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

From: Charles Wagley
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Subject: Report on Short Term Mission with the Centro Brasileiro de
Pesquisas Educacionais.

This is both a report upon my personal activities during the period from June 3 through August 25 as a UNESCO expert working with the Centro as well as my general impressions of the progress of the Centro during my two years absence. In his report of June 1957, Dr. Robert Havighurst related the progress of the various projects under way at the Centro and I am attaching the new monthly bulletin which gives an excellent picture of the Centro's current activities. (Although it is in Portuguese, I presume that someone in your office will be able to translate any portions that seem important). Professor Jacques Lambert, Andrew Pearse, and Bertram Hutchinson will soon be filing personal reports; therefore I shall simply mention their general activities here.

Progress of the Centro Brasileiro de Pesquisas Educacionais 1955-1957.

As you know, from June to September 1955, I undertook a similar short term assignment for UNESCO in Brazil. At that time, the Centro was in the very initial stages of taking form. In July of 1955 we moved into temporary quarters and the Brazilian staff consisted of a very small number of specialists while the UNESCO experts were Bertran Hutchinson and myself. I think that it might be of interest to UNESCO to know that the contrast between September 1955 and late August of 1957 is a tremendous one. As reported by Havighurst and others, the Centro is well housed; the library has taken form and will soon be the best educational and social science library in Rio de Janeiro, if not in all of Brazil; and, most important, the Centro now has an excellent staff. In addition to the UNESCO experts, the presence of such specialists as Roberto Moreira (Education), Jaime Abreu (Education), Lucia Marques Pinheiro (Education), Darcy Riheiro (Anthropology), Oracy Noqueira (Sociology), Roger Sequin (Social Psychology) as well as a series of others too numerous to mention by name (see attached Boletim) guarantee the Centro an important place in Brazil education and social science. Furthermore, the appointment of Dr. Pericles Madureira de

Pinho as Executive Director, means that the Centro is administered with efficiency and imagination. The journal published by the Centro (No. 3, Vol. 2 has just appeared) has a good distribution and has been very well received. The course for training researchers is a lively and active aspect of the Centros program; all of us have lectured and worked with the students who are already beginning to participate in research projects. In short, I have the feeling that the Centro is a well established and on-going institution which may well have a very important influence on Brazilian education and social science.

The program and the long term policies of the Centro have not as yet fully crystalized and the task of forming an important national organization is just still under way. The Centro is now facing a series of problems, some of which are in a sense "growing pains" to be overcome in time while others are derivative of basic Brazilian difficulties. Among the difficulties is the fact that the Centro has inherited some of the functions and personnel of several service divisions of the INEP (National Institute of Pedagogical Studies), the larger organization of the Ministry of Education of which the Centro is a part, as well as such temporary and specialized agencies as CILEME (Campaign for Survey of Elementary and Secondary Education). In my opinion, these service divisions have not as yet been integrated into the Centro and seem to be rather appendages to the main divisions of the Centro involved in educational planning and research.

Another serious problem of the Centro derives from a basic Brazilian problem, namely inflation and the need in Brazil for governmental economy. The total budget of cr\$30,000,000 for the Centro in Rio and the five Regional Centers was in 1955 a very handsome sum. In 1955, we were able to pay the "Coordinators" (heads of divisions of the Centro in Rio) salaries as high as cr\$20,000 per month which at that time would attract the very best men in their fields. In 1957, the same budget (it has not been increased) is much diminished in its purchasing power and the salary scale of the Centro badly needs revision upward in order to maintain the excellent staff it now has and must continue to build.

In addition, it seems to me that the basic policy of the Centro has shifted since 1955. At that time, I believe that one might say the emphasis was upon basic research related to the total social and cultural background of education (the term "culture map" was used). Today, because of the urgency of educational reform, the emphasis seems to be upon the collection and the interpretation of already available data and knowledge of the Brazilian educational situation for purposes of planning to meet immediate problems. Furthermore, it seems to me that the present policy of the Centro is toward limiting research to surveys and to studies that can be used in formulating new experimental programs in education. On the whole, I have the feeling

that this shift in the basic policy of the Centro is a healthy one for much is already known about the society, the culture, and the educational situation in Brazil that can be used at once. Yet, it must be said that the original plan of establishing an institution in which education and social science disciplines would cooperate on basic research may well be lost--for basic research is often relatively long term and often not directly pertinent to immediate educational problems nor to experimental programs.

Another problem to be faced by the Centro (or better by the chain of Centros), is the relationship between the Centro in Rio de Janeiro and the Regional Centros in Bahia, Belo Horizonte, Sao Paulo, and Porto Alegre (a fifth is planned for Recife, see below). On July 4 (as reported by Dr. Havighurst in his June report) a meeting was held in Rio de Janeiro. During the discussions of the programs being undertaken by each of the Centros, it seemed to me that there was little uniform program and policy among the various Centros and there was considerable need for closer relationship between the Centro in Rio de Janeiro and the Regional Centros. In Sao Paulo the emphasis of the Regional Centro is upon surveys and research while in Bahia and in Porto Alegre the emphasis is upon teacher training and experimental educational programs with almost a complete lack of research. In fact, it may well be that in the future the team of UNESCO experts should give more time and attention to the Regional Centros.

Another weakness of the Centro at this present moment, in my opinion, is the lack of a public relations program. Relatively few people in Brazil, even among the intellectuals, are really aware of the work of the Centro. This may be something of a conscious policy of the directors of the Centro not to attract too much attention to the organization until it was actually a productive institution. But, if the Centro is to influence the direction of educational reform, its activities and the resulting point of view must be known to Brazilian educators and scholars and to the Brazilian public. This problem has been discussed at several meetings with the directors of the Centro, and a project which will provide a solution to this lack of publicity and awareness of the work of the Centro has been developed principally by Dr. Jacques Lambert. It will be mentioned below and Dr. Lambert will report upon it more fully at a later date.

There are a series of programs and projects now under study or in the planning stage which will, I believe, overcome some of these current problems of the Centro and which will be very important in the development of the Centro during the next two or three years.

1) The Northeastern Project

As a result of a request by the Banco de Nordeste for technical assistance in the field of education which was referred to the Centro at the suggestion of Mr. Henri Laurentie, Permanent Representative of the UN Technical Assistance program in Brazil, a preliminary meeting was held in late June with members of the Work Group for the Northeast (Grupo de Trabalho para o Nordeste)--a committee representing several ministries appointed by the President to formulate plans for the Northeastern region. As a result of this meeting a working paper providing a plan for a study of the educational needs of the Northeast was prepared by Roberto Moreira and myself. It was agreed by the Work Group and the staff of the Centro that an educational survey of the State of Ceara, followed by an experimental program in at least one municipality, should be undertaken somewhat as a pilot project for the Northeastern region. For this purpose a "contract" has been drawn up outlining the collaboration of the Work Group for the Northeast, the Department of Education of the State of Ceara, and the Centro Brasileira de Pesquisas Educacionais. It was planned to send a mission from the Centro to Fortaleza, Ceara in the month of August to carry out preliminary conversations with state and local officials, but this mission has been temporarily postponed until the details of financing the research and experimental program can be worked out. Since this project, which would be one of the largest undertakings of the Centro to date, was not foreseen in the 1957 budget, the Centro will need extra funds if it were to begin the Northeastern project this year. Studies are now underway of the budgetary necessities of the project and discussions are continuing as to the source of funds. There is a sincere enthusiasm among the directive body of the Centro for the Northeastern project and I feel that certainly it will get underway either later this year or early in 1958. Such a project will relate the Centro directly to one of Brazil's most important economic development schemes.

2) Amazon Project:

In Dr. Havighurst's report of June 1957 mention was made of a request from the Amazon Valley Development Authority for an educational survey and the preparation of educational materials. The Centro has communicated with the Belem office of the Amazon Valley Authority without making any concrete progress. It seems clear that although still "alive", such a project depends upon further communications and meetings between the personnel of the two organizations.

3) The Laboratory Community Project:

For some time, the educational and social science personnel of the Centro have desired to select a community (a municipality--i.e., a town

and the surrounding rural zones) for purposes of educational research and experiment. It was decided that a municipality within approximately a three hour range of Rio de Janeiro would be desirable, so the staff stationed at the Centro might participate in the research and planning and so observers from the Ministries and from abroad might easily visit the program. In July, after a survey of the demographic, economic, and social data for a series of municipalities in the States of Rio de Janeiro and Minas Geraes, it was decided that Leopoldina in Minas Geraes would provide an excellent "laboratory municipality". It is a small town of approximately nine thousand with a very numerous rural population. In late July, a group from the Centro (Oracy Noqueira, Darcy Ribeiro, Amadeu Lana, Andrew Pearse, and myself) visited the municipality to make preliminary contacts with local authorities. During the visit it was decided to extend the research to the neighboring municipality of Cataquazes. This town is a textile manufacturing center and provides a sharp contrast with agricultural Leopoldina. In October of this year, a basic survey of Leopoldina and the neighboring municipality of Cataquazes will be begun by Professors Oracy Noqueira and Darcy Ribeiro with the assistance of the fourteen students in the course for preparation of social science researchers. On the basis of this survey, a program for immediate intervention in the local educational system will be formulated. It is hoped that special funds from the Ministry of Education will be available for carrying out this experimental educational program in Leopoldina and Cataquazes as well as for continued research aimed at directly influencing the experimental program. This is a new project of considerable importance for the Centro. We hope that Professor Solon Kimball will be closely associated with this project if and when he joins the UNESCO staff in Brazil.

4) Commission on Education:

As indicated above one of the current problems of the Centro is the lack of public information as to the work of the Centro and the educational issues that arise out of the centro's studies. As a remedy for this situation, it has been proposed that a working commission be set up patterned somewhat along the lines of a British "Royal Commission". This commission would take up a series of educational issues of the country under the guidance of the specialist at the Centro. The progressive reports of such a commission would be published in newspapers and otherwise spread before the public. It would serve both to inform the Brazilian public regarding educational problems and also to publicize the work of the Centro. Professor Jacques Lambert will report more fully on this project at a later date.

5) Study of the financial necessities for Brazilian Education

Funds have been set aside (approximately cr\$400,000) for a study by economists of the financial potentialities and necessities for Brazilian

education. Since the Centro does not count among its personnel an economist and since this would involve a research mechanism for economic studies the Centro has approached the Institute of Economics of the Getulio Vargas Foundation as to the feasibility of that organization carrying out this study under contract. General agreement has been reached and the Centro is now waiting for estimates of cost and for a basic plan of research to be furnished by the Institute.

Personal Activities

As indicated above, I have been closely involved during the last three months in the new projects being developed at the Centro, especially with the Northeastern Project and the Laboratory Municipality Project, as well as with considerations of policy. During this period, I met in Sao Paulo (June 3-6) with the representatives of the Regional Center in order to plan a symposium on Education to be held later this year. From June 6-14, I traveled to the States of Parana and Santa Catarina in company of Drs. Havighurst, Pearse, and Egon Schaden (Professor at the University of Sao Paulo) to visit schools and educational institutions. From July 24-28 I traveled to the State of Goias to visit rural zones near the future Brazilian capital. From July 30-31 traveled to Leopoldina and Cataquazes to visit site of "municipal laboratory project". During this period, a series of foreign visitors were received at the Centro with whom discussions were held regarding the program of the Centro. These included Miss M. Branscom (UN Social Welfare), C. Yudelman (Rockefeller Foundation), Henry Allen Moe (Guggenheim Foundation), Walter Sharp (Yale University) and H. M. Phillips (Social Science Division, UNESCO). On August 25, I was forced to terminate my short term mission in Brazil, in order to begin my period of residence at the Center for Advanced Study in the Behavioral Sciences at Stanford, California.

Finally, I should like to repeat that I have thoroughly enjoyed my renewed contact with the Centro Brasileira de Pesquisas Educacionais and I am very much impressed with the very excellent staff and the active program which they are developing.

Respectfully submitted,

Charles Wagley