

cc: Dr. Cleantho de Paiva Leite
Prof. Anisio Teixeira ✓
Mr. Abyankhar

3.9
X -

18 October 1954

Dear Mr. Hollinshead,

I acknowledge the receipt of your letter of 5 October on the 1955 Technical Assistance Programme for Brazil and of the attached document which reproduces and explains, for TAB's use, the Government's request.

I had informal talks with the Brazilian authorities on the subject and they entirely approved the way you plan to present their wishes to the Board. As for the three points which you mentioned in your letter, namely:

- 1 - Arid Zone Science Research - prolongation of the expert's mission throughout 1955,
- 2 - Centro de Altos Estudos Educacionais - reestablishment of a third post of expert (Social Psychology),
- 3 - Development of the Amazon Region - addition of a fellowship,

the second one had already been agreed upon by the Government, the two others were accepted without any discussion.

The TAB should thus consider that your submission document interprets exactly the Brazilian request for 1955.

May I add that I was quite sensitive to the kind words that you used towards me in your letter? I am not sure that I deserve such a reward but I know that I felt deeply the way it was expressed.

Yours sincerely,

Henri Laurentie
Resident Representative
of the U.S. Technical Assistance Board

Mr. Byron S. Hollinshead,
Acting Director - Technical Assistance Department
Paris - France.

Pereira CEE

3.9

Rio de Janeiro, October 26 , 1954

AIRMAILRef.Nº 1999
1.143/54

Mr. Charles Wagley
Department of Anthropology
Columbia University
New York 27 - N.Y.

Dear Chuck:

A few days ago your letter of October 11 reached us and I wish to thank you for everything you wrote me. Now I recall which Foster was actually meant. Kalervo Oberg had mentioned him to me many a time over the past years. Who knows, he might be a good bet for the "Centro" if we could only get to the States to interview this man. There is a faint chance now that we might come in December, provided that an agreement with the Rockefeller Foundation matures sufficiently by that time to get all of us there for the final arrangements.

In the meantime UNESCO informed us that the first expert for the Center is about to arrive on November 1st. He is the British sociologist B.A. Hutchinson. It will be great fun to see what comes of all this with nothing ready to receive the man and put him to work.

As for Bill Hutchinson, I just received a communication from Edgar Santos today endorsing Bill and asking for him officially. This, I might add, is the first such documentation we have ever received from His Magnificence. Meaning, that Bill is indeed a path-breaker of sorts.

Please, do let him know that he will receive an official go-ahead signal from us in a few days and ask him to let us know if he has any preference as to the airline he and his wife plan to use to come down. It's all the same to us.

I am glad that the first batch of books addressed to you has arrived. They have come with the compliments of the Secretary General. Castaldi gave me another couple of books and we have sent them on too. Let me know when they arrive. Also let me know if the first batch came in 3 separate packages or not.

Hoping that all is well with you, I remain, as always,

Cordially yours,

R

Rudolph P. Atcon
Assistant Director
University Program

10-10-54
1954

Columbia University
in the City of New York
[NEW YORK 27, N. Y.]

DEPARTMENT OF ANTHROPOLOGY

October 11, 1954

Proximo CEE
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NE 2503
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Dear Atcon:

Things were so rushed at the beginning of the academic year, that I do not remember if I did write giving you Foster's full name. In case I did not and in case you have not already found it, he is George Foster, and the last address I had for him was c/o Department of Anthropology, University of California, Berkeley, California. Foster was former director of the Institute of Social Anthropology of the Smithsonian Institute. When that ended, he left the government and went to spend a year in California teaching part-time and writing. He is a solid and imaginative anthropologists of about my age.

In your last letter, you ask about Francisco Benet. I had rather thought from the tone of your earlier letter that it was your feeling that there was nothing for Benet at present in Brazil. At present, he has a temporary research position and he is also working on his doctoral thesis. I quite agree that perhaps he is not the kind of man which you need most at this time. He is a brilliant younger man with the advantage of having a varied European background. He does not have real concrete research experience; he would be excellent to work with more experienced scientists. I suggest that you simply file his application for future reference; in the future you may have need of this sort of fellow.

I was disappointed to hear that plans for the trip to the United States had been postponed again. I believe that Anisio should interview himself the candidates for the posts at the Centro; I am personally disappointed at not having the pleasure of a visit from Anisio and you in New York. Let me know if there are any changes of plans.

Thank you so much for sending the books. They have arrived and I am much obliged. I most certainly would have paid for extra baggage if they had been included on this last trip.

Best wishes to you,

Charles Wafy

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X

Rio de Janeiro, October 15, 1954.

3-9

AIRMAILRef. No 1888

Mr. Willard W. Beatty
202 North Trenton Street
Arlington 3, Virginia
U. S. A.

Dear Mr. Beatty:

Our good friend Chuck Wagley has come and gone since I last wrote you. We were very happy to have him with us even for a short time only but it was a disappointment for all of us to hear from him that you will not be able to consider coming to Brazil in connection with the "Centro de Altos Estudos Educacionais".

I can understand very well the reasons why your family would be opposed to a new "expedition". Nevertheless, I am personally very sorry that you could not sink your teeth into a most idealistic and fascinating project.

Hoping that all is well with you and the family and still expecting to see you soon in the States, I remain, as always,

Very cordially yours,

R

Rudolph P. Atcon
Assistant Director
University Program

RPA/m

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Rio de Janeiro, September 17, 1954

AIRMAIL

Professor Charles Wagley
15 Claremont Avenue, apt. 23
New York, 27 - N.Y.

Dear Chuck:

I hope that you have had a pleasant trip up North without the usual Aerovias adventures.

This is just to let you know that the books have been sent up in three packages and that I hold the registration stub, just in case anything should happen to them. You let me know when they arrive, won't you?

Anísio is very much concerned about the name "Foster" which was bandied around when Herskovits and you were talking with Anísio about "Centro" possibilities. Since he does not remember the full name or position of this man Foster, he would appreciate it very much if you could drop a note enlightening us on this point. Any further information you may have on Foster please send along so that we can set the gears in motion re UNESCO.

Any day now Anísio will have to decide about his trip to the States. He is now waiting to talk it over with the new Minister and as soon as he gets the Ministerial okay we'll be able to write to Colombia and you regarding this matter.

Everything else is as you left it, a couple of weeks ago. We are still alive, anyway.

With a Brazilian "abraço", I remain,

Cordially yours

R

Rudolph P. Atcon
Assistant Director
University Program

COMISSÃO NACIONAL DE ASSISTÊNCIA TÉCNICA

Em 3 de agosto de 1954.

Ilustríssimo Senhor
Doutor Anísio Spínola Teixeira,
Secretário Geral da
Comissão de Aperfeiçoamento de
Pessoal de Nível Superior,
Rio de Janeiro.

Tenho a honra de referir-me ao seu ofício No.555, datado de 30 de abril deste ano, submetendo à aprovação desta Comissão o projeto de Acôrd a ser firmado entre o Governo brasileiro e a UNESCO para a participação da CAPES nas atividades do Centro de Altos Estudos Educacionais. No referido ofício informa Vossa Senhoria que o mencionado texto já foi aprovado pelo Senhor Ministro da Educação e Cultura.

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2. Em resposta, devo comunicar a Vossa Senhoria que, somente agora, foi possível a esta Comissão dar uma decisão satisfatória ao assunto porquanto a Secretaria de Estado das Relações Exteriores, de acôrd com o parecer do Consultor Jurídico, não considera possível a conclusão do referido Acôrd sem prévia anuência do Congresso Nacional.

3. Considerando porém a recente sugestão da UNESCO, aprovada por esta Comissão, de que tais ajustes parciais referentes à vinda de técnicos bastariam referir-se apenas aos Acôrdos Básicos existentes entre o Governo brasileiro e as Agências das Nações Unidas, elaborei, de comum acôrd com o Representante Residente das Nações Unidas no Brasil, o texto junto por cópia que passará a vigorar em substituição do Acôrd inicialmente projetado.

4. A êsse respeito, muito estimaria aprovação de Vossa Senhoria para a resolução ora tomada que, estou certo, facilitará a viagem dos dois peritos da UNESCO necessitados pela CAPES.

X

Aproveito a oportunidade para apresentar
a Vossa Senhoria os protestos da elevada estima e consi-
deração com que me subscrevo



Renato de Mendonça
Conselheiro de Embaixada
Diretor Executivo

RM/IAV.

ACORDO DE ASSISTÊNCIA TÉCNICA ENTRE A ORGANIZAÇÃO DAS
NAÇÕES UNIDAS PARA A EDUCAÇÃO, A CIÊNCIA E A CULTURA

E O

GOVERNO DO BRASIL

POR MEIO DE SEUS REPRESENTANTES DEVIDAMENTE AUTORIZADOS QUE ASSINARAM O PRESENTE ACORDO, A ORGANIZAÇÃO DAS NAÇÕES UNIDAS PARA A EDUCAÇÃO, A CIÊNCIA E A CULTURA (A SEGUIR DESIGNADA PELA EXPRESSÃO "A ORGANIZAÇÃO") E O GOVERNO DO BRASIL (A SEGUIR DESIGNADO PELA EXPRESSÃO "O GOVERNO") ENTRARAM EM ACORDO PARA O QUE SE SEGUE:

ARTIGO I

OUTORGA À ASSISTÊNCIA TÉCNICA

- A) - A ORGANIZAÇÃO TOMARÁ DISPOSIÇÕES PARA QUE MISSÕES (A SEGUIR DESIGNADAS PELA EXPRESSÃO "O PESSOAL") SE DIRIJAM AO PAÍS A FIM DE PRESTAR UMA ASSISTÊNCIA TÉCNICA, A TÍTULO CONSULTIVO AO GOVERNO A RESPEITO DE QUESTÕES RELATIVAS A SEU PROGRAMA DE DESENVOLVIMENTO ECONÔMICO, E O GOVERNO COOPERARÁ COM A ORGANIZAÇÃO PARA ESTE FIM. ESTA ASSISTÊNCIA TÉCNICA SERÁ PRESTADA CONSIDERANDO AS OBSERVAÇÕES E OS PRINCÍPIOS DIRETRIZES ENUNCIADOS NO ANEXO I DA PARTE "A" DA RESOLUÇÃO 222 (IX) DO CONSELHO ECONÔMICO E SOCIAL DA ORGANIZAÇÃO DAS NAÇÕES UNIDAS. O PESSOAL SERÁ ESCOLHIDO PELA ORGANIZAÇÃO DEPOIS DE CONSULTA AO GOVERNO SOLICITADOR.
- B) - A ORGANIZAÇÃO TOMARÁ DISPOSIÇÕES, NAS CONDIÇÕES INDICADAS NO PARÁGRAFO (A), PARA QUE O PESSOAL SE DIRIJA AO PAÍS O MAIS BREVE POSSÍVEL A FIM DE LEVAR A BOM TÉRMO SUAS MISSÕES CONFORME AS ESTIPULAÇÕES DOS ANEXOS INCLUSOS.
- C) - BOLSAS DE ESTUDOS, DE FORMAÇÃO E DE PESQUISAS NO ESTRANGEIRO SERÃO CONCEDIDAS SEGUNDO AS PREVISÕES DO PROJETO DE ASSISTÊNCIA TÉCNICA TENDO EM VISTA A FORMAÇÃO DE UM PESSOAL QUALIFICADO NOS CAMPOS DE AÇÃO RELATIVOS À ASSISTÊNCIA TÉCNICA PRESTADA. ESTAS BOLSAS SERÃO CONCEDIDAS DE ACORDO COM OS REGULAMENTOS ESTABELECIDOS PELA UNESCO REFERENTES À CONCESSÃO DE BOLSAS.
- D) - NO QUADRO DA ASSISTÊNCIA TÉCNICA A PRESTAR NOS TERMOS DESTE ACORDO, A ORGANIZAÇÃO PODERÁ TOMAR DISPOSIÇÕES PARA QUE SEJAM PROCEDIDAS PROVAS DE LABORATÓRIO OU OUTROS ENSAIOS, EXPERIÊNCIAS OU PESQUISAS FORA DO PAÍS.

E) - O PESSOAL SERÁ RESPONSÁVEL ÚNICAMENTE PERANTE A ORGANIZAÇÃO E COLOCADO SOB O CONTRÔLE DESTA.

ARTIGO II

COOPERAÇÃO DO GOVERNO NO QUE DIZ RESPEITO À OUTORGA DA ASSISTÊNCIA TÉCNICA

A) -

O GOVERNO:

ASSEGUARARÁ OU AUTORIZARÁ O ACESSO ÀS FONTES DE INFORMAÇÃO NECESSÁRIAS;

FACILITARÁ OS CONTACTOS ÚTEIS COM OS SERVIÇOS GOVERNAMENTAIS, OS INDIVÍDUOS E OS GRUPOS NO INTERIOR DO PAÍS;

TOMARÁ RÁPIDAMENTE E PLENAMENTE EM CONSIDERAÇÃO OS PARECERES QUE TIVER RECEBIDO;

COORDENARÁ RÁPIDAMENTE E EFETIVAMENTE SUA POLÍTICA ECONÔMICA E A AÇÃO DE SEUS SERVIÇOS ADMINISTRATIVOS A FIM DE TORNAR MAIS EFICIENTE A ASSISTÊNCIA TÉCNICA PRESTADA;

UTILIZARÁ OS SERVIÇOS DOS BOLSISTAS MENCIONADOS NO ARTIGO I (C) NO QUE DIRETAMENTE SE RELACIONA COM OS ASSUNTOS ESTUDADOS NO ESTRANGEIRO;

ASSEGUARARÁ A PUBLICIDADE DA ASSISTÊNCIA TÉCNICA NO INTERIOR DO PAÍS;

EMPREENDERÁ ESFORÇOS CONTÍNUOS PARA PROSSEGUIR A OBRA COMEÇADA OU PREVISTA PELAS MISSÕES.

B) -

O GOVERNO DESIGNARÁ UM "BUREAU" COMO ÓRGÃO DE COORDENAÇÃO PARA OS FINS DO PARÁGRAFO (A) E COMO SERVIÇO GOVERNAMENTAL COM O QUAL A ORGANIZAÇÃO SE ESTENDERÁ QUANDO SE TRATAR DA ASSISTÊNCIA TÉCNICA PRESTADA NOS TERMOS DO PRESENTE ACÓRDO.

C) -

O GOVERNO CONFIRMA QUE NÃO DIRIGIU E NEM DIRIGIRÁ A NENHUMA OUTRA ORGANIZAÇÃO INTERNACIONAL OU A NENHUM GOVERNO PEDIDO DE ASSISTÊNCIA TÉCNICA PARA AS QUESTÕES ESPECIFICADAS NOS ANEXOS INCLUSOS.

ARTIGO III

OBRIGAÇÕES ADMINISTRATIVAS E FINANCEIRAS DAS PARTES

A) -

A ORGANIZAÇÃO TOMARÁ A SEU ENCARGO AS DESPESAS DE ASSISTÊNCIA PRESTADA QUE PODER SER LIQUIDADAS FORA DO PAÍS, OU TAL PARTE DESSAS DESPESAS QUE PODERÁ SER FIXADA POR MEIO DE ACÓRDO ENTRE AS PARTES E AFERENTE:

I) - À REMUNERAÇÃO DO PESSOAL ENVIADO PELA ORGANIZAÇÃO;

II) - ÀS DESPESAS DE SUBSISTÊNCIA E DE VIAGEM DO PESSOAL A PARTIR DO LUGAR DE RECRUTAMENTO ATÉ O LUGAR DE

ENTRADA NO PAÍS BENEFICIADO PELA ASSISTÊNCIA TÉCNICA;

- III) - AS DESPESAS DECORRENTES DE QUALQUER OUTRA VIAGEM FORA DESTE PAÍS QUE FOR NECESSÁRIA;
- IV) - AS DESPESAS DE QUALQUER SEGURO PREVISTO PARA O PESSOAL ENVIADO AO PAÍS PELA ORGANIZAÇÃO;
- V) - AS DESPESAS OCORRIDAS POR OCASIÃO DAS EXPERIÊNCIAS TÉCNICAS MENCIONADAS NO PARÁGRAFO (D) DO ARTIGO I;
- VI) - AO EQUIPAMENTO OU AO MATERIAL TÉCNICO OU A QUALQUER OUTRO EQUIPAMENTO QUE TIVER SIDO PREVISTO.

TODO EQUIPAMENTO TÉCNICO OU OUTRO QUALQUER, TODO MATERIAL FORNECIDO PELA ORGANIZAÇÃO NO QUADRO DA ASSISTÊNCIA TÉCNICA EM EXECUÇÃO DO PRESENTE ACÓRDO PERMANECERÃO COMO PROPRIEDADE DA ORGANIZAÇÃO A MENOS QUE O TÍTULO DE PROPRIEDADE DO DITO MATERIAL TENHA SIDO TRANSFERIDO EM CONDIÇÕES ESTABELECIDAS PELA ORGANIZAÇÃO E O GOVERNO.

B) - O GOVERNO TOMARÁ A SEU ENCARGO A PARTE DAS DESPESAS RELATIVAS À ASSISTÊNCIA TÉCNICA A PRESTAR NOS TERMOS DO PRESENTE ACÓRDO QUE PODE SER LIQUIDADO EM SUA PRÓPRIA MOEDA, OU TAL OUTRA PARTE NA MEDIDA A SEGUIR DETERMINADA.

- I) - A DESPESA DE ALOJAMENTO DO PESSOAL;
- II) - A DESPESA DE ALIMENTAÇÃO E DE ALOJAMENTO DO PESSOAL, INCLUIDAS AS DESPESAS SECUNDÁRIAS, DURANTE OS DESLOCAMENTOS OBRIGATÓRIOS AO INTERIOR DO PAÍS, COMPREENDENDO UM AFASTAMENTO DE SEU LUGAR HABITUAL DE RESIDÊNCIA, NAS CONDIÇÕES ESTIPULADAS PELOS ANEXOS;
- III) - AS DESPESAS DECORRENTES DA ASSISTÊNCIA MÉDICA E HOSPITALAR DO PESSOAL;
- IV) - AS DESPESAS DE DESLOCAMENTO DO PESSOAL AO INTERIOR DO PAÍS PARA A OUTORGA DA ASSISTÊNCIA TÉCNICA E TODAS AS DESPESAS DE TELEFONE, DE TELÉGRAFO, DE CORRÊIO E OUTROS MEIOS DE COMUNICAÇÃO;
- V) - QUAISQUER OUTRAS DESPESAS EM MOEDA LOCAL DO PESSOAL ESTABELECIDAS COM O GOVERNO.

C) - A FIM DE PAGAR AS DESPESAS DE QUE TRATA O PARÁGRAFO (B), O GOVERNO CRIARÁ E MANTERÁ UM FUNDO EM MOEDA LOCAL QUE NÃO DEVERÁ, EM NENHUM MOMENTO, SER INFERIOR AO TOTAL DO MONTANTE INDICADO NOS ANEXOS INCLUSOS. ESTE FUNDO DEVERÁ SER POSTO À DISPOSIÇÃO DO FUNCIONÁRIO PRINCIPAL DO PESSOAL. QUALQUER SALDO NÃO UTILIZADO, DEPOIS DE JUSTIFICADO NA DEVIDA FORMA DAS DESPESAS, SERÁ DEVOLVIDO AO GOVERNO QUANDO DA PARTIDA DEFINITIVA DO PESSOAL.

D) - ALÉM DOS OUTROS PAGAMENTOS PREVISTOS PELO PRESENTE ARTIGO, O GOVERNO A SUAS EXPENSAS FORNECERÁ AO PESSOAL :

- I) - OS LOCAIS, O MATERIAL E APETRECHOS DE ESCRITÓRIO NECESSÁRIOS;

- ii) - OS SERVIÇOS DE SECRETARIA, INTERPRETAÇÃO, TRADUÇÃO E OUTROS QUE FOREM NECESSÁRIOS, DEPOIS DE CONSULTA AO FUNCIONÁRIO PRINCIPAL DO PESSOAL;
- iii) - QUAISQUER OUTROS SERVIÇOS QUE SE CONVENCIONARAM PRESTAR.

O GOVÊRNO ASSUMIRÁ TÔDAS AS RESPONSABILIDADES ADMINISTRATIVAS E FINANCEIRAS RELATIVAS AO FORNECIMENTO DOS SERVIÇOS MENCIONADOS NO PRESENTE PARÁGRAFO.

e) - DADO O CASO, O GOVÊRNO FORNECERÁ O TERRENO, A MÃO DE OBRA, O EQUIPAMENTO, ETC. QUE PUDEREM SER NECESSÁRIOS, NAS CONDIÇÕES QUE SERIAM FIXADAS EM TEMPO ÚTIL POR MEIO DE ACÔRDO COM A ORGANIZAÇÃO.

ARTIGO IV

FACILIDADES, PRIVILÉGIOS E IMUNIDADES

a) - O GOVÊRNO TOMARÁ TÔDAS AS MEDIDAS A SEU ALCANCE PARA FACILITAR AS ATIVIDADES PRÓPRIAS DA ORGANIZAÇÃO EM VIRTUDE DO ARTIGO I E PARA AJUDAR O PESSOAL A OBTER OS SERVIÇOS E OS MEIOS DE QUE TERÁ NECESSIDADE PARA LEVAR A BOM TÊRMO ESTAS ATIVIDADES.

b) - O GOVÊRNO ESFORÇAR-SE-Á PARA OBTER A APROVAÇÃO, POR PARTE DO PODER LEGISLATIVO BRASILEIRO, DA CONVENÇÃO SOBRE OS PRIVILÉGIOS E IMUNIDADES DAS AGÊNCIAS ESPECIALIZADAS DAS NAÇÕES UNIDAS. ANTES DA RATIFICAÇÃO DESTA CONVENÇÃO, O GOVÊRNO EXAMINARÁ COM ESPÍRITO O MAIS LARGO POSSÍVEL, DE ACÔRDO COM AS LEIS BRASILEIRAS, OS PEDIDOS FEITOS PELA ORGANIZAÇÃO NO QUE CON CERNE ÀS VANTAGENS E ÀS FACILIDADES DE QUE TERÃO NECESSIDADE OS MEMBROS DA MISSÃO DE ASSISTÊNCIA TÉCNICA NO BRASIL.

c) - A ORGANIZAÇÃO PODERÁ BENEFICIAR-SE, DE ACÔRDO COM AS DISPOSIÇÕES LEGAIS EM VIGOR NO BRASIL, E PARTICULARMENTE COM A REGULAMENTAÇÃO OFICIAL DO MINISTÉRIO DA FAZENDA E DO BANCO DO BRASIL SOBRE A MATÉRIA, POR OCASIÃO DA CONVERSÃO DAS DIVISAS NECESSÁRIAS À REALIZAÇÃO DOS TRABALHOS RESULTANTES DO PRESENTE ACÔRDO E DOS ACÔRDOS SUPLEMENTARES, DA TAXA DE CÂMBIO MAIS FAVORÁVEL NO MOMENTO, DE EFETUAR A OPERAÇÃO. O MESMO TRATAMENTO PODERÁ SER CONCEDIDO, SEMPRE SEGUNDO O PARECER DAS AUTORIDADES BRASILEIRAS, E SEGUNDO AS LEIS E REGULAMENTOS EM VIGOR NO BRASIL, NA CONVERSÃO EM CRUZEIROS DA TOTALIDADE OU DE UMA PARTE DOS SALÁRIOS DO PESSOAL DA ORGANIZAÇÃO.

ARTIGO V

PUBLICAÇÃO DAS CONCLUSÕES

O GOVÊRNO TOMARÁ DISPOSIÇÕES PARA MANDAR PUBLICAR INFORMAÇÕES OU FORNECERÁ PARA FINS DE ESTUDO OU DE ANÁLISE, INFORMAÇÕES SUSCEPTÍVEIS DE SEREM PUBLICADAS PELA ORGANIZAÇÃO SOBRE OS RESULTADOS DA ASSISTÊNCIA TÉCNICA PRESTADA NOS TÊRMO DO PRESENTE ACÔRDO E SOBRE A EXPERIÊNCIA QUE DÊLES SE POSSAM CÔLHER, COMPREENDENDO TODOS OS RELATÓRIOS OU CONCLUSÕES PROVENIENTES DAS

MISSÕES. ESTE PUBLICAÇÃO, QUER SEJA FEITA PELO GOVÊRNO OU PELA ORGANIZAÇÃO, OU POR SEU INTERMÉDIO, NÃO SE EFETUARÁ SENÃO DEPOIS DE CONSULTA ENTRE AS PARTES DO PRESENTE ACÔRDO.

ARTIGO VI

MODIFICAÇÕES DO ACÔRDO - ACÔRDOS SUPLEMENTARES E EXPIRAÇÃO DO ACÔRDO

- A) - A ORGANIZAÇÃO E O GOVÊRNO TOMARÃO EM CONSIDERAÇÃO TÔDAS AS REPRESENTAÇÕES DE UM OU DE OUTRO CONCERNENTES AS MODIFICAÇÕES A TRAZER AO PRESENTE ACÔRDO. TÔDAS ESTAS MODIFICAÇÕES DEVERÃO SER FEITAS POR MEIO DE ACÔRDO MÚTUO.
- B) - A ORGANIZAÇÃO E O GOVÊRNO PODERÃO, NA MEDIDA EM QUE FOR NECESSÁRIO OU DESEJÁVEL, CONCLUIR ACÔRDOS E ARRANJOS SUPLEMENTARES.
- C) - UMA OU OUTRA PARTE PODERÁ DENUNCIAR O PRESENTE ACÔRDO, POR NOTIFICAÇÃO ESCRITA, DADA A CONHECER COM TRINTA DIAS DE ANTECEDÊNCIA.
- D) - QUALQUER DISCREPÂNCIA QUANTO À INTERPRETAÇÃO DO PRESENTE ACÔRDO QUE NÃO FOSSE REGULARIZADA PELAS PARTES SERÁ REGULARIZADA POR MEIO DE ARBITRAGEM. NESTE CASO, CADA PARTE DESIGNARÁ UM ÁRBITRO. QUALQUER DISCREPÂNCIA QUE OS DOIS ÁRBITROS NÃO PUDEREM SOLUCIONAR POR ÊLES MESMOS, SERÁ SUBMETIDA A UM TERCEIRO ÁRBITRO, NOMEADO POR ÊLES E ENCARGADO DE DECIDIR SEM POSSIBILIDADE DE RECURSO.

EM TESTEMUNHO, O GOVÊRNO E A ORGANIZAÇÃO ASSINARAM O PRESENTE ACÔRDO EM PARIS, A 18 DE ABRIL DE 1951 EM DUPLO EXEMPLAR, EM FRANCÊS.

PELA ORGANIZAÇÃO DAS NAÇÕES UNIDAS
PARA A EDUCAÇÃO, A CIÊNCIA E A
CULTURA

(ASSINADO)
JAIME TORRES RODET
DIRETOR-GERAL

PELO GOVÊRNO DO BRASIL

(ASSINADO)
PAULO E. DE BERRÊDO
CARNEIRO
(AD. REFERENDUM)

COMISSÃO NACIONAL DE ASSISTÊNCIA TÉCNICA

Em 2 de agosto de 1954. X 3.9

Ilustríssimo Senhor
Henri Laurentie,
Representante Residente da
Junta de Assistência Técnica
das Nações Unidas,
Rio de Janeiro.

Tenho a honra de levar ao conhecimento de Vossa Senhoria que, estando aprovadas pelo Ministério da Educação e Cultura, as condições em que a UNESCO deverá participar do Centro de Altos Estudos Educacionais, esta Comissão nada tem a opor à vinda dos dois técnicos daquela Organização destinados ao referido Centro.

2. As obrigações do Governo do Brasil relativamente à execução dessa missão serão as definidas no Acordo Básico sobre a Assistência Técnica, lavrado entre o Brasil e a UNESCO em 18 de abril de 1951. Além do disposto nos parágrafos 3, 4, e 5 seguintes, essas obrigações compreendem, notadamente, a prestação aos especialistas de serviços de ordem profissional, incluindo a assistência, se necessário, de interpretes e tradutores, fornecimento de um local adequado para seu trabalho e o pagamento de suas viagens, em objeto de serviço, fora da sede, assim como franquia postal e telegráfica para correspondência oficial.

3. Os pagamentos para a subsistência e alojamento dos técnicos, assim como as despesas com serviços médicos, serão pagos pela UNESCO. Todavia, nos termos do Acordo Básico, o Governo do Brasil obrigou-se a contribuir para essas despesas. Sua contribuição para este fim será calculada segundo as regras constantes da resolução do Conselho Econômico e Social de 15 de abril de 1953, que substituiu todas as disposições anteriores sobre a matéria.

4. A contribuição do Governo prevista no parágrafo precedente é estabelecida multiplicando-se 50% da indenização total de subsistência (375 cruzeiros) pelo número provável de diárias do especialista em serviço, no período de 1 de

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julho a 31 de dezembro de 1954:

50 x Cr\$375 x 2 especialistas x 184 dias = Cr\$69.000,00
100

5. Esta importância será entregue, em nome do Governo, pela repartição competente, ao Escritório do Representante Residente, em moeda do país e adiantadamente. Um novo pagamento será feito, nas mesmas condições, antes de 31 de dezembro de 1954, para cobrir a contribuição relativa ao ano de 1955.

6. Se os especialistas forem alojados pelo Governo, a despesa correspondente ao alojamento será estimada em Cr\$180,00 por dia. Em consequência, o pagamento em espécie não excedera de 50% de 375 = Cr\$7,50 por dia de serviço, ou seja, de 1 de julho a 31 de dezembro de 1954, Cr\$7,50 x 2 especialistas x 184 dias = Cr\$2.760.00.

7. Se o escritório de Assistência Técnica das Nações Unidas decidir que, em face de variações do custo de vida, o montante da indenização de subsistência presentemente fixada em Cr\$375,00 por dia deva ser modificado, fica entendido que as estimativas feitas nos parágrafos 4 e 5 serão revistas mediante acordo entre o Governo e a UNESCO.

8. Fica entendido que a vinda dos referidos técnicos se enquadrará como complemento ao Acordo Básico de Assistência Técnica concluído entre o Governo do Brasil e a UNESCO.

Aproveito a oportunidade para renovar os protestos da elevada estima e consideração com que me subscrevo de Vossa Senhoria

Renato de Mendonça
Diretor Executivo

RM/IAV.

No 1330

3.9

Rio de Janeiro, 17 de agosto de 1954

Senhor Diretor Executivo,

Acusando o recebimento do vosso ofício de 3 do corrente, tenho o prazer de comunicar-vos estar de pleno acordo com as modificações feitas no primitivo projeto do Acordo a ser firmado entre o Governo brasileiro e a UNESCO para a participação deste nas atividades do futuro Centro Nacional de Altos Estudos Educacionais.

Solicitar-vos-ia, entretanto, permissão para sugerir que, para maior clareza e conformidade ao projeto original, fôsse a redação do item 6 do novo texto alterada para a seguinte forma:

6. Se os especialistas forem alojados pelo Governo, a despesa correspondente ao alojamento será estimada em Cr\$ 180,00 por dia. Nessa hipótese, do pagamento em espécie, calculado na base de 50% de Cr\$ 375,00, isto é, Cr\$ 187,50, deduzir-se-ão as despesas de alojamento, reduzindo-se, assim, o seu montante a Cr\$ 7,50 por dia de serviço (Cr\$ 187,50 - Cr\$ 180,00).

Também no item 7, deveria ser o texto modificado para "nos parágrafos 4 e 6" em vez de "nos parágrafos 4 e 5".

Seria, finalmente, conveniente omitir as referências a períodos específicos, constantes dos itens 4, 5 e 6, uma vez que não haverá possibilidade de serem mantidas as previsões relativas a esses prazos.

Aproveito o ensejo para apresentar-vos a expressão, da minha elevada consideração.

Anísio S. Teixeira
Secretário Geral

Emo. Sr. Dr. Renato de Mendonça
DD. Diretor Executivo da Comissão Nacional de Assistência Técnica
Nesta

3.9

Rio de Janeiro, 29 July, 1954

VIA AIRMAILOur Ref: 1179

Mr. Willard W. Beatty
171 East Post Road
Perkins and Will
White Plains - New York
U.S.A.

Dear Mr. Beatty:

Just a short note to remind you that Charles Wagley is about to depart to Brazil sometime around the 15th August and that he is still looking forward to see you and John Province prior to his departure.

It would be wonderful if you could manage, both for yourself and John Province to have this chat with Wagley. Anisio is very eager to get news of you through him and would certainly carry out any/all suggestions submitted by Charles Wagley. For this reason, it is really important to see him should you still be interested in the possibility of revisiting Brazil.

I am still very busy with lots of work and don't know which way is out. For this reason I have'nt found the time for personal correspondence with any one of my friends which are gradually beginning to get out of the correspondence channels since they are no longer receiving replies from me. I hope that you will understand and forgive.

With best personal regards to you and Mrs. Beatty,
I remain, as always,

Very sincerely yours

R

RPA/m

C. W. Wally
Columbia University
in the City of New York
NEW YORK 27, N. Y.
DEPARTMENT OF ANTHROPOLOGY

Columbia University
in the City of New York
[NEW YORK 27, N. Y.]
DEPARTMENT OF ANTHROPOLOGY

July 19, 1954



Dear Anisio-

When I returned to the University today, I found your telegram waiting for me. It was not forwarded to me over the weekend because we have just moved and I did not have a telephone until today. First, let me come to the point. I know Ralph Beals well and I have the highest respect for him. In my opinion, he is the one of the most competent men in the USA and perhaps the most competent in the Latin American area. He has worked many years in Mexico and he has done research in Ecuador--- the visited Brazil but briefly. He is perhaps not the most brilliant anthropologist about but he is a real scientist and a very sound man. I do not know whether he is a good administrator---but he has had experience. He is personally ~~sympathetic~~ simpático. As an anthropologist, I would recommend him higher than John Provinse but Provinse has had more experience in the application of anthropology to practical affairs and problems. Beals has high prestige. He was president of the American Anthropological Association. He is about 55 years old but very much alive and active. I find it hard to be very enthusiastic in my recommendation but I do think that he would be a sound, hard working, friendly, codirector for the Centro who would bring prestige and experience to his work.

Since returning to New York on July 1st, I have not been able to contact either Beatty or John Provinse--- and neither have called on me. Did you write them asking them to call me? I think that in Beals, Beatty, and Provinse you have three excellent potential ~~three~~ codirectors. It would be hard to choose between. I hope they do get in touch with me so we can talk about Brazil and the work you hope to do. I so much wish I were able to offer myself as a candidate-- but I still hope that I will be able to collaborate in some capacity with the Centro and I would be delighted to work with any one of these three men.

The Columbia Bookstore informs me that your books were shipped. Have they arrived?

I am in the middle of our summer course and it is a tough task to teach this extra six weeks. We have finally moved to the suburbs where the children can go to public schools and we are now the owner of a large house. (NOTE address-- 201 Christie Street, Leonia, New Jersey). Just a month from today, I leave for Brazil. I look forward so much to a talk with you and I look forward to hearing the new plans for our Centro.

Cecilia joins me in sending our best to you and Emilinha and the children. From your good friend, *Chuck*

C O P Y

(Cable sent through WESTERN TELEGRAPH CO.)

Nº 189 - 16/7/1954

Charles Wagley
Anthropology Department
Columbia University
New York - USA

UNESCO PROPOSES CALIFORNIAN RALPH LEON BEALS
CODIRECTOR CENTRO PT URGENTLY REQUEST
CONFIDENTIAL VIEWS BY AIRMAIL REGARDS ANISIO

(D-413)

b.

CA P E S

Proresso 191
Centro de Bellas Artes ed.

C O P Y

(of cable received through WESTERN TELEGRAPH CO.)
on July 16, 1954

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3.9
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TLNL/16 WUHO ZP UNESCO PARIS 18 15/2230

LT TECABOARD RIDEJANEIRO

NOTRE LETTRE 6 JUILLET VENONS D APPRENDRE
QUE BEALS SERAIT DISPONIBLE OCTOBRE
ADISESHIAH UNESCO 130 . 6 130 .

b.



UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION

ORGANISATION DES NATIONS UNIES POUR L'ÉDUCATION, LA SCIENCE ET LA CULTURE

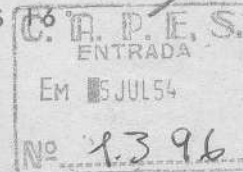
TELEPHONE : KLEBER 52-00 - BALZAC 24-02 - TELEGR. : UNESCO PARIS

19, Avenue Kléber, PARIS 16

In your reply, please refer to :
En répondant, veuillez rappeler :
N° EXP/434752

WDC/CMS

24th June 1954



Dear Dr. Teixeira,

It was good to receive your letter of 1st June in which you enquire concerning recruitment progress for the Centro.

A letter has recently been sent by Dr. Adiseshiah to M. Laurentie, which describes the progress of the recruitment for the anthropologist and sociologist.

Further enquiries indicate that things are possibly somewhat more encouraging than the letter to M. Laurentie suggests. It seems that a Dutch anthropologist and a Dutch sociologist, who have already been working as a team, have made a most favourable impression on our experts here, who are now working to tie them up as possibilities to propose to you.

I understand that the job description for the educators and the social psychologist, for which you are paying, have been received and are now being submitted to our various recruiting agencies.

It was the view of our people here that the proposal of Dr. Huxley was not altogether a good one for the purposes involved, so that he has not been approached in this connection.

As someone who has had a good deal of experience in the problems of recruitment, I believe that we are making haste slowly and that the Centro will have the benefit of good, solid collaborators.

There is no lack of interest and enthusiasm at this end and I am glad to say I have been able to transmit your enthusiasm and imaginative vision to my colleagues. Your letters give me an opportunity for adding to the electric sparks.

Cordially yours,

W. D. Carter,
Head, Exchange of Persons Service.

Dr. Anisio Teixeira,
Secretary-General,
C. A. P. E. S.,
Caixa Postal 5185,
Rio de Janeiro, BRAZIL

*De ordem. Ar-
guir - e
Gzues*

WCE/sp
24/3/54DRAFT POST DESCRIPTIONB R A Z I LX
3.9
/

- 1.- Title of Post: Specialist in educational administration
- 2.- Location: Centre of Higher Studies in Education (Centro de Altos Estudos Educacionais), Rio de Janeiro, Brazil
- 3.- Background and functions

Education in Brazil faces two great problems. On the one hand the rapid increase in population produces a high rate of illiteracy in spite of the efforts of the Federal and State Governments to train personnel and to build schools. On the other hand the school is not adequate, especially at the high school and university level, to the needs of a country which is in a state of rapid change and development.

It should be noted that, until 30 years ago, educational facilities were available only to a well-to-do elite and given at foreign schools with traditional pedagogical methods, not suited to specific cultural conditions. Brazilian universities and high schools have increased in number since 1930. They have not, however, been able to find methods and means adequate to replace the foreign-inspired schools, now extinct, and to cope with a number of students ten to twenty times larger than at that time. The crisis in education can be equally felt in the field of textbooks and reading material for youth. The material available is inadequate both in quality and quantity. It is necessary to emphasize that the deficiency in high school and university education is prejudicial to the training of effective teachers of all levels.

To meet this crisis in education the Ministry of Education has opened an inquiry which will have the following objectives:

1. Collection of data and actual research into cultural conditions of the different regions of Brazil and into the trends and tendencies of its developing social forces in order to prepare a realistic regional interpretation of the country.
2. Formulation, in the light of that interpretation, of the main lines of an educational policy, aiming at the redirection and reorientation of schools and universities with a view to helping the most desirable and integrated development of each region of the country and of the country as a whole.
3. Continuing research into current conditions and directions of Brazilian education in the different regions of Brazil in order to find out how the schools are fulfilling their functions in a society changing towards an urban, industrial, democratic civilization, or how they are hindering this change.
4. In the light of the new educational policy, based on the socio-economic and educational findings of research programmes mentioned above:
 - a. to prepare plans, recommendations and suggestions for the educational reconstruction of each region of the country at the elementary-rural and urban level, secondary, normal and higher levels of education, also in the field of adult and fundamental education;
 - b. on the basis of the researches and policies developed by the Centre, to prepare text-books and general and specific teaching material and special studies on school administration, school curricula- elementary and secondary - educational psychology, philosophy of education, school measurements, teacher's training, etc.

- c. As part of the work in research, interpretation, planning and in the preparation of material, to train administrators and specialists in educational and social research and theory, to form the nuclei for similar regional centres of research later to be established at each main region of the country.

The organization responsible for this research is the Centre of Higher Educational Studies, a government-sponsored, autonomous organization composed of Brazilian educators, scientists and civil servants who, it is proposed, will work with the assistance of a group of specialists recruited in foreign countries.

As at present planned, the foreign specialists will work on a co-operative basis with Brazilian counterparts in a systematic research programme requiring the following disciplines or fields:

- Social Anthropology
- Sociology (with particular emphasis on Social research methods)
- Social Psychology
- Philosophy of Education
- Psychology of Education
- Curriculum Construction - Elementary
- Secondary
- Educational Measurements
- Educational Administration

The specialist in educational administration will be expected to collaborate with the rest of the team in devising and putting into operation an educational system, and in particular a sound and flexible administrative framework suited to the needs of Brazil.

4.- Qualifications

The expert should have a high degree in education, with specialisation in the field of curriculum development, and practical experience of the planning and organization of educational programme for primary schools. Personal tact, adaptability and a capacity for team work are indispensable.

5.- Language qualification: PORTUGUESE desirable. FRENCH, ENGLISH or SPANISH adequate.

6.- Duration of Appointment: One year, renewable

7.- Salary and Allowances:

4.- Qualifications

The expert should have a high degree in education, with specialisation in educational philosophy, and experience of field work, if possible, in similar projects, or at least in under-developed countries. Personal tact, adaptability and a capacity for team work are essential.

- 5.- Language qualifications: PORTUGUESE desirable. FRENCH, ENGLISH or SPANISH adequate.
- 6.- Duration of Appointment: One year, renewable.
- 7.- Salary and Allowances:

4.- Qualifications

The expert should have a high degree in educational psychology and in addition practical experience of research and field work, preferably in regions presenting similar problems. Personal tact, adaptability and a capacity for team work are indispensable.

5.- Language qualifications: PORTUGUESE desirable. FRENCH, ENGLISH or SPANISH adequate.

6.- Duration of Appointment: One year, renewable.

7.- Salary and Allowances:

4.- Qualifications

The expert should have a good degree in education, with specialization in the field of educational administration, and in addition varied experience of educational planning and administration. Personal tact, adaptability and a capacity for team work are indispensable.

5.- Language qualifications: PORTUGUESE desirable. FRENCH, ENGLISH or SPANISH Adequate.

6.- Duration of Appointment: One year, renewable

7.- Salary and Allowances:

4.- Qualifications

The expert should have a high degree in education and practical experience in the establishment and application of educational tests, preferably in a variety of social situations. Personal tact, adaptability and a capacity for team work are indispensable.

5.- Language Qualifications: PORTUGUESE desirable. FRENCH, ENGLISH or SPANISH adequate.

6.- Duration of Appointment: One year, renewable.

7.- Salary and Allowances

4.- Qualifications

The expert should have a high degree in education, with specialisation in the field of curriculum development, and practical experience of the planning and organization of educational programmes for secondary schools. Personal tact, adaptability and a capacity for team work are indispensable.

5.- Language qualifications: PORTUGUESE desirable. FRENCH, ENGLISH or SPANISH adequate.

6.- Duration of Appointment: One year, renewable.

7.- Salary and Allowances:

X
3.9

Rio de Janeiro, June 9, 1954

No 778

Prof. Charles Wagley
15 Claremont Avenue apt. 23
New York 27, N.Y.
U.S.A.

Dear Wagley:

Ateon showed me the correspondence he has had with you regarding John Provinse and Willard W. Beatty. Thank you very much for your ideas on these men and for your continued interest in what is going on with the "Centro".

I am still hoping that when you come to Rio next August we shall be able to find a way to lure you down permanently. You know that there will always be a place open for you at the "Centro" and that you can write your own ticket.

I am seriously thinking about these men whom you have recommended so highly. But since I am so far away from everything I would hesitate to commit myself in any way without your assistance and your continued concern. If you should have no objections, I would like to ask you to talk with these men personally, explain to them everything regarding the Center and then let me know what, if anything, could be done to enlist their services for our project. Ateon is writing to Beatty in this vein, asking him to look you up at his convenience and tell John Provinse to do likewise. Beatty, as you know, is working for a private firm at White Plains, N.Y., which means that he could easily look you up and have a chat with you.

It seems that to-day is my day for asking favours of you. Would it be too much to ask you to arrange to me copies of the following books on school and mental tests:

- E.F. Lindquist: Education Measurement, Washington, D.C. The American Council on Education, 1951.
- G.K. Bennett et al.: Counseling from Profiles, New York The Psychological Corporation
- P. Cattell: The Measurement of Intelligence of Infants and Young Children, New York, The Psychological Corporation.
- O.K. Buros: The Fourth Mental Measurements Yearbook (1953). New Brunswick, N.Y.: Rutgers University Press 1954.

It would really be of great help to me if you could do me this favour and forward them by air mail. Enclose please find a check of US\$ 50.00 to cover expenses, etc.

I am looking forward to your coming with great hope and the expectation that something very good will come of it for all of us.

Anísio S. Teixeira
Secretário Geral

Rio de Janeiro, June 1st 1954.AIRMAILOur ref: N^o 724

3.9

Mr. William D. Carter
Head, Persons Exchange Programme
UNESCO
19, Avenue Kléber
PARIS 16^e, France.

Dear Mr. Carter:

Just a short note to inquire about news regarding our project for the "Centro de Altos Estudos Educacionais". At this end, we are busily looking for a suitable building in town to house the proposed Center. We have already inspected many old residences and small palaces with an eye towards buying a suitable property for a permanent seat of this Center. If you should happen to have already names to suggest tentatively, as possible candidates for this project, I would appreciate receiving news from you.

When you were here last January, you also mentioned the possibility of contacting Julian Huxley. Should there be anything to this possibility, it might be good to know in advance, so as to be prepared to negotiate with him in person when he comes to São Paulo some time during the current year.

In the hope that all is well with you, I send you my best regards and remain,

Very cordially yours,

Anísio Teixeira
Secretary General

RPA/es.



JUNTA DE ASSISTÊNCIA TÉCNICA

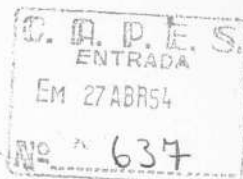
c/o FUNDAÇÃO GETULIO VARGAS

EDIFÍCIO DARKE

AV. 13 DE MAIO N.º 23 - SALA 1214

RIO DE JANEIRO - BRASIL

27 de abril de 1954



*Dr. Almir Castro, com a aprov.
do Ministro Em 28/4/54*

Prezado Professor Anísio Teixeira:

Junto, envio a Vossa Senhoria o projeto de acôrdo, sob forma de carta ao Ministro das Relações Exteriores, concernente ao projeto do Centro de Altos Estudos Educacionais.

Se Sua Excia. o Senhor Ministro da Educação e Vossa Senhoria não tiverem objeções contra os termos dessa carta (os quais são, aliás, semelhantes aos de todos os acôrdos do mesmo gênero) ficar-lhe-ia reconhecido se Vossa Senhoria houvesse por bem encaminhá-la ao Conselheiro Renato de Mendonça, Diretor Executivo da Comissão Nacional de Assistência Técnica, o qual se encarregará de apresentá-la à aprovação da Comissão e à assinatura de S.Excia. o Dr. Vicente Ráo.

Apraz-me ter esta oportunidade para lhe renovar , prezado Professor Anísio Teixeira, a expressão dos meus sentimentos de profunda amizade e de mui particular estima.

Anexos: 2

Henri Laurentie
Representante Residente
da Junta de Assistência Técnica das Nações Unidas

Ao Senhor Professor Anísio S. Teixeira
M.D. Secretario Geral
CAPES
Avenida Marechal Câmara, 160 - 8º andar
Rio de Janeiro

JUNTA DE ASSISTÊNCIA TÉCNICA
c/o Fundação Getúlio Vargas
Edifício Darke

Av. 13 de maio nº 23 - Sala 1214
Rio de Janeiro - Brasil

3.9

Rio de Janeiro, le 27 avril 1954

Monsieur le Ministre,

J'ai l'honneur de soumettre à la haute attention de Votre Excellence le projet d'accord ci-après concernant la participation de l'UNESCO aux activités du Centre des Hautes Etudes sur l'enseignement (Centro de Altos Estudos Educacionais). Si Votre Excellence veut bien en approuver les termes, les conditions de cet accord pourraient être les suivantes:

1) - La mission des deux experts de l'UNESCO qui seront attachés au Centre commencera au cours de l'année 1954, mais non avant le 1er juillet. Elle aura une durée initiale d'une année et pourra être prolongée d'accord entre le Gouvernement du Brésil et l'UNESCO.

2) - Les obligations du Gouvernement du Brésil relative
ment à l'exécution de cette mission seront celles qui ont été de
finies dans l'accord de base sur l'Assistance Technique passe en
tre le Brésil et l'UNESCO le 18 avril 1951. Outre ce qui sera
dit aux paragraphes 3, 4 et 5 ci-après, ces obligations compor-
tent notamment la prestation aux experts de services d'ordre pro-
fessionnel y compris l'assistance, si nécessaire, d'interprètes
et de traducteurs, la fourniture d'un local adéquat pour leur
travail et le paiement de leurs voyages officiels à l'intérieur
du pays ainsi que de leurs communications postales, télégraphi-
ques et téléphoniques officielles.

3) - Les indemnités de subsistance et de logement des
experts ainsi que leurs frais médicaux, seront payés par l'UNESCO.
Toutefois, aux termes de l'accord de base, le Gouvernement du
Brésil s'est obligé à contribuer à cette dépense. Sa contributi-
on à cet effet sera calculée selon les règles définies par la ré-
solution du Conseil Economique et Social en date du 15 avril 1953,
laquelle remplace toutes dispositions antérieures en la matière.

4) - La contribution du Gouvernement prévue au para-
phe précédent s'établit en multipliant 50% de l'indemnité totale
de subsistance (375 cruzeiros) par le nombre supposé de journées
d'experts en mission, soit, du 1er juillet au 31 décembre 1954.

$$\frac{50 \times \text{Cr\$ } 375 \times 2 \text{ experts} \times 184 \text{ jours}}{100} = \text{Cr\$ } 69.000$$

- 5) - Cette somme sera versée, au nom du Gouvernement, par le service administratif compétent, au Bureau du Représentant-Résident, en monnaie locale et en avance. Un nouveau versement sera fait, dans les mêmes conditions, avant le 31 décembre 1954 pour couvrir la contribution relative à l'année 1955.
- 6) - Si les experts devaient être logés par le Gouvernement, la dépense correspondant au logement serait estimée à Cr\$ 180 par jour. En conséquence, le versement en espèces ne se monterait plus qu'à 50% de $375 - 180 = \text{Cr\$ } 7.50$, par journée d'expert en mission, soit, du 1er juillet au 31 décembre 1954, $7,50 \times 2 \text{ experts} \times 184 \text{ jours} = \text{Cr\$ } 2.760$.
- 7) - Si le Bureau d'Assistance Technique des Nations Unies décide que, par suite de variations dans le coût de la vie, le montant de l'indemnité de subsistance, présentement fixé à Cr\$ 375 par jour, doit être modifié, il est entendu que les estimations portées aux paragraphes 4 et 6 seront revues d'accord entre le Gouvernement et l'UNESCO.
- 8) - Tout amendement au présent accord sera arrêté par simple échange de lettres entre le Gouvernement du Brésil et l'UNESCO.

Si Votre Excellence voulait bien accepter les termes cidessus proposés, je lui serais reconnaissant de me notifier son accord sous la forme qu'Elle jugera appropriée.

Je prie Votre Excellence de bien vouloir agréer les assurances de ma parfaite considération et de ma haute estime.

a) Henri Laurentie
Représentant Résident
du Bureau d'Assistance Technique des
Nations Unies

Son Excellence Monsieur le Professeur Vicente Ráo
Ministre d'Etat des Affaires Etrangères
Ministère des Affaires Etrangères
Palacio Itamaraty
Rio de Janeiro

Nº 555

3.9

Rio de Janeiro, 3º de abril de 1954

Ilmo. Snr.
Conselheiro Renato de Mendonça
DD. Diretor Executivo da
Comissão Nacional de Assistência Técnica
N e s t a

Senhor Diretor:

Apraz-me encaminhar a Vossa Senhoria, para que seja subme-
tido à aprovação dessa Comissão, o projeto de acôrdo a ser firmado entre o
Governo brasileiro e a UNESCO para participação desta nas atividades do Cen-
tro de Altos Estudos Educacionais.

Esclareço a Vossa Senhoria que o referido texto já foi
aprovado pelo Senhor Ministro da Educação e Cultura, podendo assim, após o
devido exame dessa Comissão, ser apresentado ao Senhor Ministro das Rela-
ções Exteriores.

Aproveito a oportunidade para apresentar-lhe a expressão
de minha elevada consideração.

Anísio S. Teixeira
Secretário Geral

/hb.

UNESCO

TECHNICAL ASSISTANCE

INFORMATION ON EXPERTS AND SPECIALISTS

3.9
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297

- 1) - Title of post - an anthropologist
a sociologist

each of them specialized in cultural and educational research. The latter will be a co-director of the Center of Higher Studies on Education ("Centro dos Altos Estudos Educacionais").

- 2) - Location - Rio de Janeiro, Brazil.

- 3) - Background and Functions -

Education in Brazil faces ~~from~~ two great problems. On the one hand the rapid increase in population produces a high rate of illiteracy in spite of the efforts of the Federal and State Governments to train personnel and to build schools. On the other hand the teaching is not adequate, especially at the high school and university level to the needs of a country which is in a state of rapid change and development.

It should be noted that, until about 30 years ago, education facilities were available only to a well-to-do elite and given at foreign schools or at schools with foreign pedagogical methods. Brazilian universities and high schools have increased in number since 1930. They have not, however, been able to find methods and means adequately to replace the foreign schools, now extinct, and to cope with a number of students ten to twenty times larger than at that time.

The crisis in education can be equally felt in the field of textbooks and reading material for youth. The material available is inadequate both in quality and quantity.

It is necessary to emphasize that the deficiency in high school and university education is prejudicial to the training of effective teachers of all levels.

The Ministry of Education has opened an enquiry to remedy these drawbacks. The investigation which it will undertake should furnish answers to a series of questions, some of which are listed here.

Bearing in mind the different races and cultural traditions existing in the Brazilian territory as a whole, what pedagogical methods and what curricula should be applied, in each different region, in elementary and ^{Secondary} ~~primary~~ education?

What should be the cultural bases of a reformed Brazilian secondary education?

How should the preparation of textbooks be conceived in terms of cultural factors as well as pedagogical needs?

According to what rules should the programme and administration of schools of all levels be established? By what means and in what manner could the training of teachers and administrators be improved?

How can the role and objectives of the universities of Brazil be more clearly ^{ly} defined? (The economic, sociological and cultural factors ^{and} their impact on university ^{ly} reform).

To what extent and in what fields should Brazilians be sent abroad to improve their knowledge?

^{to be}
The organisation responsible for this research is the Center of Higher Educational Studies, a government-sponsored, autonomous organisation composed of Brazilian educators, scientists and civil servants, who, it is proposed, will work with the assistance of a group of specialists recruited in foreign countries.

As at present planned, the foreign specialists will work on a cooperative basis with Brazilian counterparts in a systematic research programme ^{requiring} ~~referring~~ the following disciplines or fields:

Social Anthropology

Sociology (with particular emphasis on Social research methods)

Social psychology

Philosophy of Education

Psychology of Education

Curriculum Construction - Elementary
- Secondary

Educational Measurement

Educational Administration.

An economist from CEPAL.

The research program of the Center will be developed pragmatically and experimentally, with a view to the development of concrete suggestions and recommendations for the educational development and reform in Brazil. The international nature of the project is also intended to raise the level of Brazilian educational research by bringing Brazilian specialists into close working contact with specialists from abroad. The close relations between the Center and the Ministry of Education will assure the most favorable access to information, and conditions for field investigation, - and guarantee serious consideration and implementation of any conclusions or recommendations elaborated by the Center's research programme.

ROLE AND QUALIFICATIONS OF EXPERTS TO BE RECRUITED BY UNESCO

Special importance is laid by the Brazilian Government on the role of the Social Anthropologist and the Sociologist to be recruited by UNESCO for the Center. It is foreseen that the Social Anthropologist will act as Co-director of the project working with his Brazilian counterpart on the development of the general lines in which investigations should be undertaken, and on the elaboration of conclusions and recommendations. The specialist in Sociology, it is anticipated, will give technical guidance on the most appropriate methods of conducting the special researches necessary to complete or supplement the data available to the Center.

In enlisting the Services of Social Science Specialists to undertake the conceptual leadership and planning ~~of the~~ proposed research programme

of the

- 4 -

the Brazilian Government wishes to benefit from insights based on a systematic study and appreciation of the basic socio-economic and cultural conditions in Brazil, as they relate to current educational conditions, and to the development of answers to the questions outlined above.

From the foregoing, the qualifications of both specialists must be of the highest. The leadership to be provided by the Social Anthropologist, must combine an ability to analyse complex social conditions and develop their implications for educational theory, practice and administrative methods in Brazil. Experience in the development of cooperative research programmes, and in the direction inspiration of groups work is essential. Personal contact, adaptability and qualities of intellectual leadership are essential in what is essentially a pioneer effort in social educational research.

TECHNICAL ASSISTANCE
INFORMATION ON EXPERTS AND SPECIALISTS

- 1) - Title of post - an anthropologist
a sociologist
each of them specialized in cultural and educational research. The former will be a co-director of the Center of Higher Studies on Education ("Centro dos Altos Estudos Educacionais").
- 2) - Location - Rio de Janeiro, Brazil.
- 3) - Background and Functions -

Education in Brazil faces from two great problems. On the one hand the rapid increase in population produces a high rate of illiteracy in spite of the efforts of the Federal and State Governments to train personnel and to build schools. On the other hand the school education is not adequate, especially at the high school and university level to the needs of a country which is in a state of rapid change and development.

It should be noted that, until 30 years ago, education facilities were available only to a well-to-do elite and given at foreign schools with traditional pedagogical methods, not suited to specific cultural conditions. Brazilian universities and high schools have increased in number since 1930. They have not, however, been able to find methods and means adequately to replace the foreign inspired schools, now extinct, and to cope with a number of students ten to twenty times larger than at that time.

The crisis in education can be equally felt in the field of textbooks and reading material for youth. The material available is inadequate both in quality and quantity.

It is necessary to emphasize that the deficiency in high school and university education is prejudicial to the training of effective teachers of all levels.

To meet the crisis in education the Ministry of Education has opened an inquiry which will have the following objectives:

1. Collection of data and actual research into cultural conditions of the different regions of Brazil and into the trends and tendencies of its developing social forces in order to prepare a realistic regional interpretation of the country.
2. Formulation, in the light of that interpretation, of the main lines of an educational policy aiming at the redirection and reorientation of schools and universities with a view to helping the most desirable and integrated development of each region of the country and of the country as a whole.
3. Continuing research into current conditions and directions of Brazilian education in the different regions of Brazil in order to find out how the schools are fulfilling their functions in a society changing towards an urban, industrial, democratic civilization, or how they are hindering this change.
4. In the light of the new educational policy, based on the socio-economic and educational findings of research programmes mentioned above:
 - a. to prepare plans, recommendations and suggestions for the educational reconstruction of each region of the country at the elementary-rural and urban level, secondary, normal and higher levels of education, also in the field of adult and fundamental education;
 - b. on the basis of the researches and policies developed by the Center, to prepare text-books and general and specific teaching material and special studies on school administration, school curricula - elementary and secondary - educational psychology, philosophy of education, school measurements, teacher's training, etc.

- c. As part of the work in research, interpretation, planning and in the preparation of material, to train administrators and specialists in educational and social research and theory, to form the nuclei for similar regional centers of research later to be established at each main region of the country.

The organization responsible for this research is the Center of Higher Educational Studies, a government-sponsored, autonomous organization composed of Brazilian educators, scientists and civil servants, who, it is proposed, will work with the assistance of a group of specialists recruited in foreign countries.

As at present planned, the foreign specialists will work on a cooperative basis with Brazilian counterparts in a systematic research programme requiring the following disciplines or fields:

Social Anthropology

Sociology (with particular emphasis on Social research methods)

Social Psychology

Philosophy of Education

Psychology of Education

Curriculum Construction - Elementary
- Secondary

Educational Measurement

Educational Administration.

The research program of the Center will be developed pragmatically and experimentally, with a view to the development of concrete suggestions and recommendations for the educational development and reform in Brazil. The international nature of the project is also intended to raise the level of Brazilian educational research by bringing Brazilian specialists into close working contact with specialists from abroad. The close relations between the Center and the Ministry of Education will assure the most favorable access to information, and conditions for field investigation, - and guarantee serious consideration and implementation of any conclusions or recommendations elaborated by the Center's research programme.

It is tentatively proposed that the specialists in social Anthropology, Sociology, and social Psychology, and possibly in Economics be recruited as a team, to work for an initial period of six months prior to the recruitment of the Education specialists. This will enable the social research specialists to develop preliminary data and lines of thought on the basic social and cultural conditions in Brazil from which the more specific educational studies can be projected.

With the arrival of the education specialists, the programme of the center will focuss progressively on the development of more specific researches and recommendations in the educational field on the basis of the studies and suggestions developed by the social science experts attached to the project.

ROLE AND QUALIFICATIONS OF EXPERTS TO BE RECRUITED BY UNESCO

Special importance is laid by the Brazilian Government on the role of the Social Anthropologist and the Sociologist to be recruited by UNESCO for the Center. It is foreseen that the Social Anthropologist will act as Co-director of the project working with his Brazilian counterpart on the development of the general lines in which investigations should be undertaken, and on the elaboration of conclusions and recommendations. The specialist in Sociology, it is anticipated, will give technical guidance on the most appropriate methods of conducting the special researches necessary to complete or supplement the data available to the Center.

In enlisting the services of Social Science Specialists to undertake the conceptual leadership and planning of the proposed research programme, the Brazilian Government wishes to benefit from insights based on a systematic study and appreciation of the basic socio-economic and cultural conditions in Brazil, as they relate to current educational conditions, and to the development of answers to the problems outlined above.

From the foregoing, it will be recognised that the qualifications of both specialists must be of the highest. The leadership to be provided by the

- 5 -

Social Anthropologist, must combine an ability to analyse complex social conditions and develop their implications for educational theory, practice and administrative methods in Brazil. Experience in the development of cooperative research programmes, and in the direction and inspiration of group work is essential. Personal tact, Adaptability and qualities of intellectual leadership are necessary in what is recognised to be a novel approach in the fields of educational research and planning.

AST/gh

1. O centro de altos estudos educacionais terá, como objetivos:

A - a pesquisa das condições culturais do Brasil em suas diversas regiões, das tendências de ~~suas respectivas forças~~ ~~de~~ desenvolvimento e de regressão e das origens dessas condições e forças - visando a uma interpretação regional do país tão exata e tão dinâmica quanto possível;

A.1 - a formulação de uma política institucional, especialmente de referência à educação, capaz de orientar aquelas condições e tendências no sentido do desenvolvimento desejável de cada região do país;

B - a pesquisa das condições escolares do Brasil, em suas diversas regiões, por meio do levantamento dos seus recursos em administração, aparelhamento, professores, métodos e conteúdo do ensino, visando apurar até quanto a escola está satisfazendo as suas funções em uma sociedade em mudança para o tipo urbano e industrial de civilização democrática e até quanto está dificultando essa mudança, com a manutenção dos objetivos apenas alargados da sociedade em desaparecimento;

C - à luz da política institucional formulada pela pesquisa antropológico-social e das verificações da pesquisa educacional

1) elaborar planos, recomendações e sugestões para a reconstrução educacional de cada região do país, no nível primário, rural e urbano, secundário e normal, superior e da educação dos adultos;

2) elaborar, baseados nos fatos apurados e inspirados na política adotada, livros de texto de administração escolar, de construção de currículo, de psicologia educacional, de filosofia da educação, de medidas escolares, de preparo de mestres, etc. etc.

D - Conjuntamente com esse trabalho de pesquisa, interpretação e planejamento e elaboração de material pedagógico e por meio dele o Centro treinará administradores e especialistas em educação para abastecer os Estados e os Centros Regionais de Estudos Pedagógicos, que estão sendo criados

nos Estados, ligados ao master center do Rio de Janeiro e, se possível, os próprios departamentos de educação das escolas de filosofia das universidades brasileiras.



le 22 avril 1954

Al 26.4.54

*Cient. do Dr. Anísio Teixeira
para junta ao boier
em 27/4/54
M. L.*

Cher Monsieur Hollinshead,

Je répondrai, si vous le permettez, par cette seule et unique lettre, à tout ce que M. Adiseshiah et vous-même m'avez écrit plus ou moins récemment à propos du projet: Centro de Altos Estudos Educacionais, notamment à votre dernière lettre du 31 mars.

Pour plus de clarté, je diviserai mon exposé en autant de paragraphes qu'il y a, me semble-t-il, de points à traiter; par ailleurs, je désignerai, par souci de simplification, les deux experts payés par l'UNESCO (dont l'un sera co-directeur du Centre) sous le nom d'experts de la Catégorie A et les sept experts directement payés par le Centre sous le nom d'experts de la Catégorie B.

1) Appréciation du projet en général.

Je crois, avec M. Adiseshiah, que ce projet sera sans doute l'un des plus passionnants parmi ceux que l'UNESCO aura entrepris au Brésil. D'autre part, toutes les garanties exigibles se trouvent réunies: statut juridique stable de la CAPES, fonds disponibles, personnel brésilien hautement qualifié, intention profonde d'exécuter un programme longuement médité, volonté enfin de coopérer franchement avec l'UNESCO.

Tout cela évidemment ne donne pas par soi-même l'assurance du succès. Du moins sommes-nous certains de nous trouver sur un terrain ferme et de pouvoir y travailler, avec des brésiliens de bonne volonté, à ce qui est, à n'en pas douter, le bien du Brésil. Nous abordons ici l'un des problèmes les plus graves et les plus vastes du pays; même si ce problème ne doit pas être résolu du premier coup, nous aurons toujours contribué à le résoudre et cela suffit à justifier amplement notre initiative.

2) Remarque particulière:

J'ai été approché par les autorités ecclésiastiques du Brésil à propos de ce projet. L'Eglise catholique désirerait être sûre qu'il sera tenu compte, dans les travaux du "Centre", de la tradition catholique brésilienne et de la structure catholique de la société. Il est vrai que l'observateur, notamment l'observateur étranger, a trop souvent tendance

2/9

à ne prêter au catholicisme brésilien qu'un caractère superficiel et que cette manière de juger est excessivement hative. Mais il est non moins certain que les experts de l'UNESCO, hommes de science avertis et honnêtes, apprécieront le facteur catholique brésilien à sa juste valeur, de même qu'ils sauront apprécier tous les autres éléments composants de la culture et de la civilisation brésiliennes.

3) Accord à passer pour les experts de la Catégorie A.

Je vais présenter au Ministre des Relations Extérieures, sous le couvert du Ministre de l'Education, un projet d'accord analogue à celui que j'avais établi pour M. Coblans, mais en tenant compte de toutes les observations que vous m'aviez fait parvenir au sujet de ce texte. Prenant pour point de départ le 1er juillet, je ferai verser d'avance par les services qualifiés du gouvernement 50% de Cr\$375 pour chaque journée d'expert prévue, ce versement couvrant la période du 1er juillet au 31 décembre 1954 et, si possible, les douze premiers mois d'exécution.

4) Experts de la Catégorie B.

La lettre, dont ci-joint copie, de M. le professeur Anísio Teixeira répond à toutes les questions que vous aviez posées au sujet des experts de la Catégorie B et soulève même un point nouveau tout à fait digne d'intérêt.

- a) description des emplois - Les autorités brésiliennes sont d'accord sur les termes que vous avez employés, sauf qu'elles tiennent à voir remplacer l'expression "foreign" par "foreign-inspired". J'avais déjà eu l'occasion de transmettre une remarque du même ordre antérieurement.
- b) salaires des experts - Toutes les indications voulues se trouvent contenues dans la lettre ci-jointe. J'espère qu'elles vous paraîtront satisfaisantes et vous permettront de procéder à un recrutement de valeur. Je n'ai pas besoin de vous signaler qu'il s'agit là d'un très gros effort de la part des autorités brésiliennes, effort d'autant plus méritoire que la situation économique est particulièrement difficile et les moyens de change extrêmement réduits.
- c) statut d'experts internationaux. - Bien qu'elles se chargent de les payer elles-mêmes, les autorités brésiliennes désiraient que les experts de la Catégorie B eussent, au cours de leur mission, la qualité d'experts de l'UNESCO. Il me semble qu'on nous apporte là une preuve supplémentaire de confiance et de volonté de coopérer et que ce vœu du Brésil devrait

..//..

être accueilli avec faveur. L'intérêt qu'y verraient les autorités brésiliennes serait le suivant: ces experts, restant sous la juridiction de l'UNESCO, auraient un caractère international grâce à quoi toute imputation, et toute tentation, d'intrusion étrangère seraient évitées; ils verraient de plus leur travail contrôlé constamment par l'UNESCO ce qui provoquerait soit une précieuse approbation des études du "Centro", soit des critiques fécondes dont on ferait son profit.

J'appuie, en conséquence, de tout coeur, la demande du professeur Anisio Teixeira.

5) Developpement du projet en 1955.

Etant donné que nous commençons à discuter le programme de 1955, il n'est pas prématuré de décider dès maintenant si la participation financière de l'UNESCO au projet ne devrait pas être accordée l'année prochaine. Le gouvernement n'ayant pas encore fait de demandes précises à cet égard, il m'est difficile de vous soumettre aucune proposition ferme. Il me semble pourtant qu'on apprécierait de voir porter de deux à trois le nombre des experts de la Catégorie A et d'obtenir six bourses d'études comme complément au projet. Je puis vous garantir que les candidats aux bourses seraient présentes avec tout le sérieux voulu. Puis-je orienter mes conversations avec le gouvernement dans ce sens?

Veillez agréer, cher Monsieur, l'expression de mes sentiments les meilleurs.

1 pièce jointe

Henri Laurentie
Représentant Résident
du Bureau d'Assistance Technique des Nations Unies

Monsieur Byron S. Hollinshead
Directeur par interim
Département d'Assistance Technique
UNESCO
19, Avenue Kléber
Paris (XVI^e)
France

Presidência da República
CAMPAÑA NACIONAL DE APERFEIÇOAMENTO DE PESSOAL DE NIVEL SUPERIOR (CAPES)
Avenida Marechal Câmara, 160 - 8º andar - Rio de Janeiro - Brasil

Rio de Janeiro, April 14 1954

No. 446

3.9

M. Henri Laurentie
Representative, UN Technical Assistance
Avenida 13 de Maio, 23 - s/1214
Rio de Janeiro

Dear Mr. Laurentie,

In answer to your request and in consequence of our personal conversations, I take this opportunity to send you officially the following specific information regarding conditions under which CAPES intends to carry out its contractual obligations towards foreign specialists, who might be contracted through your good services and under the auspices of UNESCO to work at the projected "Centro de Altos Estudos Educacionais" in Brazil.

1. All salaries will be calculated on a cruzeiro basis.
Different salary levels shall correspond to different contractual conditions, individual abilities of the contractees as well as their current salaries received by each in his own home country. Wherever possible, the limits within which salary levels shall be determined will correspond to the norms adopted by international organizations.
2. All salaries shall be calculated on the following basis:
 - a) The actual salary as such, which shall be equal to the amount received by an equivalent Brazilian specialist collaborating on this project;
 - b) Cost-of-living allowance, whose amount shall be a function of the contractee's abilities, status and prestige.
3. All travel expenses inside Brazil, linked to the service, shall be covered by CAPES additionally, including "per diem" payments for each day the person is away from the main site and headquarters of his activities.
4. Provisions shall be made for the payment of part of the salary in foreign exchange currency. The contractee shall be entitled to receive up to 50% of his salary in currency of his country of origin, to be deposited at a bank of his own choice.

a) These 50% shall be based on the total sum of both his actual salary and cost-of-living allowance, calculated in cruzeiros. The remaining 50% of this overall total shall be paid out to the contractee in cruzeiros. Travel allowances, per diem and other expenses that might be incurred in addition, shall not be included in the above calculation and shall be payable in cruzeiros apart from all other computations.

b) The part of the salary payable in foreign exchange shall be at all times calculated on the basis of the official exchange rate established by the Banco do Brasil and in operation at the given moment when payments are effected.

The Brazilian Government would be favorably inclined towards the possibility of placing these contractees on the same international status as those specialists who shall be not only contracted but also paid by UNESCO. It would be to the advantage of all concerned if all the specialists selected through the good services of UNESCO receive the same status, as UNESCO officials, regardless as to whether their salary is paid by UNESCO or by the Brazilian Government. Details can be discussed at some future date regarding all necessary arrangements to fulfill the conditions towards the realization of this subject.

With regard to the "Draft Post Descriptions" which you were good enough to enclose for my perusal, I would like to state that I am in agreement with their wording and accept them as a working basis for the selection of the personnel under discussion. However, I would suggest that perhaps a slight modification could be made regarding the second paragraph of item no. 3, entitled "Background and Functions". In the second line it says: "...given at foreign schools with traditional pedagogical methods,..." In place of the word "foreign" it would be more accurate to say "foreign-inspired".

In the sincere hope that this project of close collaboration between the Brazilian Government and UNESCO shall bear the desired results of increasing the sum total of our knowledge, and with many thanks to you for your personal interest in and devotion towards making this project come true, I remain with best personal regards,

Very sincerely yours,

(smd.) Anisio S. Teixeira
Secretary General

RPA:mg.

X

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Secretary General

RPA:mg.

page 2. - Objectives

1. We know enough about the rotten conditions of Brazilian teaching and learning methods.

Yet, there is still much to do about our knowledge of what kind of teaching is needed for some kinds of regional social life.

The present university of the educational process is intended to serve the great variety of social settings - equal only in theory.

2. — — — — —

3. Theory, techniques and policy are abundant but contradictory in Brazilian educational literature. Objectives and aims have never been fully discussed and diffused in our midst: goals, purposes, outcomes, (whatever they are called) must be local, national, international in their social aspects. We ignore them!

4. What about the contact with legislation? Is it possible? How?

page 4 "creative research" (line 15)

Research is certainly the main spring of the Centro, but some "arm chair" work has yet to be done, in order to take advantage of the research work. I suppose that is the object of the seminars, the "digest" of the data, statistics and reports.

"Esperanza"

- The Stapirados

They ought to be chosen among young people who know already something, who are representative of their country - District or State, or region... They should have a certain control in their home towns to be able, as they go back, to enforce some of the Centro's conclusions and practical devices. But before picking them, it would be advisable to feel the government of the State to be sure they will be properly backed when they return home.

Otherwise it would be like the federal missions that go abroad to study and learn things the government cares a damn about.

3

I think Ten ¹¹ Estajants is not enough. - The results of such an expensive machinery, after all, are in the hands of too few persons - Suppose:

1. comes to Rio and gets ill
(no attendance, of course)

1. comes to Rio, but is more attracted by other activities.

2. comes to Rio, but, back in their Star, arrested 2 robots

1. comes to Rio and gets married

? For only 5 left from unit 10,
2 directors, 5 fellows, an Excerpt of
1 Christian and !

The important thing is to settle as early as possible the practical conclusions - that is to say, the real, positive, useful influence the State Centers will have in connection with the Rio Centers

Page 2 - OBJECTIVES

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(no attendance, of course)
- 1 comes to Rio, but is more attracted by other activities.
- 2 come to Rio, but, back in their State, are still two nobodies.
- 1 comes to Rio and gets worried.

missing!

For only 5 left
2 Visitors, 5 fellows, an Executive of
1 librarian and!

The important thing is to settle as early as possible the practical conclusions - that is to say, the real, positive, useful influence the State Centros will have in connection with the Rio Centro.

AIR MAIL

Rio de Janeiro, November 19, 1953.

OUR REF. Nº 1. 251 .

39

Mr. William D. Carter
Head, Exchange of Persons Programme
UNESCO
19, Avenue Kléber
PARIS 16e. France.

Dear Mr. Carter:

I have on hand both your letter of August 5 (EXP/399641) and your last communication dated November 10 (EXP/417349) which was transmitted to me by Dr. Paulo Carneiro.

We are most happy to know that it may be possible for you to visit us in Rio during January of 1954. Speaking for CAPES I know that we would be benefited greatly by your visit. Therefore, I hope that you will include a stopover in Rio de Janeiro on the itinerary of your prospective trip to the Western Hemisphere.

I shall look forward to discuss with you the possibilities for closer collaboration between your organization and CAPES in the field of fellowship selection, administration and control. We shall also try to elaborate on our plans for the creation of a "Centro de Estudos Educacionais", able to tackle the overwhelming job of a cultural mappification of Brazil when such an enterprise should become feasible.

As regards your desire to contact local authorities responsible for UNESCO's technical assistance program for Brazil, we shall do our best to prepare the ground for your arrival. We shall put you in touch with these authorities and hope that an understanding may be reached between yourself and these representatives on a matter which is of interest to all of us.

Dr. Gleantho de Paiva Leite who is heading the national commission on technical assistance, has already told me how glad he will be to get this chance to talk with you on these matters. However, he did express the hope that it might be possible for you to arrive in Rio some time after the 15th of January rather than during the first week of next year. This would greatly facilitate his own heavily loaded schedule. Naturally, I understand all the

Mr. William D. Carter, Head, Exchange of Persons Programme, U N E S C O .

difficulties involved in setting up a complex international itinerary, and I only transmit this request to you as background information, in case it is still possible to make some minor changes on your schedule. As for us, we shall be happy to see you whenever you may be able to come.

The Minister of Education and Culture is now writing a letter to Dr. Luther Evans and I shall see to it that he too writes a few words to the director general regarding your prospective visit to Rio.

It will be a pleasure to meet you in person and to thank you warmly for the magnificent collaboration and assistance you and your service extended to our representatives in Europe this year.

Very sincerely yours,

RPA/gh

Anísio S. Teixeira
Secretary General - CAPES

19, Avenue Kleber,
Paris 16

10th November, 1953

3.9 X

Wh your reply, please refer to
En repondant, veuillez rappeler:

RA 1

EXP/17349
WDC/mo

Dear Dr. Teixeira,

You will recall my suggestion in my letter of 5 August (EXP/399641) that during a prospective visit to the Western Hemisphere in December and January, I come to Rio for a few days to discuss mutual problems.

As I am at the present time arranging my schedule, I am writing to find out more definitely whether you feel it would be useful for me to spend a few days with you and your colleagues in Rio between 3 and 8, 1954.

It may be that developments in the CAPES programme are such that you would not be in a position to develop any further definite arrangements with Unesco, in which case I can assure you that my visit would in no way be planned to make specific arrangements, but more in order to clarify the nature of future collaboration in the field of recruitment and fellowship administration.

There are several other matters which we also could discuss with great profit. First, in connection with Unesco's Technical Assistance programme, it is highly desirable for me to discuss with you and your colleagues in the Technical Assistance Department of the Brazilian Government, how the various facilities offered by the Brazilian Government under the Technical Assistance programme for study in Brazil can be more effectively utilized by the specialists from other Latin American countries benefiting from Technical Assistance programmes. I believe that with careful planning, and a more direct knowledge of the facilities offered by Brazil, we could send a larger number of fellows from other Latin American countries to Brazil as part of the Technical Assistance programme.

In addition, I understand that you and your colleagues are currently interested in utilizing international assistance in connection with the development of a "cultural map" of Brazil. There are certain aspects of this proposal which I believe might well be discussed by a Member of the Unesco Secretariat in connection with the further development of this project.

As you can see, a few days of mutual discussion of these and other problems would serve to bring our thinking closer together and set the stage for a further year or years of more specific collaboration.

I have discussed the matter with Dr. Carneiro, and would very much appreciate your reactions so that I can recommend to the director-General that a visit be made during the period indicated.

With all good wishes to you, Professor Maciel and Mr. Atcon.

Yours very sincerely,

William D. Carter - Head,
Exchange of Persons Programme

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Na última reunião realizada para discussão das providências necessárias ao início do funcionamento do Centro de Altos Estudos Educacionais, além do documento que foi entregue a Mr. Carter, relativo aos convites a serem dirigidos para a formação do Staff estrangeiro do Centro, ficou acertado que se daria andamento, no Brasil, às seguintes providências:

I

- 1 - Preparar a documentação existente (Livros, publicações, orçamentos, mapas, etc...)
- 2 - Livros fundamentais sobre o Brasil (de preferência em inglês e francês)
- 3 - Reunir as pesquisas já realizadas (legislação, organização, currículos, programas, livros didáticos)
- 4 - Documentação sobre o desenvolvimento econômico do Brasil (Estatísticas *etc*)

II

- 1 - Preparar o pessoal brasileiro que irá trabalhar no Centro
- 2 - Fazer com que esse pessoal esteja familiarizado com o material colecionado.
- 3 - Montar uma assistência provisória (Organização e secretaria direção executiva)

III

- 1 - Estudar e projetar a forma legal e administrativa do Centro (mandato universitário, fundação, um novo departamento da CAPES.)



MINISTÉRIO DA EDUCAÇÃO E SAÚDE

3.9

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CÓPIA PARA ARQUIVAMENTO POR ASSUNTO.

ABAD UNESCO

PARIS

12

13

janeiro de 1954.

VIA WESTERN

CTN

RETURNING OFFICE WEDNESDAY STOP EXP FINANCES PERMITTING COMMA PLEASE OBTAIN
ILO ASSENT AND POSSIBLE FINANCIAL ASSISTANCE INVITE FARIA GOES HEAD SENAI COMMA
LEADING INTERNATIONAL TRAINING AUTHORITY LATIN AMERICA ATTEND GENEVA MEETING STOP
AND WIRE FORMAL INVITATION EDCAVES RIO STOP AIRMAIL SOONEST COPIES ALL APPENDICIES
MY WAKEFIELD BURMA LETTER AND COPIES APPLICATION LANGUAGE HEALTH FORMS

CARTER



PRESIDÊNCIA DA REPÚBLICA

CAMPANHA NACIONAL DE APERFEIÇOAMENTO DE PESSOAL DE NÍVEL SUPERIOR (CAPES)

AVENIDA MARECHAL CÂMARA, 160 - 8.º ANDAR - CAIXA POSTAL 5185 - END. TELEG. "EDCAPES" - RIO DE JANEIRO - BRASIL

ARRANGEMENTS FOR THE VISIT OF MR. WILLIAM D. CARTER TO RIO DE JANEIRO

During the week of January 10-16, 1954.

Sunday, January 10, 1954:

Arrival. Met at the Airport by Messrs.: Laurentie, Teixeira and Atcon.

Monday, January 11, 1954:

9:00 - 12:30 Visit at CAPES. Av. Marechal Câmara, 160-8th floor -
Tel.: 52-9072
32-5050

Discussion with staff members of cooperation between CAPES and Unesco in the fields of fellowship control and follow-up. Mr. Laurentie will also be present.

1:00 - 3:00 Lunch at the "Club dos Bancários", Rua Senador Dantas. Messrs. Anísio Teixeira and Rudolph Atcon will drive to the club with Mr. Carter. There they shall be joined by Messrs. Cleantho de Paiva Leite, Henri Laurentie and Renato de Mendonça.

3:00 - 5:00 Visit the office of UN Technical Assistance - Mr. Laurentie. Av. 13 de Maio, 23 - s/1214 - Tel.: 52-6396. Mr. Laurentie will take Mr. Carter over to the office to discuss the project on a "Bibliography Center" for Brazil and various other problems related to technical assistance. Subsequent visit to the "FUNDAÇÃO GETULIO VARGAS" to meet its president Mr. Simões Lopes. Evening free.

Tuesday, January 12, 1954:

10:00 - 12:00 Visit to the "Muséu Nacional" at Quinta da Boa Vista. A car will pick up Mr. Carter at 9:15 AM at the Hotel to take him out to the National Museum. There, he will be met by the Museum's director, Dona Heloisa Torres. He will visit the Museum and discuss various problems of interest to the Museum with Dona Heloisa.

1:00 - 2:00 Lunch with Dona Heloisa, as guest of the National Museum.

2:15 Leave by taxi for the city.

3:00 Visit of IBEGC at the building of the Ministry of Foreign Relations (Itamaraty). Talk with Mr. Lourenço Filho and Dona Edna Carneiro about follow-up activities on Brazilian Fellows who have already returned to Brazil.

- 2 -

Tuesday, January 12, 1954 (continued):

- 4:30 Visit the "Divisão Cultural" of Itamaraty and meet its director Minister Jayme Chermont.
- 5:00 Probably visit the Ministry of Education and Culture to meet the Minister Mr. Antonio Balbino.
IBECG will arrange for transportation back.
- Evening free.

Wednesday, January 13, 1954:

- 10:00 - 12:30 Visit CAPES. Discuss the "Centro de Altos Estudos Educacionais" with Mr. Teixeira his staff and Mr. Laurentis.
- 12:30 - 2:30 Lunch at SEAR's Sky Terrace with Messrs. Anísio Teixeira, Carlos Chagas and Rudolph Atcon.
- 3:00 Back to Hotel.
- 3:30 - 4:00 Car will pick up Mr. Carter to take him to the Ministry of Foreign Relations to meet the Minister at 4:00 o'clock.
- 5:00 Mr. Carter is invited to participate at a general conference meeting of the directors of IBECG. This will take place at Itamaraty, in the same building.
- IBECG will be responsible for getting Mr. Carter back to the Hotel.
- Evening free.

Thursday, January 14, 1954:

- 10:00 Ministry of Education and Culture, Rua da Imprensa, 16.
Visit of the Ministry and meeting with the Minister, if Tuesday's meeting does not take place.
Again no exact hour can be given for the meeting.
- A car will pick up Mr. Carter at 9:30 at the Hotel to bring him to the Ministry.
- Lunch time is free.-
- 2:30-5:30 Visit of SENAI and talks with Mr. Faria Góes, its director.
SENAI will send a car to pick up Mr. Carter at his Hotel at 2:30.
- 6:00-8:00 Cocktails at the home of Mr. Laurentis: Rua Ibitera, 138
apt.: 301, Cosme Velho - Laranjeiras, Tel.: 45-6561
A car will pick up Mr. Carter at 6:00 at his Hotel.
- Evening free.

Friday, January 15, 1954:

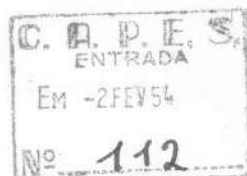
Free for sightseeing and other items that might come up during the week.

Columbia University
in the City of New York

[NEW YORK 27, N. Y.]

DEPARTMENT OF ANTHROPOLOGY

January 22, 1954



Dear Anisio:

I received your telegram last Thursday (January 13th) and that same evening I went to bed with a virus infection and malaria. According to the medico, the virus lowered my resistance allowing the malaria (which was dormant) to become active. Today, is the first day that I have been allowed out of bed and I am still weak in the knees; but I am anxious to write that letter which I said would follow my telegram.

Since I have been sick, I have not had a chance to "sound out" the administration at Columbia regarding a possible leave of absence for next academic year. I shall do so but I feel certain that they will not grant me a leave of absence without considerable pressure. It is possible that if Unesco and the Ministry of Education write strong letters to the "top" (that is President Grayson Kirk) that the University might be impressed enough to give me the year's leave of absence. Incidentally, I would much prefer a full year than six months; so little can be done in six months and the expense of travel, etc. is so great for six months only. However, since I have accepted the chairmanship of the Anthropology Department for a three year period, it seems doubtful that I shall be able to come to Brazil in July unless such outside pressure should turn the trick.

Now as for Cora Dubois. I stated in my telegram that I thought that it would be doubtful that she would be available. My reasons are as follows: not longer than one month ago, I attempted to bring her to Columbia as Professor of Anthropology in September 1954. She refused my offer because she is to be appointed Professor by another large eastern University beginning in September 1954. My negotiations with her were long and complex and I now hesitate to re-open them for another ~~xxxx~~ position (i.e. the Centro). However, if Unesco wishes to approach her, that would seem to be in keeping.

While I was burning with fever, I had another idea. Otto Klineberg is now working with the Unesco Division of Social Sciences (on leave from Columbia University). He is one of the most sophisticated social scientists in the United States. He is a social psychologist but he knows social anthropology, and sociology well. He speaks French and Portuguese (he taught two years at São Paulo) and understands Brazil. Perhaps, Unesco would send Otto for one year to help get the Centro underway and at the end of that year, perhaps I might come down to take his place. He is a man of great experience and he is not an American provincial.

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Columbia University
in the City of New York
[NEW YORK 27, N. Y.]

DEPARTMENT OF ANTHROPOLOGY

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This does not mean at all that I have lost interest in the Centro. On the contrary, it is an exciting opportunity and I would particularly like to be able to work closely with you. The opportunity, however, comes at a time in my life when it is difficult for me to leave my permanent place. I doubt whether such an opportunity will ever again come my way.

There is not much in the way of news from NY. Frederico Rangel continues to amaze me with the seriousness of his studies; he has just taken all of the final examinations in his subjects and written several long papers. Josaldethe is doing exceedingly well. Hutchinson has revised his study of the VILA to my satisfaction. Robert Murphy has just finished his thesis on the rubber trade and the Mundurucu Indians (Tapajoz River area). Ben Zimmerman has taken a half year's leave of absence from the University of Illinois to finish his study of Monte Santo. All of us are delighted with the forthcoming marriage of Carmelita and Bill Hutchinson. I am at work on our Brazilian report, but my poor health for the last two months seems to have delayed it.

Well, Anisio, I won't write more now for I am still some "groggy". I wish I could write that I would be there in July. Perhaps, I can be of some help in some way.

Abraco from your friend

Chuck

Charles Wagley

*ao Pgl
1.2.54
Zigler*

CAB SUBMARINO

The Western Telegraph Company, Limited

FILIADA A
Cable and Wireless Limited

1954 JAN 16

CIRCUITO:

EMPREGADO:

HORA DO
RECEBIMENTO:

B. — As empresas telegráficas não aceitam responsabilidade alguma por motivo do serviço da telegrafia (Convenção Teigráfica Internacional)

A primeira linha deste telegrama contém as seguintes informações, na ordem indicada:

Número de telegrama.
Estação de procedência.
Número de palavras.
Data original.
Hora da apresentação.

TLN94 NEWYORK 31 15 703P



LT ANISIO TEIXEIRA EDCAPES RIO =

MY AVAILABILITY VERY DOUBTFUL BUT WILL

EXPLORE POSSIBILITIES AT COLUMBIA UNABLE TO

CONSULT DUBOIS BUT FEAR ALSO UNAVAILABLE

MY INTEREST CENTER STRONG LETTER FOLLOWS

ABRACO = WAGLEY *



MINISTÉRIO DA EDUCAÇÃO E SAÚDE

CÓPIA PARA ARQUIVAMENTO POR ASSUNTO

WAGLEY

ANTHROPOLOGICAL DEPARTMENT COLUMBIA UNIVERSITY

NEWYORK

13

13

Janeiro de 1954

VIA WESTERN

CTN

CARTER HERE STOP WE WONDER IF YOU AVAILABLE SIX MONTHS FROM JULY 1954 OR
LONGER INITIATING BASIC THINKING AND PLANNING OF CENTRO IN COLLABORATION
BRAZILIAN CO-DIRECTOR STOP IF YOU DEFINITELY UNAVAILABLE PLEASE CONSULT
CORA DUBOIS IF SHE AVAILABLE STOP RESPONSE THIS WEEK APPRECIATED ENABLE
GUIDE CARTER UNESCO RECRUITMENT PLANNING

ABRAÇO

ANÍSIO TEIXEIRA

C o p i e

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le 14 décembre 1953

Cher Monsieur,

Comme suite à ma lettre du 26 novembre, je vous adresse ci-joint en copie la lettre que vient de me faire parvenir le professeur Anísio Teixeira et qui répond, d'une manière qui, je pense, vous satisfera, à tous les points soulevés dans votre lettre du 17 novembre. Il ne me reste que peu de commentaires à y ajouter. Quelques précisions pourtant sont peut-être utiles.

1^o) Je répondrai très prochainement à votre lettre du 2 décembre concernant le projet du Museu Nacional. Je dois néanmoins vous indiquer dès maintenant que les deux projets: Museu Nacional et Centro de Altos Estudos, seront entièrement distincts l'un de l'autre, contrairement à ce qu'on avait pu penser d'abord. En effet, l'écologue requis par le Musée doit être un spécialiste du milieu végétal et rester par conséquent étranger aux études qu'entreprendront ses collègues du Centro.

2^o) Les études en question n'auront pas toute l'étendue que vous envisagez dans votre lettre. Il s'agit sans doute d'une carte culturelle du Brésil ou d'une définition des zones culturelles brésiliennes mais il ne s'agit pas d'une carte des races qu'il serait fort long et fort délicat de dresser et dont l'avantage ne serait probablement pas proportionné à l'énormité de l'ouvrage. A vrai dire, et je suis heureux que le professeur Anísio Teixeira ait insisté sur ce point, la mission de nos experts sera avant tout d'éclairer, d'aider, de conseiller les techniciens brésiliens. Le but, c'est de réformer l'enseignement, de l'adapter aux conditions humaines et sociales du Brésil en vue de le rendre rapidement et parfaitement assimilable à tous les éléments de la population; les études et conseils de nos experts permettront à nos amis brésiliens de dégager à cet égard l'essentiel de l'accessoire, le pratique de l'irréalisable, le permanent du contingent. Si la tâche est moins vaste, elle est en réalité beaucoup plus profonde.

3^o) Je crois au succès de cette mission, mais à la condition expresse que les deux experts de l'UNESCO répondent aux caractéristiques indiquées dans ma note à M. Nassim Shalom et reprises, sous une autre forme mais dans le même sens, par le professeur Anísio Teixeira. Répétons-nous que c'est par l'influence personnelle des experts que les résultats seront atteints et que cette influence dépendra beaucoup plus de leur caractère et de leur comportement que de leurs disciplines scientifiques propres. Ce sont des amis éclairés qu'il nous faut; éclairés, c'est à dire aptes à saisir rapidement les problèmes de culture et d'enseignement au Brésil, amis, c'est à dire entrant dans le jeu avec gentillesse et une entière bonne volonté, persuasifs à force de patience, tolérants, inlassables et affectueux.

Si l'UNESCO est en mesure de nous fournir deux hommes de cette trempe, le service qu'elle rendra au Brésil peut être inestimable.

Dans la description du projet, une petite rectification s'impose. Il est dit: "since the Brazilian educational system was largely patterned after the French, a Brazilian educational movement never developed." Cette phrase a légèrement surpris le Ministère de l'Éducation lequel suggère la rédaction suivante: " an educational movement properly Brazilian did not develop."

Veuillez agréer, cher Monsieur, l'expression de mes sentiments les meilleurs.

1 copie jointe

Henri Laurentie
Représentant Résident
du Bureau d'Assistance Technique des Nations Unies

M. Malcolm S. Adiseshiah
Directeur, Département d'Assistance Technique
UNESCO
19, Avenue Kléber
PARIS (XVI^e)
France.

3.9

Rio de Janeiro, December 9, 1953.

OUR REF. No 1303

Mr. H. Laurentie,
Resident Representative of the U.N.
Technical Assistance Board,
c/o Fundação Getúlio Vargas
Edifício Darke, Sala 1213
Avenida 13 de Maio 23
RIO DE JANEIRO.

Dear Mr. Laurentie:

In answer to our conversation of last week and to the specific questions posed by UNESCO I would like to inform you as follows:

1. OBJECTIVES: - The objectives of this project in the initial phase are much more limited than anything proposed either by Mr. Carneiro in Paris or by the authorities in Brazil who spoke with the Director General of UNESCO on the occasion of Mr. Evans' visit to Brazil.

Though it is hoped that the "Center" to be created will eventually come to fill all the needs in the field of education existing at this time in Brazil, the initial objectives shall be those mentioned in the memorandum submitted to you and prepared by Messrs. Charles Wesley and Carl Withers.

It is the intention of the Government to follow in its essential lines pretty much the outline presented in said memorandum. Yet, it might be well to say a few more words regarding the immediate objectives:

- a. The "Center" shall be a social and educational research center. It is hoped that it will eventually evolve into a university institute for educational research. It should develop the necessary mechanics for the preparation of educational literature in all fields of education, on the basis of its own research. At the same time, through its research activities it will also serve as a place for in-service training of educators and specialists who will eventually assist the Government on educational planning.

2. EDUCATORS vs SOCIAL SCIENTISTS: - It was not made clear in the memorandum that the Government intends to draw upon further outside help from abroad in addition to the technical assistance requested from UNESCO. It is the intention of the Government to contract foreign educators for this "Center". This would explain the apparent lack of reference to any educators in a project which is primarily educational, though the educational approach shall be anthropological.

The Brazilian Government intends to fill with Brazilian specialists some of the positions to be created under the title "Associados do Centro". But it will also seek to supply the "Center" in the fields other than those requested from UNESCO by competent non-Brazilian professionals. The fields envisaged by the Brazilian Government to be represented at the "Center" shall include:

Philosophy of Education
School Administration
Elementary Curriculum Construction
Secondary Curriculum Construction
Educational Measurements
Psychology of Education.

As for the remaining part of the personnel, it is the intention of the Government to follow the suggestions made in the Memorandum under this section, i.e. to chose national specialists from among the best and most energetic men in their respective fields, preferably younger men and not necessarily "famous".

3. CO-DIRECTORS: - It is the intention of the Brazilian Government to provide a high-level educator to be one of the Co-Directors of the planned "Center". The social anthropologist to be furnished by UNESCO will function as the other Co-Director.
4. CHOICE OF UNESCO MEN: - Regarding personnel to be acquired through UNESCO:
- a. It is agreed that the non-Brazilian Co-Director should be a social anthropologist. In line with UNESCO's request for specific suggestions, the Government would favor if UNESCO's choice fell upon a social anthropologist or sociologist who is educationminded. It is probable that the structuralist school within social anthropology would best meet such a demand, though the request represents no inalterable condition. This emphasis on an educational approach to anthropology, or even better an anthropological approach to education, would be in fact a new element in

the basic objectives and implementation of policy of the proposed "Center". No doubt, it will be difficult to find the person with exactly this type of outlook. It is our hope that upon more direct consultation with Mr. William Carter early next year here in Rio we shall have a good opportunity to define our position with this respect.

For the above stated reason, it will be best to avoid specific suggestions and names, and leave the initial phase of the choice to UNESCO. Though the Brazilian Government is very pessimistic about the chances of acquiring the cooperation and good services of Mr. Charles Wagley, it goes without saying that Brazil would prefer Mr. Wagley over anyone else, if UNESCO can achieve his release from present obligations to Columbia University.

- b. To fill the second position requested by the Government and to be supplied by UNESCO, Brazil would like a specialist in Sociology. The same remarks made under "a" would also hold true for the choice of a sociologist.
- c. For the 3rd position the Brazilian Government would like a specialist in Social Psychology. However, this request can only be considered to be still standing if it can be fulfilled in addition to the request of the National Museum for an ecologist. Under no circumstances should the success of one governmental activity depend on a detriment inflicted upon another. Therefore, either UNESCO finds a way to supply Brazil with 4 technicians, or else the "Center" will have to do with only 2 of the 3 specialists to be contracted by UNESCO, with the third one (i.e. the ecologist) going to the National Museum.
5. BUDGET: - The Government has at its disposal the 6 Million Cruzeiros provided for in the budget of the Memorandum. This money is available, having been appropriated for this specific purpose.
6. BRAZILIAN PERSONNEL: - Brazilian personnel for this project will be recruited upon receiving definite assurance from UNESCO that a cooperation between Technical Assistance and the Brazilian Government with regard to this "Center" has been definitely decided.

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7. LOCATION: - The location site and building for this project are under study. It would probably involve renting a suitable building in Rio de Janeiro for this purpose. This is no problem at all in view of the existing supply and demand re real estate possibilities. Hence, this problem can be settled as soon as it is known that the project has entered into its executive phase.
8. TIMING: - It is also the wish and desire of the Brazilian Government to get the "Center" started and functioning by March/April 1954.

In the hope that the above information answers all questions posed by UNESCO and that we shall soon get the joint project under way, I remain,

Very sincerely yours,

RPA/gh

Anísio S. Teixeira
Secretary General

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Columbia University
in the City of New York
[NEW YORK 27, N. Y.]

DEPARTMENT OF ANTHROPOLOGY

December 11, 1953

X

C. A. P. E. S.
ENTRADA
EX 21DEZ53
Nº 1714

3.9

Dr Anisio Teixeira,
CAPES
Avenida Marechal Camara 180
Rio de Janeiro, DF

Dear Anisio-

Your very good letter arrived two days ago. It is certainly good news that you are making progress with the "Centro de Alto Estudos Educacionais". I am delighted that UNESCO will furnish some of the personnel. I think that it is very important, too, that UNESCO will have a part in sponsoring the "Centro". As you know I am vitally interested and if it is at all possible for me to have a leave from the University, I should like nothing better than to participate.

You asked about the Society for Applied Anthropology. I have asked them to send you any information they have and to send along also at least two or three issues of their journal Human Organization. My colleague at Columbia (my office neighbor), Conrad Arensberg is an officer of the Society and has been editor of the journal. Eliot Chapple, whom Rubbo Mueller mentioned, is also an officer and perhaps the Society's most active member. He makes a living nowadays as a consultant mainly to industry. He is sound and imaginative but he is much too diffuse for my tastes. I do not believe that there is a broad field of "applied Anthropology" but that there is applied anthropology in health, applied anthropology in education, etc. To apply anthropology successfully, the anthropologist must know something of the field to which it is to be applied. Thus, Chapple may be successful in the application of anthropology to industry in the United States. It is another problem to apply anthropology to education and in another culture. To me the most successful venture in applied anthropology is that being stimulated by the Russel Sage Foundation to the field of health. They have placed anthropologists in public health schools, in medical schools, and in medical research projects. The anthropologists have learned something of the problems and point of view of public health and medicine thus they are now becoming effective. If you come to the United States, then Donald Young at the Russel Sage can describe this work and perhaps help us in laying plans.

Perhaps, the British structuralists are the

OVER

closest to your point of view. Yet, I fail to see many basic differences between their point of view and those of us in other countries who consider ourselves to be functionalists. They are distinguished perhaps by the minute and detail analysis of kinship groups. They have rarely worked with modern communities, so they would have much to learn.

The best news from Columbia is the Teacher's College now has appointed an anthropologist as Professor of Social Foundations. He is Solon Kimball. He has worked with rural communities in Ireland and in the American south. He is new to education but a good anthropologist. It is his job to think about anthropology in education-- and to produce some anthropology-minded educators. He will be of much help to us. I have told him of your plans and he is anxious to help.

Now, for other news. Harris and I have made some progress on our report. We are held up waiting for other data from Leeds, Zimmerman, et al. But Leeds is now hard at work and should have a manuscript for us very soon and Ben Zimmerman is taking leave from his job after January 1st to give full time to his manuscript. Harris is finding his first year of teaching time consuming. I find the administration of the department relatively simple but I am teaching too much. Incidentally, our little book on Race and Class in Rural Brazil has received several very favorable reviews in professional journals and my Amazon Town is being reviewed all over the country. I am anxious to have all of our Bahia data published as soon as possible. All of us are proud of it.

Cecilia and I (and the children) are back into our New York routine. I prefer the comforts of New York but I would rather live in Rio despite its lack of water, transportation etc. I seem to thrive on the confusion, the human warmth, the sun, the beach, and the constant hope which Brazil offers. Cecilia joins me in sending our very best to you and to Emilinha and the children. A Merry Xmas and a Happy New Year!

Grande Abraço de

PS We have enjoyed having Frederico Rangel as a neighbor. I have come to see his real value and to admire what he is now doing. He is sincerely studying economics and according to his professors doing an excellent job of it. That is not an easy thing to do for a man after 40 years of age! Josaldeth Gomes is also excellent. She will be a real anthropologist!

Please remember me to my many good friends at CIEIME and CAPES.

Chuck Wagley

X
3.9AIR MAIL

Rio de Janeiro, December 4, 1953.

No 1290

Prof. Charles Wagley
Department of Anthropology
Columbia University
NEW YORK CITY, N. Y.
U. S. A.

Dear friend:

There seem to be good news with regard to our plans for the "Centro de Altos Estudos Educacionais". I just received notice from UNESCO that they plan to furnish us with 2 of the requested 3 specialists. Now let's see if we cannot get this thing going by next March.

As you know of my intense interest in applied Anthropology, especially as it may refer to educational matters, you will understand my following request. Would you be good enough to have a look at "The Society of Applied Anthropology" which appears to be located in New York and see what, if anything, can be done to get them interested in our "Center"? If possible, I would like to get all the official information available on this society, alongside some personal remarks from you evaluating their work. This information would be useful to me in "placing" information on this Society which I received from Rubbo Mueller. The other day he mentioned that probably the anthropological school most in line with my viewpoint regarding anthropology - in - education is that of the "structuralists". He then mentioned the Society, and a certain Mr. Chapple, as well as the Oxford group of Brown, Fortes and Evans-Pritchard. Though I am not sure of the English group, I would like to hear more about the Americans he mentioned.

I am still anxious to make a short trip to the States to get in personal touch with all these problems and to seek out the persons most likely to provide me with that special type of approach which I consider necessary for the proposed "Center". It goes without saying, that I have asked UNESCO to do everything they can at Columbia to get you for the job of co-directing the "Center". Now it is in their hands and I can only hope that things will go the way I should like to see them develop:

In any case, besides the social anthropologist and the sociologist to be provided by UNESCO, the "Center" should also get specialists in school administration, curriculum construction, educational psychology, philosophy of education and educational measurements. These we shall have to get in the States. So let us see what opportunities may present themselves in the near future for me to take personal charge of this problem. Next January Mr. William D. Carter, Head of

- 2 -

the Unesco Exchange of Persons Service will visit Rio to discuss with me, among other things, also details regarding the "Center". Let's see how all these different angles will fit themselves into a coherent whole.

Hoping that all is well with you and the family and with best personal wishes for the holidays, I remain,

com um forte abraço

COPY

Dr Anisio Teixeira ✓

*Parte de Mi-
nistre*

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C. A. P. E. S.
ENTRADA
Em 17 DEZ 53
No 1405

247

le 1er septembre 1953

*Juntar ao processo on
projeto do Centro
em 14/9/53
M.P.*

Cher Monsieur,

Je vous envoie ci-joint, sans attendre d'avoir complètement achevé la lettre générale sur les programmes de 1954, ce qui, dans cette lettre, concernera exclusivement l'UNESCO.

Il me paraît nécessaire de procéder ainsi de façon que vous puissiez dès à présent prendre vos dispositions en vue de l'exécution des deux projets auxquels le gouvernement brésilien attache la plus grande importance, c'est à dire: le Centre des Hautes Études sur l'Enseignement et le Centre Bibliographique. La requête concernant le Musée National, bien que ne venant qu'en troisième place, pourrait également retenir des maintenant votre attention.

Je vous serais reconnaissant de bien vouloir me demander sans hésitation tous les renseignements supplémentaires qui vous paraîtraient nécessaires.

Pour ce qui est de l'aspect financier du programme, je crois être resté dans les limites qui m'étaient imparties mais j'aurais intérêt à savoir des que possible si tous les projets inscrits en première catégorie sont en effet exécutoires.

Veuillez agréer, cher Monsieur, l'expression de mes sentiments les meilleurs.

Henri Laurentie
Représentant Résident de
l'Assistance Technique des Nations Unies
au Brésil

Mr. Malcolm S. Adiseshiah
Directeur, Département d'Assistance Technique
UNESCO
19, Avenue Kléber
Paris (XVI^e)
France

Director

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UNESCO

Les requêtes du gouvernement brésilien relatives au programme de 1954, telles qu'elles sont analysées ci-après, ont été exposées au Dr. Luther H. Evans, Directeur Général de l'UNESCO, lors de son récent passage à Rio. On doit les considérer comme définitives, même si toutes n'ont pas encore été rédigées dans la forme officielle prévue au memorandum n° 21. On doit également considérer comme définitif l'ordre de priorité dans lequel elles sont placées.

Je suis entièrement d'accord avec le gouvernement brésilien tant sur le principe des requêtes que sur la priorité qui leur est donnée. En conséquence, je me contenterai d'énumérer, en les commentant, les divers points du programme, sans m'écarter aucunement de l'ordre où le gouvernement brésilien desire qu'ils soient étudiés. Pour la bonne forme, je renverrai en deuxième catégorie ceux des projets dont l'exécution serait, faute de crédits, difficilement réalisable et que le gouvernement du reste ne considère pas comme étant de première urgence.

Ière. CatégorieA - Liquidation des missions en cours1. Micro-analyse à l'Institut de Chimie Agricole de Rio

M. Hashimoto, titulaire de cette mission, aura encore environ six mois à accomplir en 1954. Il s'agit là d'une obligation à laquelle il n'est pas question de se soustraire.

En revanche, il n'y a pas de demande de prolongation. La mission du Dr. Hashimoto est sans doute d'un grand intérêt mais le gouvernement attache tant d'importance à ses projets nouveaux qu'il souhaite que toute l'aide technique disponible y soit concentrée.

2. Recherche minéralogique dans le Nori-Est

M. Aubert de La Rüe, chargé de cette recherche aura, lui aussi, six mois environ à accomplir en 1954. Il s'agit également d'une obligation. Il n'y a pas de demande de prolongation, pour la raison précédemment exposée.

Je dois noter que la venue, et la personne, de M. Aubert de La Rüe, ont été extrêmement appréciées.

3. Recherches à l'Institut de Bio-Physique de Rio

M. Harris, qui sera chargé de cette mission, est attendu incessamment. C'est dire qu'il faut prévoir sa présence pendant huit mois environ en 1954. Aucune prolongation n'est envisagée.

Je dois noter que l'Institut de Bio-Physique de Rio a pu s'assurer le concours de personnes étrangères sans l'intermédiaire ni l'aide de l'UNESCO. Diverses autres institutions scientifiques ou techniques du Brésil sont dans le même cas. C'est la raison sans doute pourquoi le gouvernement préfère désormais ne s'adresser à l'UNESCO que là où l'assistance de cette organisation est tout à fait irremplaçable.

4. Observatoire Magnétique de Belém

La question a déjà été exposée à l'UNESCO. On la rappellera sommairement.

La mission de Mr. Parkinson devrait se terminer en décembre 1953. Cependant les bâtiments destinés à abriter les instruments de l'Observatoire - instruments fournis par l'UNESCO - ne seront terminés qu'en avril-mai 1954. Il est proposé de suspendre la mission de Mr. Parkinson deux mois avant terme, c'est à dire en octobre 1953, et de faire revenir cet homme de science pour deux mois en 1954, lorsque les bâtiments seront achevés. La dépense supplémentaire se bornerait donc à un voyage aller et retour New York-Rio.

Le bon sens exige qu'il soit fait droit à cette requête du gouvernement.

B - Projets à entreprendre en 1954

5. Contribution de l'UNESCO à l'activité du Centre des Hautes Etudes sur l'Enseignement (Centro de Altos Estudos Educacionais)

- un expert en anthropologie,
- un expert en sociologie,
- un expert en psycho-sociologie,

cés trois experts étant prévus pour toute l'année 1954 et même pour l'année suivante. Il est à noter que l'expert en anthropologie pourrait être partagé entre le Centre des Hautes Etudes et le Musée National (projet n° 7 ci-dessous). J'indiquerai également ici que, sans suggérer aucun nom, les autorités brésiliennes intéressées sembleraient avoir une préférence pour des experts anglais, compte tenu des tendances de la politique coloniale britannique.

Sur le fond du projet, il est nécessaire de s'étendre assez longuement.

Le Brésil a bénéficié pendant des générations d'un enseignement d'excellente qualité, donné par des institutions brésiliennes ou étrangères de haute tenue et souvent complète à l'étranger dans les meilleures écoles ou universités. Mais cet enseignement avait deux défauts; d'une part, il était presque exclusivement d'inspiration étrangère, française le plus souvent, si bien qu'il ne se formait pas au Brésil de pédagogie proprement nationale et l'absence de livres d'études en portugais est l'un des héritages négatifs de cette longue période; d'autre part, cet enseignement ne s'adressait qu'à la classe riche, l'ensemble de la population restant plus ou moins privé d'instruction.

La réaction contre l'enseignement étranger, réaction très forte à partir de 1930, a coïncidé avec l'accroissement extrêmement rapide de la population. Très vite le Brésil s'est vu placé dans l'obligation de donner un enseignement national pour l'organisation duquel bien des moyens de base faisaient défaut - et de donner cet enseignement national à un nombre toujours plus grand d'élèves, aussi bien du cycle primaire que du cycle secondaire.

Un grand effort a été fait pour répondre à tous ces problèmes ensemble mais, quel qu'ait été cet effort, les problèmes étaient tels que les résultats ne pouvaient être très brillants.

D'un côté l'analphabétisme reste très élevé, 52% d'après le dernier recensement, et ce chiffre est sans doute au dessous de la réalité. D'autre côté, la qualité de l'enseignement, notamment de l'enseignement secondaire, laisse très fortement à désirer, de sorte que l'accès aux emplois des jeunes générations brésiliennes risque de marquer un recul plutôt qu'une avance dans la gestion du pays. Sans doute les universités et écoles diverses se sont-elles multipliées, mais comme les étudiants qui y entrent manquent souvent de formation générale, on ne peut guère compter que l'enseignement supérieur, dans ces conditions, fournira au Brésil, en qualité et en quantité, les cadres dont il a impérieusement besoin.

Bien des brésiliens perçoivent avec lucidité la gravité de la situation. Mais c'est le mérite particulier d'une élite d'avoir décidé de s'atteler à la tâche et de résoudre le problème, coûte que coûte. Parmi cette élite, je citerai le nouveau Ministre de l'Éducation, Dr. Antonio Balbino, le Professeur Anísio Teixeira, le Professeur Lourenço Filho, mais je pourrais en nommer d'autres encore qui sont animés avec eux d'une foi ardente et doués d'une intelligence claire et saine.

Ce groupe actif procède actuellement à une réforme totale de l'appareil administratif à l'intérieur du Ministère de l'Éducation. L'objectif consiste à mettre l'administration fédérale en mesure de donner ou faire donner l'enseignement au plus grand nombre possible d'enfants et de jeunes gens brésiliens.

Mais la quantité d'enseignement ne suffit pas. Il y faut aussi la qualité; il faut que l'enseignement brésilien sorte de la médiocrité, du formalisme purement utilitaire, ou il risque aujourd'hui de se perdre.

Il ne s'agit pas pourtant de transposer au Brésil une pédagogie étrangère. En reorganisant l'enseignement, on l'adaptera aux conditions intellectuelles et sociales du pays, aux traditions brésiliennes. C'est en effet le seul moyen de faire pénétrer cet enseignement dans la population, d'appeler les jeunes générations à une culture qu'elles soient réellement en mesure d'assimiler en masse.

Le "Centro dos Altos Estudos Educacionais" s'assurera néanmoins le concours de professeurs étrangers. Mais ces professeurs étrangers ne seront pas là pour apporter leur pédagogie nationale mais au contraire un esprit de méthode grâce auquel ils mettront les autorités brésiliennes à même de distinguer, en les comparant à d'autres, les traits de ce que devrait être en propre la pédagogie brésilienne.

Ce long travail (mais peu importe qu'il soit long, l'essentiel est de l'entreprendre), ce long travail ne peut porter tous ses fruits qu'à la

condition que les traditions culturelles brésiliennes soient parfaitement dégagées et rattachées aux conditions sociales des diverses parties du pays.

C'est ici que l'aide de l'UNESCO est instamment requise; c'est pour procéder à l'établissement de la "carte culturelle du Brésil" que les services des trois experts ci-dessus sont demandés en première urgence.

J'ai personnellement la conviction qu'en s'associant à l'œuvre du Ministre Antonio Balbino et du Professeur Anísio Teixeira, l'UNESCO contribuera utilement à réduire l'une des faiblesses qui compromettent l'avenir de ce grand pays. C'est assez, ce me semble, pour justifier notre intervention.

Il est possible que le système présentement conçu par le Ministère de l'Éducation soit appelé à évoluer au cours des prochaines années. Une telle évolution serait tout à fait naturelle, étant donné les dimensions du problème et le caractère expérimental de l'entreprise. De toutes façons, il est certain que la contribution requise aujourd'hui de l'UNESCO sera et restera directement utile; il est non moins certain que, d'une façon ou de l'autre, l'UNESCO aura intérêt à rester attachée au projet et à le suivre avec sollicitude.

6. Centre Bibliographique

- au moins un expert pour toute l'année 1954, avec faculté de prolongation. Dans l'esprit du gouvernement brésilien, la priorité pour le choix de l'expert devrait être donnée à M. H. Coblans et je m'associe entièrement à ce point de vue, étant donné le succès que M. Coblans a personnellement obtenu au Brésil.

Quoique la requête concernant le Centre Bibliographique n'ait pas encore été rédigée dans la forme prévue par le memorandum n° 21, on doit néanmoins la considérer comme absolument officielle. J'ajouterai même que le gouvernement brésilien n'y tient pour ainsi dire pas moins qu'au "Centro dos Altos Estudos Educacionais".

Je partage ce sentiment. L'exposé du projet précédent nous a permis de toucher du doigt l'une des grandes faiblesses du Brésil. Or, l'absence d'un système bibliographique à la portée de tous ceux qui auraient besoin de lire aggrave encore les insuffisances fondamentales de l'enseignement brésilien. Il est grand temps d'y porter remède et de permettre enfin au pays de tirer parti, dans l'intérêt de tous, de ses ressources bibliographiques. Ici encore nous ne devons pas compter sur des résultats immédiats. Il suffit de savoir que l'on s'engage sur la bonne voie et que le progrès du Brésil constitue l'objectif final.

Je ne crois pas utile d'exposer le mécanisme même du projet, les rapports de M. Coblans ayant, à cet égard, donné à l'UNESCO tous les renseignements nécessaires.

7. Musée National

- un expert en anthropologie (à partager avec le Centro dos Altos Estudos Educacionais);

- un expert en écologie

l'un et l'autre pour une période d'environ une année.

Il y a également une demande de matériel (fourniture d'une station-wagon), mais le gouvernement n'insiste pas sur ce point.

La requête, déjà ancienne (elle date, je crois, de 1951), est bien connue des services de l'UNESCO. Dans l'esprit du gouvernement brésilien, elle se rattache aux deux requêtes précédentes; elle ne se classe toutefois qu'après elles.

Je souhaite néanmoins que le projet puisse enfin être exécuté en 1954. La recherche et l'enseignement sociologiques qu'abrite le Musée National sont d'une haute qualité et méritent que l'UNESCO y prenne intérêt. Il est certain en outre que le Brésil ne peut que gagner à ce que des études de cette nature soient développées; ce sont là des bases nécessaires pour tout progrès social et culturel authentique.

IIème. Catégorie

1. Institut Oswaldo Cruz

- un expert en chimie organique.

Je ne saurais formuler un avis définitif sur ce projet, la direction de l'Institut Oswaldo Cruz passant actuellement par une crise qui rend les estimations difficiles.

2. Zones arides et semi-arides

- un expert en pédologie;
- un expert en botanique.

L'urgence de ce projet paraît s'être amoindrie du fait que la FAO, de son côté, a, comme on l'a vu, un programme important à exécuter dans la Vallée du São Francisco.

Nº TA/420019

Dear Mr. Laurentie,

... I am writing to you in connection with the request included in the Unesco 1954 programme from Brazil concerning the contribution that Unesco made to the activities of the "Centro de Altos Estudos Educacionais". We have studied the request forwarded by you to Unesco together with the comments you have made to the Executive Chairman of the Technical Assistance Board on the Brazilian programme, and your reply to Mr. Hollinshead's letter querying this project. As you know, we have included this project in the 1954 Brazilian programme which we have submitted to TAB. I enclose a copy of the P.S.1 form, that we have submitted to the Technical Assistance Board with regard to this project. You will see that Unesco proposes to provide two experts to this project in 1954. We are sorry that we cannot provide all the three requested by you. We have, however, informed the Executive Chairman that we are including an ecologist for the National Museum requested by the Government in List II of our 1954 Programme. If the Government wishes us to concentrate on the "Centro de Altos Estudos Educacionais" by providing the three experts requested, we could then drop ^xto the "Centro de Altos Estudos Educacionais". There are, however, a number of questions that I would like you to clarify with the Ministry of Education and Mr. Teixeira who are the authors of this project.

X the National Museum project for 1954 and transfer the expert provided for it

1. The objective of this project: Your letters and our discussion with the Permanent Delegate from Brazil here, Mr. Carneiro, have made it clear that the objective of the cultural map is to help the Government in re-organising the educational system; primary, secondary, technical, as well as fundamental education, to bring it into line with the social and cultural realities of the country. In discussions with the Director General of Unesco when he visited Brazil, mention was also made of the assistance which this project would give to the whole developmental programme and process in Brazil. In this connection, there was also mention of not only the cultural map but the climatological map and the racial map of the country which will be of fundamental value in the Government's planning process. I would request you to discuss with the authorities the objectives of this programme a little more in detail, and let me have the results of your discussions.

... 2. Mr. Wagley and Mr. Withers Memorandum: I enclose a copy of a memorandum on the "Centro de Altos Estudos Educacionais" drawn up for the Brazilian Government by Mr. Charles Wagley and Mr. Carl Withers. Reading through this memorandum, I find that there is a close resemblance between it and the request submitted by the Government. The memorandum, however, is much more

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Mr. H. Laurentie,
Resident Representative of the U.N.
Technical Assistance Board,
c/o Fundação Getulio Vargas, Edifício Darke, Sala 1213,
Avenida 13 de Maio 23, Rio de Janeiro, Brazil.

detailed and gives more information on the technical and administrative aspect of this project than the Government's request which you forwarded. Could you consult with the Government and let me know whether this memorandum is accepted by the Government and is established as the basis for planning this project. I need not add that we would very much like this to be done, as the memorandum provides very concrete information and planning. There is, however, no reference in this memorandum to the broader assistance to governmental planning that this project might result in. Could you let me know whether that also is in the minds of the Government. So conceived, the project is well within the competence of the Technical Assistance Programme.

3. Unesco assistance: The Government has requested an anthropologist, a sociologist and a socio-psychologist from Unesco for this project. Since one of the objectives of this project is to assist in educational re-organisation and planning, we wondered why the Government was requesting from Unesco only the assistance of social scientists. The Wagley/Withers memorandum seems to suggest that the educational "expertise" for this project can come from Brazil. Is this so? More specifically, the memorandum suggests that there should be two co-directors for the project, one a top-ranking Brazilian educator, and the other a foreign social anthropologist. Could you confirm that the Brazilian Government will provide a high-level educator, so that Unesco would provide a social anthropologist to work with him. Among the "Associados do Centro" recommended in the memorandum, five fields are outlined, and it is here that again I notice that the Government has requested Unesco's assistance in two fields: sociology and social psychology, leaving the other three fields to be presumably filled by Brazilian specialists. May I have the Government's comments and confirmation on this? In recruiting the sociologist and/or social psychologist, could we follow the suggestions made in the memorandum under the section "Associados do Centro" - namely that they should be among the best and most energetic men in their fields, but not "famous" men, and preferably younger men, etc. If we are to provide only two specialists to this project, one would be a social anthropologist as the co-director, and the other would be either a sociologist or social psychologist. Could you request the Government to let us know in which of these two fields they would like us to recruit, on the assumption that the Government would provide the specialist in the other field. In connection with experts requested, we would be glad to receive the names of any specialist that the Government may have in mind.

4. Government contribution to the project: The Wagley/Withers memorandum ends with a very detailed budget for this project. On the assumption that Unesco would provide two experts or, if the Government decides on the matter concerning the National Museum, three experts, could you let me know what is the status of the Government's implementation of the budget set forth in this memorandum, which is of the order of some 6 million cruzeiros. Has the Government appropriated the money? If not, when will this be done? Are the Brazilian personnel for this project being recruited?

../..

5. I would also like to know from you about the location, site and buildings for this project. What is the status concerning these matters?

6. Timing: The Wagley/Withers memorandum ends with a time schedule from June to December 1953. I do not suppose that this schedule can be kept. If we begin working now we could get our specialists to Brazil around March 1954. Could you take that into consideration in asking the Government to establish a time schedule for this project. We would like to have from you details concerning this last matter.

With good wishes,

Yours sincerely,

(snd.) Malcolm S. Adiseshiah,
Director,
Technical Assistance Department

MSA/nm

cc Mr. Carneiro
Mr. Elvin
Mr. Philips

Mr. Wolontis
Miss Karsen

CILEME

*A Cileme para fazer copia, em numero suficiente para todos
servicos interessados em assuntos de trabalho, por favor examinar
e discutir, levando uma copia original. este Gabinete em 28/8/53*
Rio de Janeiro 25 de Agosto/53

To: Dr. Anisio Teixeira and Dr. Octavio Martins

From: Charles Wagley

As you requested during our recent meeting, I am writing a few informal notes to register some of my thoughts before leaving for the United States. I have been formally associated with CILEME during the last few months but because of the highly co-operative manner of operation in Marechal Camara 160, I have also had the opportunity from time to time to have informal contact with some of the work of CAFES; Because my role has been generally that of a technical advisor, I cannot comment upon administrative problems. Because I am not aware of many practical and policy matters, some of my comments and suggestions may be impractical--even naive.

First, I should like to make some preliminary remarks of a personal nature. These last four months have been both exceedingly pleasant and highly valuable to me. Seldom has a foreigner had such an opportunity to work as closely and as frankly with the educational leaders and policy makers of a country not his own as I have had during these months. I have made friends and established professional relations with Brazilian colleagues which I hope will last during my lifetime. I have learned much about Brazil and Brazilians; I think that I am beginning to feel the vastness of the educational and social problems of Brazil and the urgency, sincerity, and the originality with which you and the group of educators around you are attempting to face these problems. I want to thank you and them for this experience.

Second, I should like to discuss some of the programs and activities with which I have been associated:

Report on Brazilian Cultural Regions:

The original motive for inviting Marvin Harris and myself to join the staff of CILEME was to prepare a preliminary report on the social and cultural scene in Brazil as a background for educational research and analysis. Such a report would be used

as
as a working basis and a set of working hypotheses for program of research on social and cultural aspects of Brazilian educational problems to be carried out by a large mission of social scientists and educators. This report will be approximately 400 pages in length; to date about one half of it has been written. We hope to be able to complete this report by the end of the current year.

In view of what I have learned in these last few months, however, I think that our report would benefit if it were postponed for even as much as one year. The reasons for this statement are as follows: The report is to be based, to a large extent, upon sociological and social anthropological studies of Brazilian communities. Until recently, I was not fully aware that a relatively large number of such studies are now in preparation and that within a year or so a much larger body of data will be available to us than is available at this time. It might be useful to put on record a list of the studies of this kind now underway or completed:

I - Studies completed and published:

- 1) Cruz das Almas (São Paulo) by Donald Pierson, Institute of Social Anthropology, Smithsonian Institute, Washington DC.
- 2) Cunha (São Paulo) by Emilio Willems, Instituto de Administração Pública, São Paulo.
- 3) Amazon Town by Charles Wagley, Macmillan Co. Sept. 1953
- 4) Buzios Island (São Paulo) by Emilio Willems, American Ethnological Society, 1953

II - Studies available in manuscript:

- 5) Minas Velhas (Mountain area of Bahia) by Marvin Harris - State of Bahia - Columbia University Research Program. Manuscript deposited with Fundação para o Desenvolvimento da Ciência na Bahia.
- 6) Vila Reconcavo (Sugar Planting area of Bahia) by Harry W. Hutchinson, State of Bahia-Columbia University Research Program, manuscript deposited with Fundação para o Desenvolvimento da Ciência na Bahia.

III - Studies being prepared for publication:

- 7) Monteserrat (Monte Santo in The Bahian sertão) by Ben Zimmerman, State of Bahia-Columbia University Research program, scheduled for completion before the end of 1953.

- 8) *Urucuca* (Cacao region of Bahia) by Anthony Leeds, State of Bahia-Columbia University research program, manuscript scheduled for completion by June 1954.
- 9) *Rio Vermelho, Santa Catarina*, by Ezras Borges Costa, *Escola Livre de Sociologia, São Paulo*; manuscript either completed and unpublished --or incomplete?
- 10) *Itapitininga* (São Paulo) by Oracy Nogueira, *Escola Livre de Sociologia, São Paulo*; manuscript in final stages, ready for publication before the end of this year.
- 11) *Itapecirica da Serra* (São Paulo) by Bernard Seigel, Stanford University; manuscript in process of preparation.
- (12) *Correntina* (Western Bahian São Francisco Valley) by Levy Cruz; *Escola Livre de Sociologia, São Francisco Valley Research Program*; manuscript in process of preparation.
- 13) *Xiquexique* (São Francisco Valley) by Fernando Altenfeldt Silva; *Escola Livre de Sociologia, São Francisco Valley Program*; manuscript in preparation.
- 14) *Cabrobó* (Pernambuco; São Francisco Valley) by Octavio da Costa Eduardo *Escola Livre de Sociologia, São Francisco Valley Program*; manuscript in preparation.
- 15) *Piassapussú* (Alagoas, São Francisco Valley) by Alceu Maynard Araujo; *Escola Livre de Sociologia, São Francisco Valley Program*; manuscript in progress.
- 16) *Pompeu* (Minas Gerais, São Francisco Valley) by Ezras Borges Costa; *Escola Livre de Sociologia, São Francisco Valley Program*; field research being completed and manuscript in preparation.

IV - Studies in stage of field research:

- 17) *Caçara* community on Coast of São Paulo by Gioconda Muscolini; *Field research in progress.*
- 18) *Caboclo* and acculturated indigenous community on Rio Negro, Amazonas by Eduardo Galvão; *field research to be completed in 1953.*
- 19) *Fishing Community* (Arraial do Cabo) on coast of Rio de Janeiro by Carl Withers, Luiz Castro Faria and associates; *Museu Nacional Research Program; field work to be completed in 1953-54.*

It should be noted that at this moment only six of these studies are available in either published or manuscript form; by early in 1954, ten more will be available at least in manuscript. It was once recommended that the authors of these studies be requested to write resumes of their research results so that such data would be available for purposes of social and educational surveys and research. But, in view of the fact that so many of them will soon be completed, I would now recommend that an attempt

be made to have the use of the complete studies as soon as available in manuscript (the time lapse between completion of the manuscript and publication as often as much as two years). Such arrangements might be made with Professor Donald Pierson of São Paulo and Professor Thales de Azevedo of Bahia who are respectively in charge of the larger research programs. An offer to grant some financial aid toward typing expenses might be made. The manuscripts might be deposited with CILEME to be used for planning educational research. (A copy of *Vila Reconcavo* by Harry W. Hutchinson is now deposited with Dr. Octavio Martins of CILEME for this purpose and a copy of *Minas Velhas* by Marvin Harris may be easily secured from Professor Thales de Azevedo.) In addition, I should like to recommend that this large list of community studies be completed by making arrangements for studies of a community in Rio Grande do Sul, of a community on the Parana frontier region, and perhaps of one in the center of the arid sertão of Ceara. Such studies would in, one sense, round out our picture of rural Brazilian communities. These studies might be undertaken as part of the program of one of the possible Centers for Social Research now being planned. In spite of the above considerations, Marvin Harris and I will continue work on our report with the idea of completing it, at least in tentative form, by the end of this year; but we also hope to revise and modify the report in view of this large body of social and cultural data on Brazilian communities soon to be available.

Centro de Altos Estudos Educacionais:

A previous memorandum^{um} signed by Carl Withers and myself is a synthesis of some of the plans which were developed in several meetings for an advanced research-training center or institute in the fields of education and social science. At this point, little more can be added on the subject except to agree that such plans must perhaps be set aside until the individual (or individuals) with the proper training, with the necessary abilities, and with enthusiasm for the project can be found to direct the Center. If and when this project is carried forward, I do offer my services in New York to help locate the specialists who would be contracted for the Center's staff. I should like to emphasize

that plans for contracting North American personnel must be made almost a year in advance; most academicians make plans between September 1953 and December 1953 for the academic year beginning September 1954, thus the time to discuss future plans with potential staff members for the Center (or for visiting professors) is from September until the end of the year.

Related to the plan for the creation of a center for advanced educational research and training are the plans within the Ministry of Agriculture to establish a Center for Social Research at the Rural University. At a recent meeting which I attended at the invitation of Dr. Octavio Martins, Dr. João Gonçalves de Souza and Professor Kolb (technical advisor in the Ministry of Agriculture) both urged the participation and cooperation of INEP (or another organ of the Ministry of Education) in this research center. I heartily recommend that such participation and cooperation be given, if practical and possible. But I hope that this would be done without sacrificing your own plans for an advanced center for educational research and training. As I understand the plans for a research center at the Rural University, the two centers would not duplicate one another. Although they would have in common the function of carrying out basic social and cultural studies in Brazil and of bringing the social sciences to bear on practical Brazilian problems, the two centers would be aimed at training specialists of a different level and concerned with problems of a different kind. While the center at the Rural University would train agronomists, teachers, health officers, religious leaders and others for work in Brazilian communities, the Center which is planned by INEP would seem to me to be aimed at the training of legislators, administrators, and theorists of education on a high level. The two centers would thus complement one another.

CILEME Survey of Secondary Schools:

Both Marvin Harris and I have served as advisors for the pilot survey of the Secondary Schools of the State of Rio de Janeiro which is being carried out under the Capable direction of Luzia Contardo da Fonseca. I should like particularly to register my admiration for the way that this project has been developed.

The survey is now well underway; the actual field studies will probably be complete within a month. Two survey teams, each composed of two interviewers and one educator, have been formed. Questionnaires and interview checklists have been prepared, tested, and are now in use. A report on the first school surveyed has been written by Luzia Fonseca. The whole pilot survey has taken longer than any of us had estimated but it was for all of us concerned a novel project. All of us were working with something new; the anthropologists with Brazilian education and the educators with sociological-anthropological field methods. The results of this pilot survey can best be judged by the reports that will be prepared; but it is interesting to report that all of us who worked with the survey believe that it is successful. The field teams are enthusiastic, and they are proud of what they have learned about the problems of secondary education, at least, in the State of Rio de Janeiro.

The task now is 1) the analysis of the mass of information and data which has been (and is still being) collected; and 2) the use of this survey method in other regions of the country. In my opinion, the analysis of the data both for the State of Rio de Janeiro and from other regions would be richer if it were possible to have the continue collaboration in CILEME of an anthropologist (or sociologists). For this reason, I would recommend that an effort be made to secure an anthropologist on contract for one year with CILEME in order to participate in the analysis of the survey data and to further experiment in the use of social science research techniques in educational surveys. Furthermore, I think that CILEME should make use of the momentum which this pilot survey has developed; that is, it should make use of the trained field teams and of the research documents (questionnaires, etc) to carry out surveys in other regions. It would not be necessary to study whole states as we have in Rio de Janeiro but "a sample" of Secondary Schools on a regional basis could be studied.

A sample (to be established by Dr. Octavio Martins) of the secondary schools might be studied in the following regions: 1) The Amazon region (Para, Amazonas, eastern Maranhão, northern Mato Grosso, and Territories); 2) The northeastern arid sertão (Ceará, Rio Grande do Norte, Paraíba, Piauí, western Maranhão, western Pernambuco, northern Bahia, and the northern Goiás plateau);

3) Coastal region (coastal Pernambuco, Alagoas, Bahia, Espirito Santo and Rio de Janeiro); 4) Minas Gerais (The mountainous area of Minas, Rio de Janeiro, Espirito Santo, and Bahia); 5) São Paulo (São Paulo and its modern orbit --northern Parana, southern Mato Grosso, and southern Goiás); and 6) the South (Rio Grande do Sul and portions of Santa Catarina and Parana). It must be noted that these regions are but vaguely outlined above but they do cover the major cultural-environmental variations of Brazil. They differ from the physiographical regions established by the IBGE and they differ from a purely political grouping of states. The criteria for the division of Brazil into these regions are generally these factors--physical environment; historical background, major subsistence and economic adaptations; differences in the racial composition of the population; and differences in the weight of Iberian, African, or Indian cultural influences in the rural culture. For example, coastal Pernambuco would be part of a "Coastal region" while western Pernambuco would be part of the "northeastern arid sertão". Coastal Pernambuco is thus classified because it was once covered by deciduous forest, it was colonized early by aristocratic sugar planters, a sugar plantation economy came to be its most characteristic economic feature, numerous African slaves were imported into the region, and thus old traditional plantation custom plus African influences predominate in its regional culture. On the other hand, western Pernambuco has an arid semi-desert environment; cattle, goats, and irrigation agriculture (where-ever possible) are predominant in its subsistence; the people are mainly European (with some Indian genetic influence); and the regional culture is in the main medieval Portuguese with little African or Indian influence. The two parts of this state offer different problems to man-- and to the educator. Similar reasons might be put forward for the division of other states, such as Bahia, Maranhão, and others, as portions of major cultural-environmental regions of Brazil.

It must be said, however, that there is a good argument for dividing Brazil into regions which are "groups of States" for purposes of a survey of educational institutions. If these regions were composed of states, then it would be easier to collect statistical data since most of it is available by states. As Octavio Martins stated recently in conversation--this would make our survey

3) Coastal region (coastal Pernambuco, Alagoas, Bahia, Espirito Santo and Rio de Janeiro); 4) Minas Gerais (The mountainous area of Minas, Rio de Janeiro, Espirito Santo, and Bahia); 5) São Paulo (São Paulo and its modern orbit --northern Parana, southern Mato Grosso, and southern Goias); and 6) the South (Rio Grande do Sul and portions of Santa Catarina and Parana). It must be noted that these regions are but vaguely outlined above but they do cover the major cultural-environmental variations of Brazil. They differ from the physiographical regions established by the IBGE and they differ from a purely political grouping of states. The criteria for the division of Brazil into these regions are generally these factors--physical environment; historical background, major subsistence and economic adaptations; differences in the racial composition of the population; and differences in the weight of Iberian, African, or Indian cultural influences in the rural culture. For example, coastal Pernambuco would be part of a "Coastal region" while western Pernambuco would be part of the "northeastern arid sertão". Coastal Pernambuco is thus classified because it was once covered by deciduous forest, it was colonized early by aristocratic sugar planters, a sugar plantation economy came to be its most characteristic economic feature, numerous African slaves were imported into the region, and thus old traditional plantation custom plus African influences predominate in its regional culture. On the other hand, western Pernambuco has an arid semi-desert environment; cattle, goats, and irrigation agriculture (where-ever possible) are predominant in its subsistence; the people are mainly European (with some Indian genetic influence); and the regional culture is in the main medieval Portuguese with little African or Indian influence. The two parts of this state offer different problems to man-- and to the educator. Similar reasons might be put forward for the division of other states, such as Bahia, Maranhão, and others, as portions of major cultural-environmental regions of Brazil.

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of Secondary Schools easier in one way--but the environmental and cultural differences between regions which cut across state boundaries become more important when we think of extending our surveys to primary schools.

At this point, it would seem to me more efficient (i.e. less expensive and more rapid) to actually send the field teams trained during the pilot project in the State of Rio de Janeiro to do the surveys in other regions of the country than to attempt to have the work done by local educators and interviewers. Each school which they study seems to be surveyed with more efficiency and skill--and they have a feeling of "esprit de corps". Finally I hope that ~~an~~ analogous methods will be developed for the survey of primary schools.

C A P E S

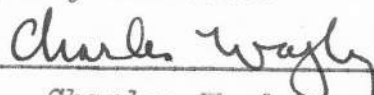
I am sure that all of us who know of the progress that CAPES has been making in carrying out its mission feel that the loss of Armando Hildebrand is a great one; but then he will perhaps have a more crucial and important role in Brazilian education in his new position. Of the activities of CAPES, I can make but few comments since my association with that organization has been but informal and casual. But since I was twice (SESP and Guggenheim Foundation) concerned with fellowships, I should like to make some general comments which might be of some help. First the greatest difficulty of anyone granting fellowships is in Brazil (and to a lesser degree in the United States) something that is best called "pessoalismo"--one's friends, individuals recommended by one's friends and relatives and individuals recommended by a friend of a friend, etc. The only way that I know to avoid the many difficulties (and accusations) that arise from this web of friendships is to adopt a few absolute rules. For example, one might ask all (even those that I recommend) to complete an application form; this form should provide enough information to allow someone in CAPES to investigate the applicant's background, record, and capacities (letters of recommendation are generally worthless); and finally, decision on applications might be taken only on fixed dates during the year (perhaps January 15th, April 15th, and August 15th). I hesitate to suggest a Committee to select the successful

candidates (as we generally have in the United States) for such committee members are also generally subjected to the web of "personalismo". All of the above suggestions may well have already been considered and acted upon and they seem un-necessarily rigid; but the administrator should always have the right to break a rule.

Second, I should like to comment upon the problem of placement of Brazilian fellows in North American Universities and the necessity of some advisory service while they are there. The problem of proper evaluation of academic background of Brazilian (and other foreign) students has never been truly solved by North American Universities. Nor is it easy to explain to Brazilians which Universities are strong in specialized fields of interest, what the total costs are for a course, and what is the process of seeking admission to the University. The Institute of Inter-American Affairs maintains an office in Washington DC for students who come to the United States on United States government grants. There is also the Institute of International Education in New York City which handles such problems. It is possible that one or the other of these organizations would provide these services for CAPES. I would be delighted to help with such problems within the limits of my possibilities. But, I have always hoped that a Brazilian Educational Center would be established in New York which would provide the services of placing Brazilian students in North American Universities, meet them upon arrival, advise them during their studies, and generally handle their affairs in United States--and in addition, offer information and advice to North American students and scholars who wish to study in Brazil. I would hope that this office might be established at Columbia University; and that it might have a small library on Brazil and might be directed by a Brazilian who would be also a guest lecturer on Brazilian subjects at Columbia University. These plans are perhaps not feasible at the moment but I should like to leave them on record (I have discussed them with Dr. Hildebrand). Yet, if CAPES is to send many students to the United States, some form of aid for placement and for advice while studying should be provided in the near future.

Finally, I should like to thank all of the staff of CILEME, CAPES, and INEP for their hospitality and patience during the last few months.

Respectfully submitted


Charles Wagley

CW/SSL

CENTRO DE ALTOS ESTUDOS EDUCACIONAIS

During recent months, it has been the general consensus of opinion that some sort of a major research plan on the social, economic, and culture backgrounds for Brazilian education should be undertaken. It is also agreed that it is of equal importance to develop a simultaneous program of research training on a high level. A brief memorandum written by Dr. W. Beatty, and addressed to UNESCO in December, 1952 outlined the possibility of a co-operative venture of this kind between the Ministry of Education (INEP), the Ministry of Agriculture, the Institute of Inter-American Affairs, and UNESCO. Mr. Atcon's later memorandum to the Executives of INEP, CAPES, and CILEME elaborated upon this plan a program to be entitled The Brazil Project. The subject has been taken up in several meetings in the INEP offices in some of which the writers of this memorandum have been present. The purpose of the present memorandum then is to bring together some of the general points of agreement on the plan for a combined research-training educational institute, or Centro de Altos Estudos Educacionais and to suggest some concrete points of departure.

A few words of preface may be necessary to explain the tentative plan which follows:

1. It seems to us that the initiation of a constructive plan should not be delayed until all the complex mechanisms of cooperation between MES, MA, IIAA, and UNESCO are worked out in detail.
2. It appears that it would be wise to start with a more modest undertaking, in terms of cost, the difficulties of recruiting suitable personnel, and the problems of inter-

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grating various fields of interest - than would be involved in a larger plan.

3. It is felt that only two general fields of interest should be included at the beginning - namely, Education and Social Anthropology combined with Sociology.
4. A larger organization of wider scope should grow out of the more modest beginning envisaged in the series of recommendations that follow.

OBJECTIVES:

1. Continued research, using modern quantitative and qualitative techniques, into current conditions and directions of Brazilian Education, and into the cultural and social setting which the educational process is intended to serve.
2. The training through participation in research and seminars of a group of specialists in educational and social research and theory.
3. The adaptation of known educational doctrine and techniques to Brazilian conditions and the creation of a body of Brazilian educational theory, techniques, and policy.
4. The diffusion of this body of theory, techniques, and policy to Brazilian educators and teachers and to legislators, administrators, and the public in general through publications, demonstration projects, and other suitable methods.

THE ORGANIZATION OF THE CENTRO

It is suggested that although the Centro have an organization resembling a faculty of a university, the titles and functions assigned to the personnel of different categories differ from the customary ones. The reasons for this suggestion are several. First, this should not be the usual kind of teaching faculty, but an organization in which teaching and fundamental research are carried out as intimately inter-related processes. It should not (at least in its early stages) issue diplomas

or even certificates. Second, such titles as "professor" and "student" are apt to convey a more formal relationship between teacher and his associates than we hope will exist in the Centro.

The following categories of personnel are envisaged:

I - Directors:

It is recommended that the Centro be headed up by two co-Directors: one of them should be a top ranking Brazilian Educator and the other should probably be a foreign social scientist, preferably a social anthropologist. By dividing the directorship between these two disciplines we would guarantee that both the educational and the anthropological viewpoints would be given equal attention and importance. By having one co-Director from Brazil and one from abroad, we would avoid the dangers of naïveté on part of newcomers to Brazil and yet be assured of the fresh viewpoint which newcomers can bring. Both of these men should bring prestige and experience to the Centro. They should above all not be "armchair Directors", but should be full participants in the research-training program of the Centro.

II - The Senior Research Fellows, or "Associados do Centro"

These men would correspond to the faculty in a university, but in the Centro they would be more in the position of research leaders or senior research associates. Their number should depend upon the growth of interest and activities-- and upon the availability of suitable individuals. It is suggested that they be at least five in number to begin with and that they be drawn from the following fields of interest in so far as it is feasible. 1) Educational Philosophy or Theory; 2) Social Anthropology; 3) Educational Psychology and/or Social Psychology; 4) Educational Admin-

istration; 5) Sociology (especially survey techniques);

Other specialized interests and abilities (such as knowledge of Primary or Secondary Education) should be sought in combination with some of the above fields of interest.

The associados could be individually either Brazilian or foreign but they should be among the best and the most energetic men procurable in their fields of interest. They need not be the most "famous" men in their fields, but they should have knowledge and experience of the best research techniques as well as great enthusiasm for research.

If they are ^{from} abroad (from the United States, Canada, England, France), it is suggested that the best men to be contracted would be younger men who have perhaps only recently just finished their doctoral degrees. They are available; they are eager to gain reputation and knowledge through creative research; they would be willing to take the time necessary to learn Portuguese; and they would not be separated too much in prestige, age, and interests from their associates (see next section).

III - Visiting Research Fellows, or Associados ^{Estagiarios} Visitantes do Centro

These members of the personnel are here called "Associados visitantes" rather than "students". Some other title may be better than the one suggested, but in any case the title should convey the idea that they are on a level close to that of the Senior Members or "faculty". These associados visitantes "should be selected very carefully from among the leading young educators (or social scientists primarily interested in education) from the various states of Brazil. In appointing the associados visitantes, preference should be given to persons already actively integrated into educational research or administration in one of

the states. These *associados visitantes* would be invited to attend the "centro" for a one year period in exceptional cases renewable--, to participate fully in the research projects and in the seminars. They should be a highly selected group with intellectual stature as high as it is possible to procure. They should possess good backgrounds in education or social science and should have the desire to return to their home states after training in the Centro, to become leaders in education at the state level. These are the men who should be active in developing regional Centros, patterned after the national Centro described here. Very exceptional men from this category, however, should probably be retained at as permanent *associados* at the national Centro, as this expands, and as replacements for foreign personnel as the latter can be dispensed with.

IV - Administrative Personnel:

A certain number of administrative personnel will, of course, be necessary. There should be:

1. An administrative secretary or executive
2. Secretarial assistance
3. A librarian
4. Archivists
5. Miscellaneous

V - Visiting Consultants:

These should be specialists in education and the social sciences of world wide fame. They would be invited to participate in the program of the Centro for periods of 2 to 3 months at a time, although one-year appointments might be made if opportunity arises to secure men at this level during sabbatical leaves. Since spe-

specialists of this category generally have permanent academic or administrative connections, their periods of work with the Centro must be adjusted to their university vacations or other free time. If this is done, many specialists on this level would be delighted to accept an invitation to work with the Centro. It would give them a new experience and the chance to know Brazil. Their function in the Centro would be to stimulate with their knowledge and experience new programs and directions of thinking and to criticise the current projects undertaken by the Centro. The Centro should probably invite at least two visiting consultants to come from abroad each year. Lyman Bryson and George Counts in Education, Robert Merton in Sociology, and Ralph Linton in anthropology suggest the type of men we have in mind.

FUNCTIONS OF THE CENTRO

As stated earlier, the major objectives of the Centro would be to carry forward educational and social research and to train high level educational personnel. In order to do so, the members of the Centro would "learn by doing" -- that is all major aspects of the training program would be oriented around actual research projects in which members of the Centro of all categories would participate. During any given year, more than one, even several, research projects may be underway simultaneously in the various fields of interest of the members of the Centro. Care should be taken, however, that all research projects conform to the underlying purposes of the Centro and that they be given unity by an over-all but tentative and developing set of hypotheses regarding the Brazilian educational and socio-cultural scene. (Such a tentative view is now being attempted on the broadest scale by Wagley

and Harris). The primary way of giving the desired unity to the various research projects should be through continuing Seminars and discussion among all the members of the Centro. In addition to Seminars, the Centro should have occasional lectures not only given by the Visiting Consultants (see above) but also by other specialists in the fields of education and social science. It is not planned that the Centro should offer regular academic courses, but there is no reason why it should not offer from time to time a series of lectures on subjects within its scope for an audience composed of its staff and other specialists, or even for a larger public interested in the same goals.

PUBLICATIONS

One of the important ways in which the Centro can influence Brazilian education is by publication of the results of its research and of critical and theoretical articles by the staff of the Centro. It would not seem necessary to create a special journal, for the Revista Brasileira de Estudos Pedagógicos already provides a necessary outlet for short articles. Longer works might well be published in cooperation with commercial publishing companies.

LOCATION

Neither a very large building nor a newly constructed building would seem to be necessary for such a center. Yet sufficient office space for the co-Directors and Associados, a library, offices for administration, several rooms for seminars and lectures, and a room for archives will, of course, be necessary. It should be stressed, perhaps, that as many individual rooms as possible should be furnished members in order to give

them maximum isolation for study, thought and intimate conferences. Furthermore, the location of the Centro should certainly be outside the business-administrative center of Rio de Janeiro. It has been suggested that the Praia Vermelha district might perhaps be suitable, or that the State of Rio de Janeiro might furnish a building in Niteroi for the Centro. A large residence house would probably ^{provide} sufficient space.

BUDGET

The following is a highly tentative and estimated budget.

I - Salaries:

a) Two Co-Directors at Cr\$ 20.000 per month	Cr\$ 480.000,00
b) Five <u>Associados do Centro</u> at Cr\$15.000 per month	Cr\$ 900.000,00
c) Ten <u>Associados Visitantes</u> do Centro at Cr\$ 10000 per month	Cr\$1.200.000,00
d) Administrative executive at Cr\$15.000 per month	Cr\$ 180.000,00
e) Librarian at Cr\$ 5.000 per month	Cr\$ 60.000,00
f) Five full-time Secretaries at an average of Cr\$ 5.000	Cr\$ 300.000,00
g) Clerical assistance	Cr\$ 100.000,00

II - Overseas cost-of-living allowances for foreign personnel.

Estimated at Cr\$ 10000 per month for Co-Director	Cr\$ 120.000,00
and at Cr\$ 5.000 per month for five Senior fellows	Cr\$ 300.000,00

III - Travel:

- a) Travel to and from Brazil for Associados and Visiting consultants. (Estimate

based on cost of round trip New-York
Rio de Janeiro for 8 people) Cr\$ 320.000,00
b) Moving Associados Visitantes and fam-
ilies to and from Rio and home Cr\$ 100.000,00

IV - Research Expenses:

Including research costs and expenses in
the field for members of all categories and
payment for local research employees Cr\$1.000.000,00

V - Library:

Per year Cr\$ 200.000,00

VI - Miscellaneous:

Including overhead-supplies, administra-
tion, rent, etc. Cr\$ 740.000,00

T o t a l Cr\$6.000.000,00

Time Schedule:

June to August 1953:

1. Make budget available
2. Select and appoint co-directores
and Administrative Executive -
3. Find suitable housing -

September and October 1953:

1. Co-Directors travel to North America
to select foreign members.

November and December 1953, and January 1954:

1. Co-Directors and present administrators
begin to formulate plans and projects
for Centro
2. Foreign Associados arrive; take inten-
sive course in Portuguese; participate
in formulation and refinement of plans
3. Co-Directors travel to selected State
capitals to appoint Associados Visitan-
tes for 1954.
4. Center begins in February, 1954

Respectfully submitted

Charles Wagley

Carl Withers

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TENTATIVE DRAFT

ORIENTATION REPORT FOR "THE BRAZIL PROJECT"

Introduction:

Statement of the reasons for a preliminary orientation report. The main reasons are as follows:

1. Provide background for the specialists, both foreign and Brazilian, who will participate in the Brazil Project. It should provide some facts about the Brazilian scene and Brazilian culture as well as an orientation in the social science approach to educational problems in Brazil.
2. Establish a tentative "culture map" of Brazil to serve as a working hypothesis for the Project; it would be corrected, modified, refined, and extended by the work of the Brazilian Project.
3. Formulate hypotheses as to some of the main educational problems within the frame of reference of the above "culture map".
4. Suggest research problems and areas of research both in the basic social sciences and in the field of education.
5. Suggest the composition of the mission for the Brazilian Project and the role of each specialist or group of specialists.

Part I

Tentative Culture Map of Brazil

Despite its enormous size, Brazil is remarkably homogenous in culture patterns and language (compare to China or Soviet Union), but there are important differences in society and culture pattern which must

be considered in planning for Brazil on a national basis. These differences derive mainly from: 1) regionalism, 2) the type of community, and 3) the socio-economic class. Any national policy or problem must be considered in terms of how it effects the various segments of the Brazilian population, or it must be aimed to solve the problem of a specific socio-cultural segment. For example, how will a reform in primary education affect the rural subsistence farmer of the Amazon Region who is normally lower class, or the inhabitant of a small town (community type) of the arid northeast (region) who may either be lower class or middle class (socio-economic class).

CHAPTER I

The Regions:

1. The Amazon Valley
2. The Northeastern Arid Sertão
3. The Northeast Coast
4. Central Mountain Area (Southern Bahia, Minas Gerais, western Espirito Santo, and northern Rio de Janeiro).
5. São Paulo (including those portions of Parana, Mato Grosso, Minas Gerais, and Goias, which are within the São Paulo focus).
6. South
7. Western Frontier (Goias, Mato Grosso).

Note : These regions will probably be modified even for purposes of this preliminary document. Certain of the regions are clear-cut; others are more difficult to define. In many cases, sub-regions and "regional islands" need to be pointed out. For purposes of statistical data, whole states may be assigned to a particular region (e.g. Para or

Amazonas) but in other cases, statistics will probably have to be gathered on a basis of municipios since two or more regions cross-out a State (the State of Bahia has portions which are regionally Northeastern Arid Sertão, Central Mountains, and Northeastern Coast).

CHAPTER II

The Communities:

1. The City
2. Small Towns and Associated Farmers.
3. Plantations:
 - a) Family-owned fazendas
 - b) Corporation-owned fazendas.

Note : This very general typology may need expanding. For statistical data, we will probably have to correlate the system of community classification used here with that used by the IBEG for census purposes.

CHAPTER III

Socio-Economic Classes:

1. Rural Aristocracy - Urban Upper Class
2. Small Town Upper Class - Urban Middle Class
3. Rural lower class - Urban Proleteriat.

Note : Except for some figures on national income and other economic data, there will be some difficulty in finding a basis for defining these class groups on a nation-wide scope. However, socio-economic

classes may be defined in various communities which have been studied by sociologists and anthropologists on the basis of the following criteria: income and standard of living, occupation, education, racial appearance, and family affiliation.

Part II

Case Studies of Brazilian Communities

The culture of a complex nation such as Brazil must be viewed from two perspectives, namely; 1) The Horizontal, which are the nationwide institutions such as its laws, its political structure, its financial and commercial system, and its formal educational system; and 2) The Vertical, which are the actual manifestation of national institutions and patterns as they are lived out in the various communities which make up the nation. In the community perspective, one may study politics, economics, family life, religion, education, and all aspects of social life as they are inter-related and as they affect each other.

In this part of the report, a series of "case studies" will be presented (in resume) of Brazilian community life. Each case is that of a community which has been studied by a sociologist or anthropologist. It will be impossible to present "cases" of all types in all regions, but a considerable number of studies do exist which will give an idea of regional and typological variation and which will serve as a background to orient further research.

- Case 1: ITÁ - Small Town and Associated Farmers and Collectors in the Amazon Region
- Case 2: MINAS VELHAS - Small Town and Associated Farmers in Central Mountain Region.
- Case 3: MONTE SERRAT - Small Town and Associated Farmers and "vaqueiros" in Northeastern Arid Sertão.
- Case 4: XIQUE XIQUE - Small Town and Associated river farmers and gatherers in São Francisco sub-region, Northeastern

arid sertão.

- Case 5: SÃO LUÍZ DO PARAITINGA - Small Town and Associated Farmers in São Paulo region.
- Case 6: VILA RECONCAVO - County seat and Associated Sugar Fazendas in Northeastern Coast region.
- Case 7: URUCUGA - County seat and Associated Cacão Fazendas in "cacão sub-region" of Northeastern Coast region.

Note: Obviously lacking are "case studies" of 1) a corporation owned fazenda community; 2) communities in the Southern Region; 3) a City; and 4) Fazendas in such regions as São Paulo and the South where this is an important community type. Rapid surveys might be made to provide at least an idea of what to expect in such communities and by searching the literature some data may be found to be available.

Each of these "case studies" which are listed above would be followed by an analysis placing it in the frame of reference of region, community type, and the socio-economic classes represented in each.

Part III

Brazilian Patterns and Institutions

The national culture of Brazil consists not only of the national formal institutions but also of those common patterns, attitudes, values, customs, habits, etc. shared by the people of all community types in all regions and of all socio-economic classes. Both formal institutions and the common patterns attitude, values, etc. are manifested differently in accordance with region, community type, and socio-economic class.

A marriage custom may be, for example, an "ideal" seldom achieved by the lower class in a small town in São Paulo but it may be an actual behavior pattern for the middle class in small towns in all regions. The same custom may be considered "old fashion" by the Upper class of the city in all regions.

A preliminary attempt will be made from the data included in the community "case histories" to consider a series of Brazilian antional patterns such as the family, religion, marriage, economic values, politics, and others, as they vary from region to region, from community type to community type and from social class to social class.

Part IV Brazilian Education

This section will consist of a highly tentative attempt to consider the state and the problems of Brazilian education in terms of the above regions, community-types, and socio-economic classes. It should consists of; 1) a rapid survey of the existing data on educational facilities broken down, in so far as possible, by region, by community-type, and by socio-economic class. It should include such information as number, size, type, and location, of physical facilities; attendance, and matriculation, of students; number, educational and social background of teachers, and the organizational framework of national, state, and municipio educational systems; 2) interpretation of this data in terms of the socio-cultural realities of each region, community type, and social class; and 3) indications of the most pressing educational needs in terms of region, community type, and social class, and the special problems of each.

Note: This section will require the assistance of an educator familiar with the general literature on Brazilian education and the formal educational system, and with a willingness to see educational problems against the background of the socio-cultural patterns of the nation.

Part V The Brazil Project

Using the tentative cultural map of Brazil as a guide, and with

the background of the "case studies" and the survey of existing educational facilities and the known principal problems of each region, community type, and social class, the Brazil Project may be brought forward to the point where specific research requests may be made to specific technicians in specific disciplines. This section will indicate 1) The foremost research problems in social science related to the principal educational needs. 2) The "sample segments" in which basic research must be performed, 3) the "sample segments" in which more intensive research may be performed, 4) the kinds of specialists needed for this research, and 5) how the research may be organized so as to provide each specialist with a maximum of intellectual mobility combined with a maximum of integration in the total effort.

M E M O

TO: Dr. Anisio Teixeira

FROM: Charles Wagley

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After reading Mr. Atcon's memorandum (December 1st, 1952) and Dr. W. Beatty's memorandum to Mr. P. Carneiro (December 16th, 1952) I have given some thought to the BRAZIL PROJECT (using Mr. Atcon's term for the combined CAPES - UNESCO - IIAA surgey). Following our meeting last Saturday, I have also discussed this project with Dr. Hildebrand and Mr. Atcon. The following are the results of my own thinking and of my discussions with your two colleagues:

1. At this point, you may be the only one of us who has a clear idea as to what the Brazilian Project is to accomplish and what direction its efforts are to take. If a dozen foreign specialists with a dozen Brazilian associates were to go to work on the project now, there might well be considerable confusion, duplication of work already accomplished, and conflict of viewpoint. Before requests are presented formally to Unesco and IIAA and before expensive foreign "bambas", are contracted, we should know exactly what the general orientation of the study should be, what kinds of social scientists and educators we need, and what concretely are they to do.
2. Therefore, I purpose that as the first stage of the Brazil Project a preliminary document or report. An outline for such a report is attached including the functions it would serve.
3. Since I doubt that Columbia University would extent my present leave of absence beyond September 1953, I might, however, take on the responsibility of preparing this preliminary report, giving full time to it during the next four or five months. During this period (and later from New York), I might be able to participate in selecting personnel, establishing

liaison with UNESCO, IIAA, and Columbia University and generally pushing the project through its first stages. Later, if teaching and personal obligations permit, I would like very much to participate in the full project in the capacity where ~~it~~^I would seem to best serve.

4. For purposes of preparing the suggested preliminary report, I ~~it~~ would need the following:

A) Personnel:

1. Social Anthropologist (M. Harris)
2. Educational Specialist
3. Statistician
4. Secretarial Assistance

B) Funds:

1. Travel
2. To contract short articles, reports, or community resumes.
3. For maps, graphs, charts, etc.
5. I believe that the report might be concluded by September 1st or shortly thereafter, if we were to begin at once.
6. The report would be approximately 200-250 typewritten pages in length (60-75000 words).
7. You will note that the suggested report follows in a general way the book which Harris and I had planned. However, as we see it now, we would put aside the book and orient our work toward a report more specifically for the use of the Brazilian Project. After that project has been realized, we would then return to work ^{on} a book on Brazilian national culture.
8. If CAPES wishes to undertake this preliminary work for the Brazil Project, than details of costs, etc. might be discussed.

copyGENERAL MEMO No. 6

TO: ALL CAPES EXECUTIVES

December 1, 1952.

FROM: R. P. Atcon

SUBJECT: PROPOSAL FOR A COORDINATED PROJECT OF THE CAPES TECHNICAL ASSISTANCE PROGRAM: THE BRAZIL PROJECTINTRODUCTORY REMARKS:

The following proposal is aimed at presenting one unified and coordinated basic project for CAPES activities in the field of "technical assistance" for the year 1953.

It is my personal opinion that within the existing financial and administrative situation of CAPES, an attempt to do many things all at once, and right at the start would not produce as valuable and as lasting results as a single well prepared and well thought out program of basic application.

CAPES at present has only limited financial resources to attend to the rather extensive responsibilities entrusted to its execution. Therefore, the available funds might prove more productive if applied to ONE integrated all-encompassing program of action instead of being dispersed among five or six different individual projects of relatively limited scope.

CAPES at present has not yet established a really well-oiled and adequate administrative machinery, needed to attend to a large VARIETY of individual activities. Hence, concentration on ONE project - however diversified in its various aspects - is easier to handle than any multiplicity of activities. It would also present the needed experience for the gradual growth of a more extensive capacity for administration. We should keep in mind that neither the Conselho Nacional de Petroleo nor the Conselho Nacional de Pesquisas began operations

overnight, despite the fact that they had more personnel, larger funds and greater administrative freedom than CAPES as yet possesses. This is not meant apologetically to indicate self-satisfaction at our own slowness to begin a program of execution and remedial action. It does mean, however, that we should not fail to comprehend existing difficulties and be realistic about the environment in which we are operating and have to operate.

CAPES at present has far too little technical information on which to base a comprehensive and valuable-in-the-long-run program of technical assistance to the national university system. If CAPES is to achieve lasting long-range results it must first acquire a solid fundamentum of basic data, whose statistical analysis will allow professional interpretation and planification as an unavoidable prerequisite to sensible action. Plunging into action without information, or planification based on fact, will mean only one more emergency action undertaken without a sense of concrete direction. If CAPES is to exert its influence on the gradual diminution of just this tendency to act without proper preparation or anterior ratiocination, it seems advisable to start out properly right at the beginning and with respect to its own plans and activities. It does not mean that NO action should be undertaken until all the facts are in. It only means that such remedial action as will and must be undertaken as soon as possible, should be:

- (1) Blended into an overall program of fact-gathering;
- (2) Conducive to proper professional interpretation and planification;
- (3) A contribution to the training of high-caliber personnel in as wide a field of academic and professional specialization as the material, technical and emotional means available will permit.

THE "FOREIGN MISSIONS" PLAN:

In the first place I would like to make a remark regarding the term "Foreign Missions". According to a variety of opinions collect-

ed on the question of how to NAME such a technical assistance program as we have in mind, the majority felt that the term "Foreign Missions" was inadvisable from a purely psychological viewpoint. I have not found a fitting term yet, but feel that our search for the right word or words should include the meaning of the word "ajuda" as the most agreeable and most conducive towards receiving cooperation from all sources.

Until now, as far as remedial action is concerned, we have been thinking in terms of "Foreign Missions"; as small groups of non-Brazilian specialists to be brought to a variety of national universities, for the specific purpose of having these specialists transmit their specialties and teaching techniques within a typically Brazilian academic environment.

As a stop-gap measure such a plan has its advantages, in terms of hopes and expectations that somewhere and somehow some of the techniques and some of the technical information will seep into the local administrative apparatus or drop on the fertile mental soil of more receptive attitudes, to produce some isolated improvements for a few individuals.

But it does represent a hit-and-miss method, which gives promise of real success only if applied on a sufficiently large scale to ensure a high probability rating. If employed in small numbers, i.e. on a restricted scale, chances of obtaining effective results are indeed disproportionately low, considering both the expenses and efforts involved.

Before we can logically accept or reject this alternative, however, we must first determine how far our present budget would permit us to go with the implementation of such a policy.

If the salary of a European professor be fixed at Cr\$20.000,00

per month, and that of his assistant - as Assistant Professor - at approximately Cr\$ 15.000,00 per month; if the transportation for each individual with his family, to and from Europe is calculated at around Cr\$ 50.000,00; if incidentals, books, assistance to the universities, administration costs of CAPES and internal transportation are figured at Cr\$ 150.000,00 per year; if we include in this project also a group of ten fellowship students who will work full-time with the two-man group, at Cr\$ 3.000,00 per month per student plus incidentals they may have in travelling expenses, etc.; and if we include the salaries of two Brazilian assistant professors to work with the non-Brazilian two-man team, at about Cr\$ 15.000,00 per man per month, including travel expenses; we obtain the following total of expenses per two-man team of foreign professors per year:

Professor's Salary:	Gr\$ 240.000,00
Assistant Professor's salary:	" 180.000,00
Transportation to and from Europe (twice);	" 100.000,00
Incidentals:	" 50.000,00
Books:	" 10.000,00
Assistance to Brazilian Universities:	" 30.000,00
Administration Costs of CAPES	" 50.000,00
Internal Transportation:	" 10.000,00
10 Fellowships:	" 360.000,00
Incidentals for Fellows:	" 10.000,00
Brazilian Professor's Salaries (2 Assistants):	" 360.000,00
	<hr/>
TOTAL PER TWO-MAN TEAM PER YEAR:	Gr\$ 1.400.000,00 =====

If this be approximately the case, then we must count with the necessity of spending in one year Cr\$ 8.400.000,00 for six such two-man teams, if we wish to place even only ONE such team in each of the six

universities we have chosen as the most likely recipients of this type of aid. The direct benefits of such a scheme would be to about 50 students, trained for one year in six different subjects of specialization, and to 12 assistant professors also trained in teaching methods, etc. in six different subjects. The indirect benefits are much more difficult to assess, in terms of influences exerted, attitudes observed, methods copied, and so forth.

Drawbacks of this plan are that only the third criterion mentioned above is being attended to, with the first two criteria entirely neglected and left unintegrated, and that even the actual training achieved is limited in scope and purpose.

CORE OF THE ALTERNATIVE PLAN:

Now let us analyze the possibilities for an alternative action program, one that would accomplish not alone what the first project aims to do, but also include all three objectives in its overall and coordinated plan of application.

FACT-GATHERING is the first objective. Then, let CAPES get together a group of specialists in the main fields that would bear upon a research program of gathering facts, and put them to work on one coordinated fact-finding project. Since we are interested in obtaining the services, knowhow and techniques of non-Brazilian specialists, these top men would be foreigners.

INTERPRETATION AND PLANIFICATION, based on the facts obtained under the first objective, represent the second objective. In this plan they would also constitute the second phase of the program. In conjunction with the above research group, only at a later date, one or two top specialists in Education could be invited for a relatively short period of time to interpret the collected information with the help of the above group, and to draw up a plan of action which would then constitute the third phase of the action program under consideration.

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TRAINING OF HIGH-CALIBER PERSONNEL is the third objective. If we attach a minimum of two (2) Brazilian specialists in the respective specialty to each one (1) non-Brazilian expert of the research group, to become intimately acquainted with the methods and special knowhow of the non-Brazilians while assisting them in the execution of the fact-gathering program, these men will receive the best training conceivable in their respective specialties, for the simple reason that such a training would occur in the field as well as in the laboratory and under diverse and often difficult situations.

If these three premisses were to become the basis for an action program we would obtain one project composed of the following parts:

- a. Basic Research;
- b. Evaluation and planification of basic data;
- c. Training of specialists to do research in their respective specialties;
- d. Introduction of new methods and techniques, not alone for Brazil but possibly also for the whole world.

This last point is of considerable importance. Planning, as a concept, has become more or less accepted by now in most contemporary societies possessing a modicum of technology. In theory it seems all right to speak of planning, even overall planning, as long as the accompanying control mechanisms do not threaten anyone or any special interests. In practice, however, we have not yet emerged from the stage of piecemeal planning, even when next to no control is involved, simply because we seem afraid of ourselves, of our own logic and the disagreeable conclusions an overall plan might impose on our thinking.

Yet, overall planning, on a sound and expert basis, prior to the establishment of any long-range, influential policy for action, is

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not alone logically desirable but in our age of "rapid process" becomes more and more imperative and unavoidable. If, then, Brazil could lead the way in such a project, in which top men of a number of nations would cooperate, and to which specialized knowledge and many new techniques would be contributed, the product would give promise both of being singularly valuable for Brazil and of showing other nations what can be done and how it can be accomplished.

In other words the "Brazil Project" would no doubt be of prestige value, rendering Brazil considerable international recognition. It would become something desirable and hence worthy of emulation. But even if we discounted entirely this sizable factor, the other advantages to the project would be still sufficient to warrant serious consideration of this alternative proposal.

OBJECTIVES:

In the first place we must obtain a clear and specific idea of the objectives. I do not pretend that the following items will represent just that. In the event that the general idea of this proposal should be accepted, a series of conferences among ourselves as well as with various specialists and consultants would seem not only advisable but imperative towards a clear and accurate delineation of aims and objectives.

However, as a tentative attempt at presenting an outline of the scope of this proposal we might consider the following points as constituting the foundation on which to build the projects:

1. Basically what we need for the establishment of a long-range perspective on which to build a constructive action program is a general survey of the educational situation in Brazil today. This would include every educational aspect, from the primary level up to the postgraduate, including such special activities as fundamental, normal, and adult educations.

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There is nothing new in the idea of setting up special studies for the detection of special social situations. There is nothing new in the idea of planning towards the rectification of some specific malpractice or the filling of a specific need. What would be new, however, would be the conscious direction of extensive planification towards desired ends which represent a nation-wide need, and the attempt to prepare one study from a variety of viewpoints towards the establishment of a number of alternatives for action, rather than concentrate only on a single solution as seen from a single point of view.

2. The plan itself would call for the discovery and specification of the racial, cultural, sociological, psychological, geographic, climatic, and historical factors, that have gone into the creation of the educational situation in Brazil as it exists at the present time. In other words, it would constitute a socio-anthropological "mapping" of Brazil, according to the regional distribution of these factors.

3. The plan would also call for an analysis of those economic factors which today predominate and exert a strong influence on the immediate social development of the country, in order to gain some concrete evidence regarding the conscious or unconscious acceptance of certain existing socio-economic directions. Only upon clarifying these directions, will it be possible to speak of a conscious acceptance of the goals at which they aim and the planification of a long-range education program to work within this framework towards a full realization of these goals. At the same time it would also aim at the discovery of the probable needs in the immediate future in terms of qualified technical and professional personnel. This information must necessarily work hand-in-glove with any long-range educational effort to satisfy quantitatively the corresponding needs of an accepted national economic policy.

4. More specifically, the plan would demand an analysis (in each region) of:

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- (1) The racial composition of the population;
- (2) The sociological stratifications;
- (3) The culture heritage;
- (4) The psychological composition;
- (5) The geographic and climatic influences on each group;
- (6) The economic level of supply and demand;
- (7) The agricultural methods of production;
- (8) The industrial level of production;
- (9) The varying consumption practices;
- (10) The existing health level;
- (11) The existing educational techniques and practices at the various teaching levels;
- (12) The existing set of metaphysical beliefs, in terms of prejudices, fears and faiths;
- (13) The existing social institutions through which action taken at present and which will have to be used or adapted for the implementation of a new overall, long-range plan of education.
- (14) In each of the above items, the existing plans for improving on the status quo;

THE BRAZIL PROJECT :

A. Procurement of Non-Brazilian Specialists

1. It seems to me that in terms of time and effort already invested, as well as financially and experientially we could only stand to profit by investigating seriously the UNESCO proposal for assistance.

Mr. Beatty's visit established the necessary

foundation on which CAPES, together with UNESCO, could set up a really top team to carry out the abovementioned objectives.

With the help of UNESCO we could obtain the services of an expert in fundamental education, of one administrator, one expert in applied anthropology and one each in social psychology and rural economics. Through UNESCO we should also obtain one representative each from ILO, FAO and WHO, to assist in the project at large yet analysing its problems with specific reference to still other aspects, from the respective specialized viewpoints of Labor, Agriculture and Health.

It would give us eight men, though this figure does not represent a fixed number. Two or three more specialists could be added to this list, and if not financed through UNESCO might be financed either directly by CAPES or in collaboration with Point Four.

2. Of course we could also attempt to enlist the collaboration of the Ford Foundation in this project. But it seems to me that we should keep this alternative in reserve and wait until the project is under way before enlisting the aid of the Ford people. Any number of items will be sure to arise as soon as the Brazil project begins to operate. Then, Ford will find an already going concern to assist either technically, financially or both.

Furthermore, with UNESCO we already have a standing offer for financial assistance, at least to the extent of the salaries to be paid to the Non-Brazilian Specialists, whereas with Ford we would need to establish a much more intimate liaison before it would appear advisable to ask for financial aid. Especially in view of the fact that we would like to establish a policy for CAPES to make its initial contacts with Non-Brazilian organizations mainly on the basis of requesting technical knowhow and not money.

If then we proceed on the assumption that UNESCO could

and would supply us with eight to ten specialists chosen jointly by them and us and financed by UNESCO as far as their salaries and transportation to and from Brazil is concerned, plus the 25% flat sum on total expenses incurred for the purchase of materials and equipment, while CAPES finance their local expenses, per diem, housing and internal transportation expenses, we can begin to lay concrete plans for action.

3. The request for these top men should be made by CAPES, through the Minister of Education and Health in person, but also by utilizing the good services of IBECC. It should be made for a period of not less than two years and the necessary funds set aside by CAPES to finance all local expenses for this period of time.

These men will have to work in unison towards the realization of the overall objectives of the project, each tackling the problem from the individual viewpoint of his own specialty but still within the framework of the same basic premisses underlying this project. While carrying out this research work in various regional parts of Brazil they will work in close collaboration with their Brazilian counterparts who will be attached to them for training both in research techniques as well as in the practical application of their respective specialties.

4. Whoever will carry out the actual selection of these men should keep in mind that it is at least as important to find men with the proper character qualifications for the job as it is to find men with proper technical knowhow.

There is little that needs to be said regarding their professional efficiency. We need top men and it is up to the selection committee or the persons entrusted with making the selection to get them. However, the factors that must be considered in the efficient selection of the right character in such a specialist are variegated, numerous and difficult to specify:

a. A person's spouse can be both a tremendous asset to him

as well as an enormous handicap. No person should be chosen for the job without giving a great deal of attention to his or her spouse, to ascertain whether or not the spouse meets all or at least most of the other criteria on which the selection of the specialist himself must be based.

b. The person's experience in foreign travel and foreign languages is another factor that should be given high priority. If he knows at least one other language besides his own it will facilitate greatly his learning Portuguese; because it is always the first foreign language which presents the greatest difficulties. But even in the event that he does not speak any other language besides his own, a wide and variegated experience in foreign travel throughout the world, possibly including some prolonged periods of residence in a foreign land, would help a great deal. It would mean that he has already had to adjust himself to new social problems and different culture patterns. However well or poorly he succeeded in adjusting to them, at any rate he has had the experience. And this in turn, sociologically speaking, would mean a somewhat more open mind.

c. The active membership in a large number of associations, clubs and fraternities may or may not indicate gregariousness or a facility to get along with other people. But if he has held posts of official administrative and executive capacity within such associations, it would certainly indicate that he is not a socially timid personality. Hence, it would give an indication of his ability to deal with other people even when he is not in agreement with their points of view, and still succeed "in getting things done".

d. Another clue to a man's personality would be knowledge of the character of his hobbies and of other extra-curricular activities. Alertness of mind and wholesomeness of personality can be judged from the manner in which he spends his free time. And both of those qualities would be necessary for the type of work these top specialists would be called to perform on this project.

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5. Assuming that the selection has been completed, the men chosen, the contracts signed, and the date specified on which they will arrive in Brazil, the special section-service of CAPES charged to deal with this Missions Project will have to be careful to locate a complete administrative apparatus, without which such a project could not be guaranteed to function properly, and which must exist to attend to the large amount of detail work sure to arise.

With the help of an adequate staff this CAPES Section will have to create the administrative channels through which a project involving at least fifty persons, (with all their personal problems, transportation and housing needs and general well-being) can be expected to produce results. Besides taking care of some heavy correspondence work, detailed and separate accounting, and various special personal services to the individuals involved in the project, it will also have to provide for adequate means to record all their findings, reproduce their studies and writings and create the necessary follow-up system to control the outcome of the entire project.

All this may sound cumbersome and unnecessary at this point. But is really long-range benefits to this country, expected to accrue from the implementation of this project, depend entirely on the effective organization of just these aspects.

Without the proper services to these men, they cannot be expected to function efficiently and cheerfully. It would mean poor quality of work. Without the proper apparatus to coordinate and adjust the project's daily output, time will be wasted in the dissemination of facts and figures, with much data lost for lack of proper filing and archivization methods and with an inevitable duplication of work, thus again lowering both quality and quantity of the final output.

Finally, without the proper control system, a major part if not everything of what would be started in terms of contacts,

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statistical records, sub-products of local research and many more associated activities which would be stimulated through the Brazil Project, would all be lost to CAPES forever. If we remember the fact that Brazil in general is prone to overlook continuity in whatever is begun with much effort and monetary expense, we shall be especially careful to provide for the necessary means for continuity of effort and purpose.

6. Upon arrival in Rio de Janeiro these men should receive an intensive six-week course in Portuguese. These men will have to learn at least some Portuguese to function properly on this project and the sooner this objective can be reached the better. That is why it would be wise for us to provide them with this initial service, since at the start they are all together as a group as well as free of any other professional obligations. They could be asked to concentrate exclusively on their acclimatization to the new environment and the learning of the language.

Such a course could be given to them perhaps through DASP. If this were not feasible we ourselves could plan to set up such a speed-up course.

B Procurement of Brazilian Specialists

While the procurement of non-Brazilian Specialists would be left to an international agency, CAPES would have to create an adequate cadre of Brazilian Specialists in the same corresponding fields to work with the Non-Brazilians in the planning and execution of the Brazil Project.

In view of the existing difficulties in the procurement of really top academic personnel both in quality and in quantity and over a prolonged period of time, prospects for getting the right people may appear disheartening at first sight.

However, with the proper recruiting officer in charge

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of the project, a man of really top capacity and prestige in Brazil, who would go out into the field, to all the universities and their schools, to all the research institutes and private organizations, it should be possible to recruit enough people of the required caliber, provided he went about his job in the right way.

To my knowledge there exist enough specialists in this country, with sufficiently high general cultural background as well as personal idealism, to get the needed individuals at least interested in the job. If, per chance, the majority of them should turn out to be willing to cooperate partly or fully in the project, this would be all to the better for Brazil. It would allow them, for a long time to come, to apply their knowledge-to-be-gained through this project to concrete needs in the academic and professional world of Brazil.

2. The immediate purpose of such a recruitment would be to get a minimum of twenty men - two Brazilians for each non-Brazilian specialist - on a two-year basis for this project. Though they would be hired for one year only, within the limits of our budget, it would have to be understood that, finances permitting, the project would last not less than two years, and that each and everyone of them would have to agree to devote at least that much time to it, in the event he would accept the position.

3. It also seems to me to be possible for the Brazil Project to incorporate already existing - past or current - research work carried out in anyone of these fields mentioned in the objectives of the Project. The economic studies of the Joint Brazil-United States Commission, the sociological studies made by Dr. Donald Pearson at Cruz das Almas and by Dr. Kalervo Obert at Chonin, the extensive work of the Scientific Foundation of the State of Bahia, as well as the current work done by the Escola de Sociologia e Política de São Paulo in the São Francisco Valley are just some of the projects known to me that can be used and incorporated in the overall plan.

4. Regarding selection criteria of these Brazilian specialists we shall have to adjust ourselves, of course, in our demands to the existing supply. However, it would be advisable for us to keep

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in mind that at least some factors besides professional competence should be considered in our selection procedure of these men.

a. In the first place, professional prestige must be considered as a valuable adjunct to professional competence in lending the right tone and spirit to the Brazil Project from the very start.

b. It seems to me inevitable that the man selected to cooperate intimately with the non-Brazilian specialists will all have to know at least passably well the English language. Especially in view of the fact that the recruitment of the non-Brazilians will primarily come from Anglo-Saxon areas like North America, Canada and the British Empire.

c. Another factor, whose importance cannot be underestimated and whose nature is extremely delicate, is the fact that we must pay considerable attention to select persons free of any political affiliation that could conceivably turn out to be detrimental to the Brazil Project. Like Caesar's wife, we must not only be good but also appear above reproach. There will be enough pressure groups and other interested organizations who will for personal reasons endeavor to attack such a project as described in these pages. Hence it would seem imperative for us to do everything to reduce to a minimum the surface of possible exposure to attack. And this certainly includes political considerations.

5. Upon the selection of the necessary personnel, the CAPES section-service charged with these men's welfare will have to attend to all the required steps for the orderly and proper transfer of these Brazilian specialists and their families to the chosen locations of the project's central Headquarters. It would involve taking care of the transportation of their families and their household goods, of finding suitable housing facilities and of resolving all personal problems that may arise in the process of these resettlements. A more detailed analysis of the individual steps referring to these activities could be written up as soon as the overall project has been approved.

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C. Location

1. For the best functioning of such a research project it seems that one central location should be established to serve as Headquarters for the group. In such a place they could establish themselves on a permanent basis to create a home away from home. There they could be expected to collect all the research data for proper integration and future dissemination.

From this Headquarters the Specialists can make individually or in groups short or long field trips into the interior for the actual study and collection of information. It would represent a Clearing House for all activities linked to the Brazil Project, and if possible should possess an adequate physical and scientific plant to attend to whatever laboratory needs the project may present.

In my opinion the Rural University of Rio de Janeiro possesses all the necessary qualifications for such a Headquarters. It is in the country, yet close enough to Rio to be centrally located. It has a vast plant which is well equipped, yet hardly put to any constructive use. It represents a "Campus", if only in theory, and it might be reasonably expected that such a prolonged activity on its premisses as the Brazil Project would have in mind, with so many newcomers working on a full-time basis, should bring in new ideas and techniques and that from the overall movement to and from this campus something like a living institution might emerge as an incidental by-product of this project for the Rural University of Rio de Janeiro.

The only drawback it might present is its lack of housing facilities and the probable need for us to construct some housing units on the premisses to take care of the newcomers for two years. However, I believe that with some good will and planning the right kind of liaison could be established between CAPES and the Ministry of Agriculture to cooperate both administratively, and possibly also financially, in the creation of a favorable environment for the successful

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localization of the Project Headquarters at "Em 47". In any event even if this plan should not materialize, for any number of reasons that might arise, the location of the Headquarters should present similar opportunities to its personnel as the main points mentioned and described above.

An adequate administrative apparatus must, of course, exist to take care of the various material needs of the group as well as to assist it technically in the integration and coordination of the collected data. As soon as the overall project has been accepted in principle we could proceed to outline in detail the needs of such an administrative organization.

2. For the best and most efficient handling of the field work and the constant travelling of the members of the group it would seem advisable to establish simultaneously five or six regional sub-centers in or near various State universities. These would serve as permanent collection stations for the whole program. Some of the Brazilian specialists could even be stationed permanently at these regional sub-centers, to carry out the field work, to direct regional operations and to act as liaison between Headquarters and the field.

3. It would even seem further advisable to develop an extensive scheme of collaboration between the men carrying out the Brazil Project and all university centers in Brazil. This would elaborate on the sub-center idea by creating even more academic nuclei dedicated to the stimulation of interest in the execution of detail work for the Brazil Project.

Many qualified members of the university Schools could be interested to cooperate voluntarily in the collection of data or at least in the regional supervision of specific and limited studies relating to sub-projects. At the same time such cooperation would stimulate the academic interest of these university Schools, create the necessary atmosphere for an exchange of ideas and techniques between the non-Brazilian and Brazilian specialists as well as popularize the Brazil Project and its aims among Brazilian academic circles.

4. Speaking about popularization, we should also keep in mind the need for dignified but effective advertising of these activities both at home and abroad, as soon as the Project has been established and is really on its way.

This does not mean to imply that we should "ballyhoo" the idea. But the importance of the project is so large and its success so much dependent upon its ultimate acceptance by the Nation's professional and academic circles, that any attempt to do the job in perfect silence would be in fact more detrimental to its overall aims than going too far in our publicity in this connection.

To hit the right tone and to do the right thing at the right time, to promote the project and its aims and to ensure its final success, we shall also have to think about using the services of a good full-time public relations man.

D. Budget

1. For the non-Brazilian personnel procured through UNESCO we should count on the following expenses we would have to meet, regardless as to whether CAPES alone or in conjunction with other public and private organizations will finance the Project:

We would have to pay the transportation costs for their cars to Brazil. This would mean about \$5,000.00, if we figure roughly on \$500.00 per car for each of the ten persons to come to Brazil.

As for the cost of their transportation inside Brazil, we should estimate that the group will be on the road perhaps half the time each year. If we figure an average of Cr\$ 3.000,00 per man per month, we got about Cr\$ 350.000,00 per year for such internal transportation costs.

Their per diem expenses for 150 days, figuring Cr\$300,00 per man per day, would bring us to Cr\$ 450,000,00 per year.

Finally their housing would have to be figured on the basis of an average of Cr\$ 5.000,00 per month per person, or Cr\$ 600.000,00 per year for rent.

a. Regarding this last item it would seem to me more advisable and much more economical in the long run for CAPES to finance the construction of small bungalow-type houses at whatever place will be chosen for the permanent Headquarters of the Project. Such bungalows would cost an average of Cr\$ 120.000,00 to 150.000 to build, which would mean no more than 1.500.000,00 for ten houses. If we were to calculate the rent for two years for each person, this rent would come to Cr\$ 1.200.000,00 during the same period of time. In that case we would have paid the rent and received nothing in the end; whereas the other alternative would leave us with ten still new constructions, to be used as faculty homes in case the location is near or on a university campus. In any case this matter should be studied thoroughly and given serious consideration before a final decision is taken.

2. Regarding expenses for the procurement and maintenance of Brazilian personnel, we have the following items: Either full or supplementary salaries of Cr\$ 10.000,00 per man per month. For twenty persons per year this would amount to Cr\$ 2.400.000,00.

Regarding their internal transportation we should set aside Cr\$ 2.000,00 per man per month or Cr\$ 500.000,00 per year for all of them.

Per diem expenses of 150 days at Cr\$ 300,00 per day per man, would mean another Cr\$ 900.000,00 per year.

Their moving expenses, in case they choose to move their families to either the main Headquarters or one of the sub-centers, would mean another Cr\$ 10.000,00 per family or Cr\$ 200.000,00 for the group.

Finally regarding housing facilities, we have the same problem as with the non-Brazilian group of either paying Cr\$ 1.200.000,00 per year for rent or building twenty houses for approximately Cr\$ 3.000.000,00 to serve for the entire period which any of them plan

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to stay during the implementation of the Brazil Project.

3. We must also figure CAPES administrative costs of this project which would involve: Miscellaneous expenses for CAPES personnel, travel, insurance costs of personnel and a reserve fund for unexpected incidentals of Cr\$ 360.000,00, as well as a flat 5% for CAPES administrative costs amounting to Cr\$ 340.000,00 per year.

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XBUDGET LISTUNESCO PERSONNEL:

Our Transportation Costs:	Cr\$	100.000,00
Internal Transportation Costs:	Cr\$	350.000,00
Per Diem:	Cr\$	450.000,00
Housing:	Cr\$	600.000,00

BRAZILIAN PERSONNEL:

Supplementary Salaries:	Cr\$	2.400.000,00
Moving Expenses:	Cr\$	200.000,00
Internal Transportation Costs:	Cr\$	500.000,00
Per Diem:	Cr\$	900.000,00
Housing:	Cr\$	1.200.000,00

ADMINISTRATION:

Miscellaneous Expenses:	Cr\$	160.000,00
Reserve Fund:	Cr\$	200.000,00
CAPES Administrative Percentage:	Cr\$	<u>340.000,00</u>
T O T A L:	Cr\$	<u>7.400.000,00</u> =====

E. Conclusions

As we see from the summation of these expenses the total cost per year would come to about Cr\$ 7.400.000,00. This means exactly Cr\$ 1.000.000,00 less than the suggested expenses for the 6 individual missions, despite the fact that the Brazil Project Budget is well padded while the alternative project is put on a minimum basis.

It is my personal opinion that Brazil would receive greater benefit from the Brazil Project than it would from the individual missions project, both in long run and short run returns. While remaining entirely within the limitations of our present budget, the Brazil Project would in the end produce a concrete product of benefit to the entire country while also training a top-notch staff to carry on professionally and academically, both as teachers and as researchers, when the Project itself will be completed and the non-Brazilian specialists have returned home. If handled properly from an administrative and publicity point of view, the Project also would stimulate all academic centers towards co-operation in one professional goal, thus preparing the ground for whatever specific action may come out of the Project itself. And its recommendations, if prestige means anything at all, would be so publicized and supported by authority, that they would stand a better than even chance to be implemented at some future date.

WWB/jim



U N E S C O

TO: Mr. P. Carneiro

EDSP/52.753

FROM: Dr. W. Beatty

Dec. 16, 1952.

SUBJECT: Report on Brazilian Mission.

I am happy to transmit to you a copy of my report to the Director-General on my Brazilian Mission. It has been seen by Mr. Elvin, Mr. Adiseshiah, Mr. Torres Bodet and Mr. Taylor.

Mr. Adiseshiah has commented: "The Brazilian request outlined by Mr. Beatty is certainly a bold and challenging project. First I would like to see it limited to one of the states to start with and not try to cover the whole of Brazil. That would be rather an ambitious undertaking.

"I think that of the large team outlined for membership of the mission, it would be advisable to work on two of these members being full time members of the mission for the whole two year period and others being added to the mission for shorter periods of say three to nine months. For one thing really high-level experts in the fields of rural sociology and social psychology will not be available for extended periods of time and I assume that Brazil, like India, would take only the very best.

"I also feel that as this project is a combination of educational reorganization and planning and fundamental education, we should proceed slowly and carefully in developing the request. The next stage might be for Mr. Beatty, Mr. Akrawi and myself to meet with the Brazilian Delegation and discuss this project further to see in what manner a request may be formulated.

"Parallel negotiations will have to take place with FAO and WHO on this matter and these could be conducted through the coming month.

"It might be a good thing to start with Dr. Morrison as soon as we can work out a request and receive it from Brazil and leave him to develop further this rather important project."

Mr. Elvin has commented: "Recruitment for work in Brazil should not be on a single nation, or indeed a single language-culture basis; but international." In response, I pointed out that while a number of Americans had been mentioned by name, at least four other "suitable" nationalities had been mentioned from which such a team should be drawn, which would result in not more than two members at most, being from any one nationality.

My investigations in the US revealed that Dr. Cayce Morrison would be very receptive to an invitation to head the mission; and Dr. Wagley very willing to serve, provided UNESCO processed the request fro his services through his department head, as his department is short-handed, and he has been away a good deal. Dr. Brunner would not be available for more than three or four weeks at a time. Dr. Macgregor is unavailable. Dr. Kolb was not approached. No steps have yet been taken to enquire into available specialists from the other countries mentioned.

FAO, ILO and WHO regional offices in Washington have been approached as to willingness to participate in the study. FAO and ILO indicated sympathetic interest, but made no commitments. A WHO representative stated that Brazil itself had fully as competent men in the national health service as could be secured from the outside, and suggested that any specialists in epidemiology or environmental sanitation be furnished by the Brazilian Government.

Dr. Willard W. Beatty.-

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U N E S C O

TO: The Director-General

EDSP/52.740

FROM: Dr. W. W. Beatty

1st October, 1952

SUBJECT: Mission to Brazil. -

At the request of the Ministries of Agriculture and Education, transmitted by the Brazilian permanent delegate, Paulo Carneiro, I spent a week in Brazil, arriving in Rio de Janeiro the night of 17 September and leaving the night of 26 September. While in Brazil, I had three lengthy conferences with representatives of the Ministries of Education and Health and Agriculture and Public Welfare. The following men from the education field attended one or all of these discussions:

Sr. Lourenço Filho, Director of the official Brazilian agency set up to deal with Unesco.

Sr. Anísio S. Teixeira, Director of the National Institute of Pedagogical Studies (a research body).

Sr. Armando Hildebrand, Executive Director of the National Campaign for Higher Education.

Sr. Frederico Raugel, an Economist.

Mr. Rudolph Atcon, (an American) Assistant to Sr. Anísio.

The Ministry of Agriculture was represented at one or more meetings by:

Sr. José Trinen Cabral, Director of the Service of Agricultural Information.

Sr. João Gonçalves de Sousa, Future Director of Rural Social Services. ?

Sr. Nelson D. Maciel, Superintendent of Agricultural and Veterinary teaching.

I was also assisted at times by Sr. Jader T. Rezende, Agricultural Engineer and Sra. Balbina Ottoni Vieira, a Social Worker in the Ministry of Agriculture.

Sr. Paulo Carneiro, Brazilian Permanent Delegate to Unesco, participated actively in two of the three conferences.

In connection with the original purpose of my visit, to select a site for a National Fundamental Education Centre, I was the guest of the Government of Brazil on visits to three schools which were proposed as possible facilities for such a National Fundamental Education Training and Production Centre.

1. The School of Practical Agriculture at Pirassununga, State of São Paulo (about 6 1/2 hours from Rio - 230 Km. from São Paulo).
2. The Agricultural Experiment Station and School of practical training in Agriculture and home economics at Agua Limpa, State of Rio de Janeiro (about 6 1/2 hours and 235 Km. from Rio).
3. The Nilo Pecanha School of Agriculture at Pinheiral, State of Rio de Janeiro (about 2 1/2 hours and 85 Km. from Rio).

In the first two instances, we visited the adjacent village and a number of adjacent fazendas. In all three cases, the schools were not located in population centres, so that the maximum number of people within easy transportation of the school varied from 3,000 to 8,000 -- scarcely enough to furnish "laboratory" opportunities to a continuing flow of students in training. Furthermore, most of these inhabitants should be provided with ordinary school services by the state. Where these were not provided, the expansion of the public school programme, rather than Fundamental Education was indicated. Furthermore, these three areas were rather fortunately situated as regards healthy sanitation and economic well-being. I, therefore, recommended that none of these sites be chosen for the development of a Fundamental Education Training Centre.

In the course of these trips, I learned ^{that} the responsibility for Brazilian education is divided between the Ministries of Agriculture and Education. Agriculture maintains secondary and special schools in Agriculture and home economics, and operates a Rural University, which compares to an American state college of Agriculture and mechanic arts. Work in Adult Education appears to be divided between the two departments, without any very clear-cut distinctions as to which agency assumes responsibility in any given instance. Both departments showed great concern over the problem of illiteracy and measures which might be taken to combat it. In

the discussion after my return from field visits, it was generally agreed that a Fundamental Education Centre, if and when, established, should probably be in one of the northern areas rather than at one of the sites mentioned.

During the first general discussion, Sr. Paulo Carneiro proposed the organization of a joint committee of the two departments to develop a plan for presentation to UNESCO, and to administer any programme resulting therefrom. I was informed later that the Ministers of Education and Agriculture had agreed to this proposal. Because of his existing status, it was proposed by Sr. Carneiro that Sr. Lourenço Filho be asked to serve as Chairman of the proposed Committee.

As the discussions progressed, it was conceded that the Brazilian Government had not yet reached a decision as to just what it desired to do in the field of Fundamental Education, and in many ways lacked adequate information with which to plan or develop a satisfactory programme. As a result, it was decided to request assistance from UNESCO, and through it, from the other UN Specialized Agencies in the establishment of a two year educational and social research programme to determine the needed facts to plot a programme of Fundamental Education, and possibly to contribute toward a broad programme of educational reorganization within the nation.

The conferring group agreed to three basic steps:

1. To establish a Coordinating Committee representing Education and Agriculture to direct such a research programme, and to initiate constructive steps on a national basis based on the facts established by a Unesco-TAB group of research specialist.
2. To make formal request for such a team of specialists.
3. To provide office and residence space at the National Rural University near Rio for such a team; to finance the transportation of personal automobiles of team members to Brazil and provide mileage payments for their use; to provide at least 2 Brazilian counterpart specialists for every outside specialist assigned to the programme; and as the research progresses, to use the group in a training programme for Brazilian educational, social and economic research workers.

In the course of the discussions, it was generally agreed that a team composed of specialists in the following descriptions, prepared to

carry on intensive field research in all parts of Brazil over at least a two year period, was desired:

Educational Administration	(UNESCO)
Applied Anthropology (two)	(UNESCO)
Rural Sociology	(UNESCO)
Social Psychology	(UNESCO)
Agricultural Economics	(FAO)
Public Health Administration	(WHO)

with a possible specialist in fields preempted by ILO, to be determined in consultation with that agency.

At the end of this proposed period, the Government will probably propose a change in the composition of the international team, to request the services of specialists in Fundamental Education, teacher education, and other specialized aspects of education.

Because the Brazilian culture is predominantly immigrant-colonial, rather than peasant or indigenous primitive, the group was agreed that the specialists should be selected from the USA, British Commonwealth (Australia-New Zealand) and possibly the Philippines (because of Philippine experience in developing local initiative in financing school development).

The following names were suggested as US specialists whose services the Brazilian Government would welcome:

Dr. J. Cayce Morrison, Assistant Commissioner, New York State Education Department.

Dr. Edward ^{deS} ⁿ Bruner, ^{of Rural Sociology} ~~Emerita~~ Professor, Columbia University.

Dr. Gordon MacGregor, Anthropologist US-TCA.

Dr. Charles Wagley, Anthropologist, Columbia University (who has already done some anthropological research in Bahia State).

Dr. John Kolb, Rural Sociologist, University of Wisconsin.

For a later specialist in Fundamental Education, Dr. Margaret Reed of London was mentioned.

No names of Filipinos, Australians or New Zealanders were proposed.

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It was suggested that Dr. Morrison or Dr. Bruner be asked to act as Chief of Mission.

I am convinced that this proposal is sound, and will prove helpful in the general reorganization of educational administration in Brazil -- as well as in carefully plotting a national programme in Fundamental Education. It may prove to be one of the more significant TA projects in the field of education which UNESCO has been asked to sponsor.

It is my intention to approach the US citizens mentioned above as to their availability for such a mission on or about January 1, 1953, provided a firm request is received from Brazil, and that this request satisfies UNESCO and UN TA policies.

Willard W. Beatty.

17/9/952

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MINISTÉRIO DA EDUCAÇÃO E SAÚDE
S. E. - DEPARTAMENTO NACIONAL DE EDUCAÇÃO
DIVISÃO DE ENSINO PRIMÁRIO

A chegada, hoje, do Dr. Willard
Beaty, técnico da UNESCO para
organização de um "Centro Nacio
nal de Preparação de Pessoal para
a Educação Fundamental"

Hotel Ambassador —

Assinado

Projeto 26

Dr. Clancy Smith

Prof. Lawrence Filho

BANCO NACIONAL DO DESENVOLVIMENTO ECONÔMICO

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Dr. Willard Beatty - Unesco

Hotel Ambanatu

Paulo Camões - 37.81.87

Centro Nacional de Preparação de Professores
para a Educ. Fundamental

"Enrico Social Rural"
Proj. M. A.

Acordo T. A. I. = Labor =

M. R. E $\begin{cases} \nearrow A. \\ \searrow E. S. \end{cases}$

ora 19 = (6ª hora) { Audência do Dr. Beatty
e Paulo

Unesco - 5 ou 6 leiri
2 ou 3 de Fao
2 ou 3 -

Local
Manutenção
Tec. trans. \rightarrow INEP
E. Af. 2º
Programa
 \downarrow

BANCO NACIONAL DO DESENVOLVIMENTO ECONÔMICO



50.000/18
18 3000.
10.000

Bolistas — 50.000 fr por mes
Byage — 12.000/cruzeiros

Professores — agregai — licenciés —
 Mario Roque

10/12



Projeto

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Senhor Presidente,

A Organização das Nações Unidas para a Educação, a Ciência e a Cultura (Unesco) enviou ao Brasil o Sr. William Beatty, membro do seu Secretariado, para estudar com o Ministério da Educação, a conveniência de um acôrdo com o Governo Brasileiro para o estabelecimento de um centro de estudos relativo aos problemas de educação de base no país.

Em reuniões levadas a efeito neste Ministério e de que participaram o Professor Paulo Carneiro, delegado do Brasil junto à Unesco, Professor Lourenço Filho, diretor do Ibec, Srs. João Gonçalves e Irineu Cabral do Ministério da Agricultura e Anísio Teixeira, diretor do Inep, foram examinadas com o Sr. William Beatty os planos de cooperação da Unesco e debatidas as diversas modalidades de sua aplicação ao Brasil. Em companhia de Técnicos do Inep e do Ministério da Agricultura o Sr. William Beatty visitou São Paulo, Estado do Rio e a Universidade Rural. *Esses resultados foram comunicados ao prof. Nelson Romero, diretor do D. A. E. que os aprovou plenamente.* A todos pareceu que a forma mais útil da Unesco cooperar com o Governo Brasileiro, neste momento, em relação ao problema da educação chamada de base, seria a do estabelecimento de um centro de pesquisas antropo-sociais, destinado a levantar o mapa cultural do país, estudar as particularidades de cada região e indicar um programa geral de ação, a ser aplicado, em cada zona, com obediência aos seus característicos e aos estágios de sua evolução ou estagnação social.

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Conjuntamente e por meio dêsses estudos, o Centro prepararia os líderes estaduais de educação de base, com o propósito de vir a estabelecer-se, em cada Estado, um sub-centro de pesquisas e de treinamento de pessoal habilitado para o programa de educação de base na respectiva região.

Como a ação dêsse Centro interessa ao Ministério da Educação e ao Ministério da Agricultura, bem como a outras agências do Governo, venho sugerir a Vossa Excelência a constituição de uma comissão inter-ministerial, composta de dois representantes do Ministério da Agricultura, do diretor do Ibec e de dois representantes dêste Ministério, para o que indico os diretores do D.N.E. e do I.N.E.P., Essa comissão ^{deverá ter} ~~terá~~ os poderes necessários para assentar as bases do Centro de Estudos e organizá-lo dentro dos objetivos previstos, em cooperação com a Unesco e os dois Ministérios em causa.

Saúdo ~~minha~~ Vossa Excelência,

Muito respeitosamente,

5 - 1500

1700



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PRESIDÊNCIA DA REPÚBLICA

CAMPANHA NACIONAL DE APERFEIÇOAMENTO DE PESSOAL DE NÍVEL SUPERIOR (CAPES)
MINISTÉRIO DA EDUCAÇÃO E SAÚDE — 10.º ANDAR — C. POSTAL 5185 — END. TELEG. "CAPES" — RIO DE JANEIRO — BRASIL

RELAÇÃO DAS DESPESAS REALIZADAS POR ARMANDO HILDEBRAND, NA VIAGEM QUE FEZ A PIRASSUNUNGA, ESTADO DE SÃO PAULO, ACOMPANHANDO O SR. WILLARD BEATTY, TÉCNICO DA UNESCO.

Dia 19-9-52

Taxi do Hotel Ambassador ao Aeroporto Santos Dumont ..	20,00
Taxi do Aeroporto ao Hotel São Paulo, em S. Paulo	65,00
Jantar em S. Paulo (2 pessoas)	130,00

Dia 20-9-52

2 diárias no Hotel São Paulo	330,00
Almoço (3 pessoas, em Pirassungua)	95,00
Jantar (3 Pessoas, em Pirassungua)	105,00

Dia 21-9-52

2 diárias no Hotel Municipal, em Pirassungua	160,00
Almoço (3 Pessoas) - em Campinas)	135,00
Jantar (2 Pessoas - em S. Paulo)	120,00
Taxi da cidade ao Aeroporto em São Paulo	65,00
Taxi do Aeroporto ao Hotel Ambassador no Rio	25,00
Gazolina e óleo para o carro da CBAI (notas anexas) ..	707,30
Pagamento ao motorista (recibo anexo)	550,00

TOTAL DAS DESPESAS Cr\$2.507,30

Rio de Janeiro, 27 de setembro de 1952

Armando Hildebrand
Armando Hildebrand
Diretor Executivo da CAPES

Recebi, pelo cheque nº 455.029, a importância supra de Cr\$2.507,30, constante do Relatório acima.

Rio de Janeiro, 17 de outubro de 1952

W. Beatty

AH/bel. |

October 3, 1952

TO: The Director

FROM: R. P. Ateon *Sociology*

SUBJECT: MR. BEATTY'S VISIT TO BRAZIL ON BEHALF OF UNESCO

At the insistence of Dr. Paulo Carneiro and the invitation of Professor Lourenço Filho as head of IBEC, Mr. WILLARD W. BEATTY, Deputy Director of the Department of Education of UNESCO, came to visit Brazil.

Mr. Beatty arrived in Rio on or about September 17, 1952 for a week's stay and left at midnight of September 25 to 26 for New York.

Under the auspices of the Brazilian Ministry of Agriculture, Mr. Beatty visited the existing centers at PIRASSUNUNGA, in São Paulo, ESCOLA AGRÍCOLA PINHEIRAL in Rio, and CENTRO DE TREINAMENTO DE OPERÁRIOS AGRÍCOLAS E AGRONOMIA DOMÉSTICA in Minas Gerais, to ascertain if any of these places might serve the purpose of establishing there a Brazilian "CENTER OF TRAINING RURAL EDUCATORS AND LEADERS IN FUNDAMENTAL EDUCATION".

In Mr. Beatty's opinion none of these places served this stated purpose and upon his return on Wednesday, September 24, he communicated this impression to the Brazilian Representatives who had invited him to Brazil. Mr. Beatty is of the opinion that the criteria for the selection of a training center, of the type originally planned, would have to include the following items:

1. Teachers in fundamental as well as adult education must have continuing laboratory experiences throughout their training.
2. This training should take place under the worst physical conditions in the field.
3. The physical plant of the training center must not be so good that when teachers leave for their respective locations of permanent work they will feel degraded and as having lost faith.

4. Teacher trainees must be continuously in contact with the very type of people they will have to instruct and will try to improve.
5. A center of this type, for the purpose of training teachers, should be set up in a location which has all the following characteristics: Population of illiterate adults, sick, poor and ignorant;
 - a. economically poor;
 - b. bad sanitary conditions;
 - c. bad health conditions;
 - d. lacking minimum conditions for decent living;
 - e. high illiteracy grade;
 - f. lack of knowledge of minimum basic agricultural methods;

Pirassununga has a wonderful plant, but hardly any of the abovementioned criteria for an effective training center of leaders in fundamental education. Pirassununga at the present time is run at a great loss of money. It spends about twice as much per student as the center at Agua Limpa run by the Ministry of Agriculture. And certainly more than twice as much as Mr. Beatty spent per student on any of his centers in the U.S.A.

None of the school centers Mr. Beatty visited have what might be called an adequate number of students. Their physical plants could all take care of many more students, yet the respective Directors insist that they would need more money to increase the student body.

In the opinion of Mr. Beatty, Pirassununga could be made into a really good superior agricultural school for the State of São Paulo, as a center of field training for leaders in this specialty and supplied with its own center of research. It could even be a good rural normal school if it were to be run more efficiently than it is at the present, to train teachers towards the acceptance of improved agricultural techniques, improved life-stock care, new methods and new uses, gardening, etc. This in short seems to be Mr. Beatty's observations and recommendations.

At a meeting which took place at 11 AM on Sept. 24, at the offices of INEP in the Ministry of Education Building, Messrs. Anísio Teixeira, Lourenço Filho, Armando Hildebrand, ~~Antônio~~ ^{João} Gonçalves de Souza, José Irineu Cabral and R.P. Atcon, discussed with Mr. Beatty alternative plans to the original proposal for the establishment of a Training Center. Upon due consideration of a variety of factors, Prof. Anísio Teixeira's proposal was unanimously accepted to plan for the following:

Instead of trying to start the project somewhere in the middle, to train personnel for something no one exactly is sure of what it should be, the more indicated procedure would be to begin at the beginning and start out with a general survey of the educational situation prevailing in Brazil at this time. With such a survey carried out by some of the world's top specialists in their respective fields, and brought to a successful conclusion in two-three years, THEN some outstanding EDUCATOR could evaluate the situation, based on concrete findings, and set up a plan for long-range action in ALL areas of fundamental education. Apart from the benefits this plan has for Fundamental Education it would obviously also have a strong influence on all other fields of education, from the primary level to the most superior.

The plan was accepted and details discussed.

1. Brazil will set up a Coordinating Body, to take charge of this particular Project. The various organizations that already are dealing with rural, primary, fundamental, agricultural educations, Social Services, Social Assistance, etc. must all be channelled some day into a group with a unified aim. But for the time being, and because the Project should start at once, a new Coordinating Body, made up of representatives from the Ministry of Agriculture (2), the Ministry of Education and Health (2) and IBEC (1), should get Presidential Authorization to act in this matter.
 - a. It should submit a plan and budget to the two Ministries and ask the Ministers to delegate their respective powers to their representatives on this new Committee.

- b. Each Ministry will assume part of the financial responsibilities of the Project (with the "Serviço Social Rural" paying for a large part of it).
- c. The Committee - through IBEC - will have the power to enter into direct negotiations with UNESCO, where Dr. Paulo Carneiro will sign all necessary contracts on behalf of the Brazilian Government.

2.

UNESCO, through Mr. Beatty, will set up a plan for the actual contracting of the necessary non-Brazilian staff of Experts.

- a. Mr. Beatty's report to his Chief at UNESCO will include all the above-mentioned points and suggest how the plan might be realized. Copies thereof will go to Drs. Paulo Carneiro and Lourenço Filho, to help them in their work to convince the Brazilian Government of the necessity for this Project.
- b. Mr. Beatty's visit to the States upon leaving Brazil, will be used by him to make the preliminary contacts with some of the experts already suggested as possible candidates for the work proposed.

- (1) Dr. Wagley
- (2) Dr. Bruner
- (3) Dr. Morrison
- (4) Dr. McGregor
- (5) Dr. John Kolb
- (6) Dr. Prim
- (7) Dr. Margaret Reed.

Candidates, it was agreed, should come primarily from either the USA or the British Empire, as these two racial and national groups have had to face the most similar educational and socio-economical problems in their own respective developments.

However, according to Mr. Beatty, one Filipino (US or British trained) should also be included in the group, since the Filipinos managed to solve one of the greatest headaches in Fundamental Education, that of a spontaneous cooperation and self-help on the community level. This is one of the prime factors to be resolved in Brazil.

c. Specialties to be included:

- (1) Applied Anthropology or Socio-Anthropology
- (2) Rural or Agricultural Economics
- (3) One representative each from FAO, ILO and WHO
- (4) Social Psychology

3.

The team should begin its work in January 1953, if possible. Its work should be planned for TWO (2) years - at the suggestion of Dr. Paulo Carneiro - or THREE (3) at the most.

During the last year of this work, a top educator or two should join the group to begin the work of "interpreting" the data towards setting up a plan for action.

At the end of this period, Brazil would then ask for a series of specific projects in which UNESCO could assist, all of them based on the fundamental report, whose only aim would be to find the facts FOR the establishment of these specific projects; not on air but on facts.

4.

Brazil will supply two (2) Brazilian specialists for each one (1) non-Brazilian, to accompany the entire Research Project from the start and then continue along the lines set up jointly by the group when the non-Brazilian will have left.

- a. In the opinion of the majority, if feasible, there should be a representative from each of the States on this Research Board, so that each State would have ONE man who would be aware of the overall problems in this field, yet with full knowledge of the specific problems of his own State.

João
In order to find out whether possibly the RURAL UNIVERSITY of Rio de Janeiro might not be an indicated place for the Hqs. of this Scientific Center of Research, the group, composed of Messrs. Beatty, Anísio Teixeira, ~~Antônio~~ Gonçalves, Nelson, Cabral, and Ateon, visited that University on Thursday, September 25, between 12 and 3 PM. The consensus of opinion was that this dream-place of a campus more than served the purposes of the proposed Research Group, provided that adequate housing facilities for the members could be found or built in time.

Mr. Beatty's departure that same night, left all members - including Dr. Paulo Carneiro, who had in the meantime returned again to Rio - in complete agreement that the plan for this Project should be set up at once and pushed hard by both UNESCO and Brazil.

1. UNESCO can contract the indicated men and pay their salaries, transportation to and from Brazil and a 25% flat sum on the total expenses incurred by the above two items, for the purchases of materials and equipment.
2. Brazil must prepare a budget of its own, and take on the responsibility for:
 - a. Maintenance of the non-Brazilian Group while in Brazil, providing housing, internal transportation, per diem, etc. (Brazil would also have to pay for the shipping expenses of their cars, as UNESCO does not pay for this item).
 - b. Salaries of the Brazilian specialists, their housing, transportation, moving costs, per diem, and other such expenses, including those of their families.

c. Headquarters, Labs, working conditions, materials, etc.

3. Brazil, in its official request to UNESCO, must include the following items:
 - a. Types of Brazilian Commitments
 - b. Itemized instructions on the types of Specialists needed from each UN Agency.
 - c. General plan of action in the light of future specific Project proposals.

The Project itself would be aimed at:

1. Setting up a general Map of the different anthrope-sociological regions in Brazil.
2. With local help - possibly also supplied by young US Ph.D. Candidates in Anthropology, who would combine their Thesis Work with this Research - map locally each region in very fine detail, to obtain general knowledge about these regions as well as to establish in the various (minimum 5-6) main regions individual Training Centers, of the type that had been initially planned to be started at Pirassununga right away.
3. All Brazilian Agencies at present interested in this problem, should integrate their views and activities. Perhaps they might all become members of a Coordinating Deliberative Council on Fundamental Education in Brazil, to head the future work to be accomplished, upon the conclusion of the first phase: the Mapping job.
4. Brazil's National Migration and Immigration Policies should also be coordinated and integrated with this overall problem.
5. Brazil's eventual Request (official) to UNESCO for assistance along the above-mentioned lines should:

- X 323
- a. Make a preambular statement to the effect that the prospects are good for the unified and coordinated action of all Brazilian organizations related to this work in bringing about a long-range plan for Brazil in the field of Fundamental Education.
 - b. Let transpire the fact that this preliminary Survey is not an end in itself but merely the basis and necessary preparatory work for the specific projects to be started thereafter, in setting up Training Centers in various parts of Brazil for Fundamental and Rural Educators.
 - c. State specifically that Brazil would like to have a team of eight (8) top specialists come down to direct the survey, five through UNESCO and three from the other UN Agencies (FAO, WHO, ILO).
 - d. Promise to provide at least two Brazilian counterparts to each non-Brazilian expert, for help, training and continuation after the return of the non-Brazilians.
 - e. Assume financial and other responsibilities for the two-year period of the first phase, while making it clear that many different projects will come out of this basic project.

Paulo Carneiro

UNESCO

3.9

1. Antropologista
1. Sociólogo
1. Antropologista social

~~Por~~

É um representante
no Conselho do CETHBO

Prioridades:

1. Grad. Conciliar \rightarrow Contrato
~~Interromper~~ ~~de~~ 3 ~~projetos~~
2. Centro A.E.E. ainda não iniciado
3. Museu
4. Bibliografia

660

40

26/4

200
20
5.000



Filosofia da Educaçao
Adm escolar
Curriculum construction
Educational Measurements
Educational Psychology

Anthropologists

Social & go

Social Anthropology

Economist

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FORMULAIRE DE PROJET - 1954

Désignation du projet

Pays :

1. Sommaire de la demande (pour les nouvelles demandes)

2. Historique du projet et réalisation jusqu'à ce jour

3. Projet et programme de travail proposés pour 1954
(description et justification détaillées)

4. Place par rapport aux plans nationaux et liaison avec les autres programmes d'assistance.

5. Assistance de l'Unesco demandée pour 1954

Postes (en voie de continuation, se terminant en 1954, ou à créer)

Equipement (valeur en \$)

Bourses

unités

6. Contribution du gouvernement au titre du projet en monnaie locale ou en \$

- a) Frais de personnel technique et administratif local
- b) Fournitures de bureau et équipement
- c) Déplacements dans le pays
- d) Frais de correspondance et de communications téléphoniques
- e) Frais d'entretien au titre du projet
- f) Frais de locaux au titre du projet (loyers ou frais de construction)
- g) Equipement fourni par le gouvernement
- h) Matériel fourni par le gouvernement et autres fournitures
- i) Frais divers

7. Détails relatifs à la demande d'équipement (type, marque, pays de fabrication proposé, etc; les différents articles demandés doivent être présentés par ordre de priorité; les publications demandées doivent figurer dans cette liste; il y a également lieu de reporter dans cette liste l'équipement commandé en 1953, mais dont la livraison est improbable. Ceci s'applique particulièrement aux commandes effectuées à la fin de 1953).

8. Bourses (nom du candidat; la durée de ses services comme membre du personnel de remplacement, ses titres, son expérience antérieure, et le programme d'étude et de formation doivent faire l'objet d'indications détaillées)

(a) unité No.1

(b) Unité No. 2

(c) Unité No. 3