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DISTRIBUIÇÃO

Society and Education in Latin America

Suggestions for readers of the tentative

draft of the UNESCO manual on

Society and Education in Latin America

by

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B.S.1

Jan 3

C. B. P. E.

SUGGESTIONS FOR READERS OF THE TENTATIVE DRAFT OF THE UNESCO
MANUAL ON SOCIETY AND EDUCATION IN LATIN AMERICA

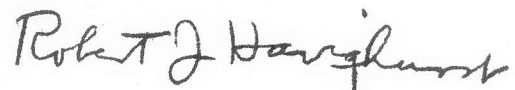
This Manual is designed for reading by Normal School and University students in Education. It has been pushed through hurriedly, to allow time for people to read and criticize it before it is finally revised. We plan to complete the revision before September 1st. Consequently, it is important that your comments and criticisms come to the editors as soon as possible.

Will you please send your criticisms, suggestions for change, etc., to:

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If you wish to tear out certain pages of the copy which has been sent to you and to write your comments on them, I shall be pleased to receive them in this form. You need not return material to me unless you have written something on it for my use.

Sincerely yours,



Robert J. Havighurst

RJH/al.

SOCIETY AND EDUCATION IN LATIN AMERICA

INTRODUCTION

This Manual has been written for use in Latin American Normal Schools and universities so as to meet the following needs:

1. The need for a foundation of facts about the societies of Latin America on the basis of which the educational problems and needs of these societies can be understood.

2. The need for a coherent presentation of sociological data on Latin America, following a scheme which emphasizes the material most relevant to education.

This is no more than a supplement to the great treatises on the sociology of education which have been written by Latin-American authorities, such as the Sociologia Educacional of Fernando de Azevedo. It simply seeks to bring together a set of illustrations from Latin America of the principles and problems of education as seen by the sociologist.

The fact that the whole of Latin America is included gives advantages and disadvantages to the work. Treating Latin America as a single large section of mankind, with relatively slight variations among the twenty countries, makes for a simpler treatment and at the same time may teach Latin Americans something about their particular societies from comparison with other closely-related societies. On the other hand, there are some major differences between countries. Mexico and Colombia are far apart in their school administrative attitudes. Many Brazilians will feel that their country is too different from Spanish-American countries to be usefully studied together with these other countries. At the same time, many Spanish Americans will feel that they have little to learn about their own societies from studying Brazil. Again, people in the Indian countries may feel that they have little in common with Uruguay and Argentina.

In spite of the disadvantages, the attempt has been made to write about all of Latin America, seen from the sociological point of view. This is a sociological interpretation of certain facts about Latin America. It is not a sociology of education, but rather a sociological treatment of some knowledge about Latin America which bears upon education.