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DISTRIBUIÇÃO

PROJETO BRASIL -

RELATÓRIO DE CHARLES WAGLEY

SERVIÇO PÚBLICO FEDERAL

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C O P Y

m.

SUMMER 1953M E M O

To : Dr. Anisio Teixeira

From : Charles Wagley

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 survey). 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 propose 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 extend 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 I would seem to best serve.

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4. For purposes of preparing the suggested preliminary report, I 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 a book on Brazilian national culture.
8. If CAPES wishes to undertake this preliminary work for the Brazil Project, then details of costs, etc. might be discussed.

TENTATIVE DRAFTORIENTATION 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 ITentative 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

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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 Paraná, Mato Grosso, Minas Gerais, and Goiás, which are within the São Paulo focus).
6. South
7. Western Frontier (Goiás, 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-cut a State (the State of Bahia has portions which are regionally Northeastern Arid Sertão, Central Mountains, and Northeastern Coast).

CHAPTER II

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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 IBGE 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 Proletariat.

Notes: 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 nation-wide 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 manifestations 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 LUIZ 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: URUCUCA - County seat and Associated Cacao Fazendas in "cacao 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,

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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 national 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 consist 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 municipal 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.

N o t e : 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

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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.

1954

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Resposta de Charles Wagley
aceitando comite para cooperar
com o CENTRO DE ALTOS ESTUDOS EDUCACIONAIS

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mte.

CAPE S

C Ó P I A

COLUMBIA UNIVERSITY
in the City of New York
(New York 27, N.Y.)

C.A.P.E.S.
Entrada
em 7 dez 54
No 3224

DEPARTMENT OF ANTHROPOLOGY

December 1, 1954

Dr. Anisio Teixeira
CAPE S
Avenida Marechal Camara 160
Caixa Postal 5185
Rio de Janeiro, Brazil

Dear Anisio:

I received your recent letter in which you say that you are pleased with the idea of a contract between the FOA and Columbia University for cooperation with the Centro de Altos Estudos Educacionais. I also feel certain that UNESCO will not see any basic difficulty in the cooperation of Columbia University (with the help of United States government funds). Thus, I hope that you will initiate negotiations from the Brazilian end as soon as you have received an opinion from UNESCO. During my last trip to Washington, I inquired informally regarding the possibilities for such a request should one come from Brazil. I was informed that FOA officials in Washington had heard of Anisio Teixeira and his activities and, curiously, that they had heard of Charles Wagley and his interest in Brazil. I was told that they would welcome a request for cooperation between the two. Now, I was also told that the request must be initiated by you. The process seems to be as follows: (1) The director of CAPE S (or INEP) makes a request through the Ministry of Education for cooperation from a North American university (citing Columbia as the preferred one) in staffing and planning the Centro. This request is made to the Rio de Janeiro representative of Foreign Operations Administration. I am not sure who he is but I heard that it is our old friend Sherwood (but Laurencie will know; if he does not, the Embassy will). (2) Then the request will be sent to Washington. If it is approved tentatively in Washington, then Columbia will be asked if they would consider such a contract. (I have spoken with Columbia's Dean, who would be delighted to consider such a contract.) (3) Columbia would be asked to send

a representative to Brazil to make a survey and establish a budget. (I hope that would be me.) Incidentally, I think we should ask for three to four years with a budget of 300,000 to 400,000 dollars. (5) Then, if the budget and the survey report are approved, Columbia appoints a responsible director, hires personnel, and begins cooperating with the Centro. Thus, you and your staff must do the ground work, but as soon as it goes from Rio to Washington I shall get busy.

It is very exciting to think that you and Atcon might come to the USA. If so, we could plan out many things. Please keep me posted. However, there is a slight chance that I may come to Brazil in January. Benedito Silva has invited me to organize a course on regional planning for the Amazon. I have had to decline but I would come for two weeks as a member of a planning commission. But I would rather have you here as my guest.

Carmelita and Bill leave on Tuesday of next week. Incidentally, I feel very strongly that they should be guaranteed their return passage to the United States. Bill Hutshinson should not be penalized because he happened to marry a wonderful girl from Bahia. His home and (in all legal ways which are recognized by all international organizations) the home of his wife is New York City. He is a highly respected and admired anthropologist and CAPES cannot afford to invite such a man to come to Brazil without guaranteeing his return. If it were not that negotiations had reached this point, I would urge him not to leave New York without a guarantee of return. Excuse my somewhat violent attitude but I have always been quite frank and honest with you and your colleagues. A scientist or scholar who is brought from abroad must always know that his return passage is part of his contract.

This autumn in New York has seemed doubly busy. Perhaps it has been the influx of relatives. First there was my brother and his wife and then Zeze and Harvey (Cecilia's sister and husband). We enjoyed them but it is such a pleasure to be finally alone with my family and to face only family problems.

Cecilia and I send our very best to you and Emilinha and the children.

Cordially,

Charles Wagley