



MINISTÉRIO DA EDUCAÇÃO E CULTURA

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DISTRIBUIÇÃO

Deixa Haurighant.

MINISTÉRIO DA EDUCAÇÃO E CULTURA

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Pericles:

Já li e meditei sobre o "Harvighurst's Confidential Report" com o qual tenho sempre tido, ponderável
aria de concordância. São lucidas suas observações,
ainda que, em alguns casos, necessitem de aprofundi-
mento. Já tenho cópia dele, aí está para você ler,
meditar, anotar, usar e devolver ao dono - Prof.
Aurício Teixeira.

perpetuo

Dr. Anisio Teixeira

Confidential Report

Rio, September 8, 1958

Robert J. Havighurst

Dear Dr. Anisio:

You have asked me for a confidential report on the Centro, and here it is. Please pardon the mistakes in the typing, which I have done by myself. The report will be accompanied by certain memoranda which will develop some parts of it. The report is critical, which I know is what you want.

In my more than two years' experience in the Centro, I have become attached to it in the same way that I am attached to the University of Chicago. I am proud of it in many ways, happy to be a part of it, and at the same time frustrated with the things that I believe are not going well.

The three functions of the Centro with which I have had little to do I will pass over with very brief mention. As a center for documentation and for publication, I feel that the Centro is performing a valuable and much-needed service. I am especially proud of the Library, which is steadily growing better. As a center for the improvement of teachers, the Centro and its regional branches have an important part to play. I am not in a position to comment critically on this function of the Centro.

The other two functions or divisions of the Centro are Pedagogical Studies and Social Science Research. There is of course some overlapping here, and I will discuss the program of Social Science Research of the Centro and its branches in such a way as to include that part of the Division of Pedagogical Studies which is essentially Educational Psychology.

But first I should like to say a word about the major aspect of the Division of Pedagogical Studies, namely, the surveys of the status of education in various parts of Brazil and at various levels of instruction, and the preparation of books of various kinds as aids to teachers. Both functions are important and I have the impression that they are in good hands. Jayme Abreu is intelligent, shrewd, and devoted to the cause of education in Brazil. His judgment about Centro policy and about educational policy in general seems to me to be good. I regard him as one of the strongest people in the Centro.

The Research Program

I come now to the Research Program of the Centro and its branches. There is a record of about $2\frac{1}{2}$ years' work to look at, for the Rio Centro, and shorter periods for the Regional Centros. Asking first, what research has been completed and made ready for publication, we can list the following:

Rio Centro The published reports of Bertram Hutchinson and his associates, and the book-length manuscript which is now ready for a publisher are a very satisfactory product. The preliminary articles by Pearce and Josildeth Gomes are a good start, though the major part of their research is not yet ready for publication. The articles by Aparecida Gouveia on the opinions and attitudes of teachers and parents in the Estado do Rio have been completed. The preliminary report by Roger Seguin on the first year's work on the Study of Promotion in the Primary Schools is in shape for publication. There are working papers from the study of the Laboratory Community (Leopoldina-Cataguases) made by students in the Research Training Course.

Sao Paulo Centro. A preliminary report will soon be published on the Survey of Primary Education in Sao Paulo, by Renato Jardim Moreira. There are some progress reports from other people who have been doing research under the auspices of the Sao Paulo Centro, including that of Joel Martins on the Personality characteristics of primary school children.

Other Centros There are progress reports, but, as far as I know, nothing completed and published from the other regional centres. The Rio Grande do Sul Centro has several educational studies going on, and the Recife Centro is just getting under way with some educational studies. The Belo Horizonte and Salvador Centros have put less emphasis upon research, and do not seem to be active or productive in this area, with the possible exception of the personal work of Mario Casassanta in Belo Horizonte.

In judging this record of production of research, we should remember that the time has been short and it takes ^ftime to get up momentum. But even with that in mind, I am impressed with two disturbing facts. One is that most of the completed research has been done by foreigners, ^{the other is} and that there is very little ongoing research at the present time which is showing promise of completion and publication. I think there is a real probability that the research activities of the Rio Centro, the Sao Paulo and the Porto Alegre Centros will wither away and die unless something is done soon to stimulate them.

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The main difficulties in the research program of the Centros revolve about two problems which are inherent in the research enterprise. They are:

1. Planning and designing a piece of research. This can either be done without sufficient foresight of the kinds of data needed, so that the right questions are not asked, or it can err in the opposite direction of collecting data indiscriminately on everything in sight. Generally speaking, the second mistake is the one that has been made most frequently in the Centros. For instance, the Survey of Primary Education in Sao Paulo asked a great many questions which could not be well answered, but produced an unmanageable mass of data. Also, some searching questions that might have made it an important survey were not asked. The study of characteristics of children in the primary school, made under the direction of Joel Martins, was not planned with sufficient foresight of the technical problems involved.

In Rio the research of Hutchinson, Pearse, and Aparecida was pretty well planned. The same thing cannot be said of the Laboratory Community Study, but this may perhaps be excused in view of the fact that what was wanted was field experience for the students, rather than experience in designing research. However, partly because the Laboratory Community Study was not carefully planned, I believe the current researches in Timbauba and Catalao as well as the further research in Cataguases-Leopoldina are too vague in their conception to give good answers to the important questions which should be answered.

The Recife program seems to have a better chance of being well-planned, if the intentions of Gilberto Freyre are realized.

2. The second major problem is that of bringing a piece of research to an end and writing it up. This of course is related to the first problem. A well-planned research can usually be closed up fairly easily. But one which is not well-planned is likely to go on and on, getting more and more data, and the analysis and writing up of the research is an endless process.

In any research there is sure to be more data than can be successfully analyzed and reported. Some things must be discarded. This is a problem for nearly everyone doing research in the Centro. They need to be able to decide what is most useful and most clearcut as to conclusions, and to leave out or at least give only brief mention of the least important material. Probably

a contributory factor is the over-liberal policy of space-allocation in the Boletim. Where space is at a premium, the editor soon gets in the habit of teaching people to cut down their articles. There are several articles in the Boletim reporting research which would be much more effective if they were half as long.

As I have already indicated, I believe the current research programs in Timbauba and Catalao, growing out of the Leopoldina-Cataguases research, are going to run into the difficulty of getting a clean termination and write-up. This is bothering the Pearse*Gomes research, and Josildeth seems to need some help in this area. The Survey of Primary Education in Sao Paulo is in this difficulty now. Probably the Rio Grande do Sul research will face this problem.

There is nothing unusual in the existence of these two problems in the research programs of the Centros. They are standard problems, and every research man and every research institution has to learn how to meet them. These problems can be reduced in two ways:

1. With a research staff which has experience and maturity.
2. With close supervision of younger research workers by mature and experienced older people.

Taking up the matter of supervision first. There is no provision for supervision by a more experienced group in Rio, Porto Alegre, Belo Horizonte and Salvador. In Recife it looks as though Gilberto Freyre might do the supervision of a limited amount of research, but here it may be that he will not pay adequate attention to the educational studies made in his Centro. At any rate, he is aware of the need for supervision.

The Sao Paulo Centro was set up with provision for supervision through the Executive Council of the Centro, made up of mature people who have an interest in Social Science and Education. They have two types of research project to supervise. One type is the project of one of their assistants or advanced students, for which the Centro makes a research grant. As far as I can tell, the member of the Council who sponsors this research takes responsibility for its supervision, and takes a personal interest in it.

The second type of research at São Paulo is that being done by the staff of the Centro, with Joel Martins, Renato Jardim Moreira, and Dante Leite as leaders. For this type of project, there is supposed to be a committee of some sort from the Council to provide supervision. As far as I can tell, there has been very little supervision of this type. These relatively inexperienced people have been left to flounder, and the results are now becoming evident in the research projects, which were not well-planned, and now are becoming over-weighted with data of dubious value.

So much for the problem of supervision. Now we come to the major problem, about which we have spoken before.

There is a serious lack of people with the maturity and the research experience to plan and carry through a good research project. I am speaking of people who are well past the Ph.D. stage, who have done independent research, and who are in the 30-45 year age range. I will discuss this problem in some detail. Psychology. In none of the Centros is there such a person in the field of Educational Psychology. The closest approach is presented by Joel Martins, and he needs more experience observing somebody else's research and, if possible, taking part in it, before he should be given a major responsibility for planning and directing research. There are other people in Brazil with the requisite maturity and experience. Pierre Weil has grown to the point where I believe he would be a successful research man in Europe or the USA; but he has left the research field and is working for the Bank of Labor as Director of Selection and Training in Belo Horizonte. Riva Bauzer might have developed into a mature research worker, but she has left the field and is teaching. Carolina Martuscelli has a good deal of ability, though she probably could not direct a research program. She has now taken a job in private business. Arrigo Angellini at São Paulo is theoretically in the best possible position in Brazil to develop a research program in Educational Psychology. But because he has some powerful enemies, he is unable to get the few hundred contos he needs to get a research program started. This situation is scandalous.

Thus there is at present no substantial psychological research of value to education. This is a serious lack. Psychology is the science most related to education. Whatever one may think of the importance of one or another branch of Psychology, such as intelligence testing, psychotherapy, attitude testing, group psychology, etc., the science is essential if one is to have an effective program of educational research. One does not need to choose sides in the current controversies within the field

of psychology. The better procedure would be to develop three or four people with different interests, such as testing, guidance, and social psychology, and to give them the opportunity of working out their own research programs related to education.

Sociology. In the field of Sociology of education, the Brazilian situation is somewhat better than it is in Educational Psychology. But still there is no assurance that as many as two or three people will come out with the needed amount of experience and maturity and with a commitment to educational research. Darcy Ribeiro is an able social scientist, but does not appear to have enough interest in educational problems to make the necessary effort to get thoroughly acquainted with education, a process which would require considerable time and effort on his part. The junior group is promising : Levy Cruz, Oracy Nogueira, Aparécida Gouveia, and Josildeth Gomes. But they all need more experience, under supervision. And they need more familiarity with education. Levy Cruz may be the ablest, in terms of leadership; but he needs experience in schools.

In general, it seems to me that the resources of scholarships for study abroad could be better used for the training of these higher level people. There are an abundance of scholarships, and they tend to go to people who do not promise to fill strategic positions when they return. There should be more attention paid to the selection of such people, and especially to the selection and recruiting of men.

Use of UNESCO Assistance

The UNESCO staff of the Centro have been so well treated, in personal as well as in official ways, that they have all enjoyed the experience and will always be loyal friends of the Centro. But their effectiveness in the Centro has been only a fraction of what it should have been, had they been able to work with more experienced "opposite numbers", who could learn from them and continue the kind of work they have started. Instead, they have worked with younger people, who have not been able to take over the kind of research responsibility which the visitors carry. Now, as Hutchinson and Pearse are leaving, one sees that there is nobody ready to carry on with their type and quality of research. Kimball may be more wisely used, if Darcy Ribeiro and Roberto Moreira will use him intelligently as a consultant, and if they see to it that Levy Cruz and Oracy Nogueira work with him. Furthermore, Kimball can help to train a series of young people who are working on research projects for the Centro, if they can be given scholarships to work with him at Columbia.

Hutchinson's function in the Centro should be worked out clearly. He could train an "opposite number", but there is no such person assigned to work with him. Possibly Oracy Nogueira could learn from him.

This would be a good time to think through the matter of UNESCO Assistance to the Centro. If it is to continue to be assistance to the research function, then it seems to me that the Centro and its regional Centros should solve the problem of selecting and training Brazilian research personnel and should use the UNESCO facilities to aid in this solution, through fellowships and through bringing in experts to work with people already identified as potential leaders.

To this report I have attached some memoranda of a more public nature, which develop certain of the points touched on here.

GENERAL COMMENTS ON THE STATE OF EDUCATIONAL RESEARCH
IN BRAZIL

Robert J. Havighurst
September, 1958

If one compares educational research in Brazil with educational research in other Latin-American countries, one is impressed with both the greater volume and the superior quality of work in Brazil. But when one attempts to measure the Brazilian work against the needs of education in Brazil, one sees such serious weakness that one cannot be satisfied with the state of affairs.

Almost all of the educational research in Brazil has been done in a highly individual manner, the work of a single person pursuing a single interest. The result is a quantity of publication, some of it of high quality, but scattered over a wide area and not having much effective bearing on the pressing practical problems of education in Brazil. There are also a number of fact-finding researches of the survey type, which help us to get a true conception of the state of affairs in Brazilian education, but of course do not point the way to solution of problems. X

Needs

There is a major need for the planning and conduct of a series of researches on the pressing problems of Brazilian education such as:

1. Length of school day and achievement of pupils. The school day consists of 3 to 4 hours for most children. This may be the major cause of low levels of achievement in the primary school, but nobody has proved it. Meanwhile, the short school day may become so well established for reasons of economy that it will be difficult to change when the financial resources become available to lengthen the school day. There should be a careful study of the relation between length of school day and achievement of children. X

2. Tests of learning ability of children, with norms for at least one of the more populous states. Group tests are the most practical, and in spite of the shortcomings of such tests, they are a valuable instrument and should be made available.

3. Studies of the causes and concomitants of Failure and Success in School.

4. An extensive study of the nature of opportunity for education in Brazil, especially at the secondary school level. What are the factors that limit the opportunity of able students? Under what conditions do we find the maximum of educational opportunity?

5. Studies of Teacher-Pupil relations. What kinds of leadership style are most effective in the classroom for Brazilian children?

These may not be the most important problems, but they are among the most important, and they all illustrate the fact that such studies require resources of money and time. They require careful planning, team-work, and a good deal of time. No individual will be able to do much with such problems. There must be some institution that can marshal the time and energy of teams of people for this kind of work.

To meet this need the following steps might be taken:

1. One or more institutions might set up educational research programs which are based on careful planning, on the development of a research team, and on the assurance of support over a period of years. The Centro is obviously such an institution. In addition, it would be desirable to support such a program in one or more of the Universities.

2. It must be said, however, that the personnel for such a program does not now exist either in the Centro or in any University. This is the crucial weakness. There are numbers of young people, trained as educational technicians or as graduate students, who could work on research teams; but there is almost nobody with the maturity and training necessary for leadership in such research projects. A few people might be mentioned, but they are either working in other areas and cannot be brought back into research, or they are not interested in a research career.

What is needed is a half-dozen people between the ages of 30 and 45, training beyond the Ph.D. level, with experience in a variety of research techniques. These people should be given further opportunity for study abroad, if necessary, and then given research or University appointments on a full-time basis, with assurance of stability to their jobs.

Perhaps the chairs in Education in the major Universities should be open to such people, after they have served as research directors, with the expectation that they would continue productive in research and in training people to take their places.

3. The problem of financial support is probably less pressing than the problem of finding and training personnel. But there should be a system of making research grants on an objective basis so that a person would enter on a research career sure that he can find support for his research if it is of good quality.

For this purpose, it seems to me that some sort of Commission on Educational Research should be set up and given money to spend. This procedure has been adopted in all the modern countries which support research. It was first applied to research in the physical and the biological sciences, and then to the social sciences.

The commission should be given gradually increasing money, as it learns its job. It should have an adequate staff. It should establish itself in the minds of people as being thoroughly objective, and having no personal interests in the grants that are made or in the people to whom grants are made.

Such financial support should go to individuals for small projects, to encourage them and allow them to get started, as well as to teams of researchers with major projects.

A GRANT-IN-AID FUND FOR RESEARCH IN THE SOCIAL SCIENCES

Robert J. Havighurst
September, 1958

Wherever research has been promoted effectively in a society there has developed one or more agencies with money to spend on the training of researchers and the support of the work of such young people while they were getting started on a research career. The experience in Europe and the USA in the physical sciences set the pattern in the period after 1910, when several Research Councils were established and given money to spend on fellowships for advanced training and on grants-in-aid for small research projects.

In more recent years the same process has been followed in the Social Sciences. In the USA the SOCIAL SCIENCE RESEARCH COUNCIL has had for years a substantial program of fellowships and of grants-in-aid, and there is hardly a social scientist of consequence today, under age 40, who has not had substantial assistance from the SSRC. These grants are for training promising young people, paying them to get the kind of post-doctoral training that will turn them into independent researchers, and then supporting their first small research projects until they get to the point where they can plan and get support for major research projects from Foundations, Government agencies, private business, etc.

Something like this might well be set up in Brazil in the field of the Social Sciences. This might help to meet the pressing need for people training beyond the Ph.D. level. It might help to get such people started on research careers. For example, in São Paulo there are a number of able young people whose careers are blocked in the areas of economics, sociology, psychology, government and anthropology because they cannot get advanced training or, if they have such training, because they cannot get a research assignment. Yet Brazil is desperately short of such people with adequate training and experience.

It might be argued that CAPES fills this need, and it certainly does, to some extent. Possibly CAPES could develop the program further, with the use of one or more Committees on Fellowships and Grants-in-aid. What is needed is a kind of Commission which is objective in its judgement of people and projects, and which is regarded as representative of the leading social scientists in Brazil. The Commission could start in a small way, and use more money as it learned its job.

After a couple of years, if successful, such a Commission could probably get substantial funds from such organizations as the Rockefeller Foundation.