

June 18, 1964

To: Director, Bureau of Relations with Member States  
UNESCO, Paris 7e

From: Samuel Levine, Unesco Expert in Tests and Measurements (Braze 9),  
Seminar for the Training of Educational Research Personnel, Centre  
Regional de Pesquisas Educacionais, C.P. 5031, São Paulo, Brasil

Subject: Abstract of Final Report Covering Period of August 28, 1963 to  
July 3, 1964

I functioned as an Expert in Tests and Measurements at a Research Center for the Training of Research Personnel in São Paulo, Brasil. This is one of six regional research centers established under the National Institute of Pedagogical Studies and the São Paulo center has the unique function of training students in educational research. The purpose of the research seminar is to provide students with the necessary skills to conduct individual research projects or to participate in the planning of research within larger educational frameworks such as secretariates of education or regional research centers.

My primary responsibilities were to teach the courses in Tests and Measurements and Research Methodology, although I also assumed the responsibility for Educational Psychology during the second half of my stay here. In addition to lecturing and conducting small group and individual seminars, I had the responsibility of coordinating the group research projects conducted by the students and was directly responsible for the students completing proposals for individual research projects.

Extensive bibliographies and summaries of the lectures were distributed to the students and translations of material in English were made available in Portuguese. I worked out programs for item analysis of tests with the Electronic Data Computing Center of the University of São Paulo. I continued working with some students, who had formerly attended the research center, on projects they had developed as students. I spent one week at the research center in Porto Alegre lecturing and consulting in research methodology, tests and measurements, and educational psychology.

It was recommended that the resources of the research seminar be extended by (a) including the research department on a more intensive basis in the training of the students, (b) increasing the library resources, particularly making more translations of material written in English available in Portuguese, and (c) developing a research publication. It was suggested that follow-up activities of previously trained students be instituted and that a major effort be made to further the competence of the Brazilian professors participating in the seminar. Finally, it was suggested that the requirements of the seminar be re-examined in light of the time restrictions of the students.

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To: Director, Bureau of Relations with Member States  
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From: Samuel Levine, UNESCO Expert in Tests and Measurements (Brazeo 9),  
Seminar for the Training of Educational Research Personnel, Centro  
Regional de Pesquisas Educacionais, C.P. 5031, Sao Paulo, Brasil.

Subject: Final Report Covering Period of August 28, 1963, to July 3, 1964

## I. Introduction

The Research Seminar for the training of Research Personnel (STPPE) in which I participated is part of the Regional Educational Research Center (CRPE) established under the National Institute of Pedagogical Studies (INEP). Six such centers exist in Brasil. However, the center at Sao Paulo is unique in that it offers a specific seminar for the training of students in educational research. The organization of this seminar was discussed by the directors of these research centers in February of 1959 and Unesco participation began in July, 1961. Since that time various experts in educational administration, educational psychology, tests and measurements and research methodology have been employed by Unesco to serve the Seminar. Although the research seminar is for the training in educational research, the first semester of the program is an extensive program which includes course work in research methodology, tests and measurements, statistics, educational psychology, educational sociology, educational philosophy, educational administration, and a language--either English or French. Because the students' backgrounds vary so greatly, it is felt this coursework is necessary to give them a common substantive background before undertaking any formal research activities.

The purpose of the research seminar (STPPE) is to provide students with the necessary skills to conduct individual research projects or to participate in the planning of research within larger educational frameworks such as secretariats of education or regional research centers. The hope is to establish a general point of view within education that school practices should be based on scientifically conducted studies.

The specific position for which I was hired was as an Expert in Tests and Measurements. This rather specific and technical area was to be integrated within the framework of the general educational research seminar. Previous seminars had Unesco Experts in both Tests and Measurements and in Research Methodology. However, because no replacement for the expert in Research Methodology was made, I assumed the role of the expert in both areas. It should be noted that, considering the purposes of the Seminar, the Research Methodology position is the more important of the two.

## II. Description

The report of my activities will be divided into three periods: (1) the work of the final semester of the II STPPE, (2) the interim period between semesters, and (3) the work of the first semester of the II STPPE. A detailed presentation of the first work period will not be given because this was contained in the Semi-Annual Report dated February 29, 1964.

### A. Final semester of II STPPE (August 28, 1963, to December 20, 1963)

I assumed responsibility for the Tests and Measurements and the Research Methodology aspects of the II STPPE. The major problem was to get the individual and group research projects completed. However, because the students had limited practical experience, development of their individual



proposals required detailed individual planning sessions. Further, it was apparent that the theoretical aspects of research dealt with in the lectures during the first semester had, to a great degree, been forgotten. Therefore, it was necessary for me to institute a series of lectures on research methodology, tests and measurements, and statistics in order to bring the research projects to completion. (For a list of these lectures, see page 3 of my Semi-Annual Report.)

Each student developed a hypothesis testing research project and handed in a written report which included the background of the research, the hypotheses to be tested, the design and sampling procedures, instrument development, proposed statistical analysis, and a projected concluding statement.

In addition to the individual research proposals, each student worked on a group project in test development. The groups collected the test data, carried out an analysis of the internal consistency of the tests, determined the validity and reliability of the tests, converted the raw scores to norms, and wrote test manuals containing all of the necessary information relative to the tests.

Lectures were given regularly paralleling the work of the individual and group projects.

#### B. Interim period (December 20, 1963, to March 15, 1964)

The period between the completion of the II STPPE and the initiation of the III STPPE was primarily used for planning and the development of materials for the next group of students. Also, the criteria for the selection of students was worked on at this time.

A number of meetings was held in order to plan the theoretical and practical activities of the III STPPE. These meetings led to a number of decisions that had a marked effect in bringing about a better integration of the professors teaching the various courses, and a better integration of the theoretical and the practical activities. In regard to the latter, a number of research projects was thought through as possibilities for students to work on as a means of putting into practice ideas presented during the classwork, and discussion was held regarding procedures by which a large group of students can be organized to conduct these studies as a training device.

I spent considerable time in organizing and planning my coursework for the forthcoming Seminar. In addition to teaching research methodology and tests and measurements, I had agreed to teach educational psychology because the individual within the Centro who previously had been responsible for this was required to take on a new program. Extensive bibliographies were prepared for each course and summaries of each lecture for all courses were outlined. (These summaries were completed and distributed to the students as the topics were dealt with during the III STPPE.)

Because of the limited material available in Portuguese in research and tests and measurements, the translation of a number of articles and monographs was initiated. (Permission for this was sought from the publishers involved.) Translation is a slow and tedious process but proved to be quite valuable for the reading assignments of the courses. Not nearly enough material as yet has been translated, but the Centro has made available some part time help to speed the process.

My work with the electronic data processing center of the University of Sao Paulo continued on a more intensive basis than before. A program was written and tested by this center for item analysis of tests which will greatly facilitate the work in tests and measurements. Other programs have been planned and will be written as the students of the research seminar move into various aspects of data analysis. Along this line, I helped set up program analysis of a number of projects being conducted by members of the professional staff of the Centro.

I spent the last week of February at the Centro in Porto Alegre lecturing and consulting with various school agencies. This was a very rewarding personal experience for me and seemed to be profitable for the agencies involved. Considering the lack of highly trained people in research in Education in Brasil, it would seem desirable to have the Unesco experts plan a number of such consulting trips. I had been requested at a number of other research centers but time did not permit additional visits.

#### C. First semester of III STPPE (March 15, 1964, to July 3, 1964)

My teaching assignment during this semester included Tests and Measurements, Research Methodology, and Educational Psychology, with weekly lectures in each Area. Prior to the initiation of the lectures in these three areas, the students took an objective, multiple choice examination on the content of the courses, and during the last week of the first semester the students will be retested with the same exams in order to determine their increase in knowledge.

Also, weekly seminars were held in each area with small groups of students, who were given assignments as a basis for the discussions. The seminars in tests and measurements have been particularly helpful in giving the students considerable practice in item analysis. It should be noted that a number of students this semester have an excellent reading knowledge of English and have been translating some of the assigned reading material, providing a resource that was not available last semester.

The development of individual research projects will not be initiated until the second semester of this research seminar. However, two group research projects have been initiated, with the students developing them inductively. The students are developing the rationale, objectives and hypotheses at this point and will work with me on the development of the criterion measures. These two projects are coordinated by Brazilian professors, and I have the responsibility of planning with and advising these two coordinators. Also, each project is divided into three groups focusing on the separate aspects of educational administration and sociology and psychology and I am working with the students in the last area. There are also weekly project seminars with the students of each project, to analyze and criticize the work they have been doing. During the next semester they will collect and analyze the data and submit a written report on the projects.

I have continued working with previous students of the Centro and with some of the Centro professors on research studies they are conducting. The pressure in this area is increasing but, because of the heavy schedule with the students presently at the Centro, time for consulting work of this kind has been limited. I have given a few lectures to community groups on research methodology and educational psychology.

A Marchant-Deci-Magic fully automatic desk calculator was made available to the Seminar this month which should greatly facilitate the statistical work in Tests and Measurements and Research Methodology.

#### III. Conclusion

A number of improvements in the III STPPE are evident over the II STPPE:

First, the selection of the students was considerably more judicious and the present group of students is far superior to that of last year. In my Semi-Annual Report, I indicated that the original objectives of the seminar could not be met with the calibre of student at the Centro at that time. In terms of the present students, these objectives can be met.

Second, the seminar has been re-organized so as to provide better and earlier planning for group research experiences. The conducting of individual research projects is virtually impossible with the present time limit.

Third, the professors in the research seminar have made a concerted effort to coordinate their activities. Planning among the staff has improved and the scheduling of activities for the students is a group effort. This has permitted a better organization of the coursework internal to the seminar and an increased productivity on the part of the staff.

My assistant in Tests and Measurements and Research Methodology, Miss Clea Rameh, has maintained a high level of productivity and efficiency during my entire stay here. Her contacts with the students and with the other professional members of the research seminar and the Centro facilitated my work immensely. I have the highest regard for her ability and integrity.

My assistant in Educational Psychology, who began working with me March 15, 1964, Mrs. Maria Nilda Cann, has handled both the translating chores and the seminars in this area in a competent manner.

Some specific recommendations in regard to the STPPE program follow:

#### 1. Coordination between Research Seminar and Department of Research, CRPE

The training of the students at the Centro, particularly in regard to the practical aspects of conducting research, would be greatly enhanced if there were a closer collaboration between the Research Seminar (STPPE) and the Department of Research of the Centro. At present, the activities of the Department of Research are minimally involved with those of the Seminar. If the projects of the Department of Research were sufficiently broad and long range, they would allow for ongoing research activities that would be valuable for the students' training. Further, some students might identify some aspect of the broad projects that could be developed into an individual project. This would give some continuity to the training of the students and, assuming the projects were of general relevance to improving education in Brazil, might provide the stimulus for developing a network of interrelated projects throughout the country. This would be possible because the students of the Centro come from many states in Brazil. The Department of Research could become a coordinating body for conducting research on specific ideas and could be a disseminating body for the findings of such research.

#### 2. Research Publication

There is limited research material available in Portuguese. A publication, probably on a monthly basis, reporting the research activities of the CRPE de Sao Paulo, and of other agencies within Brasil conducting Research, would greatly facilitate the training of the students. This publication could also summarize research findings of other countries, bibliographies of interest to the students, and a brief review of the activities of the students and ex-students of the Centro. A number of ex-students of the Centro are presently engaged, in their home states, in research projects that were designed at the Centro. Reporting this research also might be a stimulus for the students to continue their research activities beyond their training at the Centro.

#### 3. Library Facilities

A major effort should be made to maintain current publications in research and allied fields, such as tests and measurements and statistics. Journals should be kept up to date. It is strongly suggested that frequent review be made of all journals reporting research in Spanish or Portuguese and that articles and original research reports in these languages be obtained. For example, the 1957 and 1962 Reviews of Educational Research contained a review of research in Latin American countries, with the former Review containing a section on research in Brasil. Discussions with the professors of the Seminar indicated that they were not aware of these reviews and very few of the research projects reported in them are available to the students at the Centro. Further, the Centro should be on the mailing list of free publications reporting research activities.

#### 1. Review of Educational Research (1957 and 1962 publications) National Educational Association, Washington, D.C.

#### 4. Training of staff

The continued training of the professors participating in the Seminar should be an important activity of the Centro. The staff is young, and recently trained, and has had limited research experience. Such training may be accomplished by obtaining outside help in the form of consultants or by instituting a series of seminars for the staff. The adequacy of the training of the students will depend on the training and experience of the staff.

#### 5. Follow-up

A number of students who have previously attended the Seminar are presently engaged in research activities based on proposals they developed while students in the Centro. I have had the opportunity to see some of these students and am acutely aware of their problem in obtaining continued guidance during the course of conducting their research projects. I believe it would be a valuable contribution to the development of research in Brasil to permit the Unesco expert some time and travel funds to act as a consultant to these people. This work could be organized so as to involve a rather minimal expenditure of funds. I would suggest that some funds also be made available for one or two of the Brazilian professors for travel for this purpose. Apart from the continued development of research workers, this activity would provide a rather direct way of evaluating the effectiveness of the research seminar.

#### 6. Translation

A major effort should be made in the immediate future to translate materials relevant to research methodology and tests and measurements. The lack of reading materials in Portuguese has been the singularly most frustrating part of my work with the students.

#### 7. Personnel

For some reason, plans for the replacement of Unesco experts in Research Methodology and Tests and Measurements are not made sufficiently early so as to provide a continuous program for the students. For example, as of this writing, no person has been selected to replace me in these two areas. The Centro cannot provide, from its own personnel, individuals who can take over the Research Methodology and Tests and Measurements aspects of the seminar. The students themselves have expressed concern about the forthcoming semester in regard to their projects and the lack of expert help. Assuming Unesco could at this point act with haste, it would take two or three months to get an expert to the Centro. Apart from the fact that the students will not have the help they require, the expert would have to go at it "cold." Some overlap in the duty periods of Unesco experts in teaching areas other than research methodology have been made for next year, but none as yet in research methodology, the area in which the Seminar provides a unique training experience.

#### 8. Research activities

The present efforts to coordinate the activities of the coursework and the practical research experiences are to be commended. The difficulties of working with large groups of students in developing and conducting research must be recognized. Further, the students have a heavy course load during the first semester and it would seem wise to delay the initiation of the development of research studies until the second semester. The introduction of the projects during the first semester has increased the students' anxieties greatly because they are unable to accommodate the additional work. The difficulty of teaching research inductively is recognized. However, the alternative of having the professors of the Seminar structure the projects for the students is undesirable.

## 9. Personnel Participating in Research Seminar

It would be extremely desirable that the professors participating in the STPPE have been trained in research and have had research experience. A constant source of frustration in working with the students in the group projects is the lack of experience in research on the part of the Brazilian professors. This not only puts the burden of the research projects on the Unesco expert but minimizes the possibility of integrating the substantive aspects of the students' experience with the methodological training. Assuming it is difficult to find individuals with research training and experience, I would strongly recommend that the professors of the STPPE be encouraged to conduct their own research. From my observations, this would be entirely possible within the present structure. In this respect, it should be noted, the failure to replace the present Expert in Research Methodology may present great difficulties in the successful culmination of the students' projects.

## 10. Requirements of Seminar

I believe that the students are required to carry too heavy a load during the one year that they participate in the seminar. In addition to the seven courses, all taken during the first semester, the students must conduct a group project and develop an individual research project. Five of the courses require that the students attend a weekly seminar. The students hardly have time to keep up with assignments and do the required library work. Criticism and analysis cannot be adequately pursued under such circumstances. I suggest that the Centro reevaluate the necessity for all of the students taking all of the coursework. There are some courses that are essential for the learning of research; there are research methodology, tests and measurements, and statistics. Psychology and sociology are the two basic substantive fields from which the students will draw their ideas, and could probably be defended for inclusion in the coursework. However, the necessity for all students to take philosophy and administration are less easily defended. Were the students to remain for a two year period the work could be distributed easily to permit the inclusion of all of these courses.

Further, the requirement that the students conduct a group project as well as developing an individual project seems unrealistic. Because of time limitations, the group projects must begin before the students are far enough along in their training. This creates confusion and anxiety. I believe the projects should be delayed until the second semester and restricted to individual projects. Of course, if it were possible to have the students remain for two years then I would recommend the group project as well.



CIDADE UNIVERSITÁRIA  
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*c. B. P.*  
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CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS  
DE SÃO PAULO



End. Teleg. CENTROPESQUISAS  
CAIXA POSTAL 5031

From

Dr L. Mukherjee Unesco Expert BRAZ-ED/10  
attached to Unesco Mission C.R.P.E.  
Sao Paulo Brazil

To

The Director,  
INEP  
Brasilia

Sao Paulo dated 4th Sept 1963

Dear Sir,

Herewith I submit my final report to Unesco whose copies I have submitted separately to Untab and to Unesco.

I hope you will find them in order. I am leaving Sao Paulo on the 11th September 1963; although I do not anticipate it, but should you have anything to inquire of me you may write to my Indian address:

Dr L. Mukherjee  
Ambika Aditya Lane,  
Shivaji Marg P.O.  
Lucknow India Asia.

Mean while let me give my farewell greetings to you and thank you for all the cooperation that I received from INEP.

Yours Faithfully,  
*L. Mukherjee*  
L. Mukherjee

FINAL REPORT OF Dr Lalit Kumar Mukherjee

Unesco Expert, BRAZ ED/10 in  
Methodology of Educational Research,  
attached to Unesco Mission, at  
Centro Regional de Pesquisas Educacionais  
Caixa Postal 5031 Sao Paulo, Brasil  
Lation America.

Period Covered by the Report:- 5th October 1962-4th October 1963.

After his initial briefing in Paris and in Rio de Janeiro, & the expert arrived in his duty station on the 18th October 1962.

During his first fifty days the expert helped the other Unesco and Brazillian experts to plan the necessary theoretical course to give a research grounding to the research students (bolsistas) of 1963. At the same time he offered such assistance as the batch of 1962 needed. In the months of January and February this offer was limited to such research students as stayed on and at the same time, the expert planned a course of ten lectures on Methodology of Educational Research. After March 1963, he has not only given these lectures (whose number was increased to 12 actually) and held two tests, but worked at first with six and later with fourteen research students advising and directing their activities in the field of Tests. He has also delivered lectures on Test Making to students of the audio visual group and on Hindu Philosophy to Philosophy students, both gratis and after getting permission from B.M.S. He also helped some of the Research students of other groups and of the last year to plan their work.

The expert's recommendations are:-

- (a) That the course should be extended to 2 years to give more intensive training in both theory & practice.
- (b) That only one and not two foreign language should be taught,
- (c) That Unesco should send its experts for two years at a time.
- (d) That INEP should ascertain the expert's language (English, French, Spanish or Russian) before his arrival and provide suitable interpreter assistant to the expert from the day of his arrival.

The expert leaves Brazil with best wishes for all.

*L. Mukherjee*  
Lalit Kumar Mukherjee.



Final Report of  
Dr Lalitkumar Mukherjee  
Expert on Methodology of Educational Research,  
attached to Unesco Mission at  
Centro Regional de Pesquisas Educacionais  
de Sao Paulo, CAIXA POSTAL 5031 Sao Paulo.

To

The Director,  
Bureau of Relations with Member States,  
(Through Chief, Latin American Section),  
Unesco  
Place de Fontenoy Paris 7 e

Dated Sao Paulo, the 4th September 1963

Period Covered by the Report: 5th October 1962-4th October 1963.

Introduction:-

According to the memorandum prepared by my predecessor, Dr Robert Brackenbury and submitted to Unesco:

" The prevailing idea in the planning and organization of the ~~Sem~~ Seminar was that it is indispensable to have Secretaries of Education committed to the necessity of scientifically conducted planning and, consequently, there is need to prepare and improve personnel in educational research so that they may initiate the plans for the ~~xxxx~~ ~~xxxxxxx~~ reforms to take place in various states as well as conduct the research planned by various regional centres of educational research maintained by the INEP. "

It may be added, that Brazil, the largest Latin American ~~xxxx~~ country, is in a process of rapid development just at present, though its financial and educational resources do not keep pace with the industrial development. It thus presents the contrasting picture of both a highly developed and underdeveloped country. A careful planning and of pooling its available resources is necessary especially in the educational field. INEP, the national organisation has opened several regional centres of educational research (notably in Rio de Janeiro, Sao Paulo, Porto Alegre, Recife, Belo Horizonte and Salvador), called C.R.P.E. But the personnel of these centres as well as several state secretariats need persons of research experience. It is with an idea of opening a centre for training the research personnel, that Unesco and Inep decided to use the regional centre of Sao Paulo, where ~~was~~ another mission of Unesco works with Latin American Elementary ~~xxxx~~ Teachers. Between March 1962 and December 1962, a group of 40 research students were trained by Professors Brackenbury, Karmioen, Lindgreen and later by Madame Cambone and L. Mukherjee, on the techniques of working with a research project in the fields of educational Sociology, Educational Administration and Educational Psychology including Tests



With the departure of Professors Kermoian and Lindgreen the task was continued with only two experts (madame Cambone & L. Mukherjee) and since 13th July 1963<sup>up</sup> to ~~the~~ 28th August 1963 by L. Mukherjee alone. Just a fortnight after ~~the~~<sup>my</sup> scheduled date of departure, Professor Levin arrived and from 28th August 1963 to 11th September 1963, the course of two experts after which Mr Levin will work alone.

Description:-

The project of the seminar as well as its curriculum underwent several reexaminations during its initial period of two years. It was originally conceived to be a practical course of training in specific fields and hence the name seminar was given to it. For, as Prof Brackenbury says in his memorandum: "The title of the project itself which might best be designed a 'Seminar' rather than a 'Course' reflects the intention of its organizers who sought to ~~avoid~~ avoid an exclusive emphasis upon the theoretical <sup>and</sup> academic".

It was, however, soon discovered that the candidates for the seminar had poor theoretical training as has been mentioned in the sixmonthly report of Professor Lindgreen submitted to Unesco on Aug 1st 1962 "I will say, however, that their level of competence is about equal to ... the university juniors who have a year or so to go before receiving their bachelor's degree".

The experience of the first ~~xxxxxxx~~ seminar thus indicated that some sort of theoretical course should be added to the practical training that the students needed in order to be effective research workers. Consequently towards the end of the first seminar, it was planned to have a suitable theoretical course. Immediately on my arrival in Sao Paulo, a committee was formed with Madame Cambon, myself and certain Brazillian ~~xxxx~~ educators and we planned a course which I have described in detail in my halfyearly report submitted to Unesco ~~in~~ on the 4th of April 1963.

In the fag end of the last semester when I arrived, I was also engaged in assisting the bolsistas (research students) ~~in~~ who needed by guidance in completing their projects or in mathematical and statistical computations. This included besides Educational Psychology students, students of other groups also Educational Sociology and Administration. I felt rather keenly the want of a competent assistant knowing English and Portugues, for I was the only expert deprived of this service and at the time when I needed it most. It was more a matter of goodluck rather than ingenuity on my part that I could pick out three African students knowing both

Final Report of BRAZ ED/10 (5/10/62 to 4/10/63) Restricted  
English and Portuguese who helped me voluntarily.

The period between 7th December 1962 to 18th March 1963 was utilized in finding the reliability and validity (as well as item analysis in two cases) left incomplete by Professor Lindgreen.

There were five elementary school tests and for which separate state-wise validities were ~~needed~~ needed for 4 states and two secondary school tests which needed item analysis before they could be effectively standardized. This task could only be partially completed.

The Period between 18th March 1963 to 13th July 1963: \*

This entire period may be taken as a single unit though it can be subdivided into two parts one ending in ~~May~~<sup>APRIL</sup> when the work was basically theoretical and the other from ~~June~~<sup>MAY</sup> 1st when the projects were planned. In the first sub part of the period, lectures in Educational Psychology, Administration, Sociology, Statistics, Philosophy, and Problems of Brazillian education was given by ~~Brazill~~ Brazillian educators. Madame Cambon delivered lectures on Educational Tests and preparation of Questionnaire as a research technique. I gave lectures on general ~~pr~~ research methods on a programme settled in November 1962 and planned in detail during January-February 1963. The planned programme in the form of a monograph has been submitted by me to Unesco in February 1963, and the outline has been included in my halfyearly report submitted to Unesco on the 4th April 1963. I delivered these lectures in Portuguese and actually diverted from my original plan of ten to twelve lectures given as follows:-

Date	<u>Lecture Topic.</u>
2/4/63	Importance of Research.
9/4/63	Areas of Educational Research: Pedagogic, Psychologic, Sociologic & Administrative.
16/4/63	Importance of Hypothesis and Sampling.
23/4/63	Different kinds of Research Techniques: Historical Surveys.
30/4/63	Detailed discussion of Interview as a Research Technique.
7/5/63	Observation as a Research Technique.
14/5/63	Experimental Methods: Single, Parallel, Rotation, Laboratory.
21/5/63	Case Study as a research Technique.
28/5/63	Documentary Frequency, Genetic & Correlation studies.
4/6/63	Analysis in Research and formation of a conclusion.
11/6/63	Writing a Reserach Projects. Research problems in a developing country.
18/6/63	Organisation of Research activities in a developing country.

The memecograph summary sheets of my lectures seemed to be in great demand not only by the research students but by many Brazillian educators in the centre. Two tests were given by me on the 24th March and on 25th June to examine the progress and they had



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made, during the course. Though the subject matter of the second test was difficult, yet it displayed the same median and a smaller standard deviation.

During this period, I was invited by ~~the~~ two other organisations to deliver lectures. The seminar of Audio Visual Education is working in the same cidade under Point 4 Scheme of U.S.A. The coordinator of the course ~~xxxxx~~ requested me to deliver three lectures on Achievement Tests and after receiving permission from Bureau of Member States, I delivered the following lectures:-

- 1) Importance of Achivement Tests 18th June 1963.
- 2) Preparation of various types of tests 20th June 1963.
- 3) Standardization of Tests 27th June 1963.

At the invitation of the Faculty of Philosophy of the Sao Paulo University, I was invited to deliver a course of lectures on the Development of Hindu Philosophy. I prepared the texts and secured permission from the Bureau of Member States Unesco to deliver the lectures. Only two of these could be delivered during the period upto July 1963 and the third though scheduled for June was actually delivered in August 1963. The subject matter being as follows:-

- 1) Hindu Philosophy from B.C,2500 to A.D,550 12th June 1963
- 2) Hindu Philosophy from A.D,550 to A.D. 1750 19th June 1963
- 3) Hindu Philosophy from A.D. 1750 to A.D. 1962 scheduled for 26th June 1963  
Actually delivered on 19th August 1963.

Needless to say, all these lectures were given without any remuneration and were all delivered by me in Portuguese. Besides the students of the courses concerned( Audio Visual in case of the first three and Philosophy in the last three), the Bolsistas of the course also attended and the lectures on Hindu Philosophy were attended by the Professors of Philosophy course, Some outsiders, the Director of the Centre and the Coordinator of Stppe II.

Besides these since May 1st, I was directly concerned in working with two groups of research students . It was at my suggestions in April, that the mornings were confined to lectures and afternoons to research projects. Of the 38 bolsistas of the year, four were actually working on a Carnegi Fund Reserach Project under the ober all direction of Dr Havighusst, a former Unesco Chief of the Mission. 8 chose the field of Educational Administration, 5 were in Socilogy, 7 in Educational Psychology and the remaining 14 bolsistas which contained four of the last year's students and 10 new ones chose to work in the field of tests and measurements.



By mutual agreement it was decided that Madame Cambom would guide the research project of eight of them for the first two months and I would have the remaining six for <sup>two</sup> months. Thereafter the entire group of fourteen students of the test and measurements groups would work with me for the remaining ~~two~~ months of my stay. Thus I had six students with me for four months and a half and fourteen for two months and a half to work with me till September 11th. The arrival of Mr Levin on August 28th is calculated to prove more by the way of follow up work than of relief immediately, for he will naturally take some time to pick up work. I am now in a possession to assess the work of the group of students under me as follows:-

- (a) The group working with a science test for the secondary schools. This group consists of four bolsistas working under the ablest student of the last year that we have at present. During the months of May and June, this group found out that the different states of Brazil had different science programmes for the secondary schools and many of them are in a state of transition. Any way they could select three forms of the tests with sixty items each. The forms are parallel and could be interchanged. Each had twenty items on ~~Physics~~ Physics, ~~Biology~~ Biology and Chemistry and after thorough examination and discussion these items were picked out for original try out. In ~~August~~, July, the schools for try out were selected and the tests were printed. The idea of having three parallel forms was to provide a pool of ~~items~~ <sup>items</sup> in Form C which can replace such items as have low item discrimination value of high difficulty value. Thus at the end, the final ~~test~~ <sup>test</sup> will have two forms A and B. In August the try out was started in 5 schools of Sao Paulo selected by random sampling method. It is expected that as scoring is being carried out simultaneously, the item analysis can begin by the middle of September 1963. Needless to say that when the test finally emerges it will prove an effective instrument for selection of students for scientific and vocational groups in higher secondary schools.
- (b) The second group of two bolsistas, one old and the other new, worked on the revision of the Portuguese test developed in the last year. This test was examined in January and February for the States of Goias and Parana and it was found that it had certain structural defects. The item analysis found that many items were unsuitable. It was first thought that perhaps pooling a few items afresh and by grafting them into the test, the structural defects could be patched



up ~~xxxxxxxxxxxxxxxx~~. But it was not possible to arrange a try out in the two states and hence the whole test was revised with over 90 items in each form in place of the original sixty and two complete new forms have just been improvised (in this respect my final report differs even from the draft submitted on the 8th August). It is expected that this completely new form, when ready for final application, would have some sixty items and will be really useful Portuguese test for the secondary stage.

Besides these two new projects that have been carried on under my direct supervision, the projects which were conducted by Madame Cambon in May and June came under my supervision from July onwards, though the routine part of the work was done by her assistant. The groups met me at least four times during the period of my stay and hence I am in a position to report their progress.

(c) One group of three bolsistas, one of the last year's and the other two new, developed ~~xxxxxxxx~~ a mathematics test in three forms of sixty items each. The test has also been developed in three forms like (a) so that items can be pooled from the third form for use in the other two, after item analysis. The progress of this group has been somewhat hampered, but ~~xxxxxx~~ by the end of August, two of the forms were being administered, while the third was under print.

(d) One group, containing an old and a new bolsista, worked on the relation of the problem solving attitude and ~~xxxxxx~~ success in mathematics. They prepared a questionnaire which was administered to the students, and after this their next phase of work will begin when the scores of the mathematics test of group (c) are made available to them.

(e) The fifth group has been investigating the system of promotion in elementary schools. Here too the pace of group was accelerated since their beginning of August.

In addition to these one bolsista was deputed to help a bolsista of the last year who is now working in the Statistics department. The latter could not complete her project of developing a reading test last year. It is expected that with the assistance that she has been given she may be able to finish her work.

By far the most important work that has been done in the month of August has been to evolve individual projects for each student in the Test and Measurements group in a manner that they may prove useful to them in the next year. There has been some resentments in the states that the research activities of the centre are not coordinated with the needs of the individual states. This was expressed at the meeting of the bolsistas in June also. To remedy this I advised each one of the fourteen bolsistas of



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 I of the test and measurements group in June 1963 to consult their State Education Secretariate or Regional Research Centres to give them a list of problems, they are interested to investigate, and I with the help of the bolsista concerned would structure the suitable plan of research for them. Through out August I was kept busy with the programme having spent on an average about four sessions of one hour each with each bolsista and could finally structure a research plan project which they can take back to their states. In planning the project, I kept one point in my view namely to make use of the which we (namely Professor Lindgreen, Madam Cambom or myself) have developed in this centre. This I felt was necessary for on one hand it connects the programme within the field of specialisation of the respective bolsista and on the other hand justifies the work that we are doing in the centre. I have, I believe, structured the research project fairly well with the bolsistas and I leave it to Professor Levin to put finishing touches.

Besides this in June and July, two the last years bolsistas came from the states of Ceara and Goias and wanted my guidance in developing percentile norms. This I did for them as a part of extra work. In July and in August a bolsista of the Educational Administrati group sought my guidance in developing and in analysing a questionnaire which she applied in her state of Rio de Janeiro. In August two other bolsistas of the Psychology group sought my help to plan their research programme for the next year like those of the bolsistas of the Test and Measurements group. This I did to their complete satisfaction.

While it has been my privilege to work with several Brazillian educators during the year, I must particularly mention the name of my assistant Miss Clea Rameah who worked with me since April (after the departure of Mr Roberto Mereá). I have found her anxious to improve, regular and deligent and she has a good command over her English. Evidently she has made a good use of her stay in U.S.A, under the U.S.Educational Scheme for three years from 1959-1962. My only regret is that she worked with me for such a short time, only about five months and a half. The work of the section which I was in charge improved considerably and she was able to inspire the bolsistas with the spirit of her dedication. I am confident that she will be able to carry on in my absence after the special statistical training that I have given her. I can also safely recommend her to another expert who may follow me.

In the end of June 1963 I was associated with Brazillian



experts to draw up plans for 1964. I am glad to mention that my colleagues viewed with favour my suggestions for extending the course from one to two years, though they have restricted it to selected bolsistas.

Personally speaking, I favour the extension of the course to two years divided into four semester as follows:-

(1) Ist Semester:- Theory course to improve the basic ~~work~~ equipment of the bolsistas as suggested by Prof Lindgreen and partially followed this year. During the course extensive lectures on research techniques will be given.

(2) Second semester may have some theory course, but the main emphasis would be laid on planning group projects so that the bolsistas may learn the research techniques in action.

(3) The third semester should give the research students <sup>an opportunity</sup> to plan and work out projects in Sao Paulo under the guidance of the experts in the centre. This will develop their individual initiative and self reliance.

(4) In the fourth or the last semester, the bolsistas would go to their respective states but still keep in touch with the centre experts and work out research projects useful to the states. As I have mentioned already, it has been one of the complaints of the bolsistas that the problems they work here in the centre bear no relation to the problems as they exist in the states. To counter act this, I have planned the projects of 14 bolsistas of the ~~best~~ <sup>best</sup> group and voluntarily helped ~~two~~ <sup>two</sup> from the psychology and another from the administration group. But this has been just planning. The main problem is to look after the operation of the project, and therefore I suggest the utilisation of the second half year for this scheme alone.

I may add that this suggestion of increasing the training and guidance period from one to two years, is not just a suggestion of a momentary impulse, this has been my view from the very first month of my arrival, when I discovered the fundamental weakness of the bolsistas ~~of~~ of 1962 group and realised that perhaps no better method of selection, was possible in Brazil, where we have to work with available materials. From that time I developed a hypothesis that perhaps a second year's course may give these bolsistas a better chance. To give my hypothesis a <sup>trial,</sup> I suggested in November that a limited number of bolsistas of the batch 1962 may be given a chance to stay for another year so that we could ~~watch~~ watch their improvement. Fortunately other experts, Prof Lindgreen and Madame Cambom, agreed with the plan and we recommended that six bolsistas may continue to work for a second year. Owing to the fact that the respective states could not spare two of them, four bolsistas of the year 1962 could work for 1963. This provided a small group but it gave



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gave me an opportunity to compare their work with the work of the present batch of students in a manner analogous to Control and Experimental group methods, though in a certain restricted sense.

I am glad to say that all of them have improved considerably after the first year, and though while assessing their improvement, I would place them in the following descending order :

- (1) Maria da Glória Olivera Rezende of C.R.P.E. Minas Gerais (Belo Horizonte)
- (2) Maria da Penha Carvalho of Espirito Santo (Vitoria Secretaria)
- (3) Carmen Mendonça Lacerda of Paraíba (João Pessoa School Teacher)
- (4) Maria Jorgiza Mello of C.R.P.E., Bahia ( Salvador )

The last one is a matured person and that is the reason why she has probably reached <sup>nearly</sup> the peak of her improvement already and hence did not so much improvement as the other three did, but nevertheless in her case too the improvement is significant.

I can say that even at this time when they are going through ~~it~~ their second semester's work, they are in a position to carry out some independent research work by themselves or assume the leadership in a group project and their example prompts me to put forward, all the more stringly the case of a general extension of research programme from one to two years.

As a corollary to this recommendation, I would like to suggest that since the development of research ability is the chief objective of the course, bolsistas should not be over burdened with two courses of foreign language study. In 1962, only English was offered, in 1963 it was proposed to make both English and French compulsory. It was only through my strong opposition, that a via media was worked out so that students could take either English or French or both though many were put to a sort of indirect pressure to offer both and their number ~~is~~ approximately half of the total group. I am afraid, my suggestion for extending ~~the~~ the course to two years may prompt some of the organizers to offer English in the first year and French in the second year or vice versa. This I would strongly ~~oppose~~ oppose. I maintain they they should be asked to study one foreign language, English or French, for two years. While I agree that study of one of these languages will ~~bring them~~ enable them to study the latest literature, I do more strongly maintain that it is better to learn one language well than two badly.

My next suggestion is for Unesco. Since the course would be one for two years, it is desirable that Unesco experts are sent not for one but for two years as far as possible. This is further useful in view of the difficulties an expert is likely to encounter when the does not know



Final Report of the Expert BRAZ ED/10 (5/10/62 to 4/10/63). Restricted.  
 the language of the country. It takes one at least six months to learn the language and very effective service of the expert is thus limited to a period of less than six months. If my suggestion be accepted, Unesco will increase this effective period three fold. The extra year will also give the expert a better insight into the problems that particularly confront the states of Brazil, especially while there are great differences between the most developed, moderately developed and under-developed states.

My last suggestion is for INEP, and that also arises out of the practical difficulties that I faced during the first two months of my stay here. I should expect INEP to see that an expert is provided with a satisfactory and preferably whole time ~~English speaking Portuguese speaking~~ assistant from the moment he arrives in Brazil. This ~~expert~~ <sup>assistant</sup> should know the language the expert speaks, ie English, French, Spanish or Russian as the case may be and Portuguese. During the first two months of my stay I faced many difficulties and had not the three African residents in the Centre come to help me as interpreters, I am afraid I would not have been able to offer effective help to the students during the first two months when my knowledge of Portuguese was too poor. For the next three months I was provided with an assistant whose knowledge of English was very poor and who did not have enough time to spare because of his other engagements. From April, I got an assistant who had of course some other work, namely English teaching, but because of her efficiency in English and devotion to work, I did not find much difficulties. I do not want any of my future colleagues to be placed in the same difficult situation as I had been placed and hence this suggestion. I know there are other alternatives to this. For instance, Unesco could send only Spanish or preferably Portuguese knowing experts or can arrange for the education of the experts in Portuguese/during the briefing period prior to arrival. But while the first one of these suggestions is undesirable, because it limits the field of choice for the expert and gives the Brazil the best available material from what ever is possible to procure within a ~~limited~~ limited field, the second will put Unesco into an expensive and impracticable position of being converted into a language training centre. The suggestion that I gave, is, I hold, the only one which is both practicable and economical and at the same time almost equally efficient as the other ones.

While closing this long report, may I express my gratitude to Unesco and INEP for providing this opportunity for work. I have enjoyed my stay in Brazil and received friendly assistance from all and loyal

Final Report of the <sup>XV</sup>~~XVI~~) Expert BRAZ ED/10(5/10/62-4/10/63 Restricted.  
cooperation of my students, the bolsistas. I leave in Brazil many friends  
: friends, both among my Unesco colleagues and others, and as I leave the  
shores of Brazil, I take with me happy memories with me.

Respectfully submitted

by

L. Mukherjee

Unesco Expert on

Methodology of Educational Research.

attached to Unesco Mission,

Centro Regional de Pesquisas  
Educaçionais

Sao Paulo, Brazil.





CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS  
DE SÃO PAULO

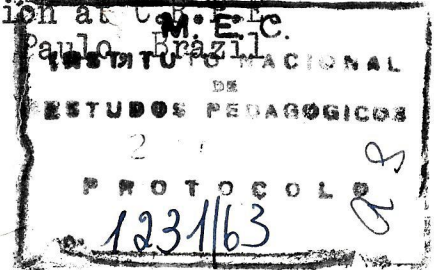
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CAIXA POSTAL 5031

From From

Dr L. Mukherjee, Unesco Expert in Methodology of Educational Research  
attached to Unesco Mission at U.N.E.P.C.  
Caixa Postal 5031 Sao Paulo, Brazil.



To  
The Director  
I. N.E. P.  
Rua Imprensa 16  
Rio de Janeiro G.B.

Sao Paulo  
Dated 16/5/63

Dear Sir,

I enclose herewith a copy of my half yearly report ~~xxxx~~ sent already on the 4th of April to Unesco. As according to the instructions of Unesco I did prepare five copies of the report, three for Unesco H.Q., one for Res Rep and one for INEP. Just on the eve of despatching, I was told that I am expected to send a copy to the Coordination of Major Projects at Chili and two copies for this Centre. This thus needed atleast 3 extra copies to be retyped. I had thus been compelled to send all the copies including Chili in time and requested the Centre to type for me copies needed by INEP, and the local centre. The local centre had certain typist difficulties and could give me the typed copies only on 15/5/63 full six weeks after the work was submitted by me. Hence I beg to say I am not responsible for any inconvenience caused by the delay. I am on my part sending it just the day after I received it myself.

I also enclose another sent of 3 Chapters of work for personal review of Dr Anisio. I was advised by Prof Castro of ~~CAPEX~~ CAPEX to send this in May in time for Dr Anisio's return from U.S.A.

With kindest regards.

Yours Truly,  
*L. Mukherjee*  
Dr Lalit Kumar Mukherjee.

A brief Summary of the

Half Yearly Report of the Expert Dr. Lalit Kumar Mukherjee BRAZED/10  
for the Period 5th October 1962 to 4th April 1963. (Restricted)

Duty Stations: Centro Regional de Pesquisas Educacionais de São Paulo.

The expert was appointed from 5 th October and handed over charge of his earlier appointment on 4/10/62. He was in Paris for briefing till the 15th October and arrived in São Paulo after briefing at Rio de Janeiro for two days on the 18th of October 1962.

Of the different objectives that was assigned to him, he has explained in his six weeks report (supported by all the reports of his predecessor) that tasks connected with survey of elementary education alone has been no part of the programme of the centre.

Between 18th October 1962 and 7th December 1962 the expert has given help to bolsistas to conduct their research work and has also helped in drawing up a plan of course of statistics for the centre. He has also drawn up with Madame Cambon a course of investigation for 1963.

Between 8th December 1962 and 17th March 1963, the expert has helped the bolsistas to find out statewide reliability and validity for three states individually and three others in collaboration and has also drawn up a course of lectures of Methodology for Educational Research which was one of the objectives of his mission.

Between 17th March 1963 and 4th April 1963, the expert has joined with other experts of both the courses to make the orientation of new bolsistas (research students) a success and has administered a short diagnostic test on research aptitudes.

The expert hopefully looks forward for the fulfilments of the objective set up in theoretical practical aspects of the research.

*L. Mukherjee.*

Lalitikumar Mukherjee BRAZED/10.



Half Yearly Report of the Expert  
Dr. Lalitkumar Mukherjee  
Expert on Methodology of Educational Research  
Attached to Centro Regional de Pesquisas Educacionais de São Paulo  
Caixa Postal 5031 - São Paulo - Brazil.

To

The Director  
Bureau of Relations with Member States,  
(Through Latin American Section, B.M.S.)

Unesco

Place de Fontenoy

Paris 7e.

São Paulo, Brasil Dated 4th April 1963.

Period covered by the Reports: 5th October 1962 - 4th April 1963.

OBJECTIVES:

The job description of my mission BRAZ ED/10 mentioned:

- (1) To continue the survey of the conditions of elementary schools in the various areas of the country, which was started at the research centre two years ago and determine the main needs of improvement and further areas of research.
- (2) On the basis of the actual survey, plan a course of methodology of educational research.
- (3) To work in close collaboration with the expert in measurements planning and carry out a survey of the developmental tasks of children and adolescents in various cultural areas of the country.
- (4) To plan with the specialist in measurements, a programme of children's observation.
- (5) To carry out a thorough study of the elementary schools in the community taking into consideration the variables that could influence curriculum planning.

As had been mentioned in my interim (six weeks') report, as well as in the reports of my predecessor in Brazed/10, Dr. Robert Brackenbury, the work of the seminar was never concerned with an exclusive study of the elementary education at any stage of its development, but included both, elementary and secondary stages. The mission trains both elementary and secondary teachers in educational researches to solve their practical problems in educational administration educational psychology, educational sociology and tests and educational measurements. As the first seminar had emphasised the first three aspects, it was considered desirable to continue them and to perfect the instruments of evaluation, i.e. tests both of achievement in different school subjects and of general intelligence (called Aptitude in Portuguese). Some of these tests had been planned in the first seminar, but they needed analysis and others had to be started from



Half yearly Report (5/10/62 to 4/3/63) of Expert BRAZ ED/10. Contd:

the very beginning as the details of Appendix I would show.

As has been mentioned in the six weeks' Report, the closest approximation to the job description could be achieved by associating myself to the group of Educational Psychology, Tests and Measurements, and which being virtually two groups needed the service of two experts and a void was soon to be created with the prospective departure of Prof.H.C.Lindgreen. Hence I did associate myself to this group so as to be able to fulfil the objectives n<sup>o</sup>s.(3) & (4) as well as plan for the objective n<sup>o</sup>.(2).

ACCOMPLISHMENTS:

In order to describe the accomplishments, I must in the very first place explain that my first six months of stay in Brazil formed three distinct phases of the activities in the centre. Each phase presented a challenge quite distinct from the others and needed a distinct technique to meet the challenge.

The first phase was the period between 18th October 1962, the date of my arrival in São Paulo to 7th of December 1962 when the work of the first seminar ended with a convocation where bolsistas (research students) were presented with certificates for their work.

The second phase was the period between 7th december 1962 to 17 th March 1963 when the work was confined to determine the validity of the eight tests evolved in the preceding year in seven states of Brazil separately and also to determine the reliability in one of these tests.

The third period commenced on the 18th March 1963 when the bolsistas for the second year were welcomed and the work of the new year started.

(a) First Phase (18/10/62 to 7/12/62)

This represented the last fifty days of the second semester and the bolsistas were busy in consolidating their research activities and in writing the research reports. As it was mostly a period of action research, no lectures were planned by experts in educational administration, in educational sociology and in tests and only two lectures of educational psychology were delivered by Dr.Lindgreen, which happened to be the last two of a series he had planned before. For this reason and also due to the fact that unlike other experts, I was not provided with an interpreter-assistant, which I needed most as this period, when my knowledge of Portuguese was certainly much below the mark, it was not possible form me to deliver any lectures.



Half Yearly Report (5/10/62 to 4/4/63) of Excert BRAZ ED/10 Conted:-

The work done by me had been mostly in checking statistical work and in giving guidance to the bolsistas not only of the educational psychology branch but also of other branches: educational sociology and educational administration ( in the latter branch, however only one bolsista came to me for help). I must gratefully acknowledge the help that I received at this stage from several sources, mainly in interpreting to me the actual difficulty of the bolsistas and in interpreting my instructions to the bolsistas who did not know English. I must particularly mention the name of three African residents of the centre ramely:

- 1) Akon Moah Ossi, a student from Ghana reading a course of Geology.
- 2) Francis A Quaye, student from Ghana reading a Medical course and
- 3) Paul Etame Evane, a student from Cameroun reading a course of Political Science, for their ungrudging help for no other consideration than the gratitude they richly earned both from myself and the bolsistas. I must also thank such functionaries in the centre who were not obliged to help me but did nevertheless help me in the work, particularly:

- 1) Mr. Alvaro Gulle, Escriurário in the office and
  - 2) Miss Hilda de Almeida Guedes, then the Assistant of Prof Lindgren.
- Both these persons did give me their ungrudging help in my office work and also in interpretation when ever they happened to be present while a bolsista came to see me.

Besides this work, the period was utelised in planning the course of work for the following session. As had been mentioned in my six weeks report, a course was drawn up in statistics in coordination with the teachers of the Latin American Specialist Course ( Ceal) on Statistics and to fit with this, a course of work for Steppe II was drawn which provided that in the first semister the work will be more of theory and less of individual research as the new bolsistas should be made acquainted with elements of research technique. It was thus decided that the work will be alloted as follows:

- (a) Eight hours per week on theoritical studies, in Research Methods as per objective (2) and in work in specific branches of tests and measurements, educational psychology and educational administration besides educational sociology.
- (b) 2 hours per week will be devoted in teaching the students elements of statistics, as was done in the last semester.
- (c) 2 hours per week will be devoted in studying a foreign language, either English or French.
- d) Ten hours per week would be devoted to individual guidance they

*C. Brown*



H Half Yearly Report (5/10/62 to 4/4/63) of Expert BRAZ ED/10 Contd:-

may need from the experts.

(e) The remaining time will be devoted to the individual study and action research of the polsistas.

Along with Madame Cambon scheme of research work was also drawn up. In drawing up the scheme of research work the following objectives were kept in view:

(a) That the first and foremost work should be to develop and complete the work that started in the first seminar. Eight tests have been developed in two forms each and they have been administered in seven states. But the validity had not been calculated for any one of them and the reliability in some of them is yet to be determined and in others, it needs to be corrected. The first priority was therefore to be given to the completion of these eight tests and to get state wise norms for each.

(b) Side by side with these studies some studies were proposed to be taken which in the opinion of the administrative officers of Brazil demanded a high priority and which included the problem of wastage (drop outs) in the elementary stage and the conditions that determined the choice of a particular course rather than another in the secondary stage. The examination of the efficiency of the system of promotion in the elementary stage and a study on the causes of weakness in arithmetic for such pupils as are superior in general intelligence.

(c) In addition to the work proposed above, new tests are to be developed both at the secondary stage to complete the battery.

The proposed scheme was duly submitted to INEP for its approval and has been accepted with slight modifications as would appear from the accompanying Appendix I.

(b) Second Phase (8/12/62 to 17/3/63):-

As has been mentioned already, the main work at this stage has been to complete the work left unfinished in the first seminar as the work proved too heavy. As many as eight tests: five in the elementary level (Aptitude or General Intelligence, Language or Portuguese, Arithmetic, Social sciences and Natural sciences), and three in the secondary level (Aptitude or General Intelligence, Language and Social Sciences), had been evolved, all in alternate forms and had been administered in eight states: Ceara, Paraíba, Pernambuco, Minas Gerais, Espírito Santo, Goiás, Guanabara, and Rio Grande do Sul. This itself was a big accomplishment. Due to the fact that the session closed rather too early, namely on the 7th of December, it was not possible to complete the studies of Validity for any of these states separately and also for separate reliability for Goiás and Paraíba. The main activity in this period was therefore directed towards the determination of validity statewide as several state



Half Yearly Report (5/10/62 to 4/4/63) of Expert BRAZ ED/10 Contd:-  
educational authorities were interested in getting the reliability and validity of their respective states. Before 20th February most of the work was done to secure the validity of the five elementary school tests ( class IV) of the state of Ceara ( Aptitude, Arithmetic, Portuguese , Social Science and Natural Science) with the school rating as the criterion, and of the three secondary school tests ( Aptitude, Portuguese and Social Science) for the state of Paraiba. In addition some work was done for the state of Pernambuco also. As for the major part of the period, Madame Cambone had to be away to assist in the selection of new bolsistas from the northern states, the work of directing the research activity fell solely on myself, but as soon as Madame Cambone returned, the work became shared as before. After 20th February while the work for Pernambuco continued, the review and correction of reliability figures of the other states were taken up as three of the bolsistas of the last seminar came to the centre to continue the work for the next session. Unfortunately, the revision of work for two of the states: Goias and Guanabara could not be taken up as the governments did not allow the bolsistas of the last year to come to the centre and complete their work because of the pressing demands of trained personnel in their states. It is still hoped that some way would be found where by the unfinished researches for these two states would be completed.

An important task done in this phase was to prepare and equip oneself for the conferences that are to follow with the new seminar . There were two things, it has been decided that a course of ten lectures on Methodology of Educational Research will be given by me (leaving the portions strictly connected with tests and measurements to be taken up by the other expert, Madame Cambone). Consequently a scheme for lectures was drawn up by me and contents of the lectures prepared consulting certain available references and such references as I had brought with me. In my spare time, I did extend the scope of the work by writing a few additional chapters on the area of tests and measurements and included it in a book form which I have sent to the Bureau of Member States on the 16th February 1963. I did also meet a few informal discussion groups anxious to know more about the progressive development of Hindu Philosophy after the sanction received from the Bureau of Member States and do hope to address few formal lectures on the subject in the session in my spare time.

The schedule and short summary of the ten lectures on



Half Yearly Report(5/10/62 to 4/4/63) of the Expert BRAZ ED /10 Contd:-

Methodology of Educational Research to be given to the bolsistas by me are included in the Appendix II attached to the report.

During the period, I am glad to say that the services of an assistant was provided to me from January 1st in the shape of a part time worker. Mr. Roberto Moreira, a lecturer in the Faculty of Philosophy did work as my assistant and interpreter, most of his work being confined to the translation of the lectures with which the new years work was to begin. He had ofcourse his own commitments in the faculty of Philosophy and hence was available for a part of his time for the work. I am grateful to Mr. José Augusto Dias who helped me before Mr. Moreira was available and also to the three African students whose voluntary cooperation, I could still count on. I am grateful to the Office Secretary Dona Maria Lúcia Mello de Abreu who did get the voluminous translations typed including my articles in Hindu Philosophy translated into Portuguese.

(c) Third Phase ( 18/3/63 to 4/4/63):-

As is clear from what has preceeded, the new session has just begun with four of the old bolsistas continuing their work in completing the state wise norms for the tests and in finishing their validity tests. As soon as they finish their work it is proposed that they would act as team leaders with new bolsistas to follow them in evolving two new tests of the session namely in Mathematics and Natural Science for the Secondary stage.

Other bolsistas who would elect to take up research work in Educational Psychology Tests and Measurements would be drifted to undertake the new researches given in the Appendix I.

The course has just begun and it is perhaps too early for one to give a comprehensive report of what has been achieved so far, and still less to evaluate critically the outcomes.

The first week from 18th March to 25th March was the orientation week in which besides formal opening, and making the pupils acquainted with the available facilities, very little could be accomplished. A lecture was, however, organised to acquaint the bolsistas with the framework on the organisation of United Nations and particularly of the role played by Unesco. This was a joint lecture both for the course of Pesquisas (Research Students of Brazil) and the Especialistas of the Latin American Course. The lectures had thus to be in Spanish which could be understood by all. Prof. Oliveros, the Expert in the Latin American Major Project Scheme, was thought to be the most qualified <sup>person</sup> to deliver the lecture both due to his



Half Yearly Report (5/10/62 to 4/4/63) of Expert BRAZ ED /10 Contd:-

long association with the organisation and also in view of his facility to speak in the Spanish language, as he hails from Spain. This lecture was given on the 20th March 1963 and was followed by another lecture to the two groups by Dr. Stanley Applegate on the work of Unicef, an organisation with which Dr. Applegate is connected personally. This too had to be given in Spanish because while the Brazillians in the Pesquisas group can understand Spanish, the Latin Americans in the Especialists group do not understand enough Portuguese as yet as to profit by a lecture in Portuguese. In both these lectures the bolsistas of the pesquisas group participated and has been profited by.

In the second week, it was decided that the diagnostic studies of the aptitudes of the bolsistas will be made means to two objective tests one on tests and educational measurements set by Madame Cambone and the other on general features of research methodology and techniques by me. The test set by me contained 20 questions, ten on the true and False Type and ten on Multiple Choice Type, and covered the different areas of research activities. It was thus both a diagnostic and predictive test of aptitude of the student in a particular field of research. The test, it may be confidently said, help the guidance of students in their selection to the particular fields of research and to the particular techniques of research undertaking.

As for the activities to follow the research, they are just taking shape in the lines of Appendix I for Research Activities and in the line of Appendix II so far as theoretical studies of the Research Methodology as required under (2) of the objectives are concerned. I feel I shall be in a position to evaluate the outcome the work at the next report. The work has a just commenced and it is too early to evaluate its outcome .

Notes:-

It may be noted that the period 5/10/62 to 18/10/62 has not been included in the report as upto 15/10/62, the expert was engaged in the preliminary briefing at Paris and on 16/10/62 and 17/10/62 he was in Rio de Janeiro for his briefing. Work at the duty station began with his arrival at São Paulo on the 18th of October 1963.

Future Plans:-

As most of the work (except the first items) in the two appendices I and II are yet to be accomplished they constitute my future plans. I am looking hopefully to the future to accomplish what planned to do within the period of my contract.

Respectfully submitted by

*S. Mukherjee*

Lalitikumar Mukherjee. Expert BRAZ ED/10



APPENDIX I

A Brief Account of the Research Work proposed to be covered between 18th March 1962 till the end of the Expert's stay in the centre (normally upto the end of August 1963), to be done jointly with Madame Jacqueline Cambon Brazed/9 and the expert Lalit Kumar Mukherjee Brazed/10.

1) Completion of the tests commenced in 1962.

The following tests were developed in 1962 but due to shortness of time, it has not been possible to find their statewide validity and reliability as well as percentile norms. Item analysis of the test marked with \* has also to be made.

Tests at the Elementary Level:-

Intelligence (Aptitude) Tests, Form A & B.

Achievement Test in (1) Arithmetic, Form A & B. (2) Language, Form A & B. (3) Social Science, A & B. (4) Natural Science, A & B.

Tests in the Secondary Level:-

Intelligence Test (Aptitude Test) Form A & B.

Achievement Test in (1) Language Form A & B \*  
(2) Social Sciences Form A & B.

2) Development of new tests at the secondary level:-

Achievement Test in (1) Natural Science Form A & B.  
(2) Mathematics Form A & B.

The task involves, item selection, standardisation, item analysis, and application of the tests in as many the states is possible to ascertain the reliability and validity.

3) The following new investigations will be started with the bolsistas:-

- (a) To study the factors that influence the desertion of students in the primary level (note:the wastage involved by the desertion is acute and a study to note its causes will be helpful to the administrators).
- (b) To study the efficiency of the system of promotion in primary schools (note the investigation will examine how far the system is efficient).
- (c) To study why some students who are superior in general intelligence are yet inferior in, their achievement in Arithmetic (a study of last year continued,
- (d) To study the factors responsible for selection of different types of courses after the first stage of secondary schools (whether, prestige value, intellect, aptitude or any other factors are responsible will be investigated.

To be included only of there is a surfeit of bolsistas

Case studies of exceptional children retarded and/or delinquent.

APPENDIX II

A Brief Description of the Lectures (Conferences) Proposed to be given to Bolsistas by the Expert, during the 1st. Semester 1963.

Name of the Expert : Dr.Lalitikumar Mukherjee BRAZED/10

- 1) Importance of Research Undertaking:
  - Scientific Inquiry as the best method of ascertaining truth.
  - Steps involved in Scientific Inquiry.
  - Sources for securing existing information.
- 2) Fields of Educational Research: (a) Pedagogic (illustrations)
  - (b) Psychologic
  - (c) Administrative
  - (d) Sociologic.
- 3) Importance of Hypothesis - Its characteristics.
  - Samplings: Random; Stratified; Cluster and Segmented.
- 4) A preliminary review of the different kinds of Research Techniques:
  - (a) Historical Methods.
  - (b) Normative Survey Methods: (i) Interview (ii) Documentary Frequency (iii) Questionnaire (iv) Rating Scale (v) Tests (vi) Case Study Techniques (vii) Observation (viii) Correlation (ix) Index Numbers.
  - (c) Genetic Studies Including Longitudinal Studies.
  - (d) Experimental Methods.
- 5) Detailed study of Interview as a Research Technique. Its importance  
Its Limitations.
- 6) Detailed Study of Observation as a Research Technique. Essential Qualities  
of Observation Methods.
  - Documentary Frequency as a Research Technique.
- 7) Experimental Method as a Research Technique: Single Group Method.
  - Parallel Group Method.
  - Rotation Technique.
  - Genetic Studies: Both Longitudinal Studies & Cross Sectional Studies.
- 8) Case study as a Research Technique.
  - Correlation Method as a Research Technique.
- 9) Preparation of a Research Report: Importance of Analysis.
  - Formulation of Conclusion.
  - Actual Writing of the Report.
- 10) Organisation of Research Activities & Supervision of Research Staff.
  - How to make administrators & public interested in Projects.
  - How to select efficient personnel in the Research Project.
  - How to deal with Research workers and how to retain them (hold them) in the project.



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Relatório da Sra.

Jacqueline Camboni

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E FUNDO ESPECIAL  
DAS  
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24/6/63

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FILE: 3.8.3.

21 de outubro de 1963

*J. Alice  
22.X.63  
P. P. P.*

Senhor Diretor,

.....

Tenho a honra de enviar-lhe, em anexo, fotocópia do último relatório redigido pela Sra. Jacqueline Gambon, perita da UNESCO que prestou serviços ao Centro Regional de Pesquisas Educacionais em São Paulo.

Aproveito a oportunidade para apresentar-lhe os meus protestos de consideração e estima.

Georges Péter  
Representante Residente da JAT e Diretor  
dos Programas do Fundo Especial no Brasil

Ilmo. Sr.  
Prof. Anísio Spínola Teixeira  
DD. Diretor do Instituto Nacional  
de Estudos Pedagógicos  
Rua da Imprensa, 16 - 10o Andar  
Rio de Janeiro



São Paulo, 10 juillet 1963

- A : M. José A. Correa  
Chef du Bureau des Relations avec les Etats Membres  
UNESCO, Paris - 73
- De : Jacqueline Gauthier  
Expert en Tests et Méthodes d'évaluation en Education  
Route N° 1220 9  
II Seminário para Treinamento de Pessoal em Pesquisas Educacionais  
Centro Regional de Pesquisas Educacionais, São Paulo - Brasil
- Sur : Rapport annuel d'activités de l'exercice 1962 au mois de juillet 1963  
Constitué en même temps le rapport final de son travail à São Paulo

1.- Introduction :

- 1.1- Le Seminário para Treinamento de Pessoal em Pesquisas Educacionais fonctionne depuis mars 1962 sous le patronage de l'Institut National de Estudos Pedagógicos du Ministère de Educação e Cultura, et de l'UNESCO.
- 1.2- Il a pour but de contribuer à la préparation et au perfectionnement de personnel spécialisé en recherches intéressant l'éducation, afin de répondre aux objectifs de la "Lei de Diretrizes e Bases" de l'Education Nationale au Brésil. Cette loi, en faisant une grande étape pour le pays, exige, pour être appliquée, la formation de professeurs capables d'assumer, dans les divers systèmes d'enseignement, la responsabilité de l'organisation, de la direction et de l'exécution de recherches sur la base desquelles pourront être établis les facteurs déterminants de développement et d'amélioration de l'éducation dans le pays.
- 1.3- Il est destiné à des professeurs primaires et secondaires et à des fonctionnaires travaillant déjà dans les services techniques des Secrétariats d'Education ou des cinq Centres Régionaux de Recherche et d'Education.
- 1.4- Une bourse d'une année, renouvelable dans certains cas, est attribuée par l'INEP pour qu'ils puissent acquérir les connaissances théoriques et pratiques nécessaires, et se spécialiser ensuite dans l'un des domaines suivants : Administration, Pédagogie, Psychologie, Tests et Evaluation en Education. Le terme de leur formation, les boursiers doivent être capables d'analyser et de définir les problèmes éducatifs ainsi que de formuler les hypothèses qui seront l'objet de

recherches; d'utiliser les techniques appropriées pour l'étude de problèmes déterminés et la vérification des hypothèses; de présenter une analyse et une interprétation correctes des résultats; de recommander des solutions adéquates; d'évaluer le rendement des recherches effectuées; éventuellement, de former des assistants qui pourraient les aider dans l'exécution de certaines tâches simples de la recherche.

- 1.5- Le 1er SEPE a fonctionné, en 1962, pour 37 boursiers venant de 16 Etats. Le II<sup>e</sup> SEPE compte en 1963, 50 nouveaux boursiers provenant de 17 Etats. Il s'y ajoute 8 boursiers de deuxième année, appartenant à 6 Etats, et qui ont obtenu une prolongation de leur bourse en vue de compléter leur formation et de les faire participer à des recherches de niveau supérieur. Ils pourront ainsi faire fonction de "cadres", participer à l'organisation de projets de recherches, à leur réalisation et à l'entraînement du personnel enseignant.
- 1.6- Le "Centro Regional de Pesquisas Educacionais" de São Paulo prête ses locaux au Séminaire et assure l'hébergement des boursiers. Les relations avec l'UNESCO sont confiées à Mr. Jayme Abreu, Coordinateur de la division de "Estudos e Pesquisas Educacionais" au "Centro Brasileiro de Pesquisas Educacionais" de Rio de Janeiro. La responsabilité de la direction du séminaire incombe au Coordinateur brésilien, le Fr. Carlos Corrêa Passero, assisté de 12 autres experts de l'UNESCO, en l'occurrence soi-même pendant ce séminaire. L'autre expert de l'UNESCO était le Fr. Mukherjee, de l'Université de Lucknow (Inde), spécialiste en méthodologie de la recherche pédagogique. Sept autres professeurs tous brésiliens participaient également, pendant ce premier séminaire de 1963 à l'enseignement du Séminaire.

## 2. - Résumé des activités de l'année au sein du Séminaire:

- 2.1- Mon rapport semestriel rend compte en détail du travail réalisé d'août à décembre 1963 durant les derniers mois du 1<sup>er</sup> SEPE. Il a consisté essentiellement, en collaboration avec le Fr. Lindgren, expert en Psychologie de l'Éducation, à orienter les boursiers, individuellement ou en petits groupes, dans la pratique des recherches qu'ils avaient entreprises, les études bibliographiques, l'élaboration des instruments, le traitement des données, l'analyse des résultats, leur interprétation, et la synthèse du travail sous forme d'un rapport oral et écrit. J'avais également présenté quelques conférences

Ces activités se sont prolongées au-delà de la clôture du Ier STPE pour un groupe de bourgiers qui, restés au CRPE, ont continué leurs recherches en janvier et février.

2.2- Pendant cette même période, j'ai participé à la sélection des candidats pour le II<sup>e</sup> STPE, dans le District Fédéral et dans les Etats de Goiás, Amazonas, Pará et Maranhão où nous avons eu des entrevues également avec les anciens bourgiers ainsi qu'avec certains responsables de l'Éducation.

2.3- De mars à juillet 1963, c'est à dire pendant le premier semestre du II<sup>e</sup> STPE, j'ai partagé mon temps entre l'enseignement des "Techniques de Recherche en Éducation" dont l'objectif était de compléter les connaissances théoriques dans ce domaine; les travaux pratiques, destinés à illustrer l'utilisation de certaines techniques ou à servir d'entraînement à leur emploi; l'initiation aux recherches sur le terrain, commencée dès le mois de mai, qui doit permettre le contact avec les problèmes réels et contribuer à l'intégration des connaissances et expériences acquises tout au long du Séminaire, ainsi qu'à donner une vue plus claire des interactions permanentes entre la théorie et la pratique. Pour toutes ces activités, j'ai tenté de suivre les principes définis dans mon rapport semestriel: flexibilité du programme, participation des étudiants, pratique du travail par petits groupes, liaison de l'enseignement systématique et des travaux sur le terrain, coordination avec d'autres professeurs.

2.4- Avec l'aide de mon assistante, Hilda de Almeida Gomes, j'ai dirigé quatre recherches réalisées par quatre bourgiers de l'an dernier assumant le rôle de monitrices, et six nouvelles étudiantes. Ces travaux, plus ou moins avancés, doivent être poursuivis pendant le prochain semestre. Les recherches sont les suivantes:

2.4-a. Comparaison des résultats aux tests d'intelligence et de rendement scolaire appliqués dans les capitales de cinq Etats du Brésil (Goiás, Espírito Santo, Guanabara, Minas Gerais et Rio Grande do Sul). Établissement de normes adaptées aux différences observées. Le groupe des anciennes bourgiers est responsable de cette étude et travaille en collaboration avec le Service de Statistiques du CRPE, dont le Coordinateur, Dr. Milton Rodrigues de Silva, a aimablement mis à notre disposition l'équipement mécanographique et son personnel, afin de faciliter l'élaboration statistique.

2.4-b) ~~REVUE DU TEST DE COMPRÉHENSION DE LECTURE ELABORÉ LORS DU I SEMESTRE.~~

L'épreuve révisée après étude interne, par question, dont formes d'essai du test, doit être appliquée à la rentrée des vacances d'hiver en vue de vérifier la fidélité et la validité avant l'établissement de normes.

2.5-c. Etude des relations entre la réussite en mathématiques et l'existence d'attitudes positives à l'égard de la résolution des problèmes ou de situations problématiques. Pendant ce premier semestre, le test de mathématiques a été élaboré pour obtenir une évaluation objective du rendement dans cette matière. Il servira également à compléter la batterie d'épreuves scolaires pour le "4<sup>o</sup> ano ginásial" (quatrième année du premier cycle d'enseignement moyen) commencée l'année dernière. Le questionnaire d'attitudes en relation avec la résolution de situations problématiques a été adapté d'un test analogue utilisé dans une recherche effectuée au cours du I SEMESTRE. Il reste à appliquer ces instruments, à les étudier et à tenter une vérification provisoire de l'hypothèse d'une corrélation entre les deux caractéristiques.

2.4-d. Corrélation entre l'opinion des professeurs sur certains problèmes éducatifs et le phénomène de la "réprovação" (maintien des élèves dans la même classe pendant deux années ou davantage). Cette étude a exigé une enquête préalable sur les taux de promotion des élèves de la première année primaire dans un grand nombre d'écoles. Le questionnaire d'opinions, traduit de l'anglais l'an dernier et étudié sous la direction du Pr. Lindgren, légèrement amélioré dans sa forme cette année, est prêt maintenant à être appliqué à un échantillon de professeurs déterminé sur la base des données de l'enquête. Les résultats permettront de vérifier s'il existe une différence significative entre les opinions de professeurs ayant des taux très bas ou très élevés - suivant un critère statistique - de "réprovação" dans leur classe, taux considéré pendant au moins deux années consécutives.

2.5- En réponse à des intérêts manifestés par les étudiants, nous avons organisé quelques visites dans des Services divers et des établissements scolaires: Service de Statistiques du CRPE, Compagnie IBM, "Centro de Orientação Escolar de Colégio de Aplicação", "Ginásio Vocacional", entre autres. Deux conférences ont été présentées par des professeurs extérieurs au Séminaire, l'une

l'élaboration et l'étude d'un test de maturité pour l'apprentissage de la lecture, l'autre sur l'évolution des idées et des techniques en Orientation Scolaire et professionnelle. Le plus, l'un des professeurs du Séminaire est venu exposer les aspects généraux de la recherche effectuée actuellement dans différents Etats du Brésil sous la direction du Pr. Navighurst, sur "L'enseignement secondaire et le développement économique".

2.6- Nous avons essayé, dans la mesure du possible d'établir une articulation entre les cours, tout au moins entre celui du Pr. Mukherjee et le sien, l'un sur la "Méthodologie générale de la recherche" l'autre sur les "Techniques de la recherche". Les réunions de nos deux groupes d'étudiants avaient lieu tous les quinze jours avec ce même objectif de coordination; la présentation orale, par les boursiers de l'état d'avancement des recherches et des difficultés rencontrées, permettait aussi une confrontation des expériences et une discussion des problèmes par le groupe.

#### Evaluation du rendement du Séminaire:

3.1- Des épreuves avaient été appliquées par chaque professeur au début du Séminaire afin d'évaluer l'état des connaissances avant d'organiser les cours. A la fin de semestre une nouvelle évaluation a été faite. En ce qui me concerne, j'ai utilisé le même test objectif de vingt questions, sans que les étudiants en soient informés à l'avance; je leur avais laissé le soin, après leur avoir rendu les premiers questionnaires, de découvrir eux-mêmes les bonnes réponses en s'aidant de tous les moyens d'acquisition des connaissances qui leur étaient offerts. J'ai pu observer un certain progrès lors de la deuxième application du test. Le maximum est passé à 16 au lieu de 15 et le minimum à 5 au lieu de 3; la moyenne générale du groupe a augmenté d'un point, de 10 à 11. Les progrès individuels ont atteint 8 points pour deux boursiers. Ils ont été importants surtout dans le groupe des étudiants en "Tests et Evaluation" pour lesquels la motivation à répondre à ce type d'épreuve était plus grande et l'entraînement à l'utilisation de certaines techniques de recherche plus systématique.

3.2- Ces résultats qui ne donnent que des informations très limitées sur l'assimilation des connaissances des boursiers et les progrès réalisés sous d'autres aspects tels que intérêts et attitudes en rapport avec la recherche en éducation ont été complétés par des observations sur la manière d'organiser le travail sur le terrain, les initiatives prises, l'analyse des difficultés, les solutions proposées.

par les boursiers & des résultats obtenus dans un temps limité, à moins compte tenu par les enseignements théoriques.

3- Une évaluation anonyme du Séminaire a été demandée aux étudiants eux-mêmes, à l'exemple de celle qu'avait proposée le Fr. Lindgren l'année dernière. Le questionnaire qu'il avait utilisé a été augmenté pour couvrir un plus grand nombre d'aspects de l'activité du II STPE. Chacun d'eux a fait l'objet d'une appréciation en 4 points correspondant à : 4, très bon - 3, bon - 2, moyen - 1, insuffisant. En réunissant toutes les spécialités, le calcul des moyennes pour les treize aspects considérés donne la classification suivante:

- Bons (supérieur à 3) : l'intérêt présenté par les recherches sur lesquelles ils travaillent (3,8), l'utilité des documents renvoyés distribués par les professeurs sur leur cours (3,7), de l'enseignement des langues étrangères (3,5), des bibliographies indiquées (3,4), des cours de Statistiques (3,1) et des conférences faites par des professeurs de l'extérieur (3,1)?

- Moyens (entre 2,9 et 2 inclus): le processus suivi pour la division des étudiants en spécialités qu'ils jugent surtout trop tardif (2,0), l'aide reçue dans le travail de recherche de la part des professeurs et des assistants, très inégalement appréciée suivant les spécialités (2,6 pour l'ensemble des étudiants, 3,7 pour le groupe de "Tests et Evaluation", (2,7) Sont encore jugés moyens l'intérêt des visites effectuées, l'utilité des cours théoriques (2,6) les possibilités offertes par la bibliothèque (2,5).

C'est aussi moyennement que le Séminaire répond à ce que les boursiers attendaient (2,0).

- Déficients sont considérés les moyens d'évaluation qu'ils limitent aux épreuves qui leur ont été appliquées (1,7).

3.4- Une séance d'évaluation générale a réuni les professeurs et les représentants des boursiers de chaque spécialité invités à présenter leurs remarques. Celles-ci ont confirmé les résultats ci-dessus et les commentaires écrits qui accompagnaient les appréciations. Mais elles se sont aussi étendues à d'autres aspects non examinés dans le questionnaire comme les procédés de sélection, les communications entre l'administration et les boursiers, les possibilités de travail qui seront offertes à ces derniers à l'issue du Séminaire, par exemple, qui interviennent dans l'évaluation du Séminaire.

3.5- Enfin l'efficacité du Séminaire peut être évaluée par les activités des anciens boursiers lorsqu'ils sont de retour dans leurs Etats. Tous les étudiants de l'an dernier qui nous ont écrit ou avec lesquels nous avons eu des entretiens au cours de leurs visites au CRPE ou lors de nos déplacements, étaient occupés à des recherches très diverses telles que : rassemblement de statistiques scolaires nécessaires pour constituer un échantillon ou pour élaborer un projet de planification de l'éducation, contrôle de l'efficacité d'une réforme de l'enseignement, étude de l'efficacité d'une nouvelle méthode de l'enseignement de l'arithmétique, participation à la recherche déjà citée sur "l'éducation secondaire et le développement économique". Ainsi et bien qu'elle puisse être améliorée, la formation donnée par le Séminaire à permis aux boursiers de l'an dernier que nous avons rencontrés d'assumer des responsabilités dans les Centres de Recherche Pédagogique, les services de recherche des Secrétariats d'Education ou d'autres institutions qui les emploient. Ceux que nous avons visités se préparent d'ailleurs à proposer d'autres candidats pour le prochain Séminaire afin d'accroître leurs équipes de personnel qualifié dont ils ont grand besoin.

#### 4.- Activités à l'extérieur du Séminaire :

- 4.1- A la demande du Directeur du Service de Statistiques du CRPE, j'ai organisé pour son personnel, un Séminaire de deux mois, février et mars 1963. Il avait pour objet de montrer pratiquement les différentes étapes de l'étude d'un test en les appliquant spécialement à une épreuve de "maturité pour l'apprentissage de la lecture" qui, par sa forme, posait des problèmes particuliers.
- 4.2- De plus, j'ai présenté une série de conférences sur "l'évaluation des examens et promotions", "la réforme de l'enseignement en France et ses conséquences sur l'orientation scolaire et professionnelle", "les caractéristiques de la psychologie contemporaine". Elles ont été données à la demande de la Section de Psychologie de l'Enfant de la Société de Psychologie de São Paulo (9 mai), la Section d'Orientation Scolaire et Vocationnelle de la Faculté de Philosophie de São Paulo (28 mai), la Faculté de Philosophie de São José de Rio Preto, Etat de São Paulo (14 juin).
- 4.3- En juin, j'ai aussi été invitée par le Directeur du CRPE de Porto Alegre, Rio Grande do Sul. En dehors des conférences faites chaque jour de lundi 24 au jeudi 27 inclus, j'ai dirigé des discussions de groupe sur les aspects psy-



chologiques de la supervision avec de futures responsables dans ce domaine. J'ai été consultée sur les recherches entreprises au Secrétariat d'Éducation pour évaluer les résultats de la réforme de l'enseignement primaire et des écoles normales. Enfin, j'ai eu des réunions de travail avec les professeurs de psychologie et avec ceux du "Colégio de Aplicação", toutes très intéressantes.

Recommandations :

- 5.1- L'expérience de cette année a confirmé les observations que j'avais pu faire, en particulier au cours du voyage de sélection, sur le besoin quasi-général et urgent de personnel capable d'assumer des fonctions dans la recherche et l'enseignement à tous les niveaux. Mais il est certain que la formation donnée par le Séminaire, pour être pleinement efficace, doit être améliorée, à court et à long terme. En particulier, quelques changements peuvent être envisagés en ce qui concerne les objectifs et l'organisation, la sélection et l'avenir des boursiers, le recrutement et l'utilisation des professeurs étrangers. Ces questions ont été débattues au cours de trois journées d'étude consacrées par tous les professeurs et par les représentants des boursiers des écoles spécialités, à la structure du prochain Séminaire.
- 5.2- Nous présenterons d'abord quelques suggestions pour son organisation.
  - 5.2-a. Dans l'immédiat, les activités du second semestre devraient laisser plus de place aux recherches pratiques. Les cours théoriques devraient être réduits et remplacés par des "tables rondes" hebdomadaires auxquelles participeraient, avec les étudiants, les professeurs des diverses spécialités. Les thèmes de discussion seraient choisis en fonction des recherches en cours de réalisation ou des problèmes les plus fondamentaux de l'éducation brésilienne. Invités à les analyser ainsi sous plusieurs angles dans une approche inter-disciplinaire, les étudiants parviendraient plus facilement à une meilleure intégration des connaissances et des expériences accumulées au premier semestre.
  - 5.2-b. Afin de répondre immédiatement aux nécessités des États intéressés, on pourrait demander aux boursiers d'élaborer, avec l'assistance des professeurs de psychologie, des rapports de recherche à réaliser dans leurs services respectifs et en accord avec les autorités responsables.
  - 5.2-c. Par ailleurs, une formation donnée exclusivement en fonction des problèmes immédiats à résoudre, risque d'être dangereusement limitée et de ne préparer



un personnel capable de s'adapter aux nouveaux problèmes de recherche qui se posent sans cesse. Aussi, dans l'avenir, les objectifs et l'organisation du Séminaire pourraient-ils être modifiés dans le sens indiqué par les conclusions de la commission de professeurs réunie spécialement à cet effet pendant la première semaine de juillet. Elle propose essentiellement le double objectif: d'une part, pour répondre à la situation "d'urgence", le Séminaire assurerait en un an une formation intensive, de nature surtout pratique, axée sur les nécessités les plus immédiates des États; d'autre part, une formation de niveau supérieur serait donnée en deux années au moins aux professeurs titulaires de capacité suffisantes et auxquels pourraient être confiées des responsabilités d'organisation et de direction de recherches. L'un ou l'autre de ces objectifs doit être précédé de l'entraînement pratique, une part d'enseignement théorique sera l'autre coup plus intégrée que cette année aux recherches sur le terrain, celle-ci devant servir d'unités autour desquelles s'ordonneraient toutes les autres activités de programme.

3.2-d. Une telle orientation exige que soient mieux connues les nécessités immédiates et futures des États. Des liaisons plus étroites entre les services officiels d'enseignement et le séminaire devraient être établies pour l'échange de points de vue et d'informations, par l'intermédiaire de publications, de contacts personnels et de la désignation d'un "délégué" du séminaire dans les États, choisis parmi les anciens professeurs par exemple.

En ce qui concerne les étudiants, ce plan permettrait d'utiliser au mieux les capacités hétérogènes de groupes qui ne pourra pas être supprimés avant longtemps, en effectuant la sélection. Afin de rendre celle-ci plus systématique, les critères suivants pourraient être adoptés: des études correspondant au programme de base ou normal complet et une expérience de deux années au moins des problèmes d'enseignement ou de recherche seraient le minimum nécessaire pour suivre le séminaire en un an; le niveau universitaire serait inadmissible pour ceux qui terminent une seconde année. Dans les deux cas, les possibilités d'emploi des lauréats devraient être prises en compte.

Pour les professeurs, il faut constater d'urgence que les professeurs titulaires de ceux qui sont envisagés par l'UNESCO.

Enfin, le plus grand nombre de professeurs titulaires devraient travailler...

complet pour le Séminaire et être résumés en conséquence. Cette possession est indispensable dès que commencent les recherches sur le terrain dont les difficultés exigent, pour être résolues par les chercheurs, la présence constante d'un orienteur compétent.

3.4-B. Quant aux techniciens envoyés par l'UNESCO et dont l'aide est accordée pendant plusieurs années, un certain nombre de conditions devraient être respectées pour leur recrutement. La période couverte par le contrat, tout d'abord, qui devrait correspondre aux dates d'ouverture et de clôture du Séminaire, c'est à dire aller de mars à décembre ou mieux de janvier, d'une année à l'autre, pour laisser une période d'adaptation. Ensuite, une connaissance minima du portugais ou, à défaut, de l'espagnol est absolument indispensable pour que soit réellement efficace l'aide technique de l'expert. Enfin, pour répondre aux situations de recherche très diverses qui lui sont présentées, l'expert a besoin d'être suffisamment "polyvalent".

3.4-c. Il devrait bénéficier, dès son arrivée, de l'assistance d'un "homologue" brésilien capable de reprendre et de poursuivre son travail en son absence. J'ai eu ce privilège cette année avec Hilda de Almeida Queiroz, toute compétente par sa formation, son expérience dans le Séminaire et ses qualités personnelles pour continuer à diriger les recherches des chercheurs du groupe de "Tests et Evaluation" pendant la seconde absence, après son départ. Ses heures supplémentaires devraient être prévues par l'UNESCO en faveur de ces "homologues".

Les conclusions de Séminaire répondent à un besoin créé par une nouvelle phase de l'expansion de l'éducation au Brésil et tout doit être fait pour qu'il continue à progresser. En particulier, l'UNESCO devrait prolonger l'effort d'assistance technique justifié par l'urgence des problèmes à résoudre. L'intérêt manifesté par les étudiants pour les recherches entreprises, et la volonté des responsables du Séminaire sont une garantie de succès. Je remercie ces derniers pour le soutien que j'ai toujours trouvé auprès d'eux, tant à Rio de Janeiro, de la part du Dr. Anísio Teixeira, de Mme Lucia Soares et du Dr. Jorge Abreu - aussi à São Paulo avec le Dr. Learte Soares Carvalho.





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in your country, please refer to  
an independent consultant

11/11/54 - 11/11/54

11 de octubre de 1954

Acuerdo a propuesta de cooperación técnica  
entre el Brasil y el Uruguay

Señor George Peter:

El presente documento, junto con la presente, copia de la carta  
de respuesta que le fue enviada al Gobierno de Brasil con el  
fin de invitarle, al igual que en otros anteriores, a presentar un  
plan de cooperación técnica con el Uruguay (Programa de 1954-55)  
en el marco del Proyecto Principal sobre Educación Primaria  
de la Comisión Mixta de Brasil y Uruguay.

Como usted sabe, en nuestra carta del 11/11/54  
del 10 de octubre de 1954 se le informó que el Uruguay  
de la cooperación técnica por la vía de la Comisión Mixta  
de Brasil y Uruguay para el estudio de la educación primaria  
en el Uruguay, en el marco del Proyecto Principal sobre  
Educación Primaria de la Comisión Mixta de Brasil y Uruguay.  
Este estudio, que es el primer de una serie de recomendaciones  
que se le presentarán en el futuro, tiene por objeto  
establecer las bases de una cooperación técnica entre  
los dos países en el campo de la educación primaria.  
El estudio, que se le entregó en un volumen, está  
en el momento de ser publicado en el Uruguay.

Es importante que le tenga presente en esta ocasión la  
importancia que tiene para los objetivos del Proyecto Principal  
que los estudios y estas cartas se hagan en forma correspondiente  
a los datos técnicos y ver prospecto adjunto, p. 2, a) punto  
los requisitos exigidos y que, en especial, evidencie claramente  
las necesidades de influencia forma determinante, mediante su  
formación en el extranjero, en el desarrollo de la educación primaria  
en el Uruguay.

Dr. George Peter,  
Technical Assistance Board and Director  
of Special Fund Programmes in Brazil,  
1111 Third Avenue, New York 17, N.Y.  
Río de Janeiro, Brasil.

- 2 -

Por otra parte, cabe observar que particularmente de los últimos años de ejecución de estos programas de becas, y a la luz de la experiencia adquirida por los gobiernos beneficiarios, es deseable y oportuno vedir que, en la práctica, los candidatos posean un nivel general de preparación cada vez más elevado (título universitario, experiencia en cargos importantes).

Estos aspectos tienen actualmente un especial interés, tanto para las instituciones de estudio, deseadas de renovar su enseñanza dando la calidad más alta posible, como para el Gobierno por la selección de los candidatos, que aspira a dotar su sistema educativo de especialistas mejor capacitados, y naturalmente para esta Organización. Mucho habrá que hacer de nuevo hincapié en dichos particulares en el curso de sus gestiones ante las autoridades competentes.

Además, en cuanto a los sistemas administrativos de estas becas, le queda a su Gobierno por cumplir diligencias lo más pronto posible en favor de que, según se exige en el prospecto:

- i) Los expedientes de los candidatos sean remitidos a esta Secretaría antes del 30 de noviembre de 1963. El expediente deberá incluir dos ejemplares del formulario de solicitud de beca, dos ejemplares de la exposición de motivos, un certificado médico y una fotografía reciente;
- ii) en la preparación de todos los expedientes de los candidatos se utilizará exclusivamente los formularios de solicitud de beca y de Certificado médico enviados por el Gobierno por esta Servicio;
- iii) sin perjuicio del envío que deberá hacerse a esta Secretaría el Gobierno remitirá directamente al Jefe de la Oficina Regional de Educación para América Latina, Casilla 197-D, Santiago de Chile, República de Chile, tres ejemplar del formulario de solicitud de beca y la exposición de motivos.

Al agradecer de antemano su valiosa colaboración, reciba cordiales saludos.

I. Pandolfo,  
Jefe de la División de Administración  
de becas,  
Servicio de Intercambios Internacionales.





192/193/4/231 + 2  
10 novembre 1952

Conformément aux dispositions qui régissent actuellement l'administration des bourses par le Canada, il est bien entendu qu'en présentant des candidatures le Gouvernement s'engage d'avance à accepter les conditions suivantes pour le programme en question et, particulièrement, à remplir les obligations suivantes :

- i) assurer le paiement de traitement de boursier et prendre toutes dispositions nécessaires pour subvenir, pendant toute la durée de son séjour à l'étranger, aux besoins des personnes à sa charge ;
- ii) utiliser le boursier, à son retour dans son pays, pour avoir terminé ses études d'une façon satisfaisante, dans un poste où il puisse le mieux appliquer les connaissances acquises au moyen de la bourse ;
- iii) couvrir les frais de passage et de visas.

D'autre part, le Gouvernement s'engage à prendre toutes mesures nécessaires pour que les candidats qu'il présente puissent obtenir, sans aucun frais pour eux, le certificat officiel indispensable.

C'est avec le plus grand plaisir que je vous fournis tous les renseignements supplémentaires que vous pourriez désirer.

Je vous prie d'agréer, Monsieur le Ministre, l'assurance de ma très haute considération.

William S. Cartier,  
Directeur,  
Service des échanges internationaux.



ORGANIZACION DE LAS NACIONES UNIDAS  
PARA LA EDUCACION, LA CIENCIA Y LA CULTURA

PROYECTO PRINCIPAL SOBRE EXTENSION Y  
MEJORAMIENTO DE LA EDUCACION PRIMARIA EN AMERICA LATINA

BECAS :

ARGENTINA-UNESCO

BRASIL-UNESCO

CHILE-UNESCO

Para la formación universitaria de  
especialistas en educación primaria

(Programa de 1964)

Finalidad

1. Los Gobiernos de Argentina, Brasil y Chile, en colaboración con la Unesco, han decidido establecer 50 becas para educadores latinoamericanos que deseen realizar estudios pedagógicos de post-grado en virtud del Proyecto Principal sobre Extensión y Mejoramiento de la Educación Primaria en América Latina. Dichas becas se especifican a continuación:

- 10 becas ARGENTINA-UNESCO para estudios de actualización -al nivel universitario- de la formación pedagógica de profesores de escuelas normales en la Facultad de Humanidades y Ciencias de la Educación de la Universidad Nacional de La Plata, en La Plata, Argentina.
- 20 becas BRASIL-UNESCO para estudios superiores en las especialidades de Administración Escolar; Programas, Planes, Métodos y Supervisión de la Enseñanza; y Formación y Perfeccionamiento del Magisterio en el Centro Regional de Investigaciones Educativas (Centro Regional de Pesquisas Educacionais) de São Paulo, Brasil, Centro que funciona con la colaboración del Instituto Nacional de Estudios Pedagógicos (INEP) y de la Universidad de São Paulo, Universidad asociada al mencionado Proyecto Principal.
- 20 becas CHILE-UNESCO para estudios superiores en las especialidades de Planeamiento, Organización y Administración de la Educación; Orientación Educativa y Vocacional; y Formación y Perfeccionamiento del Magisterio en el Centro Latinoamericano de Formación de Especialistas en Educación de la Universidad de Chile, Santiago de Chile, Universidad asociada al Proyecto Principal.

Condiciones generales que se exigen de los candidatos

2. Sin perjuicio de las condiciones particulares exigidas para cada programa, los candidatos a las becas ARGENTINA-UNESCO, BRASIL-UNESCO y CHILE-UNESCO deberán reunir los siguientes requisitos generales:

- 1) poseer grado universitario en educación o título de profesor normalista, o diploma de estudios de escuelas superiores de educación. Excepcionalmente, podrán considerarse las solicitudes de candidatos que no posean uno de estos títulos cuando concurren otros antecedentes profesionales valiosos de los que se indican en las condiciones particulares de cada beca;
- 2) tener por lo menos 3 años de experiencia en el sistema educativo de su país;
- 3) haber revelado capacidad y vocación para el estudio avanzado de problemas educativos mediante la realización de trabajos de investigación original y la publicación de obras o artículos en el campo pedagógico;
- 4) encontrarse en buenas condiciones de salud y no tener menos de 25 ni más de 45 años de edad.

Preparación de los expedientes de los candidatos

3. Los interesados deberán presentar sus peticiones al Ministerio de Educación de su país, acompañadas de los siguientes documentos:

- 1) formulario de solicitud de beca de la Unesco debidamente completado, por triplicado (Nota: utilizar exclusivamente los modelos de formulario enviados junto con este documento);
- 2) certificado médico (formulario de la Unesco, debidamente completado y firmado por un médico), acompañado de una radiografía del tórax, para la cual se prefieren formatos reducidos;
- 3) una exposición breve (hasta dos páginas), por triplicado, de los motivos que impulsan al candidato a solicitar la beca; de su apreciación de los problemas de la educación en su país y de las razones por las cuales desea especializarse en uno de los campos indicados en este prospecto.

Selección de los candidatos

4. Para la selección de los candidatos, dado el grado de especialización de los estudios a que se destinan estas becas, se recomienda emplear el procedimiento siguiente:



En cada país, el Ministerio de Educación, asesorado por un Comité de Selección, que deberá integrarse con especialistas en los correspondientes campos de estudio en representación del propio Ministerio o de la Comisión Nacional de la Unesco; con representantes de las Misiones Diplomáticas Argentina, Brasileña y Chilena según los casos; y de la Misión de la Unesco o en su defecto de la Junta de Asistencia Técnica de las Naciones Unidas; preseleccionará al menos dos candidatos para cada uno de los tres grupos de becas ARGENTINA-UNESCO, BRASIL-UNESCO y CHILE-UNESCO.

5. El Ministerio de Educación enviará antes del 30 de noviembre de 1963, por correo aéreo, dos ejemplares del formulario correspondiente a cada una de las solicitudes aprobadas, con todos los documentos anexos (un certificado médico, una radiografía del tórax y, por duplicado, una breve exposición de motivos), al Jefe del Servicio de Intercambios Internacionales, Unesco, Place de Fontenoy, París 7, FRANCIA, acompañados de una nota en la cual se señalen los nombres de todos los candidatos que presenta oficialmente el gobierno para estas becas.

6. Además se remitirá un ejemplar del formulario de solicitud de beca y de la exposición de motivos directamente al Jefe de la Oficina Regional de Educación para América Latina (Unesco), Casilla 197-D, Santiago de Chile, República de Chile.

#### Concesión de las becas

7. El Director General de la Unesco, considerando las recomendaciones de los gobiernos proponentes, las normas que al efecto se fijan en el plan de trabajo del Director General y del Subdirector Principal sobre Extensión y Mejoramiento de la Educación Primaria en América Latina y la valoración cuidadosa de los antecedentes de todos los candidatos presentados por los diversos países, y después de consultar a los Gobiernos de Argentina, Brasil y Chile, según sea el caso, procederá a la adjudicación de las becas.

8. Los candidatos seleccionados recibirán de la Unesco, junto con la carta que les anuncia el otorgamiento de la beca, informaciones relativas a las medidas tomadas con respecto a sus actividades de estudio, viajes, pensiones mensuales, y demás detalles sobre la administración de las subvenciones.

## BECAS ARGENTINA-UNESCO

para estudios de actualización del nivel universitario de la carrera de Pedagogía de la Universidad Nacional de La Plata.

### Programa de becas

#### Beneficiarios

1. Las 10 becas ARGENTINA-UNESCO se destinan a candidatos de todos los países latinoamericanos, con excepción de la Argentina.

#### Duración de las becas

2. Las becas tendrán una duración de nueve meses, desde el 1º de abril al 31 de diciembre de 1964.

#### Programa de estudios

3. Los beneficiarios de las becas ARGENTINA-UNESCO harán estudios de actualización pedagógica a través de los cursos regulares del Departamento de Ciencias de la Educación de la Facultad de Humanidades y Ciencias de la Educación de la Universidad Nacional de La Plata.

4. Los becarios asistirán a cinco de los cursos teórico-prácticos que integran el plan de estudios de la carrera de Ciencias de la Educación de la mencionada Facultad. Estos cursos abarcarán, incluyendo el correspondiente período de exámenes, la totalidad de la duración de la beca (1º de abril - 31 de diciembre de 1964).

De las cinco materias obligatorias, tres de ellas serán las siguientes:

- a) Política Educativa y Organización Escolar;
- b) Organización y Didáctica de la Enseñanza Primaria;
- c) Organización y Didáctica de la Enseñanza Media.

Las dos materias obligatorias restantes serán elegidas por los propios becarios entre las siguientes asignaturas regulares de la carrera:

Pedagogía General  
Didáctica General  
Historia de la Educación  
Psicología de la Niñez y de la Adolescencia  
Psicopedagogía  
Pedagogía Diferenciada  
Sociología de la Educación  
Filosofía de la Educación  
Seminario de Ciencias de la Educación.

Condiciones particulares que se exigen de los candidatos

Los candidatos a las becas ARGENTINA-UNESCO, además de reunir los requisitos indicados en las condiciones generales (página 2), deberán ser profesores en un colegio de escuelas normales, a cargo de materias pedagógicas.

Facilidades ofrecidas a los becarios

Los becarios recibirán del Gobierno argentino y de la Unesco:

- i) un subsidio mensual, establecido de acuerdo con las normas de la Organización de las Naciones Unidas (actualmente de 25.000 pesos argentinos);
- ii) una subvención, por una sola vez y pagadera en moneda argentina, equivalente a US\$ 50 para la adquisición de documentación y materiales de estudio;
- iii) el pasaje para el viaje internacional por avión, desde el país de origen hasta La Plata, Argentina, y regreso;
- iv) el transporte gratuito en el interior de Argentina que sea necesario para la realización del programa de estudios.

Los becarios no pagarán derechos de estudio ni de matrícula.

Ni la Unesco ni las autoridades argentinas asumirán responsabilidad alguna respecto a las familias de los becarios que pudiesen acompañarles.



BECAS CHILE-UNESCO

para estudios superiores en las especialidades de  
Planeamiento, Organización y Administración de la Educación;  
Orientación Educativa y Vocacional;  
y Formación y Perfeccionamiento del Magisterio

(Programa de 1964)

Beneficiarios

1. Las 20 becas CHILE-UNESCO se destinan a candidatos de todos los países latinoamericanos, con excepción de Chile.

Duración de las becas

2. Las becas tendrán una duración aproximada de nueve meses, del 16 de marzo al 31 de diciembre de 1964.

Programa de estudios

Bajo la dirección de profesores universitarios chilenos y extranjeros del Centro Latinoamericano de Formación de Especialistas en Educación, de Santiago de Chile, los becarios CHILE-UNESCO seguirán un plan de estudios en el que, de acuerdo con su elección, se hará énfasis en una de las siguientes áreas:

- Planeamiento, Organización y Administración de la Educación
- Orientación Educativa y Vocacional
- Formación y Perfeccionamiento del Magisterio.

En este plan se incluirán cursos fundamentales de Filosofía, Psicología y Sociología de la Educación, Métodos de Investigación y Estadística, e Inglés, comunes a todos los becarios durante toda la duración del curso.

4. Las actividades se dividirán en dos etapas:

4.1 La primera etapa, de aproximadamente 6 semanas, común para todos los becarios, se dedicará principalmente a una revisión sistemática y básica de los aspectos más importantes de las tres áreas mencionadas más arriba, además de los cursos fundamentales igualmente mencionados. Un día a la semana estará destinado a visitas de conocimiento a las oficinas del Ministerio de Educación, establecimientos escolares, centros culturales, y a conferencias y seminarios sobre temas de educación.

4.2 La segunda etapa, de aproximadamente 30 semanas, se distribuirá de:

- 1) Cursos fundamentales, de continuación de la primera etapa, comunes a todos los becarios;

- 11) Estudios intensivos de especialización, para los cuales los becarios estarán distribuidos en tres grupos diferentes que trabajarán simultáneamente, a cargo de especialistas en los tres campos o áreas mencionados. Cada área seguirá un programa que incluirá clases sistemáticas, seminarios, visitas de estudio, participación y práctica en centros y establecimientos educacionales, proyectos, conferencias, trabajos de grupo e individuales, investigaciones de campo o en bibliotecas.

El programa de actividades y estudio incluye las siguientes actividades y cursos:

En Planeamiento, Organización y Administración de la Educación,

Teoría general del planeamiento educativo,  
Teoría general de la organización y administración escolares,  
Curso sobre financiamiento de la educación,  
Trabajos prácticos de supervisión escolar,  
Trabajos de laboratorio sobre encuestas educacionales,  
Actividades de participación y práctica en centros y establecimientos.

En Orientación Educacional y Vocacional

Curso general de orientación educacional y vocacional,  
Curso sobre mediciones mentales,  
Curso sobre preparación de material de orientación,  
Curso sobre psicología de la personalidad,  
Curso sobre higiene mental,  
Actividades de participación y práctica en establecimientos.

En Formación y Perfeccionamiento del Magisterio.

Curso general sobre formación y perfeccionamiento del magisterio,  
Curso sobre métodos de enseñanza,  
Curso sobre planes y programas de educación,  
Trabajos de observación e investigación en establecimientos y centros,  
Actividades de participación y práctica en centros y establecimientos.

- 111) Actividades de integración de las tres áreas de especialización, a base de proyectos, seminarios y conferencias, con el propósito de permitir que todos los becarios participen en alguna forma en los trabajos que realizan las áreas de especialización en su conjunto.

- iv) Durante esta etapa se dará oportunidad a cada becario para que comience a preparar un proyecto individual, elegido por él mismo, relacionado con sus intereses profesionales o con las necesidades e intereses educacionales de su país.

5. Durante todo el lapso de la beca se darán oportunidades para desarrollar un plan general de conocimiento de la ciudad de Santiago, sus alrededores y centros culturales e industriales, y para participar en actividades socio-culturales de la Universidad de Chile y realizar estudios individuales orientados por los profesores y el curso mismo.

Condiciones particulares que se exigen a los candidatos

6. Los candidatos a las becas CHILE-UNESCO deben reunir, además de las condiciones generales ya señaladas (página 2), los siguientes requisitos particulares:

- 1) Para la especialidad de Planeamiento, Organización y Administración de la Educación:
  - a) pertenecer a un país que tenga establecido, o contemple establecer próximamente, servicios de planeamiento integral de la educación;
  - b) tener experiencia en la administración de servicios educativos como Director de establecimientos escolares; supervisor o inspector, o administrador, en el plano regional o nacional;
  - c) poseer conocimientos básicos de inglés además del dominio del español.
- 1) Para las especialidades de Orientación Educativa y Vocacional y de Formación y Perfeccionamiento del Magisterio:
  - a) desempeñar o tener opción a un cargo educacional de importancia en un país cuyas funciones sean similares a las de los siguientes: Jefe o especialista de una oficina, sección o instituto de experimentación e investigación pedagógica; Director de escuela primaria completa; Director, Subdirector o profesor de escuela normal o instituto de formación y perfeccionamiento del magisterio, o Jefe o Subjefe de la sección del Ministerio de Educación que se ocupa del desarrollo de la educación primaria;
  - b) poseer conocimientos básicos de inglés, además del dominio del español.

Facilidades ofrecidas a los becarios

El Gobierno de Chile y la Unesco, proporcionarán a los becarios:

- 1) almuerzo gratuito, los días de trabajo, en el local del Centro Latinoamericano de Formación de Especialistas en Educación;



- (i) un subsidio mensual en escudos para sus gastos personales (alojamiento, alimentación, atención médica ordinaria y medicinas, etc.);
- (ii) una cantidad en moneda chilena equivalente a US\$ 50, por una sola vez, para la adquisición de documentación y materiales de estudio;
- (iii) el pasaje para el viaje internacional por avión, desde el país de origen hasta Santiago de Chile y regreso;
- (iv) facilidades para el transporte dentro de la ciudad en relación con el programa de estudios.

Los becarios no pagarán derechos de estudio en Chile.

La Unesco, ni las autoridades chilenas, asumirán responsabilidad alguna respecto a las familias de los becarios que pudieran acompañarlos.

Relatório de Henry

Clay Lindgren

S.P. 3 dezembro 963

Prezado mestre e amigo

Prof. Anisio Teixeira,

peço-lhe que me desculpe o atraso com que lhe faço chegar às mãos esta carta e o relatório anexo do Prof. Lindgren, sobre o nosso primeiro curso de pesquisadores. Os dois ficaram extraviados entre outros documentos da Secretaria do Curso e só ha poucos dias foram encontrados.

Estamos à espera de uma visita sua a São Paulo. No CRPE as atividades continuam em ritmo mais que acelerado e só vemos nele os frutos de sua orientação.

Abraço-o saudoso e lhe envio os melhores votos de saúde e felicidade.

Do seu atento discipulo e admirador,

*Masera*





CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS  
DE SÃO PAULO



CIDADE UNIVERSITÁRIA  
SÃO PAULO - BRASIL

December 13, 1962

End. Teleg. CENTROPESQUISAS  
CAIXA POSTAL 5031

Dr. Anísio Spínola Texeira  
Director, Brazilian National Institute  
For Pedagogical Studies  
Voluntários da Pátria, 107  
Rio de Janeiro

Dear Dr. Anísio:

I am enclosing a copy of my annual (and final) report for UNESCO. It is somewhat lengthy, to be sure, but I wanted to be certain that all interested parties were informed of the scope of the very interesting activities that constituted the program of the First Seminar for the Training of Educational Research Personnel (I STPPE).

In my opinion INEP and UNESCO can be justly proud of the success this Seminar has attained. This Seminar has been an original and unique contribution to world-wide educational progress. Everyone knows that underdeveloped countries need more educational facilities, but what people do not realize that is that they also need research programs and research workers to man them, if they are to find solutions for the immensely difficult educational problems they face. I think that Brazilian education is extremely fortunate to have a man of your background, insight, and vision to plan and direct its course. It is obvious that you realize the importance of research in educational progress, otherwise you would not have arranged that this Seminar take place. My experiences of the past year have shown me many times how wise your planning was. I sincerely hope that you have been as pleased with the results as we have been.

Successful as the Seminar has been, there is still much to do. The three dozen bolsistas we have trained will have their impact on Brazilian education, but Brazil needs many more researchers trained, as we have trained them, in the practical aspects of educational research. I hope that INEP and UNESCO will find it possible to continue the Seminar and that it will become a fountainhead of stimulating ideas and stimulating research workers for many years to come.

Needless to say, I greatly appreciate the opportunity to work with the Seminar this year, and I particularly value the opportunity to become acquainted with such outstanding Brazilian educators as Dr. Carlos Correa Mascaro and Dr. Laerte Ramos de Carvalho. I shall consider my year here as a high point in my professional career and I am deeply indebted both to you and to UNESCO for making it possible.

Respectfully,

*Henry Clay Lindgren*  
Henry Clay Lindgren  
UNESCO Expert in Educational Psychology

December 10, 1962

To: Mr. José A. Correa

Director, Bureau of Relations with Member States

UNESCO, Paris 7e

From: Henry Clay Lindgren, UNESCO Expert in Educational Psychology,  
1st Seminar for the Training of Personnel in Educational Research,  
São Paulo, Brazil

Via: Mr. Samuel B. Kermoian, UNESCO Coordinator, 1st Seminar for the  
Training of Personnel in Educational Research.

Subject: Expert's Final Report on Activities Covering the Academic Year,  
March to december, 1962

Objectives. The objectives of my mission were covered at some length in my Six Months Report, dated August 1, 1962, but will be summarized briefly here:

1. Provide training in educational research methods as applied to practical problems, as indicated by the ability to:

- a. understand what constitutes research
- b. identify problems that call for research
- c. plan, conduct, and conclude research
- d. report research findings precisely and clearly.

2. Develop instruments to measure intelligence.

3. Develop a scale to measure socio-economic level.

Conduct of Seminar. The events of the first semester are covered at length in my Six Months Report dated August 1, 1962. Briefly stated, they consisted of three phases:

1. A period of orientation by lectures, at the end of which the 37 bolsistas divided themselves into three groups: Educational Psychology (including Tests and Measurements), Educational Sociology, and Educational Administration. Approximately half, or 18 (later reduced to 17), elected Educational Psychology.

2. A first assigned research problem, during which the group as a whole, under the instruction of my assistant, Prof<sup>a</sup> Hilda de Almeida Guedes, and myself, did a statistical analysis of an intelligence test that had been constructed by me and administered to the bolsistas themselves.

3. A second assigned problem, consisting of the study of the relationship between socio-economic status (as measured by the educational level of parents), sociometric status, intelligence,



achievement test scores, and school marks for elementary and for secondary school students. The tests used in this study were constructed by the bolsistas under the direction of Miss Guedes and myself. Results were largely as expected (in general, significant and positive correlations). They have been summarized in an article coauthored by Miss Guedes and myself, which has been accepted for publication in the JOURNAL OF SOCIAL PSYCHOLOGY, published in Provincetown, Massachusetts, USA, and approved by UNESCO for that purpose. Miss Guedes has also written a paper summarizing the results of this study, which she has submitted, under our joint authorship, to the Brazilian National Institute for Pedagogical Studies (INEP) for publication in one of their journals.

The first semester ended with the bolsistas making preliminary plans for research studies to be conducted on a more-or-less independent basis during the second semester, which began the first of August. The projects that were eventually undertaken during the second semester are described below. All projects were conducted under the joint administration of Mme. Jacqueline Cambon, UNESCO Expert in Tests and Measurements, and the undersigned expert, with the assistance of Miss Guedes.

1. Development of revised versions of the intelligence and achievement tests for elementary and secondary school used in research conducted during the first semester. This work took place in the following phases:

a. Five bolsistas, working more independently than during the first semester, constructed two parallel forms for each of the following tests. (All tests used in this and the followresearch studies were of the objective, multiple choice type, unless otherwise indicated.)

(1) Elementary Schools: Intelligence tests and achievement tests in language, arithmetic, social science, and natural science, all for the 4th year.

(2) Secondary Schools (3rd year ginásio). Intelligence tests and achievement tests in social science.

(NOTE: Although studies of the reliability and validity of these tests have been conducted this semester and will be continued next year, based on tests administered to classes of the 4th year elementary and 3rd year secondary schools, respectively, it is contemplated that the development of additional norms will make the tests usable in other elementary and secondary grades as well.)

b. Preparation of answer sheets for the tests, as well as instructions for administration.



c. Tryout of tests in São Paulo schools for the purpose of determining time limits and improving instructions.

d. Administration of tests to samples of students in the states of Rio Grande do Sul, Guanabara, Espírito Santo, Goiás, Paraíba, Pernambuco, Ceará, and Minas Gerais. It was hoped and expected that funds would be forthcoming to enable bolsistas to travel to these states. After some inquiry it developed that no funds were available for this purpose, but the bolsistas nevertheless decided to travel at their own expense. Inasmuch as their decision to pay for their own travel was made without any urging on the part of the staff, I suggest that their decision to underwrite this expense is an indication of the high level of motivation these bolsistas have for research. Their decision may also be interpreted as indirect evidence of the success of the seminar.

e. Concurrently with administering the tests, the bolsistas also collected validating data in the form of teachers' marks and the educational level of parents of students taking the tests.

f. Tests were scored and reliability computed. Results were generally satisfactory, and it appears that most of the tests, subject to a few minor changes, will be ready for general use in Brazilian schools some time next year, assuming that next year's seminar completes the research started this year.

2. Development of a testing program for the selection of bolsistas for a special one-year course in teaching methods for elementary school teachers to be developed under the joint sponsorship of UNICEF, INEP, AND UNESCO in the states of Goiás and Paraíba. This research consisted of the development of an objective, multiple-choice test in Portuguese (with parallel forms) standardized on samples of normal school students in the two states. This research also made use of the secondary school intelligence and achievement tests developed for Project 1, described above, and data similar to those gathered for Project 1 were gathered by the two bolsistas conducting this research. Because of a number of unexpected delays, bolsistas have succeeded only in computing reliability coefficients, which are satisfactory, and expect to complete work on the validity coefficients and the norms early next year.

3. Development of two parallel forms of a reading test for 4th year elementary school children. This research went through phases similar to Project 1. The tests were administered to 105 school children in the City of São Paulo. Reliability studies are complete, and



validity (consisting of correlations with teachers' marks in Language and with the average of all marks) is very satisfactory. When norms have been prepared, this test should be ready for general use in the São Paulo municipal area. Teachers in whose classes these tests were administered showed a high degree of interest in the project, and there is a possibility that the test may be used to select students for entrance into ginásio (first level secondary school). This test could also be made available for general use in Brazilian schools, once adequate norms have been prepared and made available.

4. A study of the emotional problems of overachieving and underachieving elementary students. (An overachieving student was defined as one scoring below the median on intelligence tests and above the median on teachers' marks; an underachieving student was defined as one scoring above the median on intelligence tests and below the median on teachers' marks.)

a. Portuguese translations of the Bell Adjustment Inventory and a sentence completion test were administered to two classes of elementary school students. The Bell provided scores indicating problems in Home, Health, Social, and Emotional adjustment, and the sentence completion test was scored for indications of hostile-aggressive, accepting, and anxious attitudes.

b. A hypothesis that overachieving students would show evidence of fewer problems of adjustment than underachieving students was not supported by the findings, which showed that overachieving students (especially girls) had significantly more problems than underachievers.

c. A report summarizing and interpreting the results of this research will be submitted to INEP, to the psychological journal CHILD DEVELOPMENT for publication, and to UNESCO for clearance.

5. A study of the motivation of academically successful and unsuccessful elementary students of lower-class origins. This study was based on the assumption that more successful lower-class students would display a higher degree of "achievement motivation" than less successful ones, and that achievement motivation could be measured by a questionnaire covering activities participated in by students or activities not participated in but desired. It was expected that students reporting and aspiring to more activities would be more academically successful than those reporting and aspiring to fewer activities. Results did not support the hypothesis, but neither did they contradict it. Either achievement motivation is not a significant factor in academic success in the group that was studied, or the questionnaire was not a valid measure of achievement motivation. This project was, nevertheless, an excellent training experience in research techniques for the bolsistas.

6. A study of cognitive and noncognitive factors contributing to success in arithmetic in elementary school students.



- a. A 24-item questionnaire, measuring attitudes toward various activities involving problem solving was administered to 108 4th year elementary students in Pôrto Alegre, Rio Grande do Sul, together with the intelligence and achievement tests in arithmetic developed as a part of Project 1. (The bolsista who administered these tests also aided the group working on Project 1, by developing the test in arithmetic, travelling to Pôrto Alegre at her own expense, and administering other tests for Project 1, as well as the tests for her group's research project.)
  - b. Data were gathered regarding the students in this research, consisting of teachers' marks and socio-economic information (educational level of parents and fathers' occupational level). One of the bolsistas from the Educational Sociology group of the Seminar joined with two bolsistas from the Educational Psychology-Tests and Measurements group to work on this research.
  - c. Results showed a small but statistically significant relationship between problem-solving attitudes and success in arithmetic, and substantial correlations between socio-economic status, intelligence, and success in arithmetic.
  - d. A paper reporting the results of this research is being prepared for publication in the JOURNAL OF EXPERIMENTAL EDUCATION and in the bulletin of the CRPE in Pôrto Alegre.
7. A study of differences in sociometric cohesiveness in modern and traditional elementary classes. Results show that children in modern classes are more likely to be chosen as friends than is the case in traditional classes.
  8. A study of interests of adult illiterates, undertaken as a basis for selection of textual matter to be used for instruction.
  9. A study of attitudes toward modern or child-centered practices in education. This was a cross-cultural study comparing Brazilian teachers, education students, and medical students with the results of research conducted in the United States. Results confirmed U.S. findings in that attitudes favorable to modern methods were found to be consistent with democratic attitudes and with independence of judgment. The results of this research have been reported in a paper coauthored by the bolsista and me, accepted for publication by the JOURNAL OF SOCIAL PSYCHOLOGY, and approved for publication by UNESCO. A Portuguese version of this article will be submitted to a Brazilian psychological journal for publication.
  10. A study of the validity of the F scale ( a measure of authoritarian attitudes) for Brazilian secondary teachers.
    - a. The F scale, a measure used rather extensively in research in social psychology in the United States, was translated into Portuguese and administered to 50 Brazilian ginásio teachers. Scores were then compared with the results of anonymous appraisals of the same



teachers by their students. The hypothesis that the two measures would be intercorrelated was not supported, although the two measures showed a high degree of reliability.

Evaluation. The following means were used to assess the success of the Seminar:

1. Mme. Cambon, Miss Guedes, and I help many personal conferences with the bolsistas, collectively and singly, with respect to the conduct of their research. This frequent contact enabled us to use what amounted to a tutorial system of instructing the bolsistas in research methodology, and also permitted us to make a rather comprehensive appraisal of each bolsista's potentialities as a research worker.
2. Each research group of bolsistas delivered two oral reports before the entire Seminar and completed a written report the research undertaken during the semester.
3. One month before the close of the seminar, each bolsista took a written examination based on a practical research problem, partly statistical in nature. It is difficult to evaluate the results of this examination without comparable experience with similar groups of students, but my personal estimate is that about one third of the bolsistas did very well, another third did quite poorly, and the rest were moderately satisfactory.
4. On the basis of the foregoing types of evaluation, Mme. Cambon and I, together with Miss Guedes and Mr. L. Mukherjee ( UNESCO expert assigned to this Seminar, who arrived toward the end of October) wrote brief descriptive evaluations of the research competence of the bolsistas. These evaluations were included in the certificates awarded the bolsistas as a result of their successful completion of the Seminar. We also used the foregoing evaluations as a basis for deciding whether we would nominate them to participate in the Seminar second year. Nine bolsistas were able to continue the following year and have indicated an interest in staying . Of the remaining eight bolsistas, a majority also indicated an interest in remaining, but were unable to present themselves as candidates for a second year, because of personal or professional commitments. Of the nine bolsistas who presented themselves as candidates, we have recommended seven for a second year, five of them basis of average scores or better on the examination mentioned in No. 3, above , as well as on the basis of our subjective appraisal, and two, because their motivation and willingness to work under direction appeared to recommend them as likely candidates.
5. An anonymous evaluation questionnaire was filled out by the bol-



sistas of the Educational Psychology-Tests and Measurements group , rating the various aspects of the Seminar in terms of their perceived interest and value on a 5-point scale, ranging from 5-excellent to 1-poor. The averages of their ratings for each of the items included in the questionnaire are as follows. The figures in parentheses at the left of each item are the ratings assigned by the same bolsistas to the same or similar items in a similar anonymous evaluation made last June.

- (4.0) 4.1 Work you are doing with your research project.  
4.2 Lectures given by the professors of the Educational Psychology-Tests and Measurements sector  
3.2 Lectures given by visiting professors
- (3.9) 4.2 Help received from the staff (experts and assistants) of the Educational Psychology-Tests and Measurements sector
- (2.9) 2.8 Help received from other bolsistas in relation to statistical problems or any other type of research problems  
4.4 Classes in statistics  
3.9 Classes in English  
3.7 Evaluation session at end of semester (This item referred to the final examination)
- (3.4) 3.9 Help received in making progress toward your ultimate professional goals

In general the bolsistas appeared to believe that the work had greater interest and value for them during the second semester than during the first, and this is borne out by their written comments included at the end of the questionnaire. The items mentioned as "liked most" in that section of the questionnaire were, first of all, the research project (mentioned by seven), and second, the help given by experts (mentioned by five). Personal and professional contacts with other bolsistas were mentioned by an additional seven bolsistas in some way or other. Twelve different items were mentioned as "liked least." There was no pronounced trend in these items, although three bolsistas mentioned limitations of time in some way or other. When the above ratings are compared to those I customarily receive in similar evaluations in the United States, it appears that the Seminar was perceived by most of the bolsistas as successful and valuable.

Other Activities. I also participated in the following activities during the second semester:

1. On the invitation of Prof. Alvaro Magalhães, Director of the CRPE, in Pôrto Alegre, Rio Grande do Sul, I went to Pôrto Alegre to serve as a lecturer and a consultant for an eight-day period, August 23 to 31. During my stay in Pôrto Alegre, I delivered eight lectures, reading from a Portuguese text, consulted three times with two different groups, was interviewed by the press, and spoke on the radio.



2. Three lectures, read from a Portuguese text, were delivered for the São Paulo Psychological Society. They will be published subsequently, together with a lecture given for the Society in June, in the bulletin of Society.

3. Two of the lectures given to the Society and at Rio Grande do Sul were also delivered before the assembled bolsistas of this Seminar and the V CEEAL, the other UNESCO Seminar located at CRPE in São Paulo.

4. Three lectures that had been given before the bolsistas during the first semester have been revised and edited and submitted to INEP for publication in one of their bulletins.

Recommendations and Suggestions. Before presenting my recommendations and suggestions let me say that the past year has, in my opinion, been a very successful one for the Seminar. However, nothing is so good but that it cannot be improved. The following recommendations are therefore offered in the hope that they will not only avoid some of the problems encountered in the Seminar this year but that they will enable staff personnel and bolsistas to avoid anticipated problems and make more efficient use of the time and energy of both staff members and bolsistas.

1. The generally satisfactory results of this past year's Seminar are a substantiation of my feeling that the best way to teach any complex skill, like research, is to teach it within the context of a practical problem. This not only facilitates "learning by doing", but also helps to develop a high degree of motivation. The fact that the work of the Seminar has been able to evoke a high degree of motivation is demonstrated by the bolsistas' willingness to pay their own way their home states in order to administer tests, as well as by their eagerness to work night after night until the early hours of the morning in order to get work done on schedule. I would therefore recommend that:

a. The instructional work of future seminars be focused on problems that are both real and practical, and that the amount of formal lectures be reduced to the minimum - certainly to less than was provided this past year. It was fortunate that UNESCO and INEP had assigned the Seminar the task of constructing a battery of psychological tests, otherwise it might have been difficult to find a sufficient number of practical problems to serve as a basis for instruction.

b. One source of problems might be found in some of the modern or experimental schools in the São Paulo area, perhaps the Experimental School at the CRPE or the Ginásio Vocacional "Oswaldo Aranha", administered by Prof. Joel Martins.

c. During my visit to Porto Alegre, I was asked to consult with a number of different groups who were doing research on practical problems. This was quite different from my experience in São Paulo, where no one, other than my bolsistas asked me to serve as a consultant. Perhaps



the problems being researched at CRPE in São Paulo are of a more theoretical and less practical nature than those being researched in Porto Alegre, or perhaps São Paulo groups are already well supplied with expert advice and consequently do not need any more. Whatever the reason, the fact remains that Porto Alegre groups, both in and out of the CRPE, either have more practical problems or have more need of help in research. I recognize that there are many reasons why the Seminar can not be transferred to the CRPE in Porto Alegre, but perhaps there could be a closer liaison between the two CRPEs than there is at present. Perhaps personnel can be assigned by CRPE in Porto Alegre to our Seminar, bring problems with them, or perhaps personnel from the Seminar, staff or bolsistas, could be assigned for periods of several weeks or a month to Porto Alegre to work on problems in situ.

2. No one can consider himself an adequate research worker in the field of educational research unless he has a working knowledge of statistics. Note that the classes in statistics received the highest rating of all the items on the anonymous questionnaire filled out by the bolsistas. I therefore recommend that the practice of providing classes in statistics be continued in future seminars and that the instruction be focused on the research problems being worked on by the bolsistas, as was done this year. The usual class in theoretical statistics provided in Brazil and in the United States would be of limited value, if any.

3. Although I feel that the bolsistas who under the direction of Mme. Cambon and myself made significant progress toward the objectives outlined at the beginning of this report, I do not think that any of them are qualified to direct a research program, although it is possible that some of them may be called upon to do so when they return to their home states and may in fact do better than they would have done if they had not attended this Seminar. I would say that about half the bolsistas are qualified to do some independent work in the planning and execution of research, and that the rest of them are qualified to work on research under supervision. This may be a reflection of the inadequacies of the training provided them in this Seminar, but, in the light of the background of the bolsistas who were in attendance, perhaps these results are about as much as could have been expected. As I stated in my six months report, the average educational level of the bolsistas is about equal to that of the 3rd year university student in the United States, and I think we have done as well with them as we could have done with comparable group of students in United States. However, research in the United States is usually done by students with graduate status, and only a few the bolsistas were able to offer this kind of background. I recognize, of course, that there are natural limitations that prevent the Seminar.



from securing bolsistas who have graduate degrees or who have, for that matter, positions of some responsibility in research institutions. Most of these people are busily employed in doing research and cannot be spared from their jobs. However, I recommend that:

- a. Future bolsistas be required to present at least 15 years of education, with exceptions for unusual cases. In other words, I am suggesting that this year's average become the minimum.
- b. If there is any possibility of choosing among the candidates for bolsas, it would be well to administer a simple test of statistical knowledge and give preference to those who make higher scores.
- c. In view of the great amount of educational research that is printed in English and French, it may be well to give prospective bolsistas a short test in one of these languages as a further index to their ability to profit from a year in this Seminar. The present instruction in English should of course be continued, with even greater emphasis on reading and translation from English into Portuguese.

4. The fact that none of the bolsistas completing this Seminar will be able to function as a director of research brings me to the next set of recommendations. If the work being done in this Seminar is to have any long-range effect on educational research in Brazil, it seems to me that we should be training the people who will direct research. In other words, we should be working with "counterparts" or "homologues"- psychologists or other educators having graduate degrees, attached to one of the chairs in a university (or having responsible research positions), and assigned to work full time as research partner of one of the experts in the Seminar. Hence I recommend that:

- a. Full-time counterparts or homologues who have graduate degrees or comparable training be assigned to work as research partners with UNESCO experts, with the understanding that, on successful completion of an appropriate number of years in the Seminar, they will be assigned to responsible research positions.

- b. My work with Miss Hilda de Almeida Guedes has convinced me that she could be prepared to serve as a counterpart or homologue. I therefore suggest that she be given a fellowship to work toward a master's degree (or the equivalent) in some American or European university. In view of what I know about her interests and abilities, it seems to me that George Peabody College for Teachers would be admirably suited as a host institution, and I have advised her to make application for admission there.

5. Further measures to strengthen the position of educational research in Brazil seem to be in order. Brazilian education needs the stimulus of an Educational Research Association, as well as a bulletin devoted to the publication of minor, as well as major, research studies.



Educators in Brazil appear to be preoccupied with large-scale research studies. Such studies have their place, but many of the questions before Brazil could be analyzed just as well by a series of smaller studies. One of the problems appears to be the tendency to publish major studies, in preference to smaller ones. For example, I have encountered very few validation studies of the several tests used in Brazil - validation, that is in terms of scholastic success (school marks). This is the kind of small scale research problem that some of our best-qualified bolsistas could do with little or no help on the part of an expert. I therefore recommend that:

- a. The present and future groups of bolsistas in this Seminar be used as a nucleus for a Brazilian Educational Research Association.
  - b. This Association publish a journal devoted to educational research studies of the type and scope undertaken in this Seminar. Few things stimulate the morals and the interest of a researcher than the possibility of seeing his work in print.
6. Next year's seminar is in the capable hands of Mme. Jacqueline Cambon and Mr. L. Mukherjee, but they may wish to consider the following suggestions as they plan their work for next year with Prof. Carlos Mascaro and the other Brazilian representatives of the CRPE in São Paulo and INEP:
- a. As tests mentioned in Projects 1, 2, and 3, above, become ready for general use, they should be printed, rather than mimeographed. While Prof. Mascaro of the CRPE has been generous in seeing that all our requests for mimeographing were met promptly, efficiently, and without question, printed tests will be more readily accepted by the education profession than will mimeographed ones. Furthermore, it is actually cheaper to print tests, where large quantities are involved.
  - b. Studies relating to the validity and reliability of the tests mentioned in Projects 1, 2, and 3 should be published as soon as possible in the appropriate INEP journal, in order that the results may have the widest possible circulation among professional people. It may also be desirable to present lectures on the tests at various professional meetings in various parts of Brazil. Such efforts at public relations are necessary and desirable because little is known or understood by Brazilian educators about the ways in which standardized test may be used to help resolve educational problems. Furthermore, such dissemination of information must necessarily precede the actual use of the tests in the schools.
  - c. Our experience with the Reading Test mentioned in Project 3, above, has shown that introducing a test in a school can in itself arouse



interest in the use of a test in the solution of educational problems. The teachers of the schools in which the test was used expressed considerable interest in the test and at once suggested that the test might be used to select students for the first level of secondary school (ginásio). UNESCO staff and bolsistas should be alert for opportunities of this sort to discover practical problems that might be used as a basis for research.

d. An electric calculator should be assigned the experts in Educational Psychology and Tests and Measurements to aid them in their statistical work, which is bound to increase during the coming year.

e. I recognize that the shortage of office space at CRPE requires some doubling up, but the kind of work performed by experts in Tests and Measurements requires intense concentration and calls for privacy. This year we have been indebted to the generosity of Professor Arrigo Angellini, who assigned me the office space that is now occupied by Mme. Cambon, Mr. Mukherjee, Miss Guedes, Miss Vera da Cunha Bueno (Mme. Cambon's assistant), and myself. It may be that the departure of Mr. Kermoian and myself will alleviate the pressure for office space somewhat, but the situation should nevertheless be reviewed at the start of next year in order to insure sufficient privacy for the experts and their assistants.

f. Test norms have meaning only if they are based on adequate samplings of the population for whom they are intended I therefore urge that bolsistas be allowed a reasonable travel budget to enable them to travel to other states and administer the tests. In my opinion, it is unfair to require bolsistas to perform research, to encourage them to make plans to carry out this research, and then tell them that the research must be financed out of their own pockets. If no budget can be made available for bolsista travel, this fact should be made known early in the year, in order that false hopes not be aroused, as they were during the first part of the last semester. However, if UNESCO experts are to carry out their mission with respect to the development of standardized tests, some travel budget must be made available to enable them or their bolsistas to gather data for norms, as indicated above.

Summary. In my opinion, this has been a most successful first year for the Seminar. All the evidence we have been able to muster points to that conclusion. There have been some aspects that could be improved, and I have commented on them in my suggestions and recommendations, above. But in general I feel that all the personnel involved - UNESCO staff, Brazilian staff,

and bolsistas -share my feeling of satisfaction at having accomplished the major aspects of the mission that had been set for us. As contributing factors in the success of this seminar, I should like to mention my assistant , Profa. Hilda de Almeida Guedes, who is all that one could wish for in a professional trained assistant; Mme. Jacqueline Cambon, who would be my first choice as a fellow researcher on any subsequent project; Prof. Carlos Mascaro, who , as Brazilian coordinator for the Seminar, played a sympathetic and effective role in seeing that our research proceeded without delay or harassment by petty problems; Prof. Robert J. Havighurst, whose understanding of our work and ability to interpret it to others not only helped resolve problems but will also contribute much to its importance and recognition by Brazilian educators; Dr. Anisio Teixeira, whose dreams and plans made the Seminar a living reality; Prof. Samuel Kerboian, who as UNESCO Coordinator of the Seminar, was a constant source of support and encouragement; and, finally , the bolsistas themselves, whose enthusiasm and eagerness to learn did much toward making this year a pleasant and rewarding one for me.