

← Sny hier oop—To open cut here →

DAAR MAG NIKS BY 'N LUGBRIEF
INGESLUIT WORD NIE; AS ENIGIETS
WEL INGESLUIT WORD, SAL DIE
BRIEF BEBOET OF PER LANDPOS
AANGESTUUR WORD.

AN AIR LETTER SHOULD NOT
CONTAIN ANY ENCLOSURE; IF
IT DOES IT WILL BE SURCHARGED
OR SENT BY SURFACE MAIL.

NAAM EN ADRES VAN AFSENDER
SENDER'S NAME AND ADDRESS

Miss K.D. Landman,
42 Trichy Road,
Raisethorpe, Pietermaritzburg,
Natal, South Africa.

← Sny hier oop—To open cut here →

Tweede vou—Second fold

AIR LETTER



AÉROGRAMME



ATER ARE P 100US

Ministério de Educação e Cultura,
Rua da Imprensa 16,
Rio de Janeiro, G.B.
Brazil.

5

42 Trichy Road,
Raisethorpe,
Pietermaritzburg,
Natal,
South Africa.

21/6/67

Ministério de Educação e Cultura,
Rua da Imprensa 16,
Rio de Janeiro, G.B.,
Brazil.

Sir,

I have planned to visit Brazil in October, this year and I wish to stay there for some time. It is my desire to seek occupation there for that period and I would be grateful if you would give some information concerning a post there?

I am a 26 year old, Indian female. I am a fully qualified teacher with a Matric and Diploma certificate. The current year is my seventh year of teaching.

I would be grateful if you could let me know whether it is possible to employ me as a teacher in Brazil, to teach

English, whether I have to know the language of the people before I am employed, and whether I need a "Work Visa" to gain employment there? If I have to learn the language, how long will it be before I can be employed?

If these problems can be overcome will it be possible for you to employ me. I have taught pupils from the infant class up to Standard ten. I would be grateful if you could send me the information as soon as it is possible as I wish to leave S.A. at the end of September.

I remain,
Yours faithfully,
K.D. Ramdhunee

Miss K.D. Ramdhunee,
42 TRICHY ROAD,
RAISETHORPE,
PIETERMARITZBURG,
NATAL,
SOUTH AFRICA.

Eerste vou—First fold



MINISTÉRIO DA EDUCAÇÃO E CULTURA

gab. 425/67

002411

8 AGO 67

PROTOCOLO

De ordem do Sr. Ministro, solicito ao
I.N.E.P. o obséquio de promover a tradução oficial
do documento incluso, para sua tramitação.

Em 8 de agosto de 1967.

158/67

A CBPE, solicitado:
a) tradução
b) minuta de respostas
8.8.67

Favorino Mercio
Chefe do Gabinete

A D. Maria Helena
11.8.67
Luisinho

A D. D. I. P.
21.8.67
Luisinho

October, 1967

Miss K.D. Ramdhunee
42 Trichy Road,
Raisethorpe
Pietermaritzburg - Natal
South Africa

551/67

Dear Miss.

I have to acknowledge your letter of June, 6th. 1967 passed to this dept of the Ministry of Education.

You have asked for information about teaching in Brazil and, I am directed to state that in order to obtain teaching post in Brazil you must have a secondary school teacher's diploma revalidated here so that it may correspond to the one granted to our teachers at Teacher Training College, (Faculties of Philosophy etc. of Universities etc.). You will have to take examinations in subjects not included in your course of training in South Africa.

When you have passed these examinations you can apply for registration in the Dept. of Secondary Education of this Ministry, as a secondary school teacher.

Primary education is compulsory from seven years of age and is given in the Portuguese language, our national language, (Law of Ec. 1961 & Diretrizes e Bases da Educação Nacional)

There are however certain private schools and institutions in Brazil where they employ teachers of English Language and Literature. Some of these institutions are listed below and you may communicate directly with them if you are interested in teaching English.

The British Council Representative for Brazil (360 Av. Portugal - Urca - Rio de Janeiro - Brazil) might also be able to advise you in these matters as they select some teachers for employment in Brazil.

- | | |
|--|--|
| - Instituto Souza Leão
Rua Jardim Botânico, nº 264
Rio de Janeiro - Guanabara - Brasil | - Colégio Andrews
Rua Visconde de Silva
Praia de Botafogo, nº 308
Rio de Janeiro - GB - Brasil |
| - Instituto Santo André
Rua do Cosme Velho, nº 625
Cosme Velho - R. Janeiro - Guanabara | - Escola Americana
Rua Gal. Urquiza, nº 223 - Leblon
Rio de Janeiro - Guanabara - Brasil |
| - Sociedade Brasileira de Cultura Inglesa
Brazilian for English Culture
Av. Graça Aranha, 327 - Caixa Postal, 821
Rio de Janeiro - Guanabara - Brasil | - Instituto Brasil/Estados Unidos
Av. N.S. de Copacabana, nº 690 - 6º
Rio de Janeiro - G.B. - Brasil |
| | - Instituto Mackenzie
Rua Maria Antônia, nº 403
São Paulo - São Paulo |

Yours Sincerely,

ERu

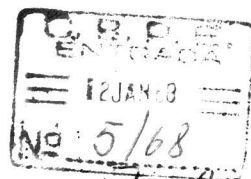
Elza Rodrigues Martins
Chefe da Seção de Documentação e Intercâmbio

ANTI-DEFAMATION LEAGUE

Of B'nai B'rith

315 LEXINGTON AVENUE, NEW YORK, N. Y. 10016, MUrray Hill 9-7400

Fall, 1967



Dear Friend:

Enclosed you will find a copy of the 1968 questionnaire on research and activities in the field of intergroup relations. This questionnaire is part of the annual census jointly sponsored by the Anti-Defamation League and several learned professional societies. It is being sent, as it has been for the past nine years, to members of the societies, to colleges and universities both in the U.S. and abroad, and to interested persons engaged in relevant research.

We are pleased to report that Dr. Melvin Tumin of the Department of Sociology, Princeton University, has again agreed to serve as editor of the annual summary.

We are compiling a complete review of the current research in intergroup relations and would appreciate it if you would fill out the form and return it to us in the enclosed envelope. If you feel that someone else in your institution or member of your society is better qualified to answer the questions, please pass it along. Additional copies of the questionnaire are available on request.

Since our use of the term "intergroup relations" may not be adequately descriptive, let us explain that we are arbitrarily limiting our Annual to reports of research on relations between groups that are ethnic, racial, religious, or national in character. Caste and class, while not our primary emphasis, will be included where related to these factors.

We would be very interested in any empirical research on civil disturbances or riots, as these are connected to group tensions. We would very much like to see reports as well on the theories of the cycles of riot and response.

Enclosed for your information is a notice describing the 1966 Research Annual. Please note the categories of relevant research listed on the back. The 1967 edition will be ready for distribution in late Spring. The results of the current study will be published in 1969.

Thank you for your help with this meaningful project.

Very truly yours,

Oscar Cohen
Oscar Cohen
National Director
Program Division

OC:
Enclosures

Ao Centro Latino-Americano de Pesquisas em Ciências Sociais. At: D. Regina Tavares. Em 10.1.68
Elza R. Martins

*atendido e preenchido
questionário pelo CHAPCS
quanto à pesquisa:
Estado das áreas de
Trabalho Interdisciplinar em 15/1/68*

40

From the Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, [REDACTED] New York, N.Y. 10016, MUrray Hill 9-7400

edited by Melvin M. Tumin and Cathy S. Greenblat

TABLE OF CONTENTS

COUNTRIES REPRESENTED

- THE EDITORS: Melvin M. Tumin, Professor of Sociology at Princeton University, is the author of several books, including *Desegregation: Resistance and Readiness*, *Social Class and Social Change in Puerto Rico*, and *Social Stratification: The Forms and Function of Inequality*; and editor of *Research Annual on Intergroup Relations* – 1965. Cathy S. Greenblat is a member of the Sociology Department, Douglas College, Rutgers, New Jersey.

(Hard) \$8.00

315 Lexington Avenue, New York, N.Y. 10016

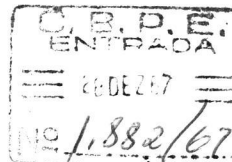
☐ Please send Publications Catalog

Fig.

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

CENTER FOR STUDIES IN
EDUCATION AND DEVELOPMENT

38 KIRKLAND STREET
CAMBRIDGE 38, MASSACHUSETTS



21 de diciembre de 1967

*DDIP
28 XII.67
X*

Estimados Colegas:

Durante los últimos 15 meses les he visto o he estado en contacto con Uds. por correo sobre el desarrollo de un proyecto en "Educación y Población" con finalidades de despertar conciencia de educadores frente a la explosión demográfica. Quiero agradecerles profundamente por su interés y sus comentarios referentes a este proyecto. Ahora, luego de mi regreso a Boston y después de la primera fase del trabajo de campo en Cali, Colombia, quiero repartirles un informe que en la víspera de mi salida hicimos a los rectores y decanos de los quince Institutos y Facultades de Educación en Colombia en los cuales se adiestran profesores de educación media.

Me gustaría saber si en su país han comenzado algo similar o si Uds. han tenido la oportunidad de considerar un proyecto de esta índole. Tan pronto como tengamos un análisis preliminar de los datos, espero poder repartirles un informe más avanzado.

Con mis mejores saludos y la esperanza de tener noticias tuyas,

Atentamente,

David Burleson

David Burleson, Ph.D.
Lecturer on Education and
Research Associate

DB/sb

*Ao Centro Latino-Americano de Pesquisas
 em Ciências Sociais. At: D. Regina Taranas.*

*Identificação pedida foi respondida
 pelo Cb APCS. Em 14/1/68*

Em 10.1.68

Flora R. Martins

Ernesto T. Taranas

(41)

E D U C A C I O N Y P O B L A C I O N

Entre los numerosos factores que complican el desarrollo educacional en América Latina, la presión que resulta del rápido crecimiento de la población es importantísima. La explosión demográfica de América Latina puede ser sencilla pero dramáticamente ilustrada apelando solamente a dos datos estadísticos: En 1.900 Latinoamérica tenía 60 millones de habitantes, en el año 2.000 tendrá 600 millones aproximadamente; el crecimiento de la población es todavía más rápido en Colombia: en 1.905 el país tenía 4,3 millones de habitantes, a fines del siglo tendrá 60 millones; es decir, que en un siglo la población de Latinoamérica se multiplicará por 10 y la de Colombia por 14.

En Latinoamérica los profesionales de las Ciencias Médicas están confrontando esta explosión y sus consecuencias; no así los profesionales de la Educación quienes en gran parte no han estudiado el problema y no han desarrollado una política de "educación preventiva" frente a los problemas planteados por la explosión demográfica.

Basada en la convicción de que la Educación tiene que actuar hoy en día como uno de los agentes más activos del cambio social, desde fines del año pasado la Facultad de Educación de la Universidad del Valle, en colaboración con el Centro para Estudios en Educación y Desarrollo de la Facultad de Educación de la Universidad de Harvard, ha estado estudiando la posibilidad de investigar los conocimientos y las actitudes del gremio educacional frente a los problemas demográficos del país y de dar a nuestros colegas y estudiantes una base para poder comprender mejor las incidencias del problema demográfico en la Educación.

Hasta Septiembre de este año, personal de ambas instituciones estudió las realidades colombianas y planeó los materiales para trabajar con personal de tres (3) niveles de nuestra estructura educacional; profesores en servicio, profesores en adiesamiento y estudiantes de Educación Media.

Hace tres meses; iniciamos un trabajo de campo con muestras de la población de los tres (3) niveles citados. En la Facultad de Educación de la Universidad del Valle, hicimos el experimento dentro de los cursos de Currículum y Sociología con estudiantes de los dos (2) primeros niveles. A nivel de Educación Media trabajamos en dos (2) colegios oficiales de Cali en las materias de

Geografía y Civismo con estudiantes de tercero, cuarto y sexto año.

El trabajo de campo se desarrolla en cuatro (4) partes o fases:

1. Se aplica un pre-cuestionario sobre los conocimientos y las actitudes de los estudiantes frente a los problemas demográficos mundiales y colombianos.
2. Se realiza un cursillo bajo el nombre de "Colombia frente a la Explosión Demográfica". Este cursillo, que ocupa de 6 a 9 horas de clase, se ha variado en los distintos grupos presentando en algunos de ellos una serie de profesores universitarios especialistas en el tema; en otros haciendo el programa sin variación dentro de la programación de la materia de los estudiantes, es decir, como si fuera una parte común del desarrollo de ella; y en otros grupos, elaborando el cursillo por un profesor visitante especialista en el tema.
3. Después del cursillo se abarca la tercera etapa de trabajo de campo aplicando un post-cuestionario a los estudiantes para poder medir la diferencia entre sus conocimientos y actitudes antes y después del cursillo. Es en esta etapa en donde actualmente nos encontramos con la mayoría de los grupos de nuestra investigación.
4. Cuatro o cinco meses después de terminado el cursillo, esperamos poder aplicar el test una vez más para medir el residuo o aumento de cambio de actitud y el nivel de interés de los sujetos.

En nuestros contactos con profesores en servicio, con los de adiestramiento y con los estudiantes de bachillerato hemos encontrado un inesperado interés por el problema demográfico. El interés manifestado en las respuestas es tan grande a primera vista que entre las variables controladas de edad, sexo, religiosidad, educación y nivel económico, no aparece haber una diferencia significativa. A la pregunta de: "usted cree que se debe abarcar esta materia dentro del curriculum del bachillerato, nos están respondiendo positivamente más del 90%.

En otra pregunta destinada a medir la actitud del estudiante sobre la posibilidad de presentar nociones de educación sexual a nivel de Educación Media, encontramos a primera vista que un 90% opina que se debe hacer la presentación de estas nociones a nivel de Educación Media y que 70% piensa en la factibilidad de hacerlas a nivel de Educación Primaria; el 30% restante aduce como argumento

el hecho de que en nuestra cultura es más conveniente desarrollar este tema a nivel familiar y no en la escuela o que todavía nos falta el personal preparado, o que la primaria toca al alumno en edad demasiado inmadura.

Como aproximadamente el 50% de la población colombiana actualmente tiene 15 o menos años de edad, pensamos que a nosotros los educadores nos corresponde ganar tiempo frente al futuro para que los otros profesionales no tengan siempre que trabajar en un estado de crisis frente a la epidemia del aborto y la frecuencia de la familia colombiana.

Este es un informe muy provisional para ponerles al corriente de esta nueva actividad de nuestra Facultad de Educación; no estamos ahora en condiciones de elaborarlo más porque nos falta hacer el análisis de los datos que hemos recogido. Sin embargo, estamos convencidos que es importante darles esta información para que ustedes también puedan empezar a pensar cómo podría introducir, dentro del currículum de sus facultades, estas inquietudes demográficas.

Desde fines de 1.967 hasta mediados del año próximo estaremos analizando los datos y reestructurando los cursillos para los tres (3) niveles arriba mencionados.

Si ustedes desean comunicarnos sus preocupaciones, les agradeceríamos cualquier sugerencia que deseen hacer. En junio próximo esperamos poder extender el proyecto a otros centros educacionales del país, y para aquel entonces les pedimos desde ahora su colaboración.

"Educación y Población"

Instituto de Investigación y
Planeación Educativas.
Facultad de Educación
Universidad del Valle
Apartado Aéreo 2188
Cali - Colombia

Rio de Janeiro, 20 de outubro de 1967.


Nº 584/67.

SETH SPAUDING
Professor and Chairman
University of Pittsburgh
School of Education
Pittsburgh, Pennsylvania 15213
U.S.A.

Prezado Senhor,

Em resposta ao seu pedido endereçado ao Ministério da Educação e Cultura, dentro do programa "international development education", tendo em vista a publicação de um número da "Review of Educational Research" em 1968, tenho o prazer de remeter a V.Sa., nesta data, um exemplar da "Bibliografia sobre pesquisas educacional do Brasil - 1967", elaborado pelo Serviço de Bibliografia deste Centro.

Atenciosamente,



Elza Rodrigues Martins
Chefe da Seção de Documentação
e Intercâmbio

Proc. 828/67

ERM/wrr.

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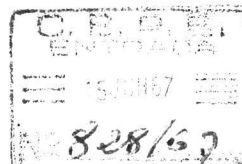
UNIVERSITY OF PITTSBURGH

SCHOOL OF EDUCATION

PITTSBURGH, PENNSYLVANIA 15213



June 8, 1967



Regina
Professor Paschoak
Director de INEP
Ministerio de Educação
Rio de Janeiro, Brazil

Dear Professor Paschoak

The American Educational Research Association, for the first time, will publish an issue of the REVIEW OF EDUCATIONAL RESEARCH in 1968 dealing with international development education. In the past, chapters in issues dealing with the social foundations have included a discussion of comparative education, but there has never been an issue in the cycle devoted entirely to what is increasingly called "international development education."

I am Chairman of the Committee preparing the issue. As of now, we intend to have an introduction which more or less defines the field. Following this introduction, we will have chapters on research in education and political development, educational planning, research on education and economic development, on education and social development, and a chapter on research on innovation and implementation in educational systems around the world.

We would appreciate it very much if you could provide us with information as listed in the enclosed questionnaire. If you wish to answer only selected questions, please do so. Those contributing to the issue will receive appropriate credit.

I am enclosing a statement on the issue and the tentative table of contents. If you have comments or suggestions beyond those requested by the questionnaire, I would greatly appreciate hearing from you.

Sincerely,

Seth Spaulding

Seth Spaulding
Professor and Chairman
Graduate Program in International
and Development Education

Enc.

A'SDI/57
John M. ...

REVIEW OF EDUCATIONAL RESEARCH, Issue on International Development Education

(To be issued in early 1968)

PURPOSE: To survey and report on research around the world which is both relevant and important to the field of international development education (IDE). We should describe what has been done, provide a framework within which it can be classified and integrated, evaluate it, and suggest important directions for future research. Because this is the first REVIEW to use this central theme, it is important to review the research literature of the past decade for the most important research efforts.

DELIMITATIONS: The field of comparative education is most obviously of direct relevance to IDE. Regularly reviewed in the REVIEW OF EDUCATIONAL RESEARCH in 1961, 1964, and 1967, it will not be separately treated in this issue. Rather, those studies of educational processes, institutions, and problems which have been defined as comparative education because they treat educational systems foreign to the researcher and/or make cross-national comparisons, will be cited as they are relevant to the dimensions of IDE systematically set out for this issue of the REVIEW. The reader is to be referred to the previous chapters cited above for a systematic treatment of comparative education.

DEFINITIONS: International Education refers to cross-national cooperation, relations, and exchanges of educational information and personnel. Under this heading, scholars and educators have been concerned with both formal and informal educational programs and organizations, including activities in:

1. International relations and cooperation in education (Examples: (1) Inter-governmental educational organizations from the International Committee on Intellectual Cooperation to UNESCO, (2) international non-governmental educational associations, and (3) educational research and experimentation on an international scale.
2. Cross-national exchange of educational materials, students, teachers, consultants, and aid (Example: (1) Sojourns of students and teachers across national boundaries for educational purposes. (2) International technical assistance for education in the developing nations; (3) Educational programs administered cross-nationally including colonial educational programs, the post WW II occupation directed reforms of Japanese and German educational systems, and the administration of education in territories under the UN trusteeship system.
3. The local development of educational programs to meet international goals, especially education for international and cross-cultural understanding. (Examples: (1) the international dimensions of teaching, research, and service by American colleges and universities,

(2) elementary and secondary curricula innovations for international understanding.

More recently, and with special reference to the newly developing regions of the world, a concept of international development education has been put forth in which attention is called to organized programs of teaching and learning related to plans for economic, political, or social change. Similar interests in economics, public administration, and political science have led to scholarly and practical applications in areas now called development economics, development administration, and development politics, while other social scientists have developed fields of study in the psychology of development (Leonard Doob), the sociology of development (Jiri Nehnevajsa), and the anthropology of development (Norman Chance). Though educators have yet to agree on a standard terminology, programs at Syracuse, Pittsburgh, Stanford, and Harvard have accepted titles that include both "development" and "education" in their titles. Other programs at UCLA, Chicago, Ohio State, Michigan State, Teachers College, Indiana, and elsewhere have addressed themselves to the problem area under different labels most often using either "international" or "comparative" as adjectives to describe their interests.

The concept of international development education does not imply that there is some special kind of education which leads to development. Rather, education is viewed as instrumental in development. While some scholars would use the term "educational development" with the same meaning here attached to "development education," we wish to avoid the implication that we are developing education merely for its own sake unrelated to aspirations for economic, social, and political development.

Research in "international education," in the sense defined above, will be touched on only lightly in this issue. Research in "international development education" will receive principal emphasis.

Committee on International Development Education

Professor Seth Spaulding, Chairman
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

Seth Spaulding,
University of Pittsburgh

INFORMATION FOR INCLUSION IN
AERA REVIEW OF EDUCATIONAL RESEARCH
ISSUE ON INTERNATIONAL DEVELOPMENT EDUCATION

1. Name of Respondent _____
2. Position _____
3. Address _____
4. Do you agree with the definitions of "international education" and "international development education" attached to the tentative table of contents? If not, please comment.

5. Please list studies which should be included in the REVIEW. Note the attached table of contents of the issue. Please list, when possible, title, publisher, address where it can be obtained, date, number of pages. (If possible, describe in abstract form and send a copy of report if it is available).

6. Please list (and enclose, if available) bibliographies on educational research in countries other than the United States, basic reference documents (comparable to the Encyclopedia of Educational Research in the United States) and professional periodicals which deal with educational research. (Please include title, publisher, address where it can be obtained, date, number of pages, and cost).

- a. Bibliographies

- b. Basic reference documents

6. (continued)

c. Professional periodicals dealing with research

7. Please list any innovative programs in countries other than the United States that involve new approaches to the structure of content in education, use of media and technology in education, methods, strategies of organizing education, research on testing and evaluation, etc. If possible, indicate who is responsible and addresses for getting more information.

8. Please list names and addresses of people or institutions in the United States or other countries where information on educational research or on research in international development education might be obtained. (Include centers doing social science research related to education.)
9. If you are in charge of a training program or graduate program in International and Development Education, Comparative Education, or in educational research, please enclose descriptive materials on the program. Please describe your approach to the training of specialists in this field in the way in which you would like a reference to your program to appear in the REVIEW.

Rio de Janeiro, 20 de outubro de 1967.

Nº 590 / 67.

Ilmo.Sr.
Dr. Lester B. Sands
Graduate School of Education
Santa Barbara, California, USA, 93105

Prezado Senhor,

Foi encaminhada ao Centro Brasileiro de Pesquisas Educacionais a carta enviada por V.Sa. ao Sr. Ministro da Educação e Cultura, contendo pedido de material informativo sobre vários aspectos da Educação no Brasil.

Em resposta, tenho o prazer de enviar a V.Sa., nesta data, o seguinte material :

- Lei de Diretrizes e Bases da Educação Nacional
- Anuário Brasileiro de Educação 1964
- Boletins Informativos do Centro Brasileiro de Pesquisas Educacionais - números 113 e 118.

Atenciosas Saudações



Elza Rodrigues Martins
Chefe da Seção de Documentação
e Intercâmbio

Proc.1051/67

ERM/wrr.

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

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SANTA BARBARA • SANTA CRUZ

SANTA BARBARA, CALIFORNIA 93106

April 15, 1967

Minister of Education and Culture,
Government of Brazil,
Brasilia,
Brazil,

Dear Sir:

In order to complete the manuscript for a Handbook on International Education, I am in great need of the most up-to-date information regarding education in your country.

Would you please send me the latest official publications that include information about (1) the numbers of students in your schools, (2) the numbers of teachers at each level, (3) the expenditures on education, and (4) the organization of the school system in your nation.

This Handbook of International Education is scheduled for publication in 1968 by the International Textbook Company of Scranton, Pennsylvania, U.S.A. As it will be edited and sent to the printer in a short while, it is of first importance for us to receive your available publications at your earliest convenience.

Cordially and appreciatively yours,

(Please reply to:)

Dr. Lester B. Sands
Graduate School of Education
University of California
Santa Barbara, California, USA. 93105

*A. S. D. I.
Apr 24/7/67
J. M. [unclear]*

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