-Executivo da Comissão Nacional de Assistência Técnica, Ministério das Relações Exteriores, com cópia enviada ao Sr. Jean de La Roche.

De acordo com os nossos entendimentos pessoais com o Prof. Robert J. Havighurst, da Universidade de Chicago Especialista em Educação, por nós indicado para Chefe de grupo desses peritos, desejamos utilizá-los em curso a ser promovido pelo Centro Brasileiro de Pesquisas Educacionais, nos moldes a que alude o anexo memorandum.

Como V.S. pode verificar, trata-se de curso que não é o de Formação de Especialistas em Educação promovido pelo Ministério de Educação e Cultura, Ministério de Relações Exteriores e Unesco no Centro Regional de Pesquisas Educacionais de São Paulo.

O curso que estamos promovendo tem outra organização, outros objetivos e outra modalidade de financiamento.

Tratando-se de curso a ser feito sob a coordenação do Prof. Robert J. Havighurst, endossamos as indicações por ele feitas, dos seguintes peritos:

Metodologia da Pesquisa Educacional

Prof. Robert L. Brackenbury

Professor de Educação
Universidade de Southern California
Los Angeles 7, California, U.S.A.

Psicologia Educacional

Prof. Henry Clay Lindgren
Professor de Psicologia Educacional
San Francisco State College
1975 Fifteenth Avenue
San Francisco 16, California, U.S.A.

Administração Escolar

- 1) Dr. Philip Schneider
Superintendent San José School District
79 Jordan Avenue
San Anselmo - California, U.S.A.
- 2) Dr. Samuel B. Kermoian,
Principal Farragut and José Ortega Schools
625 Holloway Avenue
San Francisco, California, U.S.A.

Testes e Medidas Educacionais

Dr. Thomas A. Shellamer
Consultor em Avaliação
State Department of Education
State Education Building
721 Capital Avenue
Sacramento 14, California, U.S.A.

Essas indicações foram feitas em carta de 24 de Janeiro p.
passado do Prof. Robert J. Havighurst ao Sr. Paul Serrey, U.S. De-
partment of State em Washington, encarregado pela Unesco de recru-

tar peritos nos Estados Unidos da América do Norte.

Agradecendo seus bons ofícios no sentido de que as providências por nós pedidas tenham o mais rápido e melhor andamento, ficamos na expectativa de suas notícias a respeito.

Atenciosamente,

Anísio S. Teixeira
Diretor do Instituto Nacional
de Estudos Pedagógicos.

THE UNIVERSITY OF CHICAGO
CHICAGO 37 • ILLINOIS
THE COMMITTEE ON HUMAN DEVELOPMENT

February 12, 1961

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

Dear Dr. Jayme:

The purpose of this letter is to tell you how my plans stand with respect to my Fulbright appointment. I have now received official notification of an appointment to the University of Buenos Aires from March to June, and to the Brazilian Centro for 4 months beginning sometime in June. I am planning to leave New York by Pan-American Airways Flight #201 on Monday, March 6, and to arrive in Rio at 22:25 on that same day. I think it would be wise for me to spend several days in Brazil working out plans with you and others for my work in Brazil. I will then proceed on to Buenos Aires at the end of that week.

I have requested the travel agency here to make a reservation for me and Mrs. Havighurst at the Hotel Lancaster in Copacabana for four or five days commencing Monday, March 6. In case the Lancaster does not have room, my second choice is the Olinda.

Just to make sure that the Travel Agency follows through on this, I would appreciate your telephoning the Lancaster Hotel to confirm this reservation for a room with two beds.

Now let me tell you what I have done about the Brazilian project since I wrote you last on January 17. I have not yet received any word from UNESCO about the Seminar in Sao Paulo, and consequently I wrote to the UNESCO office at the United Nations in New York and asked them whether they had any information. They replied on 18, January, that they had notice of 5 UNESCO appointments for Brazil, but they did not have detailed information concerning these posts. Furthermore, they told me that recruitment on experts in the USA on behalf of the UNESCO is now being carried on by Mr. Paul Serey of the U.S. Department of State in Washington. I then wrote on January 24 to Mr. Serey, and I enclose a copy of my letter to him. He has not yet answered this letter and I will write him again today in an attempt to secure an answer. I cannot be sure that Mr. Serey has the necessary information concerning these posts, and it may be that nothing at all has yet been done to recruit American specialists for these positions. As you will see from my letter, I have some information concerning a number of good candidates--two of whom I would especially recommend, Professors Brackenbury and Lindgren. However, unless something is done very quickly, these men will make their plans for the period after June of this year and there will be no chance for us to get their services. They have already been declining other offers because they are definitely interested in working in Brazil, but they cannot continue to hold their time open.

In view of all of these uncertainties it seems wise for me to stop in Rio and perhaps also in Sao Paulo to confer with you and Dr. Anisio and others about my own

Dr. Jayme Abreu

February 12, 1961

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plans. Perhaps it will be better for me to work out plans for collaboration with you on some studies of secondary education and for work with Dr. Roberto Moreira on our book. I would also like very much to have an opportunity to work with Darcy Ribero and some of his staff in their studies of pilot communities.

Sincerely yours,



Robert J. Havighurst
Professor of Education

RJH:emh

Copy to J. Brown

January 24, 1961

Mr. Paul Serey
Office of International
Administration
U. S. Department of State
Washington 25, D. C.

Dear Mr. Serey:

I have just heard from Arthur Gagliotti of the New York Office at the United Nations that you are handling recruitment for a group of North American specialists who are being asked to go to Brazil for the Seminar on the Training of Specialists in Higher Education to be held at the University of Sao Paulo. I believe that he has forwarded my letter to you.

Let me tell you what my relation is to the seminar, and then perhaps we can cooperate on it. Communications are rather difficult to maintain by mail with the Brazilians, and you may have better information than mine.

I have been given a Fulbright appointment for work in Brazil for three or four months commencing late in June or early in July. Prior to that time I shall be on a Fulbright appointment at the University of Buenos Aires. My assignment in Brazil is not altogether definite but I have been corresponding with Dr. Anisio Teixeira, the Director of the Institute of Educational Studies, and also Director of the Brazilian Center for Educational Research where I served from 1956-1958 as Co-Director on a UNESCO appointment. Dr. Teixeira is also on the Brazilian UNESCO Commission. Dr. Teixeira has proposed that I should be the coordinator of the group of foreign experts who will be brought to Sao Paulo for the seminar commencing in July. The seminar will run until December but I will only be able to stay until October 1. I have had some experience with this seminar since I helped to organize the first one in 1958. The seminar would actually be under the direction of the Regional Center for Educational Research maintained at the University of Sao Paulo and directed by Professor Fernando de Azevedo. Professor Azevedo has not communicated directly with me and, consequently, I am not completely certain of my status. I think that the Ministry of Education in Rio tends to carry on the initial negotiations concerning the seminar, and then to turn them over to Dr. Fernando when they are pretty far along.

Incidentally I have no particular desire to fill this particular post since there are two or three other things which I have in mind to do in Brazil, but I feel some obligation to Dr. Anisio and to the UNESCO program which has been established there.

Dr. Teixeira has described the four posts for which they expect to get UNESCO support and has asked me to help in finding candidates for them. He has also indicated that they would like to have North American candidates although I myself have no particular opinion on the wisdom of that choice.

January 24, 1961

Knowing that the time was short in which to recruit good people, I got some letters out before Christmas and now have some names of people who are interested in the seminar and could probably get away for six months commencing July 1 if a decision could be reached in the immediate future. I have not been able to give them any details concerning actual dates, salaries, travel funds, etc., and of course I have had no official statement that the funds are available, although the letter from Gagliotti seems to indicate that they are.

I would appreciate your giving me the latest information and telling me whether there is anything that I can and should do to help in the development of this project. I will also give you the names of the people with whom I have had correspondence and who have indicated interest in the project.

Educational Research Methodology

Professor Robert L. Brackenbury
Professor of Education
University of Southern California
Los Angeles 7, California

Professor Brackenbury has had experience with Brazilian teachers who have been sent to USC on an ICA program, and is very much interested in the possibility of developing a center for Latin American culture and education at USC. He has been studying Portuguese and has a limited facility with it as I can attest from having talked with him last week. He has applied for a Fulbright grant but apparently this will not come through this year. He would be interested in going for six months, and I think that he could probably take over the role of coordinator after I left on the first of October. Both he and his university are taking seriously the possibility of developing continuing relations with Latin America, and I think it would be an excellent investment of funds to get him there for six months this year. He teaches a graduate course in educational research methods and he also teaches courses in the sociology of education and in the foundations of education. He would be my first choice for an appointment.

Educational Psychology

Henry Clay Lindgren
Professor of Educational Psychology
San Francisco State College

Home Address: 1975 Fifteenth Avenue
San Francisco 16, California

This is an outstanding teacher of educational psychology and author of one of the three or four most popular textbooks. He had a Fulbright in Italy a few years ago in which he became able to lecture and talk in Italian after the first month. He has a good reading knowledge of Spanish and actually taught Spanish in high school.

sometime ago. He also has a reading knowledge of Portuguese. I think he has the best language facility of the people on my list. He would be my number two choice and is certainly on a par with Brackenbury.

School Administration

Dr. Philip Schneider, Superintendent
San Jose School District

Home Address: 79 Jordan Avenue
San Anselmo, California

Dr. Schneider teaches at the San Francisco State College Center at Santa Rosa in addition to his administrative job. I have good recommendations about him from people on the San Francisco State College Faculty. He says that he is rusty on Spanish but is willing to work at it with a tutor if he should receive the appointment.

Educational Tests and Measurements

Dr. Thomas A. Shellhammer
Consultant in Evaluation
State Department of Education
State Education Building
721 Capital Avenue
Sacramento 14, California

Dr. Shellhammer has been a teacher and supervisor at both elementary and secondary levels and has been on the research staff in the State Department of Education for twelve years, with a major assignment in the field of tests and measurements. He has had some facility in spoken Spanish and believes that he could bring it up to par very quickly. He is definitely interested in a foreign assignment and, in fact, has been discussing with the ICA an assignment in Southeast Asia, but he would prefer the six month assignment in Brazil to a longer assignment in Asia.

School Administration

Dr. Samuel B. Kermoian, Principal
Farragut and Jose Ortega Schools
625 Holloway Avenue
San Francisco, California

Dr. Kermoian is also associate professor of school administration at San Francisco State College, giving late afternoon and evening courses. He is thirty-nine years old and has a record of considerable professional activity and some publications. He does not have much facility with Spanish. He also is well recommended by people at San Francisco State College.

Mr. Paul Serey

-4-

January 24, 1961

I have a few other names which I have not followed up yet, and I will wait now until I hear from you. I hope this information will be useful to you, and I hope that you can give me some useful information. If the seminar is to be at all successful, it is important to get these appointments made at once.

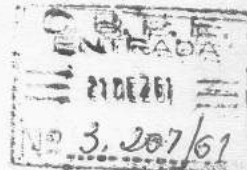
Sincerely yours,

Robert J. Havighurst
Professor of Education

RJH/f



MINISTÉRIO DA EDUCAÇÃO E CULTURA
INSTITUTO NACIONAL DE ESTUDOS PEDAGÓGICOS



cf. 1104

Rio de Janeiro, *20* de dezembro de 19 *61*

Ilm^{te}. Sr.

Diretor da Divisão de Pesquisas Educacionais
Centro Brasileiro de Pesquisas Educacionais
Rua Voluntários da Pátria, 107

N e s t a

Prezado Dr. Jayme:

Estou enviando-lhe um dos planos do Prof.
Robert L. Brackenbury. Não sei se o Sr. já recebeu igual có-
pia.

Desejo esclarecer-lhe que apenas recebi a
cópia anexa, portanto tal documento não constará de meus ar-
quivos.

Cordialmente,

Dinah M. de S. Campos
Dinah Martins de S. Campos
(Coordenadora dos Cursos)

Dr. Professor Jayme Alencar
Em 21/12/61
Assinatura de Dinah

The Regional Center of Educational Research of Sao Paulo
SEMINAR FOR THE TRAINING OF EDUCATIONAL RESEARCH PERSONNEL

1. Introduction

It may be useful to look at the 1962 Seminar for the Training of Educational Research Personnel in the perspective of what has already been done for educational research in Brazil. The Centro Brasileiro de Pesquisas Educacionais was started in 1956 with ^{one of its aims that} ~~the aim~~ of doing research and training researchers in the field of education. UNESCO experts and Brazilian staff members conducted research and trained young Brazilian scholars in research. There were three types of programs:

- a) A Training Program.
- b) The research of UNESCO experts, who also trained Brazilian assistants.
- c) Research projects of the Rio and Regional Centros.

A considerable amount of research has been accomplished since 1956. This is reflected in the two INEP publications--the Revista Brasileira de Estudos Pedagogicos, and Educacao e Ciencias Sociais. The five Regional Centros have developed, each in its own way. On the whole, they have made progress, but they need stimulation and ~~coordination~~ if they are to become major research centers. A need which has been manifest from the beginning is for research scholars who have sufficient training and maturity to take responsibility for the design and conduct of research projects.

2. Objectives

The primary objective of the Seminar is to train people for positions as researchers in the broad field of education. Most of these people should be, or should become, staff members of state Secretarias de Educacao, of Centros de Pesquisas Educacionais, or of Universidades. Since some of the candidates for the Seminar may be relatively untrained in research, their training should be as practical and "down-to-earth" as possible. Most participants will not likely be ready to assume major responsibility for the conduct of research at the end of the year, however, it is hoped that all candidates will increase their

- a) Understanding of the elements and factors that constitute sound research.

b) Ability to plan, conduct and conclude research.

c) Skill in reporting research in a precise and clear style of writing.

There are, however, other ways by which the Seminar can promote the cause of research. Assistance can be given the more mature research workers in Universities, Centros and Secretarias by bringing them to the Seminar for a week or two at a time as Visiting Research Scholars to present their research. *These scholars contribute to the Seminar by acquainting the bolsistas with current research,* At the same time, they can receive help from the Seminar Staff, both during their stay in Sao Paulo and, perhaps in a few instances, from subsequent visits by a member of the staff to their own territory.

The Seminar might further assist in the formation of an Association for Educational Research. Rio might be host to the first meeting of the Association in July, 1962. Papers could be given by the Visiting Research Scholars and possibly by some staff members. These papers could be published in a special issue of one of INEP's journals, and the new society might even take responsibility for one of the journals.

3. Organization of the Seminar and Plan of Study

It is expected that the first week of the Seminar will be devoted to orientation, including brief visits to local places of interest for research. The subsequent ten weeks will, for the most part, be given to lecturing by the permanent staff members *methods, patterns and* on problems of research in their areas of interest, by the Brazilian Co-Director and other Brazilian Educators on educational problems in Brazil and the need for research, and by Visiting Research Scholars who will present their research to the Seminar. It is estimated that approximately ten lectures on Brazilian Educational Problems might be given and that about twelve Visiting Research Scholars be brought to the course during the year (All of the former lectures would be given during the first ten weeks, but the latter type of presentation might take place throughout the year). The rest of the first semester will be spent in small group work. Each participant will be expected to plan, propose and have approved a research project at least by the end of the first semester. Indeed, some bolsistas may come to the Seminar with a research project already formulated. Others may need to be "apprenticed" to some on-going research project until such time as they work out a proposal of their own.

During the brief interim between semesters, the staff and perhaps other members of the Seminar may want to attend the first meeting of the Association for Educational Research in Rio. The second semester will be devoted almost entirely to individual and small group work. Each bolsista will work on his own research project with the help of the staff and other bolsistas who are also working in the same field of interest. There will continue to be a few trips to points of research interest and a few presentations of research by Visiting Research Scholars, but the heavy emphasis will be on individual research.

4. Staffing of the Seminar

Their app't should be from the list of February, 1962
The permanent staff members from abroad will be appointed, with assistance from Brazilian authorities, by UNESCO and their salary will be paid by UNESCO. It is expected that the UNESCO appointees will have competence in the following areas:

- a) Educational Administration
- b) Educational Psychology
- c) Educational Sociology
- d) Tests and Measurements in Education
- e) Methods of Educational Research

The permanent members of a Brazilian staff might include a Co-Director, a secretary, a typist and several assistants who can aid the UNESCO staff members with translation and other tasks. The non-permanent staff members, or the visiting lecturers, would fall into two categories: those who lecture on educational problems of Brazil and the need for research, and those who actually present their own research to the Seminar. (See attached list of suggested lectures).

5. Administration of the Seminar

One of the UNESCO appointees will serve as the Co-Director of the Seminar. For the first semester, this will probably be Robert Brackenbury who has been in Brazil planning and preparing for the Seminar since last July. Since his appointment terminates in July of 1962, when he must return to the University of Southern California at the end of his sabbatical leave, his place should be taken by another UNESCO staff member. The other Co-Director of the Seminar should be a Brazilian who can serve in this capacity for the entire year. This person should have status as an educational researcher, should be qualified to lecture on educational problems

in Brazil, and should be an able administrator.

6. Location and Duration of Seminar

The Seminar for the Training of Educational Research Personnel will be held at the Regional Center of Educational Research in Sao Paulo beginning ^{about} the ~~fifth~~ ^{first} of March and ending about the middle of December, 1962.

7. Beneficiarios

The government of Brazil will offer "bolsas de estudos" to approximately forty to forty-five Brazilians who are either presently carrying on research or who are likely to engage in research in the near future.

8. Selection of the Candidates

It is expected that the candidates will, for the most part, be mature scholars who either hold, or are likely soon to hold, positions with a Universidade, a Centro de Pesquisas Educacionais, or a Secretaria de Educacao. It is hoped that as many men as possible can be selected, since in subsequent years they are more likely to hold long-term positions of leadership involving educational research. (Consequently, consideration should be given to the possibility of arranging for at least wives, if not children, to accompany bolsistas, for otherwise a good number of the better candidates will be eliminated). Every candidate should be interested in education as well as in the social or psychological sciences. Areas of special interest should be (a) the Administration and Planning of Education, (b) the Community Relations of the School, and (c) the Study of Children.

9. The Obligations of Bolsistas

All who participate in the Seminar will be expected to (a) attend lectures regularly, (b) demonstrate an understanding of the factors and elements that make for sound research, (c) plan, present ^{or} ~~and~~ carry out a research project ^{in one area of education,} and (d) demonstrate skill in reporting the research carried on during the course. He will also be expected to acquaint himself with research that is now going on in Brazil and to criticize constructively the work of his fellow bolsistas.

Appendix A

LECTURES ON THE EDUCATIONAL PROBLEMS OF BRAZIL

<u>Lectures</u>	<u>Possible Lecturers</u>
0) General Introduction	Anisio Teixeira
1) Elementary Education	Roberto Moreira
2) Secondary Education	Jayne Abreu
3) Higher Education	Darcy Ribeiro
4) Educational Administration	Carlos Mascaro
5) Educational Psychology	Professor Angellini
6) Educational Sociology	Octavio Martins
Educational Statistics	Gilberto Freyre, Wilson Ling
7) Tests and Measurement	
8) Curriculum	
9) Audio-visual	Lucia Marques Pinheiro
Teacher Training	
10) Guidance	Maria Werebe

(Note: It is hoped that the Brazilian Co-Director will be qualified to give one or more $\frac{1}{2}$ of these lectures).

VISITING RESEARCH SCHOLARS

1) Prof. Angellini (Social Psychology)	3 to 5 days
2) Floristan Fernandez (Race Relations)	1 or 2 days
3) Oracy Nogueira or Luis Perreira (Study of a Community near Sao Paulo)	2 to 5 days
4) Guilherme Fonseca (Surveys in Sao Paulo)	1 week
5) Roberto Moreira (Illiteracy)	1 or 2 days
6) Maydee Roveratti (Current Research at Centro)	1 week
7) (Other research at Centro)	1 week

Out-of-town Lecturers

8) Levy Cruz (Recife) or Francisco Alencar (Fortaleza)	1 week
9) Laudeline Medeiros or Graciema Pacheco (Porto Alegre)	1 week
10) Darcy Ribeiro	1 week
11) Aparecido Gouveia (Rio)	1 or 2 weeks
12) Dinah Campos (Rio)	1 week

Appendix B

BUDGET ITEMS

- 1) Salary of Brazilian Codirector
- 2) Ten lectures on the Educational Problems of Brazil
- 3) Twelve lectures by Visiting Research Scholars (In some instances, the same individual can deliver both types of lectures).
- 4) Secretarial help
- 5) Assistants for UNESCO staff to help in translation, etc.
- 6) Typist
- 7) Transportation for 6 to 8 trips in or near Sao Paulo for all members of the
- 8) Books for reference *Seminar*
Also transportation to social affairs, etc (inc. ind or small groups on research projects)
- 9) Supplies: paper, stencils, etc.
- 10) Transportation for UNESCO Staff members to visit other Centros to aid research there.
-
- 11) Cost of holding the first meeting of the Association for Educational Research.

1520

14 dezembro de 1961.

Ministro Wagner Pimenta Bueno
Diretor-Executivo da
Comissão Nacional de Assistência Técnica
Ministério das Relações Exteriores
Av. Marechal Floriano, 196
Nesta

Senhor Diretor-Executivo:

Em aditamento a minha carta 1479, de 7 do corrente, solicito-lhe a fineza de alterar a ordem preferencial dos especialistas ali relacionados, fazendo passar para o primeiro lugar o Sr. Eric Henriksen e para segundo a Sra. Jacqueline Cambon. Prende-se a modificação proposta ao fato de só poder esta especialista viajar para o Brasil no segundo semestre do ano próximo.

Antecipadamente agradecido pelas medidas que V.Ex.^a houver por bem determinar para o bom andamento do assunto, aproveito o ensejo para apresentar-lhe a expressão da minha elevada consideração.

Anísio S. Teixeira
Diretor

INEP-1479

7 dezembro de 1961.

Ministro Wagner Pimenta Bueno
Diretor Executivo da
Comissão Nacional de Assistência Técnica
Ministério das Relações Exteriores
Av. Marechal Floriano, 196
Nesta

Senhor Diretor Executivo:

Em aditamento à correspondência nº 551, de 27.5.60, deste Instituto, com referência ao pedido de assistência técnica das Nações Unidas, para 1962, ao Centro Brasileiro e aos Centros Regionais de Pesquisas Educacionais, estou comunicando a V.Exª que, através da carta BMS/7/189 e BMS/13/447, dirigida pelo escritório da UNESCO, em Paris, a Mr. René Gachot, no Brasil, foram indicados os seguintes candidatos para o posto de Especialista em Testes e Medidas Escolares:

1. Jacqueline Cambon
2. Eric Henricson
3. Jack Sellars
4. Sture Charles Svard.

Todos os nomes indicados são aprovados por este Instituto, entretanto Jacqueline Cambon atenderá melhor às exigências da tarefa a ser executada, porque domina perfeitamente o espanhol e já atuou, em atividade similar, por dois anos, no Chile, como técnico da UNESCO.

Importa referir que a ordem de preferência dos candidatos deve obedecer à ordem aqui apresentada, atendendo-se ainda a possibilidade do candidato de renovar seu contrato de trabalho no Brasil, por um ano ou mais.

Solicito os bons ofícios de V.Exª no sentido da ultimção das providencias referentes ao assunto.

Atenciosas saudações.

As. Anísio S. Teireira
Diretor

Cópia/jsw

INEP-1478

December 7, 1961.

Mr. René Gachot
Acting Resident Representative
of the Technical Assistance Board
Caixa Postal 743
Rio de Janeiro

Dear Mr. Gachot:

Subject: Candidatures for the post
of Specialist in Education-
Tests and Measurements-
Technical Assistance Program
Brazil.

Mr. Chevalier's letter to you of 23 November 1961 (BMS/7/189 and BMS/13/447), along with the curriculum vitae of the four candidates, has been studied carefully. Our order of preference is as follows: first, Mme. Jacqueline CAMBON; second, Mr. Sven-Eric HENRICSON; third, Mr. Jack SELLARS; and fourth, Mr. Sture SVARD. In determining this order of preference, we gave considerable weight to Mme. Caambon's knowledge of Spanish and her previous UNESCO experience.

However, each of the candidates is well qualified for the position and consequently we suggest that consideration also be given to the length of time the candidates are available for a two-year period while Mme. Cambon be available for only one, we would prefer the appointment of Mr. Henricson.

We hope that whoever is appointed will be able to come to Brazil by the first of February, or very soon thereafter, in order to participate in staff planning period to the beginning of the Seminar the first of March.

We will appreciate your cabling our preferences to Mr. J. Chevalier, Acting Director, Bureau of Relations with Member States. Thank you very much for your cooperation and assistance.

Sincerely yours,

Anisio S. Teixeira
Director

Cc. McCune
Brackenbury

Cópia/jsw

No 6946

December 6, 1961

Dr. Robert J. Havighurst
The University of Chicago
Chicago 37 - Illinois
U.S.A.

Dear Dr. Havighurst:

Back here I have been overwhelmed by the usual go-and-come of Brazilian public office and only now am I able to send this word of gratitude for all the time you gave me in Kansas City. Thanks to you I have seen much more than what I would be able to see in the affluent and organizational society of the present United States.

I am happy to say that we got finally a letter from Shannon McCune, of Unesco informing:

"However, I understand that the candidature of Professor Lindgren has been approved by the Brazilian Government. That of Professor Havighurst has been approved here and submitted to the Brazilian authorities, along with that of Dr. S. B. Kermoian. For the fifth post (Educational Tests and Measurements) the names of four candidates from Europe have been put forward to the Brazilian authorities, namely Mr. Henricson (Sweden), Mr. Svård (Sweden), Mr. Sellars (United Kingdom) and Mme. Cambon (France).

I am glad to hear that the preparation are going well at your end and that Professor Brackenbury is already at work with you. May I wish you and your colleagues continuing success."

Today Brackenbury will be here for that over all these matters. So things seems to be going now.

By the way, we plan to invite Dr. Wayne A. R. Leys to spend about three weeks in Brasil some time between July and October, 1962. The idea is that he will not only deliver lectures to selected groups of Faculty and students, but also discuss with us our problems and work. He is now Dean of the Graduate School, University of Wisconsin, and I am sure you are familiar with his name. Besides his reputation, he is strongly recommended by Dr. Thomas A. Hart, now Chief, Education Division, Point IV, Colombia.

Hoping to hear from you, I remain, with kindest regards, and renewed thanks,

Yours,

Ass. Anisio S. Teixeira
General Secretary

Cópia/jsw

1459

dezembro de 1961.

Sr. Daniel de Maret
Representante Residente da
Junta de Assistência Técnica e
Fundo Especial da ONU no Brasil
Rua do Russel, 694 - 7º andar
Nesta

Senhor Representante Residente:

Com referência à sua carta 960, de 23 de novembro, aprezamos encaminhar-lhe a inclusa cópia da nossa correspondência desta data ao Ministro Wagner Pimenta Bueno, Diretor Executivo da Comissão Nacional de Assistência Técnica, manifestando o acôrdo dêste Instituto quanto à vinda do Prof. S. B. Kermoian e encarecendo os bons ofícios daquela comissão no sentido das providências referentes ao assunto.

Atenciosamente,

a) Anísio S. Teixeira
Diretor

/cpt.

UNESCO

15 November 1961

ED47/35/5374

Subject: Recruitment of Experts for the São Paulo Course
for training Education Research Specialists
March/December 1962

Dear Mr. Teixeira:

Thank you for your letters of 18 and 25 September 1961 (Ref. 1054 and 1093/61). I am sorry not to have relied before this but the whole matter has proved unexpectedly complicated - especially in getting assurance as to the availability of experts.

However, I understand that the candidature of Professor Lindgren has been approved by the Brazilian Government. That of Professor Havighurst has been approved here and submitted to the Brazilian authorities, along with that of Dr. S. B. Kermoian. For the fifth post (Educational Tests and Measurements) the names of your candidates from Europe have been put forward to the Brazilian authorities, namely Mr. Henricson (Sweden), Mr. Svård (Sweden), Mr. Sellars (United Kingdom) and Mme. Cambon (France).

I am glad to hear that the preparations are going well at your end and that Professor Brackenbury is already at work with you. May I wish you and your colleagues continuing success.

Yours sincerely,

a) Shanon McCune
Director,
Department of Education

Mr. A. S. Teixeira
Diretor do
Instituto Nacional de Estudos Pedagógicos e
Centro Brasileiro de Pesquisas Educacionais
Rua Voluntários da Pátria, 107
Rio de Janeiro (Brasil)

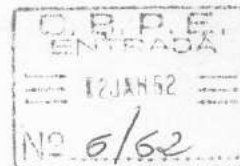
Cópia: cpt/jsw

CIDADE UNIVERSITÁRIA
SÃO PAULO - BRASIL

*Pôr na pasta do Curso de
Especialistas de Educação 3/10/62*

CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS
DE SÃO PAULO

End. Teleg. CENTRO PESQUISAS
CAIXA POSTAL 5091



São Paulo, 27 de dezembro de 1961
Nº 2.320/61.

Senhor Professor

De ordem do Sr. Diretor, Prof. Laerte Ramos de Carvalho,
tenho a honra de remeter a V. Sª cópia do plano do I Curso de Trei-
namento de Pesquisadores, a ser realizado neste Centro em 1962.

Apresento a V. Sª os protestos de minha estima e conside-
ração.

Zita P. Kubinszky
Zita P. Kubinszky

Chefe dos Serviços de Secretaria

Ao Sr. Prof. Jayme Abreu
DD. Coordenador da DEPE
Centro Brasileiro de Pesquisas Educacionais
Rua Voluntários da Pátria, 107 - Botafogo C.P.1.
Rio de Janeiro - E.G.

*Bucunide - re ar
Prof. Jayme Abreu
Em 2/1/62.
M. Lima e Silva*

C O P Y

November 2, 1961

Mr. Shannon McCune, Director
Division of Education
UNESCO
9, Place de Fontenoy
Paris-7^e, France

Dear Mr. McCune:

May I introduce myself as one who was a staff member of the first UNESCO Seminar for Teachers in 1947, Co-Director on UNESCO appointment of the Brazil Government Center for Educational Research, 1956-58. My friends, Chauncy Harris and Cyril Houle of the UNESCO National Commission, have encouraged me to write you the kind of letter which I do not like to write, and only do so because of my great concern for UNESCO education project in Brazil.

a

I am speaking of the Projected Training Course for Specialists in Educational Research to be held at the Regional Center for Educational Research in the University of Sao Paulo from March to December of 1962. This is not a part of the UNESCO Major Project for Primary Education in Latin America, although there has been a course for training specialists in education under the Major Project for several years at the Regional Center in Sao Paulo.

The UNESCO budget, adopted late in 1960, provided four twelve-month positions and one six-month position for UNESCO specialists to work in the course for the training of educational researchers. The Brazilian people asked me to serve as Director of this course, but the arrangements for making it were so slow that I could not wait and I accepted a Fulbright assignment in Argentina and Brazil from March through September of 1961. When I talked with the Brazilians in Rio last March, they were badly upset because they had had no assistance from UNESCO in recruiting the foreign experts for the course which they had scheduled to start in July of 1961. Accordingly, at that time we worked out a new plan to start the course in March of 1962 with the staff gathering in February. We also proposed that Professor Robert Brackenbury be brought to UNESCO to start work in July 1961 preparing for the course by laying the ground work with Brazilian colleagues and by helping in the selection of the remaining UNESCO experts. This request was sent to Paris and was acted upon in time for Brackenbury to get away from the University of Southern California and to get to Sao Paulo by the first of July. I came to Brazil from Argentina at that time and worked with Brackenbury for a part of the next three months on my Fulbright appointment. Together with our Brazilian colleagues, we interviewed candidates for fellowships in the course, and we talked with various Brazilians who would help to take part in the course. At the same time we cabled and wrote to Paris describing the plans for the course and asking for a speedy appointment of the remaining foreign experts so that they could get together in February. At the top of our list we placed Professor Henry C. Lindgren of San Francisco State College, and we submitted further North American names in order of preference, saying that we would also like to have some European nominations from the Paris office. By September we were informed that the appointment of Lindgren was under way, but we received no information concerning the other experts who were to be provided by UNESCO. Meanwhile, it was obviously getting to be very late in the season for securing first-rate people to come to Brazil by February.

I returned to this country the last of September and I stopped in Washington where I talked with the people in the U. S. Department of State who are supposed to assist UNESCO in recruiting Americans for UNESCO positions. They knew even less than I about the situation and told me that they had not been asked by Paris to do anything about recruiting Americans nor had they been given information since February 1961 concerning the project.

I have a letter from Brackenbury written on October 17 saying that he has no further word from Paris. The situation now is that the Brazilians have gone ahead with recruiting people and awarding fellowships for the Course, but they have no information from UNESCO concerning the experts who are to come from abroad. This leaves Brackenbury in a very difficult spot. He has done a good job of getting acquainted in Brazil and has just finished a very useful ten days in Porto Alegre working with the people in the Regional Center for Educational Research there.

I am afraid this story which I am giving you may be only one of a number of similar ones, and I certainly would not bother you with it if I were not really concerned both about the Brazilian situation and about the relation between the Paris office and its projects in the field. The situation may be worse in Latin America than other areas but already in 1958 when I finished my assignment, we were getting no mail communication from Paris and no feeling that there was anybody there who understood what we were trying to do. About once a year somebody would come around from Paris but his interest usually was in the Center for Social Science Research in Rio, and he never really established contact with the Center for Educational Research. Dr. Vera, Director of the Major Project in Primary Education, has been of some help, but the assistance given by UNESCO to the Brazilian Ministry of Education does not lie within that project.

We suggested earlier that Brackenbury be brought to Paris in the month of November to get acquainted and also to acquaint the people in the Paris office with the work in Brazil. This seemed to us to be a good idea, particularly since Brackenbury had not been able to get to Paris for briefing at the beginning of his appointment.

I have been one of UNESCO's supporters among educators in this country and I expect to continue in my support. However, you can see I am considerably frustrated and irritated over this specific situation and I hear enough to suggest that this is not isolated.

Sincerely yours,

Robert J. Havighurst
Professor of Education

RJH/f

As Dr. Jayme Hirson
Rec 17/11/61
Frederic S. S. S.



cc: McCune
Eagleton
Teixeira
Demaret

11 November 1961

To: Jose A. Correa, Director
Bureau of Relations with Member States
UNESCO Headquarters
Place de Fontenoy
Paris-7^e, France

From: Robert L. Brackenbury

Subject: Appointment by UNESCO of staff members for the Seminar
for the Training of Educational Research Personnel in Brazil

Reply to: Mr. Eagleton's letter No. ED/42/33.038 of 31 July 1961. See also
My letter of 19 July 1961 addressed to Mr. McCune,
Casseres' Telegram of 24 August 1961 to Mr. Correa, and
My previous reply of 8 September 1961 to Mr. Eagleton's letter
which I addressed to Mr. McCune.

Since it has been over three months since I have received any correspondence from UNESCO concerning the appointment of staff members for the forthcoming Seminar in Educational Research to be held here in Sao Paulo beginning in March, I feel compelled to inquire concerning developments.

On July 19, I wrote Mr. McCune describing the fields of education in which staff members were desired and requesting an early selection of personnel. I particularly stressed the desirability of having some of the appointments from countries other than the United States although the names of four Americans were submitted for consideration.

In his reply of July 31, Mr. Eagleton mentioned that the appointment of Dr. Lindgrin was being processed. He also stated that UNESCO concurred concerning the "un advisability of having all members of the five-men team necessarily come from the same country." However, since July I have received no further communication concerning this matter.

On August 9, Mr. William Casseres, the United Nations Director of Technical Assistance in Rio, cabled Mr. Correa and among other things he requested information concerning the appointment of other staff members. On September 8, I wrote Mr. McCune acknowledging receipt of Mr. Eagleton's letter and repeated my request for further information. Subsequent to this, I learned that the appointment of Dr. Samuel B. Kermolan of San Francisco was requested by Professor Anisio Teixeira, Director of the National Institute of Educational Research in Brazil.

13
M Assuming that the appointments of both Lindgrin (Educational Psychology) and Kermoian (Educational Administration) are proceeding, there still remains the fields of Tests and Measurements and Methods of Educational Research to be staffed. Since it is getting quite late I feel justified in calling the matter again to your attention and I urgently request information concerning any developments in this regard.

Sincerely yours,

Robert L. Brackenbury

COPY

November 2, 1961

Mr. Shannon McCune, Director
Division of Education
UNESCO
9, Place de Fontenoy
Paris-7^e, France

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I am speaking of the Projected Training Course for Specialists in Educational Research to be held at the Regional Center for Educational Research in the University of Sao Paulo from March to December of 1962. This is not a part of the UNESCO Major Project for Primary Education in Latin America, although there has been a course for training specialists in education under the Major Project for several years at the Regional Center in Sao Paulo.

The UNESCO budget, adopted late in 1960, provided four twelve-month positions and one six-month position for UNESCO specialists to work in the course for the training of educational researchers. The Brazilian people asked me to serve as Director of this course, but the arrangements for making it were so slow that I could not wait and I accepted a Fulbright assignment in Argentina and Brazil from March through September of 1961. When I talked with the Brazilians in Rio last March, they were badly upset because they had had no assistance from UNESCO in recruiting the foreign experts for the course which they had scheduled to start in July of 1961. Accordingly, at that time we worked out a new plan to start the course in March of 1962 with the staff gathering in February. We also proposed that Professor Robert Brackenbury be brought to UNESCO to start work in July 1961 preparing for the course by laying the ground work with Brazilian colleagues and by helping in the selection of the remaining UNESCO experts. This request was sent to Paris and was acted upon in time for Brackenbury to get away from the University of Southern California and to get to Sao Paulo by the first of July. I came to Brazil from Argentina at that time and worked with Brackenbury for a part of the next three months on my Fulbright appointment. Together with our Brazilian colleagues, we interviewed candidates for fellowships in the course, and we talked with various Brazilians who would help to take part in the course. At the same time we cabled and wrote to Paris describing the plans for the course and asking for a speedy appointment of the remaining foreign experts so that they could get together in February. At the top of our list we placed Professor Henry C. Lindgren of San Francisco State College, and we submitted further North American names in order of preference, saying that we would also like to have some European nominations from the Paris office. By September we were informed that the appointment of Lindgren was under way, but we received no information concerning the other experts who were to be provided by UNESCO.

Meanwhile, it was obviously getting to be very late in the season for securing first-rate people to come to Brazil by February.

I returned to this country the last of September and I stopped in Washington where I talked with the people in the U.S. Department of State who are supposed to assist UNESCO in recruiting Americans for UNESCO positions. They knew even less than I about the situation and told me that they had not been asked by Paris to do anything about recruiting Americans nor had they been given information since February 1961 concerning the project.

I have a letter from Brackenbury written on October 17 saying that he has no further word from Paris. The situation now is that the Brazilians have gone ahead with recruiting people and awarding fellowships for the Course, but they have no information from UNESCO concerning the experts who are to come from abroad. This leaves Brackenbury in a very difficult spot. He has done a good job of getting acquainted in Brazil and has just finished a very useful ten days in Porto Alegre working with the people in the Regional Center for Educational Research there.

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RJH/t

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Robert J. Havighurst
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RJH/T

COPY

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Division of Education
UNESCO
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The UNESCO budget, adopted late in 1960, provided four twelve-month positions and one six-month position for UNESCO specialists to work in the course for the training of educational researchers. The Brazilian people asked me to serve as Director of this course, but the arrangements for making it were so slow that I could not wait and I accepted a Fulbright assignment in Argentina and Brazil from March through September of 1961. When I talked with the Brazilians in Rio last March, they were badly upset because they had had no assistance from UNESCO in recruiting the foreign experts for the course which they had scheduled to start in July of 1961. Accordingly, at that time we worked out a new plan to start the course in March of 1962 with the staff gathering in February. We also proposed that Professor Robert Brackenbury be brought to UNESCO to start work in July 1961 preparing for the course by laying the ground work with Brazilian colleagues and by helping in the selection of the remaining UNESCO experts. This request was sent to Paris and was acted upon in time for Brackenbury to get away from the University of Southern California and to get to Sao Paulo by the first of July. I came to Brazil from Argentina at that time and worked with Brackenbury for a part of the next three months on my Fulbright appointment. Together with our Brazilian colleagues, we interviewed candidates for fellowships in the course, and we talked with various Brazilians who would help to take part in the course. At the same time we cabled and wrote to Paris describing the plans for the course and asking for a speedy appointment of the remaining foreign experts so that they could get together in February. At the top of our list we placed Professor Henry C. Lindgren of San Francisco State College, and we submitted further North American names in order of preference, saying that we would also like to have some European nominations from the Paris office. By September we were informed that the appointment of Lindgren was under way, but we received no information concerning the other experts who were to be provided by UNESCO.

Meanwhile, it was obviously getting to be very late in the season for securing first-rate people to come to Brazil by February. I returned to this country the last of September and I stopped in Washington where I talked with the people in the U.S. Department of State who are supposed to assist UNESCO in recruiting Americans for UNESCO positions. They knew even less than I about the situation and told me that they had not been asked by Paris to do anything about recruiting Americans nor had they been given information since February 1961 concerning the project.

I have a letter from Brackenbury written on October 17 saying that he has no further word from Paris. The situation now is that the Brazilians have gone ahead with recruiting people and awarding fellowships for the Course, but they have no information from UNESCO concerning the experts who are to come from abroad. This leaves Brackenbury in a very difficult spot. He has done a good job of getting acquainted in Brazil and has just finished a very useful ten days in Porto Alegre working with the people in the Regional Center for Educational Research there.

I am afraid this story which I am giving you may be only one of a number of similar ones, and I certainly would not bother you with it if I were not really concerned both about the Brazilian situation and about the relation between the Paris office and its projects in the field. The situation may be worse in Latin American than other areas but already in 1958 when I finished my assignment, we were getting no mail communication from Paris and no feeling that there was anybody there who understood what we were trying to do. About once a year somebody would come around from Paris but his interest usually was in the Center for Social Science Research in Rio, and he never really established contact with the Center for Educational Research. Dr. Vera, Director of the Major Project in Primary Education, has been of some help, but the assistance given by UNESCO to the Brazilian Ministry of Education does not lie within that project.

We suggested earlier that Brackenbury be brought to Paris in the month of November to get acquainted and also to acquaint the people in the Paris office with the work in Brazil. This seemed to us to be a good idea, particularly since Brackenbury had not been able to get to Paris for briefing at the beginning of his appointment.

I have been one of UNESCO's supporters among educators in this country and I expect to continue in my support. However, you can see I am considerably frustrated and irritated over this specific situation and I hear enough to suggest that this is not isolated.

Sincerely yours,

Robert J. Havighurst
Professor of Education

RJH/f



MINISTÉRIO DA EDUCAÇÃO E CULTURA — I. N. E. P.
CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS
SALVADOR — BAHIA

INSTITUTO NACIONAL
DE
ESTUDOS PEDAGÓGICOS
- 5 OUT 1961
PROTOCOLO
5120/61
Of: nº 62
C. B. D. E.
ENTRADA
8 OUT 61
Nº 2.591/61

Salvador, 24 de agosto de 1961

Senhor Diretor:

*Ciente. Ao CRPE - at. Jayme Alencar
em 4/out/61*

*Agência para curso
Ruth Edmundo - 9/10/61
Alm*

Tenho a satisfação de acusar o ofício nº 1006 no qual V. Ex. comunica que vai realizar em S. Paulo, um curso de Pesquisadores em Educação, em colaboração com a UNESCO, além de um ofício, que veio em anexo oferecendo duas bolsas a Secretaria de Educação do Estado para o pessoal em exercício na referida Secretaria, ofício que foi entregue imediatamente ao Secretário de Educação.

Estiveram hospedadas neste Centro a Sra Dinah Martins Souza Campos, os profs. Stanley Applegate e Robert Blackenbury, que entrevistaram seis candidatos.

O nosso Centro prestou toda a assistência a Sra Dinah Souza Campos e aos profs. Applegate e Brackenbury. Junto estou enviando um recorte de jornal com a notícia da visita.

Valho-me da oportunidade para apresentar-lhe, Senhor Diretor, meus protestos de perfeita estima e elevada consideração.

Luiz Ribeiro de Sena

Luiz Ribeiro de Sena - Co-Diretor do
CRPE

Ao Professor Jayme Alencar.

em 6/10/61.

Frederico Sena

Ao

Ilmo Sr.

Dr. Anísio Spínola Teixeira

D. D. Diretor do INEP

D. Lucia Pinheiro

MINUTA

[Handwritten signature]

Senhor Secretário:

Deverá este Ministério realizar pela primeira vez, em 1962, um Curso de aperfeiçoamento de pessoal para pesquisas educacionais, com auxílio da UNESCO e patrocinado por este Instituto, que concederá bolsas de estudos aos participantes do mesmo.

O empreendimento contará com a colaboração de cinco professores estrangeiros e professores da Faculdade de Filosofia da Universidade de São Paulo e se realizará no Centro Regional de Pesquisas Educacionais deste Instituto naquele Estado.

O Curso será de tipo prático, devendo os participantes desenvolver projetos individuais de pesquisa com auxílio do staff do Centro, incluindo levantamento de dados para planejamento do desenvolvimento da educação, estudos sobre características e resultados escolares das crianças e adolescentes brasileiros, sobre a comunidade tendo em vista o planejamento e desenvolvimento da educação e sobre problemas de administração escolar, tais como financiamento, planejamento e construção de escolas e organização de staffs.

Dada a relevância que assume o estudo desses problemas para o desenvolvimento da educação, estamos certos do interesse de V. Ex^a. em enviar candidatos para o Curso.

No mês de Agosto irão ao Estado os professores ~~Brackenbury~~ e ~~Havighurst~~, encarregados do Curso, acompanhados da Técnica de Educação Dinah Martins de Sousa Campos, Coordenadora dos Cursos deste Instituto, que deverão entrevistar os candidatos a bolsas e entrar em contacto com os líderes educacionais do Estado.

de ensino e administração
Deverão os candidatos ter conhecimentos e experiência básica de educação apreciáveis e exercerem função de assessores dessa Secretaria ou terem exercício em órgão de pesquisa. Poderão também ser aproveitados candidatos que V.Ex^a. se proponha a aproveitar em funções de assessor dessa Secretaria e no setor de pesquisas.

Enviamos em anexo 6 formulários, a serem preenchidos pelos candidatos ao Curso.

Em princípio, as bolsas disponíveis para ês se Estado são em número de 3.

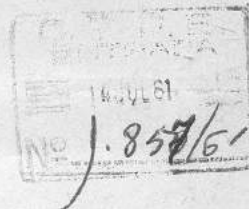
Os bolsistas disporão de alojamento no Centro Regional de Pesquisas Educacionais do Estado de São Paulo, durante o período do Curso. Maiores informações sobre o mesmo serão fornecidas pelos professores citados em sua ida a êsse Estado, ou por êste Instituto, se V. Ex^a. o desejar.

Aproveito a oportunidade para renovar protestos de alta estima e consideração.

Anísio Spínola Teixeira
Diretor do INEP

INEP — CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS DO RECIFE
RUA DOIS IRMÃOS, N.º 92 — APIPUCOS
RECIFE — PERNAMBUCO

Of. CRR nº 573/61



Recife, // de julho de 1961

A' DEPE.
14/7/61
Jaime Abreu

Prezado Jaime Abreu:

Pergunto se a essa altura o Sr. já tem um plano mais concreto do curso de Aperfeiçoamento em serviço para pesquisadores em administração e prática de educação, noticiado no B. M. do C.B.P.E., nº 46, maio, 1961, p. 12.

Gostaria de estudar a possibilidade de enviar 2 ou 3 elementos daqui, do CRR, para fazer o curso. O maior inconveniente — quase insuperável — que vejo é a duração de 2 anos. Se me fôsse permitido daria uma sugestão para reduzir a um ano, tratando-se de curso intensivo.

Sendo possível envie-nos informações mais precisas, inclusive programa previsto.

Cordialmente grato,

C. F. Maciel

Carlos Frederico Maciel

Ilmo. Sr.

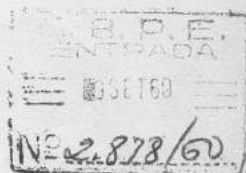
Prof. Jaime Abreu

Centro Brasileiro de Pesquisas Educacionais

Rua Voluntários da Pátria, 107 - Botafogo

Rio de Janeiro — GB

M



Providenciada comunicação ao Prof. Hargrave. 13/9/60

Langford Allen

URGENTE
CIRCULAR SN.
CNAT/650.0(04)

AO INSTITUTO NACIONAL DE ESTUDOS
DOS PEDAGÓGICOS

A D.E.P.E. 9.9.60

Dep 4 949/60

Pedido Global de assistência técnica das Nações Unidas para 1961-1962.

Conversei pessoalmente, em Paris, com a Senhora Cruz Santos da Unesco, prestando-lhe os esclarecimentos necessários. As qualificações foram-lhe fornecidas, de possível, pelo prof. Hargrave. Volte ao CNAT para atencamente ao pedido e ao seu pedido no Pedido Global do Brasil Ampliado de Assistência Técnica das Nações Unidas para 1961-1962.

O Diretor Executivo da Comissão Nacional de Assistência Técnica (CNAT) atenciosamente cumprimenta e, com referência à correspondência anteriormente trocada com essa entidade acêrca da inclusão de seu pedido no Pedido Global do Brasil Ampliado de Assistência Técnica das Nações Unidas para 1961-1962, tem a honra de comunicar que, em sua sessão de 6 do corrente mês, a CNAT aprovou tal solicitação, na forma discriminada no Anexo 1 à presente Circular.

2. O Diretor Executivo da CNAT esclarece que a aprovação final daquele Pedido depende do ulterior pronunciamento da Junta de Assistência Técnica das Nações Unidas, de cujas liberações será, oportunamente, dada notícias às entidades interessadas.

3. Outrossim, o Diretor Executivo da CNAT roga às entidades que pela primeira vez figuram no Pedido Global do Brasil, bem assim àquelas que, já havendo nêle figurado antes, constem desta vez com projetos novos (novos), o obséquio do fornecimento, com a possível urgência, dos dados relacionados no formulário-padrão apenso à presente Circular (Anexo 2), a fim de habilitar os Organismos internacionais competentes a iniciar o recrutamento, via de regra demorado, dos peritos requeridos pelos novos projetos brasileiros.

M.R.E./CNAT/Circular sn./1960/650.0(04)/2.

4. Com relação aos bolsistas, a Comissão Nacional de Assistência Técnica necessitaria receber, em qualquer caso, o "curriculum vitae" ou fôlha funcional completa dos candidatos às bôlsas discriminadas na parte B do quadro constante do Anexo 1.

5. Na elaboração do Pedido Global do Brasil ao Programa Ampliado, a CNAT deve ater-se à disponibilidade de recursos previamente fixada, em proporção com a contribuição brasileira, pela Junta de Assistência Técnica e, dentro dêsses limites, atender à necessidade de conceder mais alta propriedade a determinados pedidos, especialmente àqueles que importam em continuação de compromissos anteriores. Isso não obstante, a CNAT, em colaboração com outros órgãos do Itamaraty - a Divisão de Cooperação Econômica e Técnica e a Divisão Cultural - envidará todos os esforços para que sejam atendidas, quer pelas Nações Unidas, quer pela Organização dos Estados Americanos, ou no plano bilateral, as necessidades prioritárias consubstanciadadas nas solicitações das entidades brasileiras.

Rio de Janeiro, em 28 de julho de 1960.

QUADRO DEMONSTRATIVO DO PEDIDO DA ENTIDADE TAL COMO INCLuíDO PE-
LA COMISSÃO NACIONAL DE ASSISTÊNCIA TÉCNICA NO PEDIDO GLOBAL DO
BRASIL AO PROGRAMA AMPLIADO DE ASSISTÊNCIA TÉCNICA DAS NAÇÕES U-
NIDAS PARA 1961 - 1962.

E S P E C I A L I D A D E S		-- MESES	
		1961	1962
A. PERITOS			
Categoria I	FAO - Nutrologia educacional (para a Campanha Nacional de Merenda Escolar)	12	12
	UNESCO - Administração escolar —	6	6
	Testes e medidas em educação —	6	6
	Método em pesquisas educacional —	6	6
	Psicologia educacional —	6	6
	Educação - (chefe de equipe)	3	3
(Para o Instituto Nac. de Estudos Pedagógicos)			
Categoria II			
B. B O L S I S T A S *			
Categoria I			
Categoria II	UNESCO - Estudos pedagógicos (2 e 2) (para o INEP)	12 (Duas bolsas em cada ano de 6 meses cada)	12
C. E Q U I P A M E N T O			
Valor em dólares E.U.A.			

* É requisito imprescindível à concessão de bolsas o urgente fornecimento, à CNAT, do "curriculum vitae" ou folha funcional completa dos candidatos, em duas vias.

I SEMINÁRIO PARA TREINAMENTO DE PESSOAL PARA PESQUISAS EDUCACIONAIS

1. Introdução

A Organização das Nações Unidas para a Educação, Ciências e Cultura (UNESCO) e o Instituto Nacional de Estudos Pedagógicos (INEP), do Ministério da Educação e Cultura, decidiram oferecer quarenta e seis (46) bolsas de estudos a pessoas que exerçam funções técnicas na alta administração educacional dos diversos Estados da Federação ou nos Centros Regionais de Pesquisas Educacionais, a fim de realizarem, no ano de 1962, no Centro Regional de Pesquisas Educacionais de São Paulo, estudos teóricos, estágios, observações e treinamento em atividades de campo ligadas à pesquisa educacional.

A idéia que presidiu ao planejamento e à organização do seminário é a de que se torna indispensável introduzir nas Secretarias de Educação a necessidade do planejamento cientificamente conduzido, e em consequência, preparar e aperfeiçoar pessoal para pesquisas educacionais, para que possam liderar os planos de reforma a serem realizados pelas diversas Secretarias de Educação dos Estados, bem como conduzir as pesquisas programadas pelos vários Centros Regionais de Pesquisas Educacionais, mantidos pelo INEP.

Na reunião de diretores dos CRPE, realizada em São Paulo em fevereiro de 1959, tornou-se evidente a necessidade da organização de um curso para treinamento de pesquisadores educacionais em alto nível, a fim de aperfeiçoar o atual pessoal técnico dos Centros Regionais, bem como de preparar os novos pesquisadores desses Centros e das Secretarias de Educação. A UNESCO, interessando-se vivamente pela idéia, resolveu destinar recursos para o contrato de técnicos estrangeiros que, juntamente com um grupo de brasileiros, especializados em pesquisa educacional, pudessem preparar os quadros de pesquisa necessários, e aperfeiçoar os já existentes.

Esse Seminário, com a necessária fundamentação teórica, porém eminentemente prático e voltado basicamente para a realidade brasileira e seus problemas, deveria naturalmente realizar-se no Centro Regional de Pesquisas Educacionais de São Paulo, tendo em vista os recursos e a experiência de que dispõe. A própria designação do projeto, que se prefere denominar Seminário, e não Curso, revela a intenção de seus organizadores de evitar o caráter teórico, e acadêmico, da iniciativa. Pretende-se que os bolsistas sejam treinados através da participação efetiva em atividades de investigação, do planejamento e condução de pesquisas, orientados pelos professores, e não apenas pelo estudo ou análise da metodologia científica, ou a simples observação ou acompanhamento de atividades de pesquisa.

2. Objetivos

Como foi dito, o primeiro objetivo do Seminário é treinar pessoal para os cargos de pesquisadores no amplo campo da educação. A maioria dessas pessoas devem ser, ou vir a ser, membros de Gabinetes Técnicos de Planejamento de Secretarias de Educação, de Centros de Pesquisas ou de Universidades.

Uma vez que provavelmente alguns dos candidatos serão relativamente pouco familiarizados com a pesquisa, seu treinamento deverá ser tão prático e chegado à realidade quanto possível. Embora a maioria dos bolsistas não deverá estar, ao final do ano, em condições de assumir a inteira responsabilidade na condução de pesquisas, espera-se que ao término dos trabalhos todos os candidatos tenham aumentado:

1. sua compreensão dos elementos e fatores que constituem uma pesquisa bem conduzida;
2. sua habilidade para planejar, conduzir e concluir pesquisas;

3. sua habilidade em preparar relatórios de pesquisa em estilo preciso e claro.

O Seminário poderá ainda cooperar na organização de uma ASSOCIAÇÃO DE PESQUISADORES EDUCACIONAIS, de caráter nacional e que congregue tôdas as pessoas envolvidas em atividades de pesquisa no campo da educação. Poderá realizar-se, ao final do ano, no Rio de Janeiro a primeira reunião dessa Associação, quando seriam analisados e aprovados os estatutos, a serem discutidos durante a realização do Seminário, pelos seus participantes.

3. Organização do Seminário e Plano de Estudos

A primeira semana de atividades será dedicada à orientação dos participantes, sob todos os pontos de vista relevantes, a fim de que, o mais prontamente possível, possam ajustar-se às novas condições de vida e de trabalho em que permanecerão perto de nove meses. Esta semana deverá incluir entrevistas com os professores, informações pormenorizadas sobre o CRPE e a organização e funcionamento do Seminário, bem como algumas visitas coletivas a pontos de interesse turístico da cidade de São Paulo.

As dez (10) semanas seguintes serão, na maior parte, dedicadas, no período da manhã, a conferências, pelos professores permanentes do Seminário, sobre métodos, padrões e problemas de pesquisa nas áreas de suas especializações, e pelo Co-Diretor brasileiro e outros professores convidados sobre os problemas educacionais do Brasil e a necessidade de realização de pesquisas.

Ao mesmo tempo, no período da tarde, os bolsistas deverão participar de outro tipo de reuniões, em que pesquisadores brasileiros de alto gabarito deverão realizar seminários durante

alguns dias (de uma semana a dez dias), sobre investigações que tenham realizado ou já estejam conduzindo presentemente. Esses seminários constituir-se-ão de uma primeira parte em que o pesquisador fará uma palestra sobre o seu trabalho, em que discorrerá sobre o problema tratado, as hipóteses levantadas, a metodologia e o trabalho de campo realizado, e as conclusões a que chegou. Numa segunda fase, todos os participantes: o pesquisador, os técnicos brasileiros e estrangeiros e os bolsistas deverão discutir, em promenores, todos os problemas levantados.

A partir das dez primeiras semanas e até o final do primeiro semestre, os bolsistas deverão dedicar-se a pequenos trabalhos de grupo, separando-se em quatro grupos, de conformidade com as especializações que elegeram: Sociologia Educacional, Psicologia Educacional, Administração Escolar e Testes e Medidas Educacionais.

No segundo semestre, as atividades dos bolsistas terão, cada vez mais, um caráter individual. Espera-se que, ao final dos trabalhos, cada bolsista tenha, sob a orientação de um professor, (1) participado de um projeto de pesquisa, (2) realizado uma pequena investigação de seu interesse, ou pelo menos (3) planejado uma investigação a ser realizada, à sua volta, em seu estado de origem. Em muitos casos, os bolsistas poderão encaminhar-se ao CRPE, já com uma idéia do problema que irão investigar; em outros, eles deverão já ter definido o seu problema ao final do primeiro semestre.

Poderão ser realizadas viagens coletivas ou individuais a locais de interesse para os projetos de pesquisa em que os bolsistas estiverem empenhados; poderão também ser realizados estágios e observações em instituições educacionais da cidade de São Paulo ou suas proximidades.

4. Quadro do pessoal do Seminário

O corpo permanente de especialistas estrangeiros deverá, com a assistência das autoridades brasileiras, ser indicado pela UNESCO até o dia 1º de fevereiro de 1962, devendo seus vencimentos ser pagos por essa organização. Os professores contratados pela UNESCO deverão ser especialistas em:

- a) Administração Educacional
- b) Psicologia Educacional
- c) Sociologia Educacional
- d) Testes e Medidas Educacionais

O pessoal nacional permanente deverá incluir um Co-Diretor brasileiro, e eventualmente um assistente-científico, bem como um secretário, um datilógrafo, e vários assistentes em tempo integral, e com qualificação universitária em Educação, que possam auxiliar o pessoal da UNESCO em traduções, seminários, entrevistas e outras tarefas.

Os elementos não-permanentes ou os conferencistas visitantes deverão ser de duas categorias: (1) os que farão conferências sobre problemas de educação no Brasil, e a necessidade de pesquisas; e (2) os que deverão apresentar sua própria investigação aos participantes do Seminário.

5. Administração do Seminário

Um dos especialistas contratados pela UNESCO servirá de Co-Diretor estrangeiro. No primeiro semestre, esse Co-Diretor será, provavelmente, o Prof. Robert Brackenbury, que se encontra no Brasil, desde julho de 1961, tratando do planejamento e dos preparativos do Seminário de Treinamento de Pesquisadores.

Uma vez que seu contrato com a UNESCO terminará em julho de 1962, quando deverá retornar à Universidade de "Southern California", seu lugar deverá ser ocupado por outro especialista da UNESCO.

O outro Co-Diretor deverá ser um professor universitário brasileiro que possa ocupar esse cargo durante todo o ano. Essa pessoa deverá ser qualificada como pesquisador educacional e estar apta a discorrer sobre problemas da educação no Brasil e ser um hábil administrador.

6. Local e duração do Seminário

O Seminário para Treinamento de Pesquisadores Educacionais deverá realizar-se no Centro Regional de Pesquisas Educacionais de São Paulo, no período de 1º de maio a 15 de dezembro de 1962. Durante o mês de julho deverá haver um recesso de duas semanas para férias.

7. Beneficiários

O Instituto Nacional de Estudos Pedagógicos do Ministério da Educação e Cultura oferecerá bolsa de estudos a quarenta e seis (46) educadores brasileiros, que já se dediquem à pesquisa, ou a ela venham a dedicar-se em futuro próximo. Essas bolsas consistem em alojamento e alimentação no CRPE de São Paulo, e uma pequena quantia mensal para certos gastos de natureza pessoal.

8. Seleção de candidatos

Espera-se que os candidatos sejam, em sua maioria ,

pessoas amadurecidas, que ocupem ou estejam em condições de ocupar em breve posições de assistentes em Universidades, ou cargos técnicos em Centros de Pesquisas e em Secretarias de Educação. Pretende-se selecionar tantos elementos do sexo masculino, quantos possível, pois é de se esperar que, em anos subseqüentes, eles estejam mais em condições de ocupar posições estáveis de liderança, relacionadas com o planejamento e a pesquisa em educação. Os candidatos deverão, de preferência, ser portadores de grau universitário em educação, ou ciências sociais ou psicológicas. Suas áreas de principal interesse deverão ser:

- a) Administração e Planejamento da Educação;
- b) Relações entre a escola e a comunidade;
- c) O estudo da criança.

9. Obrigações dos bolsistas

Durante sua permanência no CRPE de São Paulo, espera-se que os bolsistas se familiarizem com certas pesquisas que ora se realizam no Brasil, de modo a desenvolver sua capacidade de crítica construtiva, e de projetarem e realizarem pequenos projetos de investigação. Espera-se, assim, que todos os bolsistas do Seminário:

- a) participem regularmente de todas as atividades programadas;
- b) demonstrem seriedade de propósitos e interesse em seu próprio progresso;
- c) colaborem com seus colegas e professores nas diversas atividades;
- d) demonstrem uma compreensão dos fatores e elementos compreendidos numa pesquisa bem realizada;
- e) planejem, apresentem ou desenvolvam um projeto de pesquisa em uma das áreas da educação;
- f) demonstrem habilidade em relatar as atividades que desenvolverem durante o ano.

*Dr. Professor
Jayme Pires
Jan 22/22/61
Abreila de Lins*



(The Regional Center of Educational Research of São Paulo)

SEMINAR FOR THE TRAINING OF EDUCATIONAL RESEARCH PERSONNEL

1. Introduction

It may be useful to look at the 1962 Seminar for the Training of Educational Research Personnel in the perspective of what has already been done for educational research in Brazil. The Centro Brasileiro de Pesquisas Educacionais was started in 1956 with one of its aims that of doing research and training researchers in the field of education. UNESCO experts and Brazilian staff members conducted research and trained young Brazilian scholars in research. There were three types of programs:

- a) A Training Program.
- b) The research of UNESCO experts, who also trained Brazilian assistants.
- c) Research projects of the Rio and Regional Centros.

A considerable amount of research has been accomplished since 1956. This is reflected in the two INEP publications: the Revista Brasileira de Estudos Pedagógicos, and Educação e Ciências Sociais. The five Regional Centros have developed, each in its own way. On the whole, they have made progress, but they need stimulation if they are to become major research centers. A need which has been manifest from the beginning is for research scholars who have sufficient training and maturity to take responsibility for the design and conduct of research projects.

2. Objectives

The primary objective of the Seminar is to train people for positions as researchers in the broad field of education. Most of these people should be, or should become, staff members of state Secretarias de Educação, of Centros de Pesquisas Educacionais, or of Universidades. Since some of the candidates for the Seminar may be relatively untrained in research, their training should be as practical and "down-to-earth" as possible. Most participants will not likely be ready to assume major responsibility for the conduct of research at the end of the year, however, it is hoped that all candidates will increase their

- a) Understanding of the elements and factors that constitute sound research.
- b) Ability to plan, conduct and conclude research.
- c) Skill in reporting research in a precise and clear style of writing.

There are, however, other ways by which the Seminar can promote the cause of research. Assistance can be given the more mature research workers in Universities, Centros and Secretarias by bringing them to the Seminar for a week or two (at a time) as Visiting Research Scholars to present their research. These scholars contribute to the Seminar by acquainting the bolsistas with current research. At the same time, they can receive help from the Seminar Staff, both during their stay in São Paulo and, perhaps in a few instances, from subsequent visits by a member of the staff to their own territory.

The Seminar might further assist in the formation of an Association for Educational Research. Rio might be host to the first meeting of the Association in July, 1962. Papers could be given by the Visiting Research Scholars and possibly by some staff members. These papers could be published in a special issue of one of INEP's journals, and the new society might even take responsibility for one of the journals.

3. Organization of the Seminar and Plan of Study

It is expected that the first week of the Seminar will be devoted to orientation, including brief visits to local places of interest for research. The subsequent ten weeks will, for the most part, be given to lecturing by the permanent staff members on methods, patterns and problems of research in their areas of interest, by the Brazilian Co-Director and other Brazilian Educators on educational problems in Brazil and the need for research, and by Visiting Research Scholars who will present their research to the Seminar. It is estimated that approximately ten lectures on Brazilian Educational Problems might be given and that about twelve Visiting Research Scholars be brought to the course during the year (All of the former lectures would be given during the first ten weeks, but the latter type of presentation might take place throughout the year). The rest of the first semester will be spent in small group work. Each participant will be expected to plan, propose and have approved a research project at least by the end of the first semester. Indeed, some bolsistas may come to the Seminar with a research project already formulated. Others may need to be "apprenticed" to some on-going research project until such time as they work out a proposal of their own.

During the brief interim between semesters, the staff and perhaps other members of the Seminar may want to attend the first meeting of the Association for Educational Research in Rio. The second semester will be devoted almost entirely to individual and small group work. Each bolsista will work on his own research project with the help of the staff and other bolsistas who are also working in the same field of interest. There will continue to be a few trips to points of research interest and a few presentations of research by Visiting Research Scholars, but the heavy emphasis will be on individual research.

4. Staffing of the Seminar

The permanent staff members from abroad will be appointed, with assistance from Brazilian authorities, by UNESCO and their salary will be paid by UNESCO. Their appointment should be from the first of February 1962. It is expected that the UNESCO appointees will have competence in the following areas:

- a) Educational Administration
- b) Educational Psychology
- c) Educational Sociology

- d) Tests and Measurements in Education
- e) Methods of Educational Research

The permanent members of a Brazilian staff might include a Co-Director, a secretary, a typist and several assistants who can aid the UNESCO staff members with translation and other tasks. The non-permanent staff members, or the visiting lecturers, would fall into two categories: those who lecture on educational problems of Brazil and the need for research, and those who actually present their own research to the Seminar. (See attached list of suggested lectures).

5. Administration of the Seminar

One of the UNESCO appointees will serve as the Co-Director of the Seminar. For the first semester, this will probably be Robert Brackenbury who has been in Brazil planning and preparing for the Seminar since last July. Since his appointment terminates in July of 1962, when he must return to the University of Southern California at the end of his sabbatical leave, his place should be taken by another UNESCO staff member. The other Co-Director of the Seminar should be a Brazilian who can serve in this capacity for the entire year. This person should have status as an educational researcher, should be qualified to lecture on educational problems in Brazil, and should be an able administrator.

6. Location and Duration of Seminar

The Seminar for the Training of Educational Research Personnel will be held at the Regional Center of Educational Research in São Paulo beginning about the first of March and ending about the middle of December, 1962.

7. Beneficiarios

The government of Brazil will offer "bolsas de estudos" to approximately forty to forty-five Brazilians who are either presently carrying on research or who are likely to engage in research in the near future.

8. Selection of the Candidates

It is expected that the candidates will, for the most part, be mature scholars who either hold, or are likely soon to hold, positions with a Universidade, a Centro de Pesquisas Educacionais, or a Secretaria de Educação. It is hoped that as many men as possible can be selected, since in subsequent years they are more likely to hold long-term positions of leadership involving educational research. (Consequently, consideration should be given to the possibility of arranging for at least wives, if not

children, to accompany bolsistas, for otherwise a good number of the better candidates will be eliminated). Every candidate should be interested in education as well as in the social or psychological sciences. Areas of special interest should be (a) the Administration and Planning of Education, (b) the Community Relations of the School, and (c) the Study of Children.

9. The Obligations of Bolsistas

All who participate in the Seminar will be expected to (a) acquaint himself with research that is now going on in Brazil and to criticize constructively the work of his fellow bolsistas. He will also be expected to (a) attend lectures regularly, (b) demonstrate an understanding of the factors and elements that make for sound research, (c) plan, present or carry out a research project in one area of education and (d) demonstrate skill in reporting the research carried on during the course.

10. Facilities

Classroom facilities (both for large and small group work), office space and equipment (chair, desks, bookcases, etc.) for the staff, cupboards for the staff, cupboards for storing questionnaires and other data will need to be provided.

A P P E N D I X B

Budget Items

- 1) Salary of Brazilian Codirector
- 2) Ten lectures on the Educational Problems of Brazil
- 3) Twelve lectures by Visiting Research Scholars (In some instances, the same individual can deliver both types of lectures).
- 4) Secretarial help
- 5) Assistants for UNESCO staff to help in translation, etc.
- 6) Typist
- 7) Transportation for 6 to 8 trips in or near São Paulo for all members of the Seminar:
- 8) Books for reference
- 9) Supplies: paper, stencils, etc.
- 10) Transportation for UNESCO Staff members to visit other Centros to aid research there.
- 11) Cost of holding the first meeting of the Association for Educational Research.