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# A Survey of University Undergraduate Speech/ Communication Education in Southern Brazil

Natalie Gidcumb

*Eastern Illinois University*

This research is a product of the graduate program in [Speech Communication](#) at Eastern Illinois University.  
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A SURVEY OF UNIVERSITY UNDERGRADUATE SPEECH/

COMMUNICATION EDUCATION IN SOUTHERN BRAZIL

(TITLE)

BY

NATALIE GIDCUMB

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

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CHARLESTON, ILLINOIS

1976

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## CHAPTER I

### INTRODUCTION

#### The Problem

As the book, Conceptual Frontiers in Speech Communication, indicates, speech/communication research encompasses such diverse areas as broadcasting and elementary speech education. New areas of study in speech/communication are constantly developing. One of the most recent areas to evolve is international communication and in particular international speech/communication education. It was to this area that the following research was directed.

A number of studies have been conducted to determine the extent to which speech/communication was taught in other countries. In 1970 a compilation of these studies was made by Casmir and Harms in their book, International Studies of National Speech Education Systems. The countries included in this publication were: Australia, Austria, Canada, Finland, Germany, Greece, Japan, Korea, Lebanon, New Zealand, Phillipines, and Sweden.<sup>1</sup> It was evident from the above list that European countries appeared to predominate as the area most extensively researched.

The Proceedings of the Third International German-American Colloquium, which was held in Walberberg, Germany, in 1972, also

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<sup>1</sup>Fred Casmir and L. S. Harms, International Studies of National Speech Education Systems (Minneapolis: Burgess Publishing Co., 1970), p. 67.

suggested that extensive research and study had been completed in Germany.

However, it appeared that South America was the one area of the world that had been neglected in these international studies. It was due to this lack of research that the present investigation regarding speech education in Brazil was conducted.

Brazil was selected as the subject of research after a survey of the available literature revealed no other similar studies had been conducted in this area. Other reasons for this particular choice included the author's prior knowledge of the country and the country's increasing importance as a world power. The author, having lived in Brazil for a year, was acquainted with the culture and language of Brazil. In an investigation of this kind where linguistic and cultural problems arise, the author's insight and knowledge of the country proved valuable. Brazil's capability of producing an atomic bomb in the near future, suggested that it was emerging as a powerful nation. And finally, because of Brazil's new position in international affairs, it appeared important that as much research as possible be conducted to gain further knowledge of the country's present conditions and future potential.

This investigation was designed to survey the extent to which speech/communication education at the undergraduate university level existed in southern Brazil. More specifically, this investigation examined the type of oral training available to university students and the subsequent theoretical aspects of communication that are presented in the public and private schools of higher education in Brazil. The theoretical aspects of communication included: the study of the process of communication; the theories of mass communication; the sociology of



communication; the psychology of communication; and the study of signs and symbols. Since speech education in the United States is most evident at the university level, this level was examined in Brazil. The southern portion of Brazil was selected due to the more advanced economic and social state of this area. To illustrate, Malvina McNeill stated in her, Guidelines to Problems of Education in Brazil, that,

The industrial and economic growth of today, and the resulting change in the structure of Brazilian society is happening mainly in the southern states<sup>2</sup> of São Paulo, Paraná, Santa Catarina, and Rio Grande do Sul.<sup>2</sup>

Not only was this part of Brazil more advanced economically, but it had the best education and the highest number of literate people.<sup>3</sup> These four states represented the sample area for the study, because of their high level of education development.

#### Review of Selected Literature

For the purpose of the ensuing investigation the review of literature encompassed three general areas. These areas were: speech/communication education in Brazil; international speech education; and the history and educational systems of Brazil. The information in this review was obtained from the libraries at Eastern Illinois University, Illinois State University, the University of Illinois, and Bradley University; from the experience of the author; from letters to people knowledgeable of Brazil; and from an interview with a professor of Portuguese at the University of Illinois.

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<sup>2</sup>Malvina McNeill, Guidelines to Problems of Education in Brazil (New York: Teacher's College Press, 1970), p. 9.

<sup>3</sup>T. Lynn Smith, Brazil; People and Institutions (Baton Rouge: Louisiana State University Press, 1946), p. 490.

In the area of speech/communication education in Brazil, the above mentioned libraries yielded no specific written studies on this topic. The author, having lived in Brazil and having attended a Brazilian high school, had seen no evidence of any courses in speech/communication being taught. The author studied in Brazil in 1967, therefore it was possible that changes had taken place since that time. Letters to the department chairmen of Portuguese and Brazilian studies at the University of Wisconsin-Madison, Indiana University, Ball State University, University of Illinois, Miami University-Ohio, University of Arizona, University of California at Los Angeles, and the University of Texas-Austin revealed no knowledge, either personal or in the form of research, in the area of speech/communication. An interview with Milton Azevedo, a professor of Portuguese at the University of Illinois, showed that his experience in Brazil indicated that there were no courses of study in communication. He did, however, suggest that there might now be schools of communication in Brazil. Since he was not certain, the information gathered supported the assumption that no written research had been conducted in this area, or at least none that was presently available in the United States. It was inferred at this point that speech/communication education in Brazil was a new and relatively unexplored area of speech/communication research.

Since some direction was needed for this investigation, a further review of the literature focused on international speech education, and the educational system of Brazil. This was done to give the needed perspective on education in Brazil and to see if there were indications of where speech/communication might be taught in Brazil.

## Literature on International Speech Education

Examination of the literature on international speech education revealed studies on various countries but none on Brazil or any South American country. Most of the studies limited themselves to the Northern Hemisphere. Due to the common language and culture Britain and Canada have with the United States, these are two of the countries most widely studied. In Britain, speech was largely taught the way it was in the United States with possibly more emphasis placed on the rhetorical aspects. Canada, on the other hand, although very similar to the United States in culture, did not have a widely developed field of study in speech.<sup>4</sup> Most of the study of speech in Canada was done on the university level.

Aside from those countries who share our language, the next most studied nation was Germany. A dissertation giving a history of speech education in Hessen, Germany, from 1945-65, was published in 1967. It was concluded that Germany had difficulty re-establishing speech education after World War II, although it was a necessary way of teaching democratic principles and political activism.<sup>5</sup> This started the interest in German speech education.

Other countries have been the subject of communication research endeavors. In 1970, Fred Casmir and L. S. Harms compiled a book, International Studies of National Speech Education Systems. It included the following twelve countries: Australia, Austria, Canada, Finland, Germany, Greece, Japan, Korea, Lebanon, New Zealand, the Phillipines, and Sweden. The main characteristic common to all countries studied was that

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<sup>4</sup>Casmir and Harms, p. 37.

<sup>5</sup>Ibid., p. 65.

instruction in spoken communication was "interwoven with the teaching of other subjects, rather than being conducted separately."<sup>6</sup> Departments of speech, as known in the United States, seemed to be rare occurrences in other countries.

The type of speech education that was found in other countries was "predominantly linguistic and/or artistic"<sup>7</sup> in nature. It was mainly a speech for display with emphasis placed on the elocutionary aspect of speech. Oral interpretation and theatre related activities were the main concerns of the countries studied.<sup>8</sup> Very little public speaking was taught and "where found it tends to be associated with law or theology."<sup>9</sup> It appeared from the above conclusions that speech in other countries was not considered to be of great importance.

One of the reasons that speech may not have a position of importance in other countries was because of the cultures of those countries. Americans have a tendency to evaluate speech education in other countries by how well they have adopted our theories of communication, when in actuality they could not adopt them because the theories did not fit their culture.<sup>10</sup> Since communication theory involves functional interactions, the theories must be changed to fit the basic social interactions of each country and not be just an imitation of the United States.

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<sup>6</sup>Casimir and Harms, iv.

<sup>7</sup>Ibid.

<sup>8</sup>Ibid., v.

<sup>9</sup>Ibid.

<sup>10</sup>Ibid.

## Summary

For the most part speech education in other countries was a new field that was considered to be of little importance as a separate field of study. It was often incorporated into other courses of study. When it was taught, the emphasis was on display rather than theory. There was also a tendency to imitate American speech education rather than to develop theories that were unique to that culture.

## Brazilian Education

For the purpose of comprehending the background and educational system in Brazil, the following review was conducted. It was hoped that it would reveal some indication or evidence of the existence of speech education in Brazil.

## Historical Background

Brazil was discovered in 1500 by a Portuguese navigator, Pedro Cabral,<sup>11</sup> and became the property of Portugal. The people who settled Brazil were mainly seeking their fortunes which led to the use of slaves and the exploitation of the indigenous people of Brazil. Brazil was ruled by Portugal until 1822 when Brazil declared its independence. The predominant influence in Brazil is Portuguese. Brazil was ruled by a monarch until 1889 when it established a republican form of government. This gave way to repeated dictators in 1930. Brazil has since vacillated between a dictatorship and a republic.

The history of education in Brazil began in 1544 with the Jesuit priests. It was from their emphasis on the humanities that Brazilian

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<sup>11</sup>"Brazil," Encyclopedia International, Vol. IV, 241.

education has developed in "the Greek aristocratic tradition--the separation of the world of thinking from the world of doing."<sup>12</sup> It was for this reason that Brazilian education has over the years been considered as being more "theoretical and encyclopedic in orientation, with little emphasis upon what we might call empirical and pragmatic problems."<sup>13</sup>

During the colonial period, Brazilian education had a decidedly aristocratic orientation. Education was provided mainly for the upper-class as a means of keeping their social status. They were given a humanistic education in order to help "them carry on their role of leadership in the social and political life of the nation."<sup>14</sup> This type of education for the few supposedly ended in 1824 when Brazil "tried to provide free public education for all citizens, but due to lack of funds, implementing this idea has continued to be a problem up to the present."<sup>15</sup> Through the years, Brazil's educational system has been oriented toward the upper-class and has remained inaccessible to many Brazilians.<sup>16</sup> It was because of this that "the development of a system of schools available to the common people and an attempt to give the fundamentals of an education to any considerable part of the population are relatively new in Brazil."<sup>17</sup>

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<sup>12</sup>McNeill, p. 3.

<sup>13</sup>Charles Wagley, An Introduction to Brazil (New York: Columbia University Press, 1963), p. 205.

<sup>14</sup>Robert Havighurst and J. Roberto Moreira, Society and Education in Brazil (Pittsburgh: University of Pittsburgh Press, 1965), p. 108.

<sup>15</sup>McNeill, p. 4.

<sup>16</sup>Wagley, p. 204.

<sup>17</sup>Smith, p. 485.

It became evident in the 1930's that in order "to join the modern developed nations, the country had to educate all of its population, develop technology and science, and become able to explore its almost untouched natural resources."<sup>18</sup> With this realization and the re-establishment of its democracy, "Brazil began its modern education life."<sup>19</sup> Instead of stressing only an education for the upper-class, Brazil is now developing more schools to accommodate even the underprivileged. More trade schools are being developed and more educational experimentation is being done since Brazil realized that its growth greatly depended "on the expansion, democratization, and diversification of the school system."<sup>20</sup>

Before 1961, Brazilian education was centralized making it difficult to provide an education suited to each individual community.<sup>21</sup> However, in 1961, the "most significant legal document in modern Brazilian education--the Lei de Diretrizes e Bases da Educaçãõ Nacional--was enacted."<sup>22</sup> Its aim was to "adapt the Brazilian school system to regional conditions."<sup>23</sup> Through this law each state was "given the right to formulate its own educational system."<sup>24</sup> This did not last long, and "from 1964 onwards, the political climate changed abruptly in Brazil, and government attitudes

<sup>18</sup>McNeill, p. 5.

<sup>19</sup>Wagley, p. 208.

<sup>20</sup>McNeill, p. 1.

<sup>21</sup>Ibid., p. 7.

<sup>22</sup>Ibid., p. 5.

<sup>23</sup>Wagley, p. 229.

<sup>24</sup>Ibid.

and programs towards education were an ambiguous mixture of heavy-handed intervention and cautious reform."<sup>25</sup> Professors were dismissed and programs suffered, but Brazil did begin a detailed and constructive review of the educational system it had. Even at the time of this study, Brazil was in a state of revising its educational system in hopes of providing a better education for all.

One of the reasons for this constant state of uncertainty in the educational system in Brazil was the people themselves. From the author's experiences Brazilians as a people tended to take life easy and were not overly concerned as to what happened in government or education. There seemed to be a feeling that things would work themselves out in the end.

Another problem confronting Brazilians that the author noticed, was their desire to be at the same level as other developed countries such as the United States. What took 100 years to develop in the United States, the Brazilians were attempting to develop in ten years. This fast-paced development placed an unnecessary strain on the educational system demanding that it produce people who are knowledgeable in areas of study that were not even offered in schools. Also, a student starting into a given field found that by the time he emerged, the whole world had changed and his education was of no use to him. It was for these reasons that the educational system was constantly changing trying to keep up with Brazil's development.

To better understand how Brazil was educating its people, an examination of how the schools operated and what was taught was necessary.

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<sup>25</sup>Riordan Roett, ed., Brazil in the Sixties (Nashville: Vanderbilt University Press, 1972), p. 292.



In general, the amount of time spent in school in Brazil was less than in the United States. The schools operated only eight and a half months out of the year. Vacations included a summer break of ten to twelve weeks from December to March and a winter vacation of thirty days in July. Most schools met six days a week with the school day being approximately four hours long.<sup>26</sup> The main reason for the shorter day was the possibility of having two or three shifts of students attending school during one day and thus being able to reach more people.<sup>27</sup>

There were three main kinds of schools that a student might attend: state, municipal, and private. Of these, the private schools offered the best education with the municipal schools offering the poorest education. The municipal schools could not afford to pay their teachers what the other schools did.<sup>28</sup> The organization of the schools varied from one room rural schools where one teacher taught all grades to what was called a Grupo Escolar which had four or more rooms with separate grades and a principal and offered more special classes such as music, art, or physical education.<sup>29</sup>

One of the problems of Brazilian education was that not enough people received a high school education. This was due to the selectivity of the educational system and the fact that education was,

compulsory by law only for the four primary grades. A child who goes to school for four years has met the legal requirement whether or not he has been promoted beyond the first grade.<sup>30</sup>

<sup>26</sup>Havighurst and Moreira, p. 158.

<sup>27</sup>Wagley, p. 212.

<sup>28</sup>Havighurst and Moreira, p. 157.

<sup>29</sup>Ibid.

<sup>30</sup>Ibid., p. 158.

The possibility that a child would remain in first grade for four years existed because, in order to proceed to the next grade, he had to pass a test. If he could not pass the test, he was held back. In order to continue from "grade school to high school a child must pass an entrance examination. This is true for entrance into college also."<sup>31</sup> Many students who could not pass the exams lost interest in school and dropped out. There was a wasteful repetition of grades by a large number of students and "repetition of a grade also eliminates the place of a new student coming in."<sup>32</sup> In recent years there had been a trend to alleviate this problem by adopting the idea of social promotion. To illustrate this

several experiments in various states, including one in the city of Porto Alegre, in Rio Grande do Sul, are now allowing children to advance by age rather than by achievement.<sup>33</sup>

However, the responsibility for learning the required material was placed on the teacher. If a child failed the first grade, it was then up to the teacher to see to it that the child learned over the summer, what he had failed, so that he/she could start second grade the next year. Unfortunately, the teacher was not monetarily rewarded for this summer work. Many people feared that going to a system of social promotion would bring down the standard of education in Brazil and would thus hurt the student and the country.

"The system of education that developed during the first half of the twentieth century took as its model the French system of about 1900."<sup>34</sup>

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<sup>31</sup>McNeill, p. 6.

<sup>32</sup>Wagley, p. 213.

<sup>33</sup>Ibid., p. 214.

<sup>34</sup>Havighurst and Moreira, p. 135.

This system was divided into four basic levels with each level becoming more specialized. The first level, or Primario, was equivalent to the elementary grades in the United States.

At seven years of age, a child enters a four-year elementary school. Theoretically, after completing the fourth grade successfully, he may enter the secondary level. But, in fact, to do so the student must pass entrance examinations. Generally, to be prepared to pass these examinations, an extra year of elementary school is needed.<sup>35</sup>

The secondary level of education was divided into two levels-- "the Ginasio, which is roughly equivalent to our junior high school, but has four years or grades, and the Colegio, roughly similar to our senior high school,"<sup>36</sup> except that it was only three years in length and very specialized in nature. The final level was the university. These levels existed for about fifty years, but new laws have changed this.

The primary school has been extended to six years. Graduation from the sixth grade of the primary school allows the student to enter the second year of the ginasio, which in the future will be reduced from a four-year to a three-year sequence. The Colegio will remain a three-year course.<sup>37</sup>

The functions of a primary school established in 1946 were still applicable. They were

1) to initiate all persons into the life of the nation and the practice of the moral and civic virtues by which the national life is maintained; 2) to give all children between the ages of seven and twelve an opportunity for a balanced mental training and personality development; and 3) to teach knowledge that will improve family life, individual health and occupational competence.<sup>38</sup>

<sup>35</sup>Wagley, p. 208.

<sup>36</sup>Ibid., p. 209.

<sup>37</sup>Ibid., p. 229.

<sup>38</sup>Havighurst and Moreira, p. 177.

To meet these objectives the curriculum of primary schools included the following basic subjects: Portuguese, both oral and written; geography; Brazilian history; natural science; and math. Little time was given to art, handwork, or physical education.<sup>39</sup> An example of how demanding the curricula was

in one southern state the child in the first grade is expected to learn to read, count and write numbers to 1,000, perform addition, subtraction, division, and multiplication of simple numbers, learn to find one-half, one-quarter, or one-fifth of any number up to fifty, and learn the first twelve Roman numerals, as well as to acquire a notion of other subjects such as Brazilian history.<sup>40</sup>

The function of the ginasio was very similar to primario except in the level of difficulty.

In the colegio, the student had three choices as to curricula; classico, cientifico, and normal. The classico "emphasizes Greek, Latin, modern languages and the humanities."<sup>41</sup> The cientifico focused "upon the sciences, mathematics, modern languages, and the like."<sup>42</sup> The object of the normal was to train "elementary school teachers and was on a level which allows its graduates to enter a faculty of higher education."<sup>43</sup> Due to very little education in technical and vocational aspects, the graduates of colegio have been trained to do little other than continue their formal education at the university level.<sup>44</sup> The student at the

<sup>39</sup>Havighurst and Moreira, p. 170.

<sup>40</sup>Wagley, p. 212.

<sup>41</sup>Ibid., p. 209.

<sup>42</sup>Ibid.

<sup>43</sup>Ibid.

<sup>44</sup>Roett, p. 282.

high school level had no choice as to the courses he/she was to take. The student could take only those courses offered in the three major areas of classico, cientifico, or normal. However, this differentiation was changing. New educational laws were attempting to modify the curriculum. In the new curriculum,

only five subjects are made obligatory, to be taken at different levels each year in the secondary schools, namely, Portuguese, mathematics, history, science and drawing. The other subjects to be studied are established by the state or the school, or may be opted by the student.<sup>45</sup>

The secondary schools in the past performed four basic functions:

- 1) they give boys and girls the knowledge and attitudes that will make them better members of society.
- 2) they give them the knowledge and skills that will make them more productive workers.
- 3) they help middle- and upper-class youth maintain their social status,
- 4) they enable a growing minority of working-class and lower-middle-class youth to move up in the social scale.<sup>46</sup>

As the country changed and became more industrialized, there was a need to establish more industrial and vocational schools on the secondary level.

The new functions of the secondary schools thus became:

- 1) to give young people the general knowledge and technical skills they would need to become productive members of a technological society.
- 2) to prepare a substantial group of lower-class and lower-middle-class youth for positions in the rapidly expanding middle classes.<sup>47</sup>

With the increase in industry there was a serious shortage of skilled industrial workers. Due to this shortage a series of vocational schools were created, making it possible for a graduate from elementary

<sup>45</sup>Wagley, p. 230.

<sup>46</sup>Havighurst and Moreira, p. 194.

<sup>47</sup>Ibid., p. 188.

school to "enter a school of commerce, of industrial apprenticeship and training, of agriculture or a normal school."<sup>48</sup> Schools of commerce or commercial schools were mainly for white-collar jobs such as "stenography, radio, electronics, elevator maintenance, sewing, commercial Portuguese, English and secretarial work."<sup>49</sup> Most of the vocational schools were aimed at preparing students for skilled labor and did not lead to a higher education. The problem with attracting people to vocational schools was that they prepared a person for a job that did not pay much and was not socially attractive. Also "industrial secondary schools haven't caught on due mainly to the expensive equipment needed."<sup>50</sup> To help increase the number of vocational schools "Brazilian law now states that industry with more than 100 people must provide schooling for employees and children."<sup>51</sup>

Once a student had graduated from Colegio he could attempt to continue his education at the university level. He had a choice between such faculties as "law, medicine, engineering, dentistry, agronomy, industrial chemistry, or philosophy."<sup>52</sup> The most numerous courses of advanced study were:

philosophy, science and letters, engineering, economics, law, nursing, dentistry, music, medicine, social work, and pharmacy in that order. In addition, there are schools of public administration, industrial chemistry, agronomy, library service, journalism, veterinary medicine, architecture, Physical Education, public health, art and other specialized fields.<sup>53</sup>

<sup>48</sup>Wagley, p. 209.

<sup>49</sup>Havighurst and Moreira, p. 190.

<sup>50</sup>Ibid., p. 192.

<sup>51</sup>Ibid.

<sup>52</sup>Wagley, p. 209.

<sup>53</sup>Ibid., p. 223.

Selecting a faculty or area of study was easy, but getting admitted to its program was another thing.

Once one has filtered through the elementary and secondary schools, there is no longer an economic barrier, for most institutions of higher learning are public and absolutely free, the difficulty occurs with the vestibular.<sup>54</sup>

The vestibular was a college entrance test that was used not so much as a gauge of ability but as a means of selection since "there are several times more candidates than places available for them."<sup>55</sup> However, so many failed the exam that many places which were available were left empty. In a sense the secondary schools were not meeting their function which was to prepare students for advanced study.

The function of higher education in the past had been to "train practitioners of the liberal professions and enable upper-class students to maintain their status."<sup>56</sup> However, with Brazil's increasing need to turn out more people with a college education, these functions had changed to the following: "1. train people for technical work in industry and business, 2. train people for secondary teaching."<sup>57</sup> To meet these functions the curriculum in the past had been very rigid with a sequence of fixed courses and few electives. In the fourth year the student may continue in his special field and graduate with the bacharel degree or follow a special course emphasizing education and teaching to become a licenciado and thus be qualified for secondary school teaching.<sup>58</sup>

<sup>54</sup>Wagley, p. 224.

<sup>55</sup>Ibid., p. 225.

<sup>56</sup>Havighurst and Moreira, p. 199.

<sup>57</sup>Ibid., p. 200.

<sup>58</sup>Wagley, p. 209.

This type of fixed curriculum led to isolated faculties with little interdisciplinary contact. However, the new university reforms were gradually changing that and transforming,

The older European-type professional school milieu with its separate isolated faculties, non-technical bias and life-time chair professors into a more American-type system with a departmental structure, more interdisciplinary programs and a stronger emphasis on research, and training in technological fields serving the development needs of the country.<sup>59</sup>

The University of Brasilia was one of the first to follow these new reforms. There was still pessimism toward these reforms and many felt that

interdisciplinary studies will take a long time in setting up, due to lack of a centralized school, the animosity of specialized teachers and that there will be no guarantee that a certain number of students will join the faculty.<sup>60</sup>

One of the problems that these reforms were intended to help was the poor use of facilities and professors. College facilities were "poor, usually in old buildings with no lab or library."<sup>61</sup> Where facilities existed, they were often left idle or were only available for use at inopportune times. The professors for the most part were not full-time. For example, in Sao Paulo, the most developed state in the nation,

of the total of 8,400 professors in 1968 only 26 percent could be considered full time, and within private institutions this percentage drops to 5 percent. Some of the law schools operate only on weekends and about 80% of the schools of economics function only at night. This is hardly indicative of a teaching body engaged in research or even competent professional instruction.<sup>62</sup>

<sup>59</sup>Roett, p. 314.

<sup>60</sup>Ibid., p. 319.

<sup>61</sup>Ibid., p. 283.

<sup>62</sup>Ibid., p. 284.



From the above information on the educational system in Brazil, it was evident that many new changes were being made. Most of these changes seemed to be in the direction of making the Brazilian system more like the United States system. If this was indeed the case, then there seemed to be every possibility that speech training might exist. The only other evidence that speech education existed in Brazil was the emphasis on verbal skills. For example, "teachers who were observed in action tended to favor pupils who could speak and write easily and who had good memories for language."<sup>63</sup> Another even more promising incident was that the Brazilian educational reformers have established the idea that "proficiency in verbal skills should be the one criterion for selection of students at any level."<sup>64</sup>

#### Summary

A review of the literature on international speech education revealed that studies of this nature on Brazil were non-existent. The studies further indicated that speech was not predominately a separate course of study in other countries. Where it did exist, the emphasis was on performance and not on theory and varied between countries due to cultural differences and needs. It might be construed that similar possibilities were in existence in Brazil.

Literature on Brazilian education revealed a present movement for rapid change with an emphasis on a more American system of education. Also verbal and language skills were an essential part of the curriculum

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<sup>63</sup>Havighurst and Moreira, p. 173.

<sup>64</sup>McNeill, p. 6.

with Brazilian educational reformers suggesting these skills as a criterion for advanced education. The above suggested the possibility that speech education in some form existed in Brazil.

The object of the present study was to investigate the extent and characteristics of speech/communication education on the university level in southern Brazil.

## CHAPTER II

### THE PROCESS OF COLLECTING INFORMATION

#### Preliminaries

##### Examination of Literature

Since this study involved two countries and two languages, the difficulty of obtaining information was great. Information had to first be secured in the United States from sources such as university libraries and then native Brazilians or people who were knowledgeable about Brazil. The gathering of information started with library sources which often led to information about people in the United States who were knowledgeable regarding Brazil. It was from these people that information and contacts with people in Brazil were made.

The examination of the literature was completed at four universities. The libraries at Bradley University, Illinois State University, University of Illinois, and Eastern Illinois University were perused for information on Brazil. These libraries supplied a great deal of knowledge on Brazil and its educational system but nothing on the specific area of speech or communication. Due to recent reforms in education, much of the information on the educational system in Brazil was already outdated. The most valuable book obtained from the library was, A Survey of the Portuguese Language, Luso Brazilian and Latin American Studies in Institutions of Higher Learning in the United States, which listed all the universities in the United States that offered courses or studies in Portuguese or

Brazilian culture. It was from this book that further contacts were made here in the United States.

#### Initial Contact with Representative American Universities

From the list of universities supplied by the above mentioned book, the author selected seven universities to contact for further information. This selection was done on the basis of which universities had the most courses about Brazil and also on the author's prior knowledge that certain universities had reciprocal or sister universities in Brazil. The following universities were selected; Indiana University, University of Wisconsin-Madison, Ball State University, University of Illinois, Miami University-Ohio, University of Arizona, University of California at Los Angeles, and University of Texas-Austin.

The above universities were contacted by letter (see Appendix A) requesting help in locating information on the topic of speech/communication in Brazil or the name of someone in Brazil who could be contacted for further information. All of the universities responded except the University of California at Los Angeles. The responses were encouraging but revealed no new knowledge of speech/communication in Brazil. However, names and addresses of people to contact in Brazil were supplied and proved helpful.

The University of Illinois was contacted by telephone, and an interview was arranged with a professor, Dr. Milton Azevedo. Dr. Azevedo, a professor of Portuguese and Spanish at the University of Illinois, is a native Brazilian who completed his graduate work in the United States, receiving his Ph. D. in linguistics from Cornell University. Dr. Azevedo was extremely helpful in providing clarification and translation of certain terms into Portuguese such as communication, speech, discussion, debate and mass communication. He also assisted in drafting a letter in Portuguese

(See Appendix B) requesting information and an interview with Brazilians whose names had been supplied previously. It was suggested that the researcher would probably get better results from personal contact than through letters. This later proved to be true.

#### Initial Contact with Brazil

Letters were then sent to Brazil on April 17, 1975, requesting information and possible times for interviews. The following people were contacted: Dona Glaura Vilanova, Curitiba, Paraná; Profa. Nora Thielen, Porto Alegre, Rio Grande do Sul; Prof. Roberto Moreira, São Paulo; Prof. Antonio Soares-Amora, São Paulo; and Prof. Theodocio Atherino, Curitiba, Paraná. Two responses were received. One was from Professor Antonio Soares-Amora and arrived after the author had already left the country, and the other was a Xerox copy of a letter Professor Moloney of Miami University in Ohio had received giving the name of the specific person to be contacted in Curitiba, Brazil. This person was Danilo Cortes, Director of the Social Communications Department at the Universidade Federal do Paraná. Due to the lack of response, additional information was obtained from personal contacts made while in Brazil.

#### In Brazil

The author arrived in Rio de Janeiro on June 27, 1975. For two reasons the researcher did not visit any universities while in Rio. First, the researcher was still attempting to improve her knowledge of the language and adapt to the culture. Second, the schools were closed for winter vacation shortly after her arrival in Brazil.

### Method of Contact

After the author became accustomed to the language and culture, the next step was contacting the people to be interviewed. The contacts fell into three categories; personal friends of the author, the people recommended by United States contacts, and previously unknown university personnel and those persons they recommended.

The first contacts were former acquaintances of the author who might have knowledge of the communication area. Visits were made with the people in their homes on an informal basis. The information gathered was also on an informal basis. Three people were visited, two females and a male. The male provided the name of a present student at the Universidade Federal do Paraná, who assisted in arranging a first interview at the University.

The second contacts were made by visiting the universities and locating the people whose names had been provided by university personnel in the United States. Since the only definite response received was from Danilo Cortes at the Universidade Federal do Paraná, the investigation commenced there. In this particular instance the author worked through an acquaintance who was a student at the university and therefore, familiar with the location, surroundings, and operation of the university. This student located Danilo's office, secured information as to his work schedule and assisted the author in setting up the interview and providing the author with additional information about the department.

The final contacts were also made by visiting the university. In this case, however, the author merely located the main or central office for the department of communication and from there was directed to contact either the director or department head, or a professor of

communication. Usually each interviewee mentioned an additional person who should be contacted, which increased the number of possible contacts.

### People Contacted

In order to obtain as extensive a view of the field as possible, the people interviewed fell into four categories. The first group was composed of people already in the working force in various professions. Interviews with these people were conducted to establish what type of speech training they had previously had in their schooling to prepare them for their future professions. The second group was composed of directors of schools of communication. This was done in order to obtain copies and further information on the curriculum offerings at the schools. The third group consisted of teachers of communication. This provided a more precise view of what specific material was being taught in the courses offered at these schools of communication. The final group was college students who revealed a perspective as to what knowledge was actually gained from the courses.

### Professionals Interviewed

In the first group of professionals the following people were contacted. The first was Celso Wolf, a male aged twenty-six, who was a recent law graduate. He had been an exchange student to the United States, and had studied high school speech while he was in the United States. The second person interviewed was Judimar Jung, age twenty-eight, a biochemist. She had also been trained as a primary school teacher. The third person interviewed was a high school student, eighteen years old, who was also studying to become a primary school teacher. She

was in her last year of high school and was student teaching at the time. Her name was Jucimar M. de Moraes.

#### Department Heads Interviewed

Danilo Cortes was coordinator of the course of social communication at the Universidade Federal do Paraná. This would be equivalent to our department head. In about his late forties, he was previously a journalist before becoming a teacher of journalism at the university. He was still actively involved in the journalistic field as well as teaching and being head of the department of social communication.

Dr. Nelly Camargo was in charge of the basic communication courses at the Universidade do São Paulo. Her previous education was in sociology and not in communication. However, she had studied at Ball State University in Indiana in the area of media. She appeared to be quite knowledgeable in the field of communication. She had published the following articles on communication; "A Busca de uma Filosofia para o Ensino de Comunicação," "A Tecnologia de Comunicação e a Formação de Professor," and "Sumula da Informação a Direção da ECC, como Subsídio para Discussão da Estrutura da Escola durante a Reforma da USP."

The final administrator contacted was Professor Osvaldo who was director of Faculdades Integradas Alcantara Machado in São Paulo. This was also a private school that had a department of social communication. He seemed to place a great deal of emphasis on research and was quite young. He was first mistaken by the author for a student but later proved to be a knowledgeable director of the whole school.



### Professors Interviewed

Professor Helio Puglielli was a teacher at the Universidade Federal do Paraná. He graduated with a degree in law and is presently a journalist. Having read over 200 books on communication, he considered himself somewhat of an expert in the field of communication although he was basically self-taught. The course he was teaching at the time he was visited was entitled, Scientific Foundations of the Means of Communication.

Dr. Frederic Litto was an American who began teaching at the School of Communication Arts at the Universidade do São Paulo in 1971. His undergraduate degrees were in the area of drama and theatre. He seemed very familiar with American speech education and was extremely helpful in comparing the two systems since he had taught both in an American university and a Brazilian one.

Jose Marques de Melo was presently head of the Faculdade Ibero-Americana de Letras e Ciencias Humanas but was originally a teacher at the Universidade do São Paulo. His main field was journalism, but he had gone to the University of Wisconsin to conduct a study of departments of mass communication in the United States. It was from this study that he helped establish and recommend the formation of Brazilian schools of communication. Professor Melo was considered to be one of the best authorities in Brazil in the area of communication. He began his work in this area at the Universidade Católica de Pernambuco where he directed the department of Scientific Investigation of the Institute of Information Sciences. After this he collaborated with the Faculdade de Jornalismo Casper Libero having established there a Center of Research in Social Communication and having elaborated a program of restructuring the

teaching and administration of the Faculdade. Aside from this, the work that gave him national and international recognition was his organizing and starting the Escola de Comunicações e Artes at the Universidade de São Paulo, an organ that he headed for five years and whose structure is considered a model for other similar institutions. Professor Melo has written numerous books and articles on communication. Some of his works included: Comunicação Social: Teoria e Pesquisa; Comunicação, Opinião, Desenvolvimento; and Reflexões sobre Temas de Comunicação. He also presented a paper on "Evolution of the Communication Discipline in Brazil" at the Symposium on Evolution of the Communication Discipline in Developing Countries, the International Communication Association's annual meeting in New Orleans, April 17, 1974. Needless to say, he proved to be an extremely valuable source.

Professor Amauri taught courses in Public Relations at the Faculdade de Comunicação Social "Casper Libero". He had had experience in this field but was teaching at two different schools and had little time to devote to the field. He was the only professor interviewed who taught a course in verbal communication.

#### Students Interviewed

The final group interviewed were students selected at random. They were mainly any students who were willing to talk to the author about what they were studying. Most of the student contact was made at the Faculdade de Comunicação Social "Casper Libero", the Faculdade de Comunicação Social Alcantara Machado, and the Universidade do São Paulo. Of the three, Alcantara Machado was the most extensive and impressive.

### Location of Interviews

All of the interviews except the preliminary ones were conducted at departments of communication at either public universities or private schools of higher education. These schools were located in major cities in the states of Paraná and São Paulo in southern Brazil.

The first school visited was the Universidade Federal do Paraná located in Curitiba, Paraná. Curitiba is the capitol of Paraná and has more than 500,000 people. This university was the largest in the city and also had the reputation for being the most prestigious. As its name suggested, it was supported by federal taxes and a nominal tuition was charged to attend. The department of social communication was located on the seventh floor of a building that housed most of the social science department and was one of the smallest departments at the university. The department had a total of approximately ninety students.

The second place visited was the Universidade do São Paulo. This school was the largest and most prestigious university in all of Brazil. It was located in an outlying section of the city of São Paulo which was Brazil's largest city with more than eight million inhabitants. Its campus covered many acres and a bus was needed to get from one part of the university to another. Each department had its own building or building complex, and it was the only university in Brazil that had student housing located on campus. It was also one of the few universities where all departments were located in the same area. The department of Communication and Arts was located in a fairly modernistic three story building. The top floor was devoted almost entirely to faculty offices. The department had about 800 students which was one of the largest departments visited.

The third place was the Faculdade de Comunicação Social "Casper Libero." This was also located in São Paulo but was more in the heart of the city. It was a private institution created by a famous journalist, Casper Libero. The entire institution included, not only a school of communication, but also a high school and departments of social science. It was located in a skyscraper with the first ten floors belonging to the institution. The department of communication was located on the fifth floor. It had approximately eighty students.

The last place visited was the private school of Faculdades Integradas Alcantara Machado. This was located near the airport in a relatively quiet residential part of town. The school was new and modern, having just been remodeled. Any person entering the school must present a school identification card to the guard at the door, so security was well guarded. This school had only been in existence for three or four years prior to the author's visit. The school included not only communication but art and music as well.

#### Interview Procedure

The interviews were begun by the author introducing herself and explaining the topic of study and giving an indication of what type of information was needed. The second step was to determine exactly what position the interviewee held at the particular institution. The third step was to ask if an audio tape could be made of the interview. Taping or taking notes depended upon which seemed appropriate as to the time allowed for the interview and the distractions that were presented.

The equipment used to tape the interview was a cassette tape recorder with built-in microphone. This was usually placed somewhere

between the interviewer and the interviewee, so it could pick up the voices of both people with preference given to the interviewee. The interviewee then proceeded to answer very general questions on communication with the interviewer probing for further details where necessary. A basic set of questions was used as a guide.

### Questions

The following questions formed the basis of each interview with variations for differences in programs and the category of people being interviewed.

1. What is the general objective or purpose of the school of communication?
2. What is the curriculum offered at your school?
3. What is taught in specific courses in the curriculum?
4. What activities and assignments are given to the students to determine their grade in a course?
5. What kind of facilities and equipment are available to the student?
6. Are any courses in oral communication taught in your school?
7. What do you think is the future of departments of communication?

### Treatment of Data

The data collected from the interviews was first transcribed from Portuguese to English. The interviews were then written in their entirety from the tapes or written from notes taken of the interviews. Translations and summaries of college catalogues and articles obtained were also made.

### Limitations of the Study

It was impossible to imagine the magnitude of this study before getting to Brazil. Five years ago departments of communication were virtually non-existent, therefore, the author was expecting to find nothing of significance. To the author's surprise there were some

fifty departments throughout the country, the majority of which were in the state of Sao Paulo. For this reason most of the research was conducted in São Paulo.

The largest limitation of this study was that the selectivity was done entirely by chance. The faculties or departments visited were ones that were easily accessible instead of chosen with care. The professors interviewed were professors that were there at the time the author was. It is possible that there were infinitely better people to interview than those included in this study. Also the students encountered were by chance and could have really liked what they were studying or the opposite. To really do justice to the study of speech/communication in Brazil, a person would need at least a year of extensive research.

## CHAPTER III

### RESULTS

The results of this study fall into two categories: the information obtained from interviews, and written material presented to the author by the interviewees or available in the Brazil library system. The bulk of the information originated from the interviews and will be reported first.

#### Preliminary Interviews in Brazil

While waiting for the schools to reopen after a vacation period and to gain practice in interviewing, the author interviewed three previous acquaintances about their education in speech. The first was Celso Wolf, a male aged 26, and a recent law graduate, who had been an exchange student to the United States and had studied high school speech while living in the United States. Since being able to express oneself well orally is important in the legal field, it was assumed that some attention to oral communication would be given in this area. This assumption proved wrong. The law student had not had training in oral communication and felt that speaking was an innate ability and that no amount of teaching could produce a good speaker.

The second person interviewed was Judimar Jung, age 28 and a biochemist. She had also been trained as a primary school teacher. Due to having studied education and teaching methods, it was felt that knowledge of how to give a speech would have been helpful to her in learning to teach. She, also, had not had training in how to make an oral presentation or been taught which was the best way to explain something to

her students. She was, however, well schooled in what things should be taught and why. She did mention taking a course on how to give a speech, but it was offered as an enrichment course on the college level with no credit offered.

The third person interviewed was a high school student 18 years old who was also studying to become a primary teacher. She was in her last year of high school and was student teaching at the time. Her name was Jucimar M. de Moraes. Of these three interviews this was the more formal and lengthy one and is reported as follows:

**Question:**

**Answer:**

What do you study in a course of Portuguese at your school?

Phonetics, accentuation, punctuation, concordance of the verb and nominative, analysis of syntax, grammar.

Is anything involving oral communication or presentation taught?

Yes, diction, language and dialogue practice, reading and orthography.

What exactly did you study in phonetics?

You learn what kind of sound is made and where it is placed in the mouth.

At what level did you study phonetics?

From grades 7 through 12.

What were the tests in phonetics like?

The tests are mainly identifying what letter is a diphthong, etc. and writing out words phonetically.

Did you listen to words and then write them in phonetics on a test?

No, it was writing words you looked at.

Did you have any oral exercises in phonetics?

No, the exercises were written like the tests.

At what level did you study diction?

I studied diction in the fifth through eighth grades.



What did it involve?

It involved reading out loud a paragraph and the teacher would stop you and correct the errors that were made in pronunciation. Then you had to read the paragraph over correctly. We also studied intonation, exclamation, and pauses.

(This appears to be a very rigid, technical approach to oral reading.)

At what level did you study language practice?

I studied it in the sixth through the eighth grades.

What did it involve?

It involved mainly speaking in a grammatically correct way with the correct intonation. It also involved conversation which was mainly the reading of dialogues and then making up your own dialogues and practicing them. It also involved doing little scenes and to some extent dramatics with the acting out of plays.

What did you study in reading?

Reading was mainly reading books, then writing interpretations of the books.

In your schooling did you have to make any oral presentations or did you use discussion?

The only things we really did out loud were read a piece of literature and memorize a part in a play. In other classes like history and sociology we used round table discussions and debates on different topics.

What were these discussions like?

A group of seven students would sit in a circle in the middle of class and the rest would sit around them and watch as they discussed. The people watching had to analyze the discussion according to a sheet the teacher gave them.

Were you taught how to discuss?

No, we learned only by doing it.

Do you know of any other places where oral presentations are given?

I think in the technical schools kids have to give speeches and oral reports on various topics that they are studying but other than that I don't know of any where else.

In summary it appears that most of the teaching of oral communication or how to make an oral presentation in the elementary and high schools even for those who need it most, teachers, is accomplished by trial and error

rather than any other formal type of training.

Interviews at Universidade Federal do Paraná

The first interview at the college level took place at the Universidade Federal do Paraná on August 6, 1975, at 9:30 a.m., with Danilo Cortes who was coordinator of the course of social communications at the university. This position would be equivalent to our head of the department. This interview was conducted first because it was the only response which had been received from Brazil prior to arriving in the country. The interview was arranged by an acquaintance of the author's who was a student at the university majoring in economics. Her help was much appreciated since it eliminated a tremendous amount of minor scheduling difficulties. It was difficult to locate Mr. Cortes any earlier because of the school's winter vacation break in July.

The interview was taped and took place in his office which was shared by his secretary. The following is a translation of that interview:

Questions:

Please explain what social communication is?

Answers:

First of all social communication involves four areas of concentration. They are: Journalism which includes newspaper, radio, TV, and cinema; second, public relations; third, advertising and publicity; and fourth, editoration. Only the first three are offered at this university since this is a very new department. The course of study involved four years of study divided into two parts of two years each. There are eight periods that a student must study. The first two years are basic study. The third year the student chooses one of the three specializations. The fourth year is mainly concerned with practical application of the student's specialization.

How is information given in class? Either through lectures or books, but mainly through lectures.

How are the students evaluated?

The students receive two grades twice a semester. They are usually taking six to seven classes a semester. The student is mainly evaluated on his test grades, the written work he is assigned, and on himself as a student. For example, is he a good student, who is interested in the course, who doesn't miss class, demonstrates his interest, basically whatever the professor decides? In practical classes this is easy to do, isn't it? You are accompanying the student. You wouldn't even need to give a test, right? In a theoretic course it's more difficult to do this. You need to give tests and assign papers, research papers, right?

Are there a lot of research papers assigned?

Lots, for quite a while. I prefer to assign research papers than to give tests because a student learns much more.

Of course.

On a test you could fail it, you could have good luck, or overhear someone talking. With research, you have to learn more. Why? You have to write, or at least copy sections of a book. You are obligated to read and obligated to absorb. You are obligated to write. You learn something at least. Some professors give tests, others papers, and others evaluate on the basis of student interest and the student proving himself. Some do both a test and a paper. How many they do depends on how many the professor thinks are necessary. It could be once a month or two or three papers. There are two grades. These grades are averages with a final average. Of these two grades an average is taken and the student must attain a final grade of at least 5.

With the highest being ten, correct?

Yes, ten. He must receive a 5 or 6. Less than 5 he fails.

And if he doesn't, then what?

Then he has to take the subject over again. Now if he has the grades but hasn't been in class or has been there for less than 75% of the classes given, then he is also failed. So a student must have a grade of 5 and must be there 75% of the classes given. He can only miss 25% of the time. So he can be a good student and still not pass. Of course, if it's a good student a teacher can forgive some of the absences, and then he could pass. It depends on the professor. A professor has the liberty to forgive some of the absences.

( INTERRUPTION BY SECRETARY )

And the practical, how is the practical part of the classes?

Not in our classes of Journalism, but, for example, in Redação e Edição (Writing and Editing) which is a class that is mainly practical. We have here an editorial staff model with ten typewriters and then get the students together and make or mount a type of editorial page, a model of an editorial page which is symbolic of a newspaper, for example. Then I divide the students into teams, only when there are lots of students. Now no, - because of the new students, the largest class is 30 students. But we have even today classes with 80 students, but this is a lot for a professor to have a practical class. He divides it into ten teams of seven or eight students. For example, each group has a chief or head who would then be a head of reporting of this class, in rotation, which means a change or trade every 15 days of that one, either man or woman. I'd like to make an observation here that 80% of our students are women in journalism, only 20% are men. I don't know if there it is the same.

Then every 15 days, approximately, the head of reporting is substituted. Then a rotation between the eight students: then 15 days one head, another 15 days this head changes and becomes a reporter while a reporter then becomes a head. This is the way it goes during the year. This rotation . . .

Do they produce a newspaper?

Yes, they do. Well, then this is the way it is in the end of the last year in the class of Redacao e Editoracao.

Then, each group had a predetermined theme. For example, group what's his name, group A, B, C, or group 1, 2, 3, for example, for one or two weeks, group #1 is given the task of writing, researching, doing an event. Each student must cover certain material and make an article for the editor. Each one has to write about a subject that the chief gives them. Then each group during approximately 15 days has to write about a certain theme. For example, group 1 has education. During 15 days the head makes a layout about the subjects of education. Each one of the other heads then has to take a different theme or angle. Each one takes a different theme about education; one about education of the exceptional, another about problems of the universities, problems of teaching and curriculum, another deals with the problems of the primary grades. Then it's a variation, each student does a different aspect of the same general subject. The other 15 days this group changes from education to police, or for example, to sports, the economy, or politics. This is the concept of rotation of students in the groups and of subjects assigned to each group. Do you understand? So during the semester it is done like this, all like this. All students with the guiding of the professor. Then I have a schedule for each group every 15 days. For example: Monday, I have groups 1-4 from eight to noon; Wednesday, groups 4-8. Then I set up a round table discussion with the students. I analyze the material, make criticisms, show the defects, and guide them, and the papers that are approved I distribute to the various newspapers in the city for publication. And there is some really good material, but this depends on the student right? And the student continues learning slowly.

Now we have a printing press in our university that lets us make our

own newspapers. We produce only one or two newspapers a year. But it is hard to get results from this. We should be producing at least a weekly newspaper for best results. You get very little results from producing once or twice a year.

This system that I am talking about produces much more results than making a newspaper here in the department. The second semester I continue this same system but with another kind of practical work. I transform our editorial staff here into something that symbolizes a newspaper. Then during a class I also make a deadline like you would have to produce a newspaper on that day. For example, I designate a student to be secretary of editorials; another student, editor-chief; another student is assigned the job of international news; another student has national news; another sports or economics and like this it continues on. So an imaginary paper. I bring in articles from the previous day's local papers, not the paper but the articles written by the journalists and the agencies (UPI wire). I distribute them around to the students. It is their job to synthesize, rewrite the material, and make the titles like they would be doing on an actual paper. So it is a training exactly like I explained earlier with the articles.

We have a schedule to finish four pages by noon. So the Gramador arrives. You know what that is? He is the person that sets up the page. He comes, and the students continue preparing by sections, so the international page is finished, the national page is finished. The first page is a synthesis of each of the articles that go on the inside pages. So I bring in pictures. I tell them to choose the pictures according to journalistic criteria. In other words which has the most journalistic value or the least, the good pictures. I have them choose from millions of pictures. There are plenty of pictures, and then they choose the best. I let them make the choices. Why is this good?

The difference could be very subtle. This is better because of this and this. So I imagine this is like what it would be like on a newspaper.

So the second semester I do this. With this they make mistakes in school and continue learning. At least in journalism they leave knowing. When they leave school even without the apprenticeship, they leave with a notion or an acquaintance with a newspaper so they are capable of working.

The apprenticeship is with a newspaper?

Yes, with a newspaper, or magazine or a publicity agency. Now, we have various, many students who are interning. Now when they arrive in the fourth year at least 60 to 70% are already interning or working principally in the press. Some in publicity are in publicity agencies. Some in public relations are in public relations agencies and some on papers and magazines are those studying journalism. I, for example, have students here on my paper (I am also a journalist for the newspaper O Diário do Paraná). I have, almost all the journalists on this paper are ex-students of mine, already graduated and another 80 some who are students still who are also working with me. These are the better students. They are there now and are already working as they finish their degree.

And the other areas?

Well, the teacher of television has adopted almost the same system for practical classes. He gets the students together and they make a short news account, they make up a script, very similar to what we do in journalism. We have in the department equipment, such as a closed circuit TV. It isn't just for the students of journalism but also for the students in teaching and journalism, for everything. They set up a newscast. Each student has a theme or topic and they make a short film and slides. They set up the newscast and the professor designates one or two students as the speakers who are going to read in accord with the others. They decide whether it's a bad film or the slide isn't well placed.

Then it is the student who does is all?

Yes, they do all of it with the professor's guidance. This was only started now this year. But also we continue learning.

The students do all of it, filming and choosing which images are best?

This is what we are going to do now. Including the cinema part, they themselves set up a logbook of the film, write the story, and make short films of 10-15 minutes. They have already made some. They are the authors, they do the work, the talking, they set up the filming script. There are a lot of faults now, but with time it's going to be very good.

And the course on Public Relations, what is it like?

Public Relations is our weakest area. In Public Relations we practically have a very few things. Last year we did a public relations study, a public opinion study for some politicians and their political parties. The study tested what people thought in respect to the government parties and certain specific politicians. We turned it in to the parties, the two parties, what the people felt. We turned in our reasons, and we made suggestions based on the study. Suggestions of what the candidates should and shouldn't do, that they should say this and not that, according to the study, a type of indication for them of how well they stood with the public.

And how did this turn out?

It turned out well. It was accepted, and the study indicated the selection. According to the study, this was exactly what it showed that the opposition had grown a lot and that's exactly what happened and the government ended up losing.

And the suggestions?

The suggestions were put to good use, but because the study was conducted at the last minute, it didn't give enough time to really put the suggestions into practice. But the opposition ended up well, they put to use our suggestions and won in all the country. So the study was right. The opinion of the people is what the study picked up.



I did something similar to this when I was in school.

Studies like this are good because they show really what is happening. There isn't any error if the study is done well. There isn't any error. Right? The conclusion of the study is much more. In the area of publicity and advertising also, we are also trying to do something practical, like the students set up publicity campaigns for the professors with big posters.

Do they learn the theories of persuasion?

A few things, but we are still very deficient in this part, but some day we will attain it. Last year there was a campaign, a public campaign, a campaign for reflorestamento. And the students won. Some of the students at this university won. The second year students won over the fourth year students because their creativity and imagination and persuasion were better than those in the last year, and they won. It depends on the student, the creation and application, so the fourth year students lost to the second year because they had more imagination on how to do this.

Even though this part is deficient and weak still, so we are only starting now with the second year in public relations. Journalism, however, has been going for ten years. Is there anything else?

Yes, is there a course here that teaches how to make a speech?

No.

Is there a course in personal communication?

No, we don't have any courses in communications like that.

Do you have a course on how to conduct an interview?

Yes, we have. In the technical part of the journalism course, we have the technical part of interviewing also. This is a part of the program.

In everything you've said so far it appears that here in Brazil the emphasis is on the practical rather than theoretical. Is that right?

No, it's not. There is one third theory and one third practical.

In the United States there isn't as much practical application.

That's because there communication is more pure communication. Here social communication encompasses the courses of publicity and advertising and journalism. Now it seems that there they study oral communication and oratory which we don't have now but might have in the future. Now the part on interviews we have in the technical courses in journalism, radio and television. The techniques of interviewing are on how to make an interview, the precautions that must be taken beforehand, like knowing the subject, at least having an idea of it, how to make the questions, what kinds of questions to ask and how to do this. This is what they learn.

In this same series of assignments that I mentioned earlier, where the students work on projects, there are interviews that the students of a group conduct. If they have to interview the director of transit, what questions are they going to ask, how are they going to ask them? It could be the director of transit or the mayor.

The subjects that are taught here seem to have more practical application.

Because a student that leaves here can start immediately to work on a newspaper, magazine or television or public relations agency, but in the United States it's not like that. It's more general.

Some students leave here not knowing much which could be because of certain deficiencies like a lack of professors or lack of conditions inside the department or because of the student himself. Those that are already interning or working, of course, have an advantage. A class here plus working outside, this student forms and puts together his learning, and they have the means to be better. But those that don't intern and don't go to work don't turn out with the means. They have to intern to get the full meaning of what they have studied. Now in journalism it's the same thing, those that don't intern and don't work leave without an idea of what it's about, to begin to work. Now

those that are already working and are already interning at the same time that they are taking a course, of course, the course is going to be easy, right? There are some that are earning relatively well. They are earning well. It depends on if their class is good, if they are embarrassed, if they read a lot. The Brazilian student doesn't read a lot, he doesn't like to read, even though there are some who do.

One of the things I learned during my study of communication was how to research. I read a lot

Now in the United States students study, and during the class sessions, they practically don't work. Here the students have to work. There isn't the possibility of only working during the vacations. So he has to work, for example, from noon to six and come to class from eight to noon. That leaves very little time for him to read and research. What time is he going to do this? So the professor feels a great difficulty in assigning research because the student has so little time to do it. So in the research classes they ask what time are we going to do the research, if they come to class from eight to noon and work from noon to six? And a lot of the research can't be done at night because the library is closed so when is he going to do it? So they adapt to this necessity. He does what he can, right? It seems that there the student researches as much as he wants because he doesn't work.

And in the future what is the study of communication going to be like?

Well, in the future, the idea is to create more education than we have. As soon as we have the means, create this course of study of editação. But besides this we must improve and complete our installation here of closed circuit TV. The ideal, I don't know when, would be a radio station also. It would be nice to have a convention in this locality for the students to work at. We need to have a larger access to or a press for our newspaper to be published at least once a week, right?

In the future, like in the United States, a newspaper like the largest advertising departments, a habitual newspaper. Every day they publish a newspaper. So, instead of interning outside, they would intern in the department. Our plans are for this. This is going to take a while. If we had a press just for our department, we could make bulletins and pamphlets like this. We have a press, but it is for the entire university, not just for our course, so we can't have much access to it because if we did it could be used for the university. We would like to have a small printing press just for our department. This would be ideal. These are the plans, but it is difficult because the university doesn't have sufficient recourse to get this.

How are you going to get the equipment?

We are trying.

Does the government help?

The government helps because it is a government school, but there aren't recourses yet for this. But we have to ask. We asked ten years ago, in order to get a closed circuit TV. Ten years we asked and only now did it come. So there are difficulties. But this is already something because it did come.

And courses of communication, oral communication?

Now we are setting up extension courses-extra-curricular courses given by the university and the department. For example, we have a course on films of the German TV. Two professors from outside are coming to lecture for two full days.

He also saw in the future a need for courses in oral communication and oratory. He felt that the demand for this type of thing was increasing because the businesses in town were conducting their own short courses on how to speak better.

He suggested that the author go to the Escola de Comunicação e Arte at the Universidade do São Paulo because more information was available there. He also suggested talking to one of the teachers, Helio do Freitas Puglielli.

### Summary

Although most of Professor Cortes' knowledge on communication was in the field of journalism, there were some general observations that could be made. First, the student specialized after two years of general courses in communication. Included in this specialization were a number of practical courses geared to preparing the student to join the work force immediately upon graduation. Second, no specific study of oral communication was available. With the exception of the study of interview techniques which were included in another class, very little oral communication training was being given. There were a few short one week extra-curricular courses given on oral communication, but nothing available in the department. Third, the equipment used was adequate but not readily available, since it was used by other departments at the university. Fourth, Cortes saw a future need for new equipment and a course in oral communication since the businesses in town were demanding more people who were knowledgeable in communications skills. Overall there seemed to be much more emphasis on practical application and specialization than was evident in the schools in the United States.

### Interview with Professor Puglielli

Professor Helio Puglielli was a teacher at the Universidade Federal do Paraná. He graduated with a degree in law and was at that time a journalist. Having read over 200 books on communication, he considered himself somewhat of an expert in the field of communication. The interview took place in the teacher's lounge at the university at 11:30 a.m. on August 20, 1975, and followed a visit to his class on Scientific Fundamentals of Communication. The interview was brief and mainly clarified information presented in his lecture.

The course on the Scientific Fundamentals of Communication, as Professor Puglielli explained it, gave an introduction to communication, defined communication, explained the different theories of communication, and showed how communication was used in biology, sociology, anthropology, and history. The information he covered that day in class dealt with a behavioristic view of communication and a structural view of communication. He also defined communication. The impression given of the content of the course was that it was eclectic in its approach taking parts of theories from a variety of countries.

The objective of communication in Brazil was further explained by Professor Puglielli. He interpreted that the objective was that people could graduate from school as professionals and not just specialists in communication. In other words, they leave the university knowing the practical application of the theories they had learned.

Interviews at Universidade do São Paulo

Initial Interview at Universidade do São Paulo

The initial interview at the Universidade do São Paulo took place on August 12, 1975, at 3:00 p.m. The Universidade do São Paulo is a major state university. It was considered one of the largest and best in the country. The department of communication at the university had recently been closed due to a student strike and had just now opened, so there were some tensions and confusion that would not normally be in existence.

After contacting the main office in the department of communication at the university, the author was directed to one professor who taught Sociology of Communication. This professor did not seem to have very much information on the study of communication in Brazil, but he did mention that he had started a course in rural communication. This course, as he explained it, concerned how a doctor or veterinarian in a rural area should relate to or communicate with the people with which he comes in contact. It seemed an interesting angle and very similar to some communication workshops that are conducted in the United States. He was mainly a sociology professor and directed me to Nelly Camargo, who was a teacher in the general studies part of the department of communication.

Nelly Camargo had studied in the United States and Europe and was quite knowledgeable of the communication field. She was actively engaged in writing an article at the moment and had written the following article, "A Busca de uma Filosofia para o Ensino de Comunicação," or "In Search of a Philosophy for the Teaching of Communication." Nelly was fluent in both languages so the interview was conducted in both

English and Portuguese. The author's husband was also present and helped with clarifying questions.. The interview began as follows:

**Questions:**

Could you tell me something about the study of communication here in Brazil?

What is this class like?

**Answers:**

So you want me to talk about communication in Brazil. After our educational research, we were prepared to begin courses in communication. These courses were based on the theories of communication. I had studied in Europe, France and also Italy, so when this school was founded, they were looking for people who could teach communication. There was a competition between people who wanted the job, and it was like this that I began teaching classes in the theories of communication. This is my area.

Well, in the class on theories of communication, we give a view of communication as a science and as a method or as an outline of interdisciplinary science. In the first semester, the sociological foundations of communication are developed. My assistant here develops the psychological foundations of communication, and we have a math professor who gives the mathematical foundations of communication, anthropological foundations of communication, etc. We still have the cultural part. We have History of Communication, Contemporary History of Communication, and Art History, and foreign language, as an instrument. Well, this is in the first semester.

Afterwards, in the second semester, we give a theory of communication because the student has already studied the problems of systems and the sociological and psychological, etc., problems, the basics of education. So we can theorize with the processes of communication. Let's see. We analyze the problems of communication as a science. The problems of communication such as how we arrived at a study of communication, also the actual problems in the study of communication and the importance of the formulation of the theories of communication as to control,



transmission and criticism, and the applications of communication. Afterwards, we have the part of processes of communication. Here we enter into the theoretical concepts which are divided into fundamental concepts. So we study three theories; the theory of relativity, the process of entropy and the processes of homeostasis.

What do you study in the theory of relativity?

The relativity theory gives a way of looking at communication.

Is it like our process of communication?

Yes, the relativity theory is how do you apply the concept of relativity in the cultural relativity in the approach to communication. The relativity of coldness and the sharing of electrical power, as we see how communication works or doesn't work. We take the relativity of the basic principles for understanding how communication works. How it does work with different people, in different cultures. In the process of the fusion of innovations. The second theory of the study is the concept of entropy, based on the laws and ideas of Skinner that the organization is a piece of matter that tends toward disorganization. And then communication is a process of organization. The message is an organized part of matter, and it tends toward disorganization through the leaking of energy in the process. And the third principle is the principle of homeostasis, of equilibrium, that is very well known. This theory in biology and communication is used a lot. After we give the components of the process, which are things like the message, source, channel, etc. that the students have learned in secondary school, in high school, they do know about that. What they don't know is what is behind those things. But they already know the names at least.

In the third place we study the interference operations, problems of codification, problems of coding and interpretations, function, liability, credibility and you could say accuracy. The message is sent by the objectives.

Next we study methods and channel, open and closed. I don't know if you have this because this is a concept that we have been putting in from the Italian book on the statical point of view of communication. We say that some ways of coding introduce ambiguity. This is more ambiguity than other ways so you have directed messages and you have opened messages. And when you consider the art, a piece of art which contains or might contain a lot of directed messages, but it contains a lot of stimuli that is just a lot of ambiguity, that looks significant and you give your meaning to it. So the reading of art is, you can read it on the first level, second level, on many levels and also learn to read your own process of looking at that by analyzing this method. This is something we talk about. Verbal communication, non-verbal communication are involved in this plan. Denotation, connotation and all the things that we bring to semantics. Then we study how the channel determines the process of communication, the approaches to it, etc.

The third thing is we come to the purpose of communication and that process of sharing objectives and transmission of interpersonal communication. The problems of uncertainty in the process of communication, the reduction and augmenting, the quantity and certainty in the message, the problems of the equilibrium, creation and attention, the problems of creativity and getting attention in obtaining a response--I mean, the process of learning. You see, you have a button and you break the button. You must have patience and then looking and searching and selecting of another reaction that makes the equilibrium constant. And you use the theory of communication to apply to learning processes. Next, we deal with the meaning of culture, the relationship of meaning and culture and how the frame of reference gives to the symbols the meaning they have depending on the culture. The condition and learning process, the reinforcement and the amount of energy that you spend

is force, the amount of energy you send depends upon the expectations of the reinforcer.

Habits, the laws of habit, another thing is the psychological competence of the process of communication, perception and personality, etc. So we take what was given in the first semester about the process of being in touch with one another and put this together and this is how communication does work.

And then we have an examination of the mass media, and how it works and what is the knowledge that we have about this medium because there are many critics of mass media.

Do you also study ethics?

Yes, we have two different teachers who have different views on this. One that says what it probably is and another that gives you the values and a discussion about the values of the government and communication. And that is a problem of failure to communicate.

How many semesters do you have of this course? Just one?

One semester. It's fifteen weeks or one semester.

And how many hours?

Three hours per week.

That's quite a bit to cover in that amount of time.

At least we demonstrate that this is communication. In Brazil, as you know, a large part of the people that are already in the university come to the university from a more or less privileged class that likes to read, principally the magazines. Here also we have a problem maybe because of the quantity of subjects but a problem that there is an exam that selects those people that will enter the university. It is very strict because there are about 4,000 candidates and very few openings. So the people that get into the schools are prepared on a higher level educationally, principally because they spend so much time preparing. Between high school and college they spend one or two years preparing.

Our newspapers and magazines discuss the problems of communication a lot. There are various newspaper articles and books on the subject of communication. We have a strong desire to learn about communication here in Brazil because it is the latest thing in the universities. So everyone wants to take communication. Because of this desire, communication has changed a lot in seven years. There are now about fifty schools of communication in Brazil. Not all of them are of the amplitude of this one. These schools were formed from the old schools of journalism and public relations. Some of them only have one or two majors, so there is a market for these studies.

What about a particular course in speech and the art of speaking? I know that there wasn't one at the high school level, what about the college level?

In this aspect the United States pays particular attention to this which here in Brazil is completely neglected. The only school that pays attention to this course in speech is the school of dramatic arts because the actor needs to learn how to extend his voice. And it seems that a long time ago in the law schools that this was studied because the lawyer spoke. But today they don't even have this course. We have courses in phonology, these speech courses are for correcting speech problems. So it is almost like a doctor of speech defects. But it isn't something that everyone studies. It isn't common like in the United States.

It seems that this course in communication here is very similar to the courses in the United States. The ideas are the same, but there you also study interpersonal communication, persuasion, debate, and psychology of communication.

Your courses are more focalized. Here our courses aren't because the students have only two years, two years to learn the basic material or subjects, the common material. From there they pass directly to their specialization. So they are going to learn communication that is connected directly and not the theory of communication. So in a small amount of time they must cover activities more in a general form so they can afterwards apply them. You shouldn't be surprised because the tradition in the universities here is French tradition. In France you begin with the study of the beginnings and origin of things, and afterwards you apply them

to specific fields. In the United States you do exactly the opposite. People study the cases so that afterwards they can draw conclusions from them.

It depends. . .

It depends. In general, in many subjects they do this. For example, in psychology and sociology, you have the opportunity to first study the cases and afterwards figure out a method entirely inductively. Here in sociology you study the premises and then form the models. So our school here has a lot of crossover. So you come across, for example, basic formulations, and afterwards you will come across verbal communication, sociology or art.

The objective of the department here appears to be different than there. I learned more general theories, and it seems that here it is more specialized

In Brazil you have a systematic view. The system in Brazil is that all professional people in whatever profession have legal requirements. In the United States you have very few professions that have these requirements.

Like a doctor or lawyer?

That's it exactly. There a lawyer can't, for example, after graduating from school, practice in the whole country, and the doctors also can't because there exists the problem of accreditation of the schools. Here we don't have this. A doctor who graduates here can work in all of Brazil or a lawyer who graduates in the North can work in all of Brazil. The problem is the market. Now, for basic graduation, the Federal Council on Education has these basic requirements which sometimes are terrible. One of our problems is that these basic requirements of the Federal Council almost impede the good intentions of the course. Sometimes they make so many requirements that there isn't enough time left to give what we think is essential.

The committee of the Federal Council, they take the decisions about what should be the knowledge of a public relations man, and then they discuss that among themselves, and they consult which ones could have ability in that area. And they write down, he has to take two semesters of

this, this many hours of this and that, etc. And what is open to the school for the teachers to create and compliment sometimes is very small. And this is the reason why you don't have courses like this, but we have to have because we can not, they will not give the permission to be employed if the certificate doesn't say that he has taken this and this etc. So the law is absolutely rigid.

Your orientation is to produce professional people?

Professionals. And the professionals have to enroll in their own organ and so to enroll in that organ you have to have a certificate that says that you have been prepared in specific courses. Sometimes it does not work that way. Sometimes a person who wants to graduate in public relations ends up taking Journalism, but there are all the certifications for public relations. Sometimes this happens. They have to eliminate this entering of people who aren't specifically graduates of a certain course. Right?

What are some of the assignments the students do in their courses in communication?

They have one text, a basic text. From these texts they get some vocabulary words from the glossary, which gives them an idea of some of the words we are going to use. So they say what we need. We have a text for the behavior theories. You have to study which of these you should know in order to be valuable to research. Then they produce one text, from that text, the basic text, they produce their lessons. They give instructions, for instance, "Read the text, and its objectives, observe the logbook. Turn on the tape recorder, then. . . ." So the recording goes on and on until it arrives at a moment where it says to stop the recording and turn off the projector and now read the interview that a psychiatrist gave. Well, it sends the student to this interview, and in another moment you should stop and read this other interview because it looks at a different part. Then we have texts that come from books. For instance, you see here we have all these

(She is referring to various student prepared lectures or presentations on various concepts covered in class)

books here. Then they say that they decided to teach some concepts. They make a test. You know not all the tests are very good. They don't have the technical standard of a real test, but they try to make tests to measure how people learned this, and also they are supposed to give us the answers--the answers of the test. And then they present this material in class. And they should make their fellow students take a test to see if they really understood.

Is this the assignment?

Yes, it is the presentation of this.

Do they present it orally?

No, they don't, they can't. It's too short a time. Here you would have to read the interview or whatever. We had quite a fight over this. Just to show to somebody that if he wants to study this, he can come to class and have a chance to hear this, a slower student. This is one of the types of work that the students do in class is translate six things. And we evaluate them by what they do. This is the main work, but they haven't passed the class. Because they could be expert in. . .

(INTERRUPTION)

He has to be there during the tests and during the course depending on each one of these blocks. This is his work, and it is divided into blocks. This is reading work. But he has to have it.

These texts are individual?

The texts are individual. For example, when I give a grade for this work, I am evaluating another thing because I'm not going to give the same grade to all the students. Because it is common in Brazil, not all the people work equally. So I give a grade for the work, and this grade is multiplied by the number of students in the group. Afterwards they have a round table discussion, they discuss what was the personal participation of each one. So each member of the group has his own grade, some low, some high. Some have ten and others get a zero. Because the

group knows who worked and who didn't and they give him the individual grade. This is the only way that I have of knowing what was the work of each one.

They don't work during class time?

The class is only a lecture.

It is a lecture until the point of presentation?

Yes, it is lecture until the time arrives to present these papers, but this is at the end of the course.

Do they have other verbal assignments?

Yes, this depends a lot on the professor.

In a seminar is it the student who explains the reading?

Yes, I haven't succeeded in having a seminar during class, because we have very little time. Having a debate about theory for someone who is just beginning to learn the theory would be a little difficult. My course is in the second semester so they don't have the knowledge yet. They have a great desire to debate, but they don't have the means to do it yet.

In the last years do they do this?

I think that all the professors do it. It is just that I don't like it. The students need books and readings to conduct a seminar. There doesn't seem like there is time or material to do all this and also go to class. Here is one of the projects the students did. What kind of material they produce depends on the creativity of the group. This project turned out really well. They studied the material. I consider this material not to be material for under-graduates but graduate level work, "Contributions of Psychiatry," this was a very ambitious group. I have here a lot of projects. All of these.

What is it like in class?

In class it is a dialogue because if it weren't it would be a monologue. I arrive there and talk, some protest and some don't agree, but even those that do agree don't know why they agree, and those that don't agree don't know why they don't agree. A large part of the students don't have time to read. This school doesn't have integral time.



So the students come here, and you know that lots of them don't read sufficiently in order to pass. But the classes are large, including the people that have to take it over again. So you know that they will quit and not study anymore. So it's an ecological problem. I think this impedes greatly the development of this school of communication. Another problem is that the greater part of the professors haven't graduated in communication. So to have a dialogue with all the professors is difficult because one is trying to study sociology of communication, but he has never studied communication so he doesn't have a global view of the subject. So meetings of professors to debate academic subjects are very rare. So the exchange of ideas is one of the problems that appears. If you were to discuss a subject with various professors, you would find that each one of them has a different way of looking at it. They look at it in the way they learned it depending on their previous background. So you don't really have in this school a group of people entirely and conceptually integrated in their philosophy. They are doing what they can and what they know. I imagine that our own students here have a better integrated view of the problems of communication than the teachers. And this is going to help continue the study of communication and correct it. I hope that a new science appears.

Of communication?

No, whatever new science that will take all these people that don't know what they are going to do and leaves people in communication that want to work.

I can sympathize with teaching people that don't know what they are going to do with communication.

It's terrible isn't it, because you encounter thousands of different objectives. So each one, I don't know if in the United States you have yet a fee for taking a certain course. This means a lot because a person that doesn't pay anything, so the student doesn't like to study or do the assignments. He cuts class. Our school is very free in the sense of being permissive in the

area of student behavior. I don't know if this is the same in the United States.

It's similar in the sense that the student feels if they are paying, they will do what they want, but usually this doesn't happen because the student thinks, "I paid, therefore I want a class."

This is another problem. There are drop-outs or repeaters that represent a big waste. There each additional semester that you spend on campus, you are retarding your professional success. Here you have students that come here and spend four hours and return home or go to work, so whether they spend four or five years getting their degree doesn't make much difference. So in this sense they aren't very mature. This introduces a serious problem that needs to be modified.

One additional question -- is there a special curriculum for preparing teachers of communication?

No, some of our teachers in our department which is the basic department there are some areas where the teachers are professionals of those areas, and this is also something very difficult because sometimes the teacher is a lawyer and he has been working in propaganda for 20 years. This guy is teaching propaganda because he has been allowed because of his degree in law. He teaches propaganda because that's what he feels he knows better, and when we need people, we ask for their degree and they say, "You have my certificate in law."

The majority of the teachers haven't had a systematic preparation in communication. They haven't gone to school in communication but have taught themselves. They come from whatever academic area; psychologists, sociologists, etc.

The interview concluded with the author asking for further suggestions as to where to look for further information on this topic. Nelly suggested various schools in the city such as Casper Libero and Alcantara Machado and then mentioned a convention in Brasilia on the 24th of August where participants from all over Latin America would be discussing communication in their countries.

Summary

Being a teacher, Nelly provided a slightly different view than Mr. Cortes. Nelly's specialization was communication theory, and her description of this course showed quite a lot of detailed theory. In regard to communication as a whole, she stated that the schools were originally schools of journalism and that the study of communication in Brazil today was popular. As a result of the popularity, there were fifty schools of communication in the country. The basic requirements for graduation from a school of communication were established by the government, were fairly rigid, and applied to all schools of communication throughout the country. The particular orientation of these schools was toward producing professionals.

On the specific area of oral communication, she stated that no courses were taught in their department in this area. A course like this was formerly taught in the law schools, but now the only place it was available was in a school of drama.

In conclusion, Nelly cited the problems with the study of communication in Brazil. One was a lack of time for the students to really study, and another, that the teachers were not prepared in the specific field of communication. Because each teacher was looking at communication from a different viewpoint, there was no interaction with other professors. of communication which she felt hindered the growth of schools of communication.

### Interview with Professor Litto

Frederic Litto was an American professor who taught in the graduate school of Communication and Arts at the Universidade do São Paulo. He had a Ph. D. in theatre from the United States and had taught at both American and Brazilian universities. His insight into both institutions was extremely helpful. The interview took place August 13, 1975, at 3:00 p. m. in his office at the Universidade do São Paulo. It was not taped and has been re-written as follows from notes.

Dr. Litto saw two problems with speech/communication in Brazil. First, was the translation of the American curriculum to Brazil, and second, the politics of the university. In the area of translating the American curriculum to Brazil, he elaborated by explaining that communication and expression in Brazil included theatre, physical education, art, music, television, radio, etc., but it did not include composition or speech skills such as organization. Brazilian education was originally based on the French system and was now changing over to the American system. To Dr. Litto it seemed that they have only adopted the free expression part of the American system.

As far as speech courses that were available in Brazil, the only ones that he knew about were a few elocution courses and Dale Carnegie type courses. There seemed to be no demand for a course in speech/communication. According to Litto, there did exist, an area of communication and expression which could permit courses of this type, but there were very few teachers who were prepared in the field. There was also no interest in it, and it was not encouraged by the directors of the school of communication. Litto explained that one of the biggest

areas of study in the schools of communication in Brazil was semiologia, or the study of signs.

He felt that Brazil's scholarly community was not aware of what speech/communication was like in the United States. There existed no sharing of ideas among faculty members since each pursued his or her specialty. To him researchers in Brazil had not even learned the basics of research and the principles of organization because there were no courses in organization. He explained that the Universidade do São Paulo had very separate schools even though the government had said they should not be separate. He used as an example, a student needing to take a course in sociology should go to the sociology department but at the Universidade do São Paulo they did not. Instead, a sociology of communication course was established where the student learned a little of both areas and ended up learning nothing. Out of the entire school of communication Professor Litto was the only one who had taken courses in speech. All the other professors were from other departments.

The second problem he cited of politics in the university was evident when people with the right education were not admitted because of politics. According to Litto, the conditions were available for courses in speech, but the department did not have the right people or the right books, and they were not aware of a need even though Litto felt that it was needed. He felt that Brazil was trying to catch up with the 21st century but would not because people lacked the basics like logic, organization, cooperation, and perseverance. He taught outlining, fallacies and basic composition at the graduate level because students had never had it up to then.

In regard to speaking assignments, he said that they were mainly of the "show-and-tell" variety. A lot of group projects were used. Seminars were given by students which were the oral presentation of written work. This was mainly just reading the book and giving an account of it. He explained that it involved very little intelligent discussion because no one else had read the same book. These speaking assignments were evaluated on information rather than on performance. There were no performance courses because of the misunderstanding that they were of the Dale Carnegie type, and they were quick to criticize anything American.

As far as equipment, the facilities were excellent with the capabilities of being able to produce a black and white or color movie. They had color television equipment, and the journalism students had their own press. They had good equipment, but the students did not get to work with this equipment often. The students only created. The teachers were television technicians or radio announcers instead of being professors, according to Litto.

### Summary

Professor Litto felt that Brazilians were fantastic at coming up with ideas, but they could not organize them or put them into a logical order. There were not many books in bookstores on speech by comparison, because there was no real demand. What books did exist were by Brazilians who had borrowed from American authors. Brazilians seemed to have a tendency to go along fine and then all of a sudden mess up everything. In Litto's opinion, a person with a Ph. D. in persuasion could come to Brazil and make a fortune writing, consulting, and teaching. The future, as he saw it, showed oral communication as something that was desperately

needed but that would take time to develop because of the problems he cited earlier. Brazilian thinking was not oriented to it, and rhetoric was a dirty word because it was associated with politicians. Brazilian students seemed to be self-centered and lazy. Brazil was trying to produce professionals and instead produced technicians who did not think.

Interviews at the Faculdade de Comunicacao

Social "Casper Libero"

Interview with Professor Nuzzi

Professor Erasmo de Freitas Nuzzi is director of the Faculdade de Comunicação Social "Casper Libero." The interview took place at noon on August 14, 1975, in his office at the school.

The information he supplied was mainly clarification of what was taught in various courses in the curriculum. He also provided the author with a copy of the curriculum. As he explained it, the objective of "Portuguese Language" study was to increase the student's knowledge of Portuguese and to help him/her be a better writer. "History of the Means of Communication" included the history of communication from its inception with particular emphasis on newspapers and books. The reason for teaching "Philosophy and Logic" was so that students could organize their thinking and writing better. The study of sociology involved learning the basic components of society. Learning about the process of communication was covered in the "Scientific Fundamentals of Communication." "The History of Religions" was studied to learn how the leaders of these religions communicated their ideas. The closest thing they offered to a speech course was the course in "Leadership Training and Verbal Communication."

According to Professor Nuzi, the school had only three areas of specialization in communication; journalism, public relations, and advertising, because these were the ones that had the greatest job demand. He did, however, see the area of public relations increasing in the future.

The biggest problem the school had as Nuzi saw it, was that the teachers were not orienting all the students. The teachers were professionals, and they had a tendency to teach only those students who had or were working in the field. They would talk to specific students rather than orienting ALL the students.

#### Interview with Professor Amauri

Professor Amauri taught courses in public relations at the Faculdade de Comunicação Social "Casper Libero". He had had experience in this field and was the only professor who taught a course in verbal communication. The interview took place in the teacher's lounge at the school at noon on the 15th of August, 1975. The interview followed a visit by the author to a class on public relations taught by Professor Amauri.

Professor Amauri explained the type of material covered in his course on verbal communication. The course began with an orientation as to what oral communication was and an explanation of the techniques of oratory. These techniques included organization of a speech and the use of an introduction, body, and conclusion in a speech. Great orators were studied and used as examples. The student was then assigned a topic to prepare in to a speech, and then present to the class. The professor then corrected the presentation as to gestures, body, and posture.



The second area studied in this course was group discussion involving symposiums, forums, and panel discussions. The final area covered was interviewing, in which the student was assigned an important person to interview which he wrote up to present to the class. The main objective of the course was to reduce a student's inhibitions in talking to a group. From his explanation of the course, it seemed quite similar to speech courses taught in the United States.

#### Students Interviewed at "Casper Libero"

The students at "Casper Libero" mainly had complaints about their education in communication. The main complaint was that it did not prepare the students for their future jobs. The course on "Scientific Foundations of Communication" was not even remembered by some of the students. They felt that the classes in Portuguese did not really help the student write or organize their thoughts any better.

Another problem was that the teachers were all professionals and had a tendency to only talk to or teach the students who were already working in the profession. This was done to the exclusion of the other students.

The positive aspects noted by the students were good classroom discussions, and the course, "History of Communication," because the professor provided many examples.

#### Interview with Jose Marques de Melo

At the time of the interview Jose Marques de Melo was head of the Faculdade Ibero-Americana de Letras e Ciencias Humanas. The interview took place at his office in this school at 4:00 p. m. on August 16, 1975. Since Mr. Melo had extensively researched mass communication departments

in the United States and was instrumental in establishing the schools of communication in Brazil, the information he provided was most valuable. A few of the areas he commented on during the interview included; the origin of the study of communication in Brazil, the objectives of the schools of communication, the need for research, and the positive aspects of the American approach to communication.

According to Melo, the origin of speech in Brazil stemmed from the Brazilians natural ability to express themselves verbally. He felt that there was much more need for speech training in the United States because it had developed as small communities where communication with each other was vitally important. On the other hand, Brazil developed as isolated farms with no need to communicate with others. Therefore, speech training did not develop in Brazil because of the lack of historical need and their natural ability to express themselves. However, speech courses did exist years ago in the form of oratory courses offered at seminaries. The departments of communication as they now exist were organized and based on the American schools of communication. The only difference was that Brazilian schools of communication did not have speech and oral communication classes because there seemed to be no need for them.

The main objective of a course in communication according to Melo was to graduate professionals in journalism, public relations, and advertising. The graduate schools were to produce professors and researchers.

The positive aspects of American schools of communication he felt were their ways of teaching methods of research and their organization of curricula. He felt Brazilian teaching depends entirely too much on

oral class lectures with little outside reading whereas American schools placed more emphasis on knowing the text. Research was an important area to him since he had organized the first research facility in Brazil on communication. He also liked the American idea of credits since it gave the student more freedom of choice as to what and when he /she studied a particular subject. He did not, however, like the heavy emphasis on grades.

The most valuable pieces of information gained from the interview were the written articles he provided on communication research in Brazil.

### Interviews at Faculdades Integradas

#### Alcantara Machado

##### Final Interview at Alcantara Machado

The last interview took place at Faculdades Integradas Alcantara Machado on August 17, 1975, at 3:00 p.m. Faculdades Integradas Alcantara Machado was a private school in a residential area of São Paulo. It was relatively small in comparison with the other schools visited and included only a few departments, one of which was the department of communication. The author had previously visited the school and set up an appointment which was at a time when classes were not in session. The director of the school thus had a longer period of time to spend with the interviewer in a relaxed and friendly atmosphere. Also present at the interview was professor Abrito, who was in charge of curriculum and added greatly to the interview. The interview began with Mr. Oswaldo, who was the director of the school.

## Questions:

## Answers:

What is your position in this school?

You want to know what position I occupy here. Very well. I am the general director. We have three integrated departments and I direct all of this study. Right?

How is the school organized?

There exists a maintaining association of the faculty, an association that maintains the college. It is a group of professors of which I am a part, whose preoccupation or concern is to have a superior establishment. Then they created a society without lucrative ends for the maintenance of this establishment. So the faculty doesn't have an owner. The faculty or school belongs to an association. It doesn't have one owner, it has owners but not in the commercial sense of the word because it is an educational entity.

What are the objectives of the school?

The objectives of the school are to give identity and maintain the superior education in diverse specialties.

Why did you choose the four departments you have?

Why did we choose a school of communication arts, science and letters? Well, let's say that it was almost a happening. It wasn't well planned in this sense. Which means that the school is expanding and continues expanding in accord with those courses in order that it completes the existing discipline and other curricula. So the school maintains a course. A series of disciplines of this course are already given in other courses. So people complete it and open one more course. So the affinity of the discipline is that it makes us plan a completion of the discipline and this brings another course.

And the first course was which one?

Well, in this structure it was assembled separately; first, sciences and letters, with social studies and letters and communication. And Arts started with music. Afterwards it became arts, and after a combination of only one structure.

And what is the structure of the course of communication?

When I speak of structure, I am speaking only of one establishment.

We are in one establishment of Faculdades Integradas Alcantara Machado, integrated faculties with a faculty of social communication with three specialties; journalism, public relations, and publicity and advertising; a faculty of science and letters with a course of letters and social studies; and a faculty of art with a course in artistic education in its four specialties of modeling art, design, scenic arts and music; and in addition a bachelor's degree in music, with courses in instruments, piano, violin etc. plus the courses of composition.

What is your basic course like?

The basic course is more or less similar for all of the above courses, in common disciplines. It is what sometimes the student already chooses before a certain discipline to do together with the basic course--what is required in his specialty that he is going to participate in. In the case of music, for example, a student who chooses music already begins with music in the first year of the basic course, but the other part is common with all the other courses.

So the student that is studying letters is also taking these same basic courses?

Yes, he does, exactly or almost the same.

Do you have courses that don't pertain directly to a student's major field?

In the basic cycle he has a load of electives, an hourly load where he can choose disciplines from a list of various courses in the same period or in another period, so that they don't have an identical course repeated. The student has the required part, and afterwards he completes his studies with the optional part that is in accord with his interests.

What is the objective of the basic course?

In our basic cycle, our preoccupation, in other words, the whole thread of the school but principally the basic cycle, is really to verify which are the cultural deficiencies of the student and have him approach a, better cultural basis. We aren't interested in the individual who comes

here just to receive a diploma. We want the student to learn to think, to learn to see his own deficiencies, to learn to situate himself in the social reality in the social context, and after this basis, after this social vision, then he will professionalize, but also in the scientific spirit of research and theory, a theoretical formation. To form a new manipulator, or thinker, but not a journalist that knows how to rob a machine but a journalist that knows how to think, a person who knows how to distinguish what is exact, what must be published, what must not be published, what is the form of publication that makes the city improve itself, and not simply that sells news. The same in publicity- we aren't concerned with the student producing the prettiest announcement, but we are concerned with the student producing a beautiful announcement that sells the product but also carries a subjective message of esthetic improvement. Understand? This means that through the messages of a course in communication which is essentially for use, we look to influence the society and not obligate the people to buy what they need at the same time as the buying message better the cultural standard of the person through the offered messages.

What is your total objective?

Our total objective is that technology doesn't replace man. Understand? Technology must be used in the function of man and not the inverse. So principally our objective here is that the human being is like he is. Evidently we can't remain outside of the marketing part of work and professionalism. We have to think that the individual has to live and get a job, etc., but we aren't so concerned because I think a school of higher education is just the origin of the improvement of the level of the human being as a person, as an individual. Trying to be an individual, particularly an individual in the social context, and here you will have professionalism. So in our basic course all of it, and not just the professional part, is research-

it is theoretic and of a cultural development and of a real position inside the chosen profession.

What is your equipment like?

Our equipment is very serious. Because whatever school that wants to have complete printing equipment to compete with certain schools like we have here for example, which has one of the best presses in South America that prints the magazine "Realidade" and others. For the student, we will never have this kind of equipment. The only thing we could have would be a very small press. So he trains on a small press, completely different from the reality outside. This doesn't interest him. There is a small studio of black and white television, when he faces a professional, heavy, ample television with expensive equipment, his training here also doesn't interest him. To set up a scheme of identical equipment, for example, a newspaper, it doesn't have meaning so we have to think of the individual that knows how to write, the individual that knows how to produce, and the professional apprenticeship should approximate that. The student enters in contact with sophisticated equipment because even if a school has certain equipment, for example, electronic, printing, in three or four years all of these will be obsolete because the advancement in this area is so great. So if a school invests in equipment for such a short time with such a small budget, it doesn't make sense. It is with the unending fountain which is the cerebrum and the mind, that we must work. Because it is there to be worked, and every day we think less. So the individual has everything already for him with computers and machines, etc. So our objective is to create a thinking elite that really knows how to use a machine and not be used by it instead. Here is professor Valquire Arbrito, who is our assessor. She can explain better about the basic cycle which defines well the philosophy at this school.

## PROFESSOR ABRITO

In the basics of the course in communication there is an objective that has a big dimension. That we can include as the objective of all the courses. It is a concern, not only a revision of knowledge, that the student acquires in the middle cycle. There isn't just this concern, I think it goes a little bit more beyond this. It now is a concern to introduce in this course a spirit of research, including training at the level of dominion of some of the techniques of the scientific methodology. In spite of the fact that we don't have this specific chair here yet in the basic course. It is a concern to include it in the future. So we do the following form of work in the basic course. This concern influences all chairs. This concern is evident through the works that implicate and solicit the passion for reading in the student. Now in this reading also exists a preoccupation that it's enough to have a personal necessity'. So the techniques already in the second semester, there is a preoccupation that this reading also has an orientation--an orientation in the following form. The texts have to be programmed in the sense of the adaptation to a conception of the psychology of development. So these aren't initially large texts. They are small. They start small and then turn into larger ones that go beyond where they learn the structure together with this. The dominion isn't only to read the general facts of this text. In the beginning then the part of some basic information of research. The themes of research also have a preoccupation with a very big reality. Because if you were to send last year's student very distant from what he has learned by "educational detours", he doesn't make a connection between this past and the present time. So in our conception, people have to deal with the reality based on the past. So it remains in this going and coming of time. This type of work was begun in the first semester. I think one of the most gratifying consequences were those groups of students that happened during



the semester outside the classroom period and during the vacations. They came in two or three times a week to study. I was surprised that they were really enthusiastic because this rarely happens.

Did the groups function as groups with everyone working?

Exactly. They function as a group. Readings that they choose with the feeling of desire in the same formation and they have a direction. This they only get if they agree very well. So there aren't problems in a group. Each one has his own responsibility in the group. I had the opportunity to see them because it was a period of vacation. You couldn't be present every minute because of other work. But it was a very interesting internal responsibility. So they are responsible for certain texts, bringing them in and discussing them. So I think it was one of the more productive consequences of this line of work. For example, scientific fundamentals of communication there is also a pre-occupation, an objective of the chair to give utilization of the resources that that chair offers--to give an understanding of the means of communication, therefore, in this basic period that has a big part because it is four semesters in length. There is a concern that they want them to already theorize the language possibilities and doubts of the means of communication. Afterwards they are going to professionalize in one specific course, right? It could be journalism, or public relations, or publicity and advertising, and until the end of the course of study at the specialization level. There is a very big preoccupation with the spirit that perseveres in the participants of the course is the spirit of (I don't want to call it criticism because it has a bad connotation and people don't know any more how to define it, right?). But it at least gives you an idea of the circumstances of things. Because really an individual doesn't turn out ready. There is a readiness X of your development in a certain profession. And in the basic course there is a common thread.

What is the subject of material covered in this course?

In the "scientific foundations of communication," there is a discipline of one year in which is introduced the study of symbols, of signs, of meanings and significance. Now where there are things like in the third or fourth semester, this introduction that they had in the first and second becomes a little bit more narrow. It introduces the techniques of communication. So the opening to the scientific methods is already a beginning of the introduction to techniques of communication. So where they overlap the tone is the same, symbols, signs, it's just that this study continues getting narrower.

They learn how to apply the techniques?

Already in the techniques of communication there is a more direct application in practical exercises. Ads in the newspaper, radio, TV where they do them in the beginning with a certain laxity and afterwards the things become a little bit more rigorous.

Do all the departments of communication have this same curriculum? I know they have the same curriculum, but in the class do they give the same things?

No, none of the curricula are the same.

OSVALDO

I know that the curricula are set up by the government.

Yes, the minimum requirements. There exist two types of curriculum. The minimum curriculum which are the obligatory disciplines with a required hourly load and minimum and maximum duration of a course. Now based on this minimum curriculum, the school can decide on other disciplines that are considered complements which are in accord with the endowed thread of the schools in order to set up their full curriculum. So it is the minimum curriculum that determines the rest. The full curriculum is determined by this plus what the school wants to decide, as much in the content as in the duration. Where rightly we could have regional differences from one extreme

to the other of the country or even the differences between each institution, and the politics and educational philosophy of an institution. Then after obeying the legal rules of curriculum, the government itself given the meaning of the material or subjects covered in the disciplines, but it's also the duty of the school to take the entire responsibility for the content. The government has only one discipline that it regulates. What it really disciplines is the content in the course, the Study of Brazilian Problems, Right? All the other disciplines the government gives a general thread of what should be studied, but the school has absolute liberty, in pedagogic autonomy, to choose the content observing the laws of the country, referring to security of political regions, etc. In other words, evidently we can't preach things against the thread of the government. But in respect to the content of a discipline, there is no problem whatsoever. Evidently, the professor chooses the content that he should give. He chooses whether it is theoretical, is it practical, is it going to involve research or not, and that's it. His entire responsibility is to establish the course.

In the other departments it seemed that there were many more practical courses than theory.

It is as she said in the theoretical our concern, not only because we believe in the formation of man as man, but also because of the problem of equipment. That honestly is a position that we don't have the necessary equipment to give a practical formation adequate for the present work market. Not only, because of this lack of equipment and because of the impossibility of buying them, but also because in a short time they will be obsolete due to the technological advances. So we aren't concerned with the thinkers. So it is really the theoretical, but not the theoretical that you receive only the theories. It is research and through this arrives at the theory. It's a partial theory, but it is a concluded theory.

What other courses do you have?

ABRITO: Courses that we have are Portuguese Language.

What is included in the content of this course?

You mean Portuguese Language? Well, let me give you an example of the work they do. It's the following type of work that a person does in manipulation of language. Grammar appears as an ordering of ideas through manipulation that there is. I'm going to explain. The student passes through, or encounters, various stimuli, but these stimuli solicit a sort of feeling or sentiment on the part of the student. So an example, the professor starts the work by giving a list asking that the student make a list of words that he thinks are flat, tranquil, fat, suave, provoking, etc. So at the side of this quality he had to list a number of words. There isn't an obligation at the beginning of the course, for example, in a type of exercise like this that is initial, that he has to have exactly eight or ten words. He can put down however many he wants. After this the student reads what he has done. The professor asks, for example, that he set up a situation that deals with these words. He asks that he set up a characteristic type. Afterwards he puts all this together to make an editorial. It is a type of exercise. Along with this also the teacher gives broken words. He makes a small design or drawing of symbols, then asks that the student set up anything on top of this design. This is really enjoyable or pleasing to do. Well, we have 600 documented works in respect to this work. Then when you read the first exercise, there are notes that were developed by our own staff here. You see the first that the student did and you see the last. So you can evaluate the work. The first ones for example, when we ask him to write provoking words and he doesn't have any idea. He puts down one or two or nothing, or he puts down a synonym of provoking. When you take the last work that was done in June, you can already see the difference. So consequently our verbal emphasis is a logical thinking structure because what

happens with all these students is that they don't read or write much. Consequently their thinking is relatively stationary. The evidence is here. Right? So the Portuguese Language works with this. There is really a concern that realizes an integration within a person's own thinking. So if you were to analyze these exercises, they are founded on a theory of the press and on a conception of education. Not that people have prejudices that grammar isn't studied any more. Grammar is going to appear as a natural order of things. Right? An internal law of the language so you can know the actions of the language. So these works are documented. It is really a pioneer work.

OSVALDO

It is really interesting that the student really learns the Portuguese language as first of all communication.

ABRITO

Exactly.

OSVALDO

In this case Portuguese is treated or dealt with as a means of communication. He learns communication, verbal communication, language.

Do they have assignments in oral presentation?

ABRITO

Let's see. This type of exercise, this conception of working with language like this, carries the acquisition of a very big repertory. In other words, it augments the vocabulary a little. But it augments the vocabulary not in a static way, it augments it in the proportion of establishing relations with a certain object, they are communicating, transmitting a personal quality to that particular object. To have this is to have an understanding, establish an understanding of him to the object or of him to the concept. This is communication. With this type of beginning work, you can develop a concept of philosophy of education, of everything that supports work like this. This work is all documented so it can be validated. It can't be separated in any form because between each exercise there exists a connection. It isn't improvised. It is planned to

function within the necessities of the class. I believe that we are at the end of the first semester. We are starting the work. It gave an indication of something. I believe that with a dose of this during all of a course of study, you can arrive at the level of qualification with the students drawing out with great tranquility, consequently dominating the facts, understanding, thinking, isn't it? The level of Portuguese that exists in the basic years is a great support of the course. Right? So in the basic course we have Portuguese, English.. .

OSVALDO

Also in the same practical line of conversation.

ABRITO

Conversation, within this same concept. Also English, Sociology. Now sociology also endeavors to get away from academics to a purer sociology in the beginning of the course. Here you localize it into sociological facts, which are just to their advantage where they are doing research. In "Contemporary Social and Economic Problems" the course is totally structured in the readings of actual real problems. For example, the petroleum crisis. They study the petroleum crisis. This crisis opens up a series of problems. It isn't just the petroleum, so they have to know history, facts, not simply descriptively but to establish relationships, political, historical, and economical. Right?

We also have "Scientific Foundations of the Means of Communication." They have this during two semesters which is one year. In the third and fourth year it is increased.

In "Legislation of the Means of Communication," and "Public Opinion Research" is now macroeconomy. Right?

BREAK FOR CHANGING TAPE

The techniques of communication that I just described for you. Let's see-- "Study of Brazilian Problems" that

Oswaldo has already characterized the discipline. This would be what we call Basico. It is two years.

Can they choose their courses?

OSVALDO

They have on top of this six hours of weekly classes of elective or optional classes.

ABRITO

Oh, yes, they have an open load hour, where they can round out their course work with some disciplines that the school offers. And they frequent these courses regularly. The disciplines are; History of Art, Esthetics, Fundamentals of Social Science, History (where they have an interesting endeavor), Artistic Education, Artistic Forms of Expression and Communication.

What is included in this course of "Forms of Expression"? Is it art?

OSVALDO

It is really an analysis of scenic arts and the theatre part, the part of bodily expression, the part of expression in molding clay, and the part of sound expression--those four together.

There is another also that is called "Fundamentals of Expression and Human Communication."

What is that like?

For example, all the study of the analysis and criticism of theatre, the analysis and criticism of texts, analysis and criticism of literature and in the end all a side view about another angle of expression, of human communication. So the folkloric situation enters also. All of it is a thread of. . . .

ABRITO

It is all a thread of human communication and expression that is established by our own culture. Right? So the content that the people here are seeing would be the vanguard. Everything is esthetics and that is still controversial. Some accept it and others don't. So they study this, the language of this, communication and its sociological aspects. Right? It isn't a pure,

beautiful esthetics, you know of contemplation. They have also within this period of Basico a study of the sociological aspects of this esthetics of where did this esthetics go.

Is there a course on personal communication that is either oral or verbal?

OSVALDO  
No.

Is there a part of a course?

ABRITO  
All of these courses have this concern because for example, through a seminar or a debate including this, the professor has to be very well trained. He has to have training in order to be able to master well this technique. In a seminar, for example, people are discussing this in order to have a better foundation for the second semester. What is important in this seminar in the second semester isn't the keynote of the content that the student is saying, but the possibility of his learning to say the things without problems of group pressure. He learns verbal fluency also when he is in a certain group. The professors have discussed this as to what will be the objective of a seminar. It is a well diffused technique. What is more important is that an individual learns to communicate his ideas, right? So after his ideas, I don't see much separation between one thing with another, right? But the most important thing is that he learns to talk. When he learns to talk he also begins to be critical of what he is going to say. All the courses have this kind of emphasis. This is something you don't separate.

OSVALDO  
This is the key idea. It isn't an independent part. It is part of all the courses.

ABRITO  
All the courses utilize and are going to utilize techniques in debate and group work. Group work, for example, for me here in the school is a big concern. It is a revelation here



that it is important to work in a group and everything. I concern myself a lot with this technique. It's a knife of two sides. One you utilize well and get marvelous results, or you slip or swerve. The student is working in a group for us. This was discussed in the department, that work in groups is developing certain attitudes--attitudes of participation, cooperation, of respect, responsibility, and on top of this a purpose or intention of work. To bring this about, things need to be well planned; the internal organization of the group itself, how it should be done.

Are you doing this now?

This second semester we are going to do this. Because this technique is difficult. I don't think it's easy to work. It's really a challenge to work in groups with students seriously. I think it's serious to develop the attitudes of the students. It's difficult for the professor to adequately prepare them because he isn't acquainted with the technique. So in the department you are going to have some studies that are done in groups.

#### OSVALDO

The general thread of the school, I think you already have perceived what it is like. Is there anything else before we talk about CEDOP and the cultural center and the laboratory newspaper?

No. You've given me a great deal of information.

CEDOP, our center of documentation and research, is being organized now as a support organization for all the professors to organize a system of debate and research in the school and also they choose texts. Some of these texts are from periodicals, and they themselves distribute them to their students. Besides this we have a laboratory newspaper. It's a newspaper of the whole school. It's one in which all the professors and all the students participate with material, but its operation is

carried out by the journalism students. And also our cultural center -- that is an organization of the institution that promotes extra-curricular activities and many cultural things as artistic. Right? This organization is almost ready.

What is in this research center?

We have written works, seminar works, photographic works, printed works, recorded works. And these works are all selected and afterwards remain in the center for documentation, CEDOP, which is connected to the library. And naturally the best research works of the year. At the end of this year and the beginning of the next year, we are going to start a magazine of Alcantara Machado with the best works produced by the students.

And in the future, what do you see happening?

Only God knows. But our objective is a very gradual growth with our feet on the ground. We don't intend to become a university. We can't say this. We can't say this simply because we don't have the large budget needed to construct a campus, etc. So maybe we can maintain the establishment of a center for research. Now things happen that you can't foresee today or tomorrow. Evidently the school is consolidating. It is new. It has been functioning since 1972, four years, or better  $3\frac{1}{2}$  years. So it is very new, but it is already succeeding in getting good work. Now, obviously, the growth of the school will be in accord with successes. It is a natural growth. It will be developed in accord with our needs and not more than this.

What do you see as the future of oral communication?

A special course in oral or verbal communication as a specific area of qualification? You know what happens in our understanding. At least now oral communication is a condition "sine qua non" for whatever other type of communication. It is the first action. It shouldn't be or maybe it should be, I don't know, it's a question. The motive of a course

aside in our understanding, it should be part of the present because a good journalist, a good public relations man, a good advertising man, must have a good verbal communication or a good oral communication. So to create a course, especially for this to make orators--it is very relative. I think that all professionals should know their language well and be able to communicate through it. Verbally is characteristic of some. It can be improved, right? But I think that the individual for his own use must know how to use his own idiom or language and succeed in communicating with it. So I think this is a "sine qua non."

The interview ended with Mr. Osvaldo expressing a desire to learn more about speech/communication in the United States. He suggested an exchange of ideas and materials.

### Summary

Both Professors Abrito and Osvaldo established the basic objectives of the course as well as giving specific information on course content, oral communication, and the future. The basic objectives of the course were reiterated throughout the interview. The main objective was to produce a person who could think on his own and use his own personal resources rather than being trained as a technician. Underlying this objective was an attitude of the importance of research and the establishment of a sound cultural base from which the student could specialize.

Although the government established the minimum requirements for courses, this school still had an underlying emphasis on the importance of educating a human being. Each course was geared to current

issues or knowledge that could be put to practical use. No specific course was given in oral communication, but it was stated that an emphasis on verbal fluency pervaded all courses as well as an emphasis on research.

The future of their school would be based on its future needs and successes. Research would be their main concern with more equipment being of much less importance.

#### Students Interviewed at Alcantara Machado

The students interviewed at Alcantara Machado basically agreed with what the director had said regarding the philosophy of the school and the content of the courses. For example, the class in Portuguese was not grammar as they had expected. It was more like creative writing. The course on "Scientific Foundations of Communication" included the study of signs, signals, and their meaning as well as a few persuasive techniques and their possible effects. The students also mentioned that each course followed the one before, and the teachers worked together to accomplish some kind of continuity.

As far as the philosophy of the school, the students stated that there was a definite emphasis on research and group work. They had one teacher, who had spent at least the first two weeks of her course on how to research. Working in groups was important to them since they even met as a group to study during vacation periods. The students agreed with the philosophy of the school, that being to prepare them to better function in society. Although many of the students really wanted to study some other field, they felt that what they were learning at the school was worthwhile. One student had transferred from "Casper Libero," and he felt that there he had learned more of the techniques rather than

the ways of developing a person's thinking. He felt that Alcantara Machado gave them the means to get the job instead of giving them the job.

### Review of Literature in Brazil

Literature on speech/communication found in Brazil fell into three categories. The first category included books on speech/communication found in bookstores or libraries in Brazil. The second category of written material was college catalogues and course descriptions given to the author by interviewees. The final area included research in speech/communication conducted by the people interviewed.

The books found in libraries in Brazil were mainly by American authors and predominantly in the areas of communication theory and mass communication. Some of the authors included: Auer and Eubank with their Handbook for Discussion Leaders, Berlo and his Process of Communication, Dance and his Human Communication Theory, Weiner and, Cybernetics, and Schramm, Festinger and Osgood and their series on communication.

College catalogues were obtained from the following schools: Faculdade de Comunicação Social "Casper Líbero", Universidade de São Paulo, and Universidade Federal do Paraná. These catalogues mainly included just the titles of the courses offered, on what level they were offered, and how much credit they were worth. The first two years in all three schools were devoted to general courses on communication, and the last two years offered further specialization which was expected since the government established the guidelines for all schools of communication. Two courses that were offered at "Casper Líbero" that were quite different from the other schools were a course in verbal communication and one on history of religions.

The catalogue from the Universidade Federal do Paraná was the only one to offer course descriptions. A description of some of the courses offered was:

**History of the Means of Communication:**

Introduction- the Culture of the Pre-Historic period- the Introduction of Cultural Evolution to the Study of Communication. Phases of Communication. Human Communication. Mass Communication and Culture. Classification of the Science of Communication. Journalism before Printing. Printed Communication. The first newspapers in Europe and America. Printed Communication in Brazil. Phases of Brazilian Press. Information Agencies. Comics. The Press and other means of Communication in Parana.

**Scientific Fundamentals of Communication:**

The study of Communication across time. Human Science. Natural Science. The Circuit of Communication Science. Discussion of the Concept of Communication. Philosophy of Communication. The Process of Communication. Sign Systems. Semiological Categories. Dimensions of Communication. Nature and Analysis of Mass Communication.

**Introduction to the Techniques of Communication:**

Processes and Techniques of Mass Communication. Printed Journalism. Electronic Journalism. Theatre and Communication. Techniques of Public Relations. Publicity Techniques. Editorial Techniques. Photography and Communication. Techniques of the Cinema. Techniques of Radio Communication. Technical Effects.

**Ethics and Legislation of the Means of Communication:**

Introduction. Legislation. History. Professional Responsibility. The Law and the Means of Communication. The Crimes of the Press. The Process of Printing. Responsibility. Social Communication and Security.

For a copy of the catalogue with a more complete listing of the courses and descriptions see Appendix C.

Course outlines were obtained from Nelly Camargo at the Universidade do São Paulo. The courses outlined included the "Process of Human Communication," and "Sociological Fundamentals of Communication." (Appendix D)

The content of the course on "Sociological Fundamentals of Communication" was:

- I. Introduction
  - 1.1 Human Science and Natural Science  
Scientific Methods and Procedure; characteristics and differences of the two areas of Science.
  - 1.2 Culture and Society  
Universality and Particularity; Culture with forms of human adaptation.
  - 1.3 Communication, culture and society  
Cultural relativism; ethnocentrism; "universes" of communication.
2. Society: Basic aspects
  - 2.1 Basis of Human Behavior  
Language and symbols; gestures, signs, postures; requirements of social life; communication between primitive peoples.
  - 2.2 Socialization: its agents and practices.
  - 2.3 Social groups  
Status and role; primary and secondary groups; small groups and organization.
3. Processes and collisions
  - 3.1 Interaction: types and levels
  - 3.2 Innovation, change and diffusion
  - 3.3 Ecological perspective
4. Social Organization
  - 4.1 Structure and Organization  
Folk society and complex society; economic systems and ideologies.
  - 4.2 Family, relations and community
  - 4.3 Social classes and mobility
  - 4.4 Interethnic relations  
Acculturation and assimilation; intercultural communication; cultural marginality.
5. Brazilian Society  
Readings and practical homework.

The following course outline encompasses a full year of study of the "Process of Human Communication."

- I. Introduction to the Study of Communication
  - A. Object, field, and methods in the study of human communication.
  - B. Interdisciplinary character of the study of communication.
  - C. Origin and development of the study of communication.
  - D. Present tendencies of the systematizing, diversification, and integration of the study of communication.

- E. Importance of theoretical formulations in the field of communication, prevision, control, philosophy, and criticism.
- F. Applications of communication to the present world.

## II. Process of Communication; theoretical models

- A. Fundamental Concepts
- B. Components of the Process: origin, message, channel, receiver, and feedback.
- C. Operations and interferences; codification and decodification, interpretation, distortion, fidelity, credibility.
- D. Message and Channel; code and structure, redundancy and information, verbal and non-verbal communication, denotation and connotation, semantic aspects of communication, channel and content.

## III. Communication and meaning

- A. The purpose of communication from the point of view of the observer, of the originator and of the receiver.
- B. Meaning and Culture; the nature of the symbol and its function in communication, reference groups, conditioning and learning, habit.
- C. Psychological components of the process of communication

## IV. Mass Communication

- A. Psycho-social fundamentals of mass behavior
- B. Means of communication and the formation of public opinion
- C. Mass communication

## V. Investigation of the effects of communication

- A. Analysis of the processes of communication applied to: commercial, and political communication
- B. Mass culture in the 20th century

The above outlines suggest that similar information and theories are taught both in Brazil and the United States.

Research articles were obtained from three people; Nelly Camargo, Jose Marques de Melo, and Erasmo de Freitas Nuzzi. They dealt in general with the history and philosophy of speech education in Brazil.

The article "Faculdade de Comunicação Social 'Casper Libero'"; Passado, Presente, e Futuro," by Erasmo Nuzzi, traced the history of courses of social communication from their inception. Particular emphasis was given to the school at "Casper Libero". According to the article,



the school of social communication began as a school of journalism in 1943. Included was a list of courses required of the first journalism students. The school was the first of its kind and was founded by the famous journalist, Casper Libero. Lists of professors and directors of the school were given. The final pages described the revision of the curriculum to produce the existing school as it was at the time of this study.

Nelly Camargo's 1970 article, "In Search of a Philosophy for the Teaching of Communication," was mainly a summation of the first meeting of the schools of communication in Salvador, Bahia. This article traced the development of the school of communication at the Universidade do Sao Paulo beginning in 1967. It included the original curriculum recommendations which emphasized languages, literature, and history with the result being an integrated person capable of communication. Also mentioned was the idea that Brazil should develop its own theories of communication in accord with its culture and not depend on the theories from other countries.

The most helpful sources obtained were from Jose Marques de Melo. One was his book, Contribuições para uma Pedagogia de Comunicação, and the other, an article in English, "Evolution of the Communication Discipline in Brazil." The book on communication included two research articles, one on a "Pedagogy of Communication; the Brazilian Experience," and the other was a study of the teaching of communication in Latin American Catholic schools.

The first article was mainly a history of how the schools of communication developed from journalism schools. The areas discussed included pioneer projects in communication such as the school at "Casper

Libero" and the Universidade do Brasil. The resistance of journalism schools to this change in curriculum to include more areas of communication was described. Finally the recommendations for starting a school of communications were accepted by the government, and the first school at Universidade do São Paulo was established as a model for all other schools of communication. This article ended with an explanation of the minimum curriculum needed in a course of communication at the university level.

The second article in Melo's book, "The Teaching of Communication in Latin America: The Problems of Catholic Schools," was a much more elevated piece of research. The purpose of the study was to determine the present state of the instruction of Journalism and Communication Sciences in Catholic schools in Latin America. Five major areas were selected for study. They included; the structure of the schools, the students, the professors, the means of communication, and the Catholic hierarchy. Information on these five areas was secured through the use of questionnaires. An analysis of the schools was broken down into their administrative, economic, pedagogic, and technical-professional structure. Information about the students included their choice of journalism as a major, their opinions on the structure of instruction and on the labor market, their preferences for particular areas of specialization, and their opinions about the integration of their schools in the process of Latin American development. Information about the professors included their teaching, professional, and extra-university activities. The professors' opinions on the following subjects were also included in the study: the structure of the

instruction; the professional adequacy of the instruction; the integration of the school in the process of development of Latin America; and the position of the Catholic hierarchy and the schools of Journalism and Communication. Other areas covered included the teaching of journalism and communication, the image of the school, the work experiences of the professionals on the university level, and opinions about the schools of Journalism.

An extensive international bibliography concluded the book and provided further direction for anyone interested in pursuing research in the field of communication.

The final article by Melo, which was written in English, "Evolution of the Communication Discipline in Brazil," provided a concise summary of much of the information gathered from the interviews. The article first of all established the importance of communication to Brazil today, and the fact that it was a relatively new field that was rapidly expanding. Brazilian schools of communication evolved from earlier schools of journalism, and due to the development of the School of Communications and Arts at the Universidade do São Paulo, communication programs all over the country expanded rapidly causing the Federal Council on Education to revise its old curriculum for schools of Journalism to include the new fields of communication. The Federal government also released a new law that required a public relations man or journalist or advertising man to have graduated from an approved four year course in his field.

Melo also gave an overview of the programs offered at the undergraduate and graduate levels in communication. The undergraduate programs were divided into two sections. The first section was the basic course

that provided a general basis of communication theory and an understanding of social phenomenon. The second section was specialized courses which concerned themselves with the process and effects of communication in a major field. The major fields included; journalism, public relations, advertising, publishing, radio, and television. This course of study would hopefully produce people capable of applying their knowledge of communication to the Brazilian situation.

In regard to research, Melo indicated that it was just beginning. "The majority of research projects done by Brazilian scholars have been merely descriptive."<sup>65</sup> He stressed more need for research, but not in the sense that American and European scholars pursued research. Research in Brazil should involve more problem solving and should help in the development of the country without destroying its culture.

### Summary

The literature indicated that the field of communication was developing rapidly. It had evolved from old schools of journalism. At present it involved two years of general theoretical studies, followed by two years of specialized courses. Much of the information covered in the courses appeared to be similar to that presented in American communication courses. Research has been done in the area of communication but was on a somewhat elementary descriptive level.

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<sup>65</sup>Jose Marques de Melo, "Evolution of the Communication Discipline in Brazil," Gazette, XXI(Amsterdam, 1975), p. 35.

## CHAPTER IV

### CONCLUSIONS

Initial research on the subject of speech/communication education in Brazil produced negligible results. Based on this lack of information available in the United States, a researcher would be led to believe that no courses in speech/communication existed in Brazil. This later proved to be an erroneous assumption. From the interviews and literature secured in Brazil it became evident to the author that a wealth of knowledge on this topic was available. Due to the large quantity of information obtained through interviews and written material, a discussion of the findings of this study will be examined according to the following categories: evidence of existence; history; reasons for existence; structure of the basic course; journalism curriculum; public relations curriculum; publicity and advertising curriculum; equipment; professors; students; philosophy; research; and future possibilities.

#### Evidence of Existence

Based on the knowledge gained from preliminary interviews and an examination of texts utilized in schools, with certain qualifications, speech education as it is known in the United States did not exist as a separate course on the primary or secondary levels. However, various principles of speech and communication were taught in classes of Portuguese on these lower levels. These concepts included such things as what is language, what effect do signs have on behavior, and the importance of using good grammar. The reason for teaching these concepts appeared to

be so that the student could express himself better in writing and not in speaking.

Although courses in speech/communication did not exist on the primary and secondary level, it was found that a department of communication did exist at the university level. According to Jose Marques de Melo's book, Contribuições para uma Pedagogia da Comunicação, as of 1974, he had compiled a list of forty-three different schools or departments of communication in Brazil. These schools were located in fourteen of the twenty states in Brazil. São Paulo had the most of any state which was eleven. Melo also stated that there were approximately 5,000 students and 500 professors in these schools. These schools or departments were on the college level, and the course of study in communication led to a bachelor's degree. Also according to Melo, there existed three communication graduate programs in Brazil: one at the University of São Paulo; another at the Federal University of Rio de Janeiro; and the last at the University of Brasilia. These offered both the masters and Ph. D. degrees in the area of communication.<sup>66</sup> Thus there existed documented evidence that departments of communication existed in Brazil.

#### History of Departments of Communication in Brazil

The following account will deal with the origins and development of the departments of communication and the reasons for their emergence in Brazil.

Since the departments of communication were originally schools of Journalism, it becomes necessary to discuss briefly the origin of departments

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<sup>66</sup>Melo, "Evolution of the Communication Discipline in Brazil," p. 34.

of Journalism in higher education. The idea for such a school of journalism began in Brazil in 1908 with Gustavo de Lacerda. It was his idea to found the Associação Brasileira de Imprensa in Rio de Janeiro.<sup>67</sup> From this beginning, the department of Journalism grew to become a recognized university course in 1943.<sup>68</sup> It must be understood here that all courses or departments of higher education must have the approval of the Federal Council of Education which is a government agency that establishes general guidelines on educational matters. This council set up a basic curriculum for each educational area that must be followed by all schools of higher education in order to be officially recognized and able to exist legally.<sup>69</sup> Because of this, the Curso de Jornalismo was created by law (Decreto-lei #5480) on May 13, 1943.<sup>70</sup> However, it was not until four years later that the scheme and structure of the curricula was defined by Decreto #22245, on December 6, 1946.<sup>71</sup> This decree set down exactly what courses would be taken each year for three years, and what was required for graduation.

Because of his love of the press, the very first school of journalism in Brazil was established by a great journalist, Casper Libero, who is likened to Pulitzer for his responsibility in starting such a school of journalism. The school he founded in 1947, was called Escola de Jornalismo

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<sup>67</sup> Erasmo de Freitas Nuzzi, "Faculdade de Comunicação Social 'Casper Libero', Passado, Presente, e Future," unpublished work, Fundação Casper Libero, São Paulo, (September 28, 1973), p. 2.

<sup>68</sup> Ibid.

<sup>69</sup> Melo, "Evolution of the Communication Discipline in Brazil," p. 35.

<sup>70</sup> Nuzzi, p. 2.

<sup>71</sup> Ibid., p. 3.

"Casper Libero."<sup>72</sup> This later grew to become Fundação Casper Libero which the author was fortunate to visit.

Since there were no books written in Portuguese on journalism at the time, most of the information studied had to come from schools of journalism in the United States or from the Department of Journalism at the International University "Pro Deo" in Rome.<sup>73</sup> In the beginning, the courses of journalism were quite similar to those recommended by Pulitzer for the American journalism schools in the beginning of the century.<sup>74</sup> What was studied in the schools was largely theoretical and geared more toward the dysfunctional patterns of an old type of journalism. The schools of journalism continued like this with little change for about twenty years.

With the spectacular advancement of technology in all areas of human activity, especially in communication, it became necessary to reformulate the structure of the schools of journalism so that they could accompany this evolution. This change took place in the mid-1960's when two new institutions, the Institute for Information Sciences in the Catholic University of Pernambuco, and the Faculty of Mass Communication in the University of Brasilia, were founded which provided training of professionals in all the mass media and not only in the printed media.<sup>75</sup> They included courses in areas relating to the process and effects of

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<sup>72</sup>Nuzzi, p. 6.

<sup>73</sup>Jose Marques de Melo, Contribuições para uma Pedagogia da Comunicação (São Paulo: Edições Paulinas, 1974), p. 23.

<sup>74</sup>Ibid., p. 22.

<sup>75</sup>Melo, "Evolution of the Communication Discipline in Brazil," p. 35.



mass communication which had not been dealt with earlier. Because of these schools, the Federal Council of Education changed the required curriculum for Journalism to include a course in "Communication Theory and Comparative Communication."<sup>76</sup>

With the above ground work laid, the Universidade do São Paulo decided to create a School of Communication and Arts. This helped significantly to strengthen the acceptance of the communication discipline in Brazil.<sup>77</sup> A great deal of money, time, research, and personnel were invested in establishing a wide range of communication programs such as journalism, public relations, publicity and advertising, publishing, film, radio and television, library science, and theatre and acting at this new school of communication. This university set the example for other universities to follow and resulted in new mass communication curricula being established.<sup>78</sup>

Because of this sudden growth in communication programs, the Federal Council on Education realized a revision in this area of study had to be made. On August 6, 1969, a new curriculum was issued recognizing the existence of a new field of superior studies then called Social Communication.<sup>79</sup> This field included subjects relating to the mass communication media. The federal government also helped increase the demand for schools of communication by passing a law requiring that all people working as journalists, public relations men, and advertising men must have

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<sup>76</sup>Melo, "Evolution of the Communication Discipline in Brazil," p. 35.

<sup>77</sup>Ibid., p. 36.

<sup>78</sup>Ibid.

<sup>79</sup>Ibid.

graduated from recognized schools of communication.<sup>80</sup> All this led to an increase in popularity and demand for communication programs in Brazilian universities.

### Reasons for Existence

The most important reason for the development and existence of schools of communication in Brazil was changing times. Brazil is a rapidly developing country which needs trained people in all areas to help bring it to the same level as other developed nations. As a developing nation, the need for getting information to the public in as many ways as possible was important. Having people qualified in handling new means of communication became necessary and thus created the need for schools of communication to teach and train people in these areas.

The second reason for existence was the federal government's passage of laws requiring people in the professions of journalism, public relations, and advertising to be graduates of recognized schools of communication. Since it was now a requirement for a job, the demand for courses in communication rose greatly, and the old schools of journalism now incorporated new courses in publicity, advertising, and public relations and became schools of social communication. This requirement was passed in hopes of raising the professional level of those three professions, and it did wonders to the growth of schools of communication in Brazil. Where ten years ago there were no schools of communication, there are now nearly fifty.

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<sup>80</sup>Melo, "Evolution of the Communication Discipline in Brazil," p. 36.

### Structure

The following account will deal with the courses required in a school of communication, the difference among respective schools, and specifically what each course consisted of and how it was taught. This information is based on the previous interviews and information collected from college catalogues and other texts.

The first consideration that must be made was that all the schools of communication in Brazil that were recognized and approved by the federal government had to follow the guidelines and minimum requirements set up by the Federal Council on Education. The council had set up what courses were to be offered at what levels and what should be taught in those courses. Recommendations as to what textbooks and reference books should be used were also made by the government, but the ultimate responsibility for what was covered in the course remained with the professor. In order for a school to keep its accreditation, it had to offer the courses set up by the Federal Council of Education. Therefore, the schools visited had the same curricula with only slight differences which will be explained later.

### General Format

The curriculum for the colleges of communication involved a four year teaching program that was divided into two cycles or stages. The first cycle which was two years or four semesters in length was required by all students in the school of communication regardless of their specialization. This was considered a basic course of study which emphasized theoretical studies relating to the social phenomenon of communication. Since all the courses in this basic course were required,

the student had very few or no elective courses to take. The courses were also offered in a certain sequence which meant that a student could not drop a course and add it the next semester. He had to wait until the following year.

Once a student had finished the first two basic years, he was then allowed to chose a specialty or major area to finish out his four years of college. The specialized courses emphasized the process and effects of communication in the major field which could be journalism, public relations, publicity and advertising, publishing, radio and television, and film.<sup>81</sup> The first three specialties were offered by almost all the schools, but the others were only available in large universities located in big cities. After choosing one of these areas, the student then followed a set curriculum for that specialty. The opportunity for choosing elective courses was more available at this level but, much more restricted than at American universities. The last year in school most of the students were involved in a type of internship so that they could get experience in their specialty before graduating from college.

#### Basic Course

According to the law issued by the Federal Council on Education of Brazil (Article 26 of Law #5540, November 28, 1968) the following courses were included in the minimum curriculum of the basic course in communication:

1. Fundamentos Científicos da Comunicação (Scientific Foundations of Communication)

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<sup>81</sup>Melo, "Evolution of the Communication Discipline in Brazil," p. 37.

2. Ética e Legislação dos Meios de Comunicação (Ethics and Legislation of Communication Methods)
3. Pesquisa de Opinião e Mercadologia (Opinion and Merchandizing Research)
4. Introdução às Técnicas de Comunicação, compreendendo Prática de: (Introduction to Communication Techniques, including Practice in:)
  - a. Jornalismo impresso, radiofônico, televisado e cinematográfico;
  - b. Telerádiodifusão, cinema e teatro;
  - c. Relações Públicas;
  - d. Publicidade e Propaganda;
  - e. Editoração
5. Jornalismo Comparado (Comparative Journalism)
6. História da Cultura e especialmente dos Meios de Comunicação (History of Culture and especially the Means of Communication)
7. Problemas Sociais e Econômicos Contemporâneos (Contemporary Social and Economic Problems)
8. Cultura Brasileira (Brazilian Culture)<sup>82</sup>

After including the above courses in their curricula the schools had a choice of offering at least two of the following courses:

1. Biblioteconomia e Bibliografia (Library Science and Bibliography)
2. Cibernética (Cybernetics)
3. Economia (Economics)
4. Direito Usual (Common Law)
5. Documentação (Documentation)
6. Estatística (Statistics)
7. Idiomas Estrangeiros (Foreign Languages)
8. Filosofia, incluindo Lógica (Philosophy, including Logic)
9. Paginação e Revisão (Pagination and Revision)
10. Política e Administração (Politics and Administration)
11. Produção e Emissão (Production and Issuance)
12. Psicologia Social (Social Psychology)
13. Redação and Edição (Writing and Editing)<sup>83</sup>

Other courses offered by the Universidade do São Paulo, the Universidade Federal do Paraná, and the Faculdade de Comunicação Social "Casper Libero" unique to those universities, were varied and illustrated the difference in emphasis between the schools. The Universidade Federal do Paraná offered an Introduction to Psychology, Introduction to Cultural Anthropology, Elements of Brazilian History, Social Psychology, and

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<sup>82</sup>Melo, Contribuições para uma Pedagogia de Comunicação, p. 229.

<sup>83</sup>Ibid., p. 230.

Brazilian Economic History in addition to the required courses established by law. Some of the above courses expanded on elements mentioned in the required courses. At the Universidade do São Paulo the following additional courses were offered; Linguistic Communication, Mathematical Foundations of Communication, Reporting, Theory of Information, and Rural Communication. The Faculdade de Comunicação Social "Casper Libero" offered; Portuguese, History of Art, Sports or Physical Education, History of Philosophical Thought, History of Religion. It appeared that the Universidade Federal do Paraná concentrated more on giving their students a good background in history and psychology as opposed to the Universidade do São Paulo which emphasized all phases of communication theory. The department at "Casper Libero" tended toward a more well rounded person by including Portuguese, religion, and sports.

#### Journalism Curriculum

According to the law, the courses required for a specialization in journalism included a more in depth study of the following areas; printed journalism, radio journalism, television and cinema journalism, teleradio difussion, cinema, and theatre. Four other courses chosen from the following twelve must also be selected. They are; library science, cybernetics, common law, documentation, economics, statistics, foreign language, philosophy, pagination and revision, politics and administration, production and issuance, social psychology, writing and editing.<sup>84</sup> Since there was much more choice about what courses could be offered, it was possible that each university could have a different curriculum. The courses common to all universities in this area were as follows;

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<sup>84</sup>Melo, Contribuições para uma Pedagogia de Comunicação, p. 230.

Introduction to Printed Journalism, Radio and Television Journalism, Planning or Administration of Communication Enterprises, Pagination and Revision, Writing and Editing, Production and Issuance, Graphic Journalism, and Photojournalism.

Individual differences in curricula appeared at the different universities. Courses that were offered by the department at "Casper Libero" and the Universidade do São Paulo but not by the Universidade Federal do Paraná included; Informative Journalism, Interpretive Journalism, Opinion Journalism, and Specialized Journalism. Courses that were specific to the Universidade Federal do Paraná were; Introduction to the Techniques of the Means of Communication, and Social History. The department at "Casper Libero" offered in addition to the courses mentioned earlier; English, History of Literary Culture, Political Geography, and Sports. The Universidade do São Paulo offered; History of Communication and Journalism, Journalistic and Editorial Language, Psychology of Communication, Diagramation, Sociology of Communication, Journalistic Documentation, Journalistic Legislation, Anthropology of Communication, News Agencies, and Philosophy of Communication. Once again the Universidade do São Paulo seemed to offer a wider variety of courses and more courses dealing with various aspects of communication.

#### Public Relations Curriculum

According to law, the courses required for a specialization in public relations included a more in depth study in the area of Public Relations. Four other courses chosen from the following twelve must also be taken; Library Science, Cybernetics, Common Law, Documentation, Economics, Statistics, Foreign Language, Philosophy, Pagination and Revision,

Politics and Administration, Production and Issuance, Social Psychology, Writing and Editing.<sup>85</sup> The courses that all three universities seemed to choose were; public relations, some form of sociology, psychology, anthropology, economics and research techniques. The exact course title used in each school was slightly different. For example, the course in public relations at the Universidade Federal do Paraná was simply called Public Relations I and II while at the department at "Casper Libero" it was broken down into Public Relations of the Government, and Business Public Relations, and at the Universidade do São Paulo it was called Techniques of Public Relations I and II. The title for sociology courses varied from Sociological Aspects of Brazilian Reality, and Sociology Applied to Administration at the Universidade Federal do Paraná to Sociology of Communication at the Universidade do São Paulo. Courses in psychology, anthropology, economics, and research followed similar patterns.

The courses that seemed completely different in each university were as follows; the Universidade Federal do Paraná had a course in Politics and Contemporary History and a choice of a foreign language. The department at "Casper Libero" had Publicity and Propaganda in Public Relations; The Beginnings of Business Organization; Portuguese; English; Spanish; Human Relations; Production and Issuance of Public Relations Programs; Documentation; Writing and Editing Business Publications; Vehicles of Communication; and Leadership Training and Verbal Communication. The Universidade do São Paulo had Techniques of Directed Communication; Public Opinion Theory; General Administration; Research in Communication; Merchandising; Public Relations Planning; Public Relations Laboratory; Tourism and Develop-

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<sup>85</sup>Melo, Contribuições para uma Pedagogia de Comunicação, p. 230.



ment, and Philosophy of Communication. The emphasis at the Universidade Federal do Paraná was more political and historical in nature. The department at Casper Libero seemed to have more practical application of a Public Relations campaign, and the Universidade do São Paulo dealt more with research and planning.

#### Publicity and Advertising Curriculum

According to law, the courses required for a specialization in Publicity and Advertising included a more in depth study of the area of Publicity and Advertising. Four other courses chosen from the following twelve must also be completed; Library Science, Cybernetics, Common Law, Documentation, Economics, Statistics, Foreign Language, Philosophy, Pagnation and Revision, Politics, and Administration, Production and Issuance, Social Psychology, and Writing and Editing.<sup>86</sup> In this area, all the schools offered a course in Publicity and Advertising, however, each school had a different name for it. The department at Casper Libero refered to it as Publicity Layouts, and the Universidade do São Paulo called it Theory and Techniques of Publicity and Advertising. All schools had some course in graphics. The Universidade Federal do Paraná had Graphic Production and the department at "Casper Libero" had Illustration. All had some course in psychology. At Universidade Federal do Paraná it was Psychology Applied to Administration, "Casper Libero" had Psychology Applied to Publicity, and Universidade do São Paulo had Psychology of Communication. They all had one course in ethics. A foreign language was required by "Casper Libero" and Universidade

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<sup>86</sup>Melo, Contribuições para uma Pedagogia de Comunicação, p. 230.

Federal do Paraná, and research courses were required by Universidade do São Paulo, and Universidade Federal do Paraná. History of Advertising, Sales Promotion, Vehicles of Communication, Creative Publicity, and Cinema Publicity were also offered at "Casper Libero" and Universidade do São Paulo.

Courses specifically offered at Universidade Federal do Paraná other than the ones mentioned above were Group Dynamics and Human Relations, Politics, Developmental Sociology, and Industrial Psychology. "Casper Libero" offered, in addition to those courses mentioned earlier; Beginnings of Business Organization, Publicity Organization, Development of Industry and Commerce, Publicity Photography, Scientific Administration Techniques, Editorial Publicity, Political, Civic and Government Advertising, Religious Communication, and Production and Issuance of Publicity Programs. Universidade do São Paulo offered: General Administration, Sociology of Communication, Introduction to Economics, Public Administration, Public Relations Applied to Publicity and Advertising, Merchandising, Anthropology of Communication, Ideological Advertising, Advertising Laboratory, Publicity on Radio and Television, Tourism and Development, and Philosophy of Communication.

#### Course Content

The course descriptions and outlines obtained at the Universidade Federal do Paraná and at the Universidade do São Paulo revealed a number of similarities in communication theory courses with courses in the United States. Specific similarities included the study of the process of communication, the effect communication has on behavior, and the function of groups. The one area that was totally different was the

study of semiology which is the study of signs and spatial relationships. Overall, the specific course descriptions revealed an eclectic approach to the theories of communication with influences from France as well as the United States.

### Equipment

The equipment available to the universities visited was comparable to that found in the United States. The biggest problem in this area was being able to get the equipment needed and desired by the schools. As with most schools anywhere, the problem of finance limited some of the schools greatly in the equipment that they had. All schools had some form of printing equipment which was used in their journalism classes with the Universidade do São Paulo having by far the best equipment. Both Universidade Federal do Paraná and Universidade do São Paulo had closed circuit television equipment to give students experience in dealing with the television media. The Universidade do São Paulo had numerous cameras and recording equipment similar to regular television studios. Both the Universidade do São Paulo and Universidade Federal do Paraná were hoping to establish a radio station operated out of the university by the students. Therefore, modern equipment was desired by the schools and made available when funds were provided for its purchase.

### Professors

The professors in all universities in Brazil were largely only part-time. They usually were professionals in various other fields who devoted some of their time to teaching. This proved to be true in the schools of communication with the exception of the Universidade do São Paulo which had the first full-time faculty. Most of the teachers

in the other schools of communication were either journalists, public relation or advertising men, lawyers or sociologists.

The preparation required of a professor in the communication field in Brazil consisted mainly of being a graduate from college and having some knowledge of the field. Most of the professors encountered had graduated in either history, sociology, psychology, anthropology, or journalism. In fact, there was only one professor who taught communication and also held a degree in communication, and that was Dr. Frederic Litto. Their knowledge of the field ranged from a lawyer, Mr. Puglielli, who had educated himself by reading hundreds of books on communication, to Danilo Cortes and Mr. Amauri who were journalists and public relations men. Little pressure was placed on the professors to publish or to do research, which gave a feeling of only being partially involved in the field. This feeling was mainly due to the great majority of part-time teachers. The only real research evident was at the Universidade do São Paulo where Nelly Camargo was doing research. Jose Marques de Melo and the Faculdades Integradas Alcantara Machado were establishing centers for communication research which was an encouraging sign.

### Students

The students enrolled in the schools of communication were usually students who had not managed to get into another area or needed the course in order to keep their jobs. The majority of the students were female and were taking the course only for their own enrichment and with no desire to get a job in this field.

The attitude of the students taking communication varied from school to school. At the Universidade do São Paulo there was still a

great deal of tension due to the recent student strike. It was not, however, made clear just exactly what the strike was over or what it accomplished. At "Casper Libero" the students felt that their courses should more directly prepare them for their careers. To them, some of the courses did not apply. Also, because of lack of equipment and facilities, they felt they needed more practical experience. At Alcantara Machado the student attitude was very positive. They felt that what they were learning was valuable and would benefit them no matter what job they eventually secured. They also liked the way their teachers tried to work together so that each course followed the one before and was not a separate entity.

#### Philosophy

The basic philosophy of the schools of communication was to produce technicians or rather people who were specialized in a certain field of communication. This was evident in the way the courses were established with immediate specialization after two years of college. Also, the emphasis on practical application rather than theoretical knowledge stressed the idea of producing students capable of entering the work force immediately. The emphasis in the schools was away from a general knowledge of communication and more toward specialization. This push for trained people immediately was largely due to the fast rate at which Brazil was expanding and developing. All the people contacted felt that communication was the coming field and that businesses were demanding more people in this area.

### Research in Communication

Research in the field of communication was sparse at present and was mainly descriptive in nature. An organization did exist in Brazil to encourage research and the sharing of ideas among communication scholars in Brazil. It was called Associação Brasileira de Ensino e Pesquisa da Comunicação and was established in 1972. The only extensive scholarly research encountered by the author was by Jose M. de Melo on the study of communication in Latin America. Not only did Melo conduct research, but he encouraged other Brazilian scholars to search "for their own ways to develop research activities,"<sup>87</sup> instead of conducting the type of research found in the United States or Europe.

Unfortunately, most schools did not cover the basics of research and thus did not produce people capable of such an educational endeavor. One school, Alacantara Machado, did, however, strongly stress research. Students at this school were taught the fundamentals of research and were encouraged to contribute to the research magazine that they would be producing once a year. Because of this lack of emphasis on research, it became more evident that the philosophy in Brazil was toward producing technicians in communication.

### Future Growth

The future of speech/communication in Brazil is open. The indication was that more and more schools of communication would be opening, and the existing schools would be expanding to include more specialties. The study of communication was, at the time, in vogue

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<sup>87</sup>Melo, "Evolution of the Communication Discipline in Brazil," p. 39.

in Brazil causing a greater demand for information and courses in this field. Communication is also important to the development of the country with government and business both demanding people skilled in its techniques. The future will see a great expansion in communication as a field of study.

### General Summary

In the past ten years speech/communication education in Brazil has gone from being virtually non-existent to having approximately fifty departments of communication scattered throughout Brazil. These departments or schools of communication developed out of existing schools of journalism and came into being due to the advancement of technology and the country's immediate need for specialists in this area.

The structure of the schools of communication consisted of a four year course of study divided into two parts; the basic courses and the specialized courses. The basic requirements for these courses were established by the Federal Council on Education and were, therefore, similar throughout all of Brazil. The basic course offered general theory in preparation for the specialization that was to follow. The specialized courses consisted of three main areas; public relations, journalism, and advertising with the emphasis on practical application of the techniques learned. Graduation from this course of study made the student immediately eligible to join the work force in his chosen profession. Practical application and preparation for a job seemed to be the goals of this area of study.

The individual courses covered material which was quite similar to that offered in the United States in the area of communication theory.

The major difference noted here was the lack of any courses in oral communication. Also, the approach to teaching communication theory was more eclectic than that found in the United States.

Faculty members employed by the schools were found lacking in certain areas. Very few professors of communication had ever graduated from a course in communication and came from diverse backgrounds in the social sciences. This seeming lack of professional education on the part of the teachers had other repercussions besides not preparing their students well. One of the results of the diversity in the educational backgrounds of the teachers in Brazil was that there existed a lack of sharing of ideas among faculty members. This lack further led to a lack of research in the area of communication. The faculty in Brazil seemed to function well in their own specialties but did not have the necessary background in communication to add the needed perspective and understanding to the field as a whole. The teachers were also only on a part-time basis and could not devote the needed time to improving their own knowledge of the field through research.

Evidence pointed to the fact that Brazil had very little research in communication. This was due mainly to the fact that communication was a new field and did not have full-time professors who could devote their time to research and teaching. Another reason for the lack of research in Brazil was that many Brazilians had not learned the basics of research or even of organization. This lack was evident when examining the curricula and course content in schools of communication.

As evident from the research and information collected in this study, speech/communication education in Brazil did not exist in the



accepted American tradition. Although communication and communication theory were developing as a new field of study in Brazil, very little emphasis was placed on oral communication and expression. Only one course at the college level was found that dealt with verbal communication. Ironically, Brazilians are a very verbally oriented people, but training in oral communication had not developed as an important area of study. The Brazilian system of speech/communication education was different from the American system in approach, philosophy, courses and emphasis.

#### Indications for Future Research

The present study produced a basic overview of the extent to which speech/communication education existed in Brazil. It will hopefully provide the needed basis for further in depth research in this area.

Since the present study was limited to the university level and southern Brazil, future research should include an examination of other levels as well as other areas in Brazil. A study encompassing all forty-three schools of communication in Brazil would give a much clearer view of the structure and curricula offered. Securing more course outlines would provide the necessary knowledge on content being taught at these universities.

Teachers and teacher preparation was an area that the present study indicated would provide further research material. For example, more specific information is required as to how many full-time or part-time teachers there are, their preparation for teaching communication, their teaching duties, and their professional activities. All of the above would provide a greater insight into the future and possible reform of the communication field in Brazil.

The type of student who takes a course in communication was not thoroughly researched in this study. Indications were that there were more females than males, but more specific evidence is needed in this area. The reasons for taking communication courses and the desired outcome by the student would also be possible areas of study. Examination of students in the field would yield more insight into the directions communication will take in the future.

An analysis of the type and variety of communication research evident in Brazil was also not fully covered in the present study. This type of analysis would provide a greater understanding of Brazilian culture and the place communication has in it.

Since Brazilian schools of communication are patterned after American schools of communication, a comparison of the two systems seems a likely area of study. A comparison would reveal the extent to which Brazil has adopted American methods and what things are unique to its teaching of communication. A comparative study of the two systems would inevitably lead to an improvement of both systems through a sharing of ideas.

The area of speech/communication in Brazil is a new field which provides a wealth of research possibilities of which the present study is merely a beginning.

**APPENDIXES**

## APPENDIX A

Copy of Letter Sent to American Universities

The following letter was sent to Mr. Moloney at Miami University, Oxford, Ohio. The handwriting in the margin of the letter is Mr. Moloney's. Other letters were sent to the following universities, on March 6, 1975.

Dr. Claude E. Leroy  
Director, Luso-Brazilian Center  
University of Wisconsin  
Madison, Wisconsin 53706

Dr. Robert Carmin  
Dean of the College of Science and Humanities  
Ball State University  
Muncie, Indiana 47306

Dr. Joseph Allen, Jr.  
Luso-Brazilian Studies  
University of Illinois  
Urbana, Illinois 61801

Mr. Raymond L. Moloney  
Chairman, Department of Spanish and Portuguese  
Miami University  
Oxford, Ohio 45056

Dr. Lee Hamilton  
Director, Latin American Area Center  
University of Arizona  
Tucson, Arizona 85721

Professor E. Bradford Burns, Chairman  
Council on Brazilian Studies  
University of California  
Los Angeles, California 90024

William F. Glade, Director  
Latin-American Studies  
University of Texas  
Austin, Texas 78712

Natalie Gidcumb 119  
P. O. Box 357  
Princeville, IL 61559  
March 6, 1975

Mr. Raymond L. Moloney  
Chairman, Department of Spanish  
and Portuguese  
Miami University  
Oxford, Ohio 45056

Dear Mr. Moloney,

At present I am working on a thesis for my Master's degree in speech at Eastern Illinois University. The topic of my thesis is "Speech Education in Southern Brazil." My interest in this area began a number of years ago, when I was an AFS exchange student to Curitiba, Brazil. During my year as an exchange student I became fluent in Portuguese while attending a Brazilian secondary school and living with a Brazilian family.

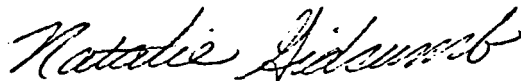
This summer I am planning to return to Brazil for two months to complete the major aspects of the research for my thesis. In order to fully maximize this two month period I am in the process of securing valuable information in the United States, prior to my departure. I am interested in obtaining the following information;

1. Any recent information (1970-to the present) on Brazil's educational system or where I could locate such information, *Dona Glaura Vilanova, S<sup>te</sup> Hilvire, 656-80.000 Curitiba Pr, Brazil*
2. Basic curriculum requirements in Brazilian schools at all academic levels. 1)
3. Elective courses available in the curriculum. ,)
4. How much emphasis is placed on composition, grammar, literature and oral communication in the teaching of Portuguese in Brazil. ''

5. The names and addresses of professors in Brazil that I could contact for further information and/or interviews.  
*Prof. Theodorico Atherino, Rector UFPA - 80000 Curitiba Pr. Brazil*
6. Other universities in the United States who have exchange programs with Brazilian schools or have information that would be valuable to my study.  
*Texas - Wisconsin  
UCLA  
Arizona*

I know that in the past your university has been involved in exchange programs with Brazilian universities. Therefore, would you please supply any of the above information. I would appreciate what help you can give me in this area. Enclosed please find a self-addressed, stamped envelope for your convenience.

Sincerely,



Natalie Gidcumb

## APPENDIX B

Copy of Letter Sent to Brazilian Contacts

The following letter was composed with the help of Dr. Milton Azevedo at the University of Illinois. It was sent to the following people on April 17, 1975.

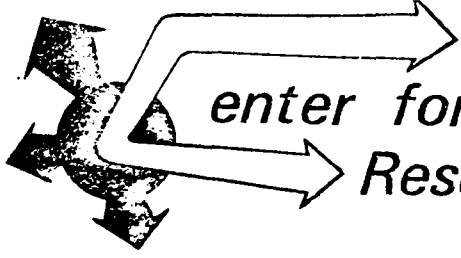
Dona Glaura Vilanova  
Ste. Hilaire, 656  
Curitiba, Parana  
Brazil

Profa. Nora Thielen  
Andre Puente, 200, Apt. 703  
Porto Alegre, Rio Grande do Sul  
Brazil

Prof. Robert Moreira  
Faculdade de Pedagogia  
Universidade de Sao Paulo  
Sao Paulo, S. P.  
Brazil

Prof. Antonio Soares-Amora  
Rua Tefe, 43  
Sao Paulo, Sao Paulo  
Brazil

Prof. Theodocio Atherino  
Reitor  
Universidade Federal de Parana  
Curitiba, Parana  
Brazil



enter for Communication  
Research & Development

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Mrs. Natalie Gidcumb  
P. O. Box 357  
Princeville, IL 61559  
17 de abril, 1975

Profa. Nora Thielen  
Andre Puente 200, Apto. 703  
Porto Alegre, Rio Grande do Sul  
Brazil

Presada Senhora Thielen,

Na qualidade de especialista em comunicacao, estou atualmente recolhendo dados para uma pesquisa sobre essa materia no Brasil. Apos um trabalho inicial nos Estados Unidos, pretendo passar algum tempo no Brasil, provavelmente entre 15 de julho e 22 de agosto deste ano, a fim de entrevistar pessoas interessadas no assunto, como educadores, jornalistas, etc., que possam fornecer-me algumas informacoes sobre o que se faz, no Brasil, no campo de comunicacao pessoal, arte de falar em publico, publicidade, e assuntos correlatos.

Seu nome foi-me fornecido por Senhor C. E. Leroy de University of Wisconsin, como sendo pessoa capacitada para fornecer-me valiosas informacoes sobre o assunto. Ficar-lhe-ia extremamente grata se V. S. Se despusesse a receber-me, em alguma epoca entre 15 de julho e 22 de agosto, para uma entrevista de uma ou duas horas. Caso isso nao lhe seja possivel, agradeceria que me fornecesse o nome de outras pessoas que, a seu juizo, pudessem colaborar comigo neste projeto de pesquisa.

Agradecendo antecipadamente a atencao que me possa dispensar, aproveito o ensejo para apresentar-lhe as minhas

Cordiais Saudacoes

Natalie Gidcumb

P. S. Meu endereço de correspondencia E:  
Mrs. Natalie Gidcumb  
P. O. Box #357  
Princeville, Illinois 61559  
USA



## APPENDIX C

Copy of the Course Curricula  
at the  
Univeraidade Federal do Parana

The following is a copy of the courses and course descriptions offered at the Universidade Federal do Parana in the Department of Social Communication. It was taken from their catalogue of the year 1975.

EMENTA DAS DISCIPLINAS DO  
CURSO DE COMUNICAÇÕES SOCIAIS

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PROBLEMAS FUNDAMENTAIS DE FILOSOFIA: Problemas sobre: A natureza da filosofia, a natureza do homem, a natureza do conhecimento humano. Metafísica do ser finito e infinito.

SOCIOLOGIA GERAL I: Fundamentos das ciências sociais. Conceitos operacionais da análise sociológica: estrutura, organização, integração e funcionamento da sociedade.

SOCIOLOGIA GERAL II: Análise dos grupos e instituições sociais que operam e se transformam no processo histórico.

ESTATÍSTICA I: Definição. Coleta de dados. Representação tabular e gráfica. Distribuição de frequência. Média. Mediana. Moda. Medidas de dispersão. Momentos. Assimetria. Curtose. Probabilidade. Distribuições normal, binominal e Poisson. Prova de hipóteses. Amostragem. Distribuição "t" e qui quadrado. Regressão e correlação lineares.

INTRODUÇÃO À PSICOLOGIA: Introdução. Definição de Psicologia. Tipos de Psicologia. Métodos da Psicologia. Bases fisiológicas. Os grandes capítulos da psicologia. Noções de história da psicologia.

INTRODUÇÃO À ANTROPOLOGIA CULTURAL: Estuda a Natureza, o Significado e a Aplicação da Ciência Antropológica. Emprego de Termos Antropológicos: Sociedade, Estrutura e Cultura.

ELEMENTOS DE HISTÓRIA DO BRASIL: Introdução ao estudo da História do Brasil, política, social e econômica, em suas grandes variações conjunturais, da colonização à modernização.

HISTÓRIA DA ARTE I: Introdução à História da Arte; Pré-Histórica: Arte Egípcia: Arte nas Civilizações do Oriente Próximo; Ciclo Greco-Romano; Arte Paleocristã e Raveniense; Bizâncio e sua Civilização: Arte Românica; Arte Gótica; Oriente e Extremo Oriente

Romantismo/Realismo; Impressionismo e reações; Arte Moderna; Arte Contemporânea; Arte Brasileira, Paranaense e Americana.

PROBLEMAS SOCIAIS CONTEMPORÂNEOS: Análise dos problemas de evolução normal e da patologia social. Questões atuais: crescimento populacional, bem-estar social, níveis de renda, emprego, educação e saúde. A distribuição dos recursos naturais, do trabalho e do capital no mundo.

ELEMENTOS DE HISTÓRIA MODERNA E CONTEMPORÂNEA: Introdução ao estudo da História Moderna e Contemporânea, política, social e econômica, nas suas grandes variações conjunturais, dos Grandes Descobrimentos à descolonização dos "Impérios Coloniais".

PSICOLOGIA SOCIAL I: Introdução. Fatores psicológicos básicos. Atitudes sociais. Ambiente social e cultural. Grupos, organização e o indivíduo.

PSICOLOGIA SOCIAL II: Introdução. Antecedentes da teoria de campo. Construções em teoria de campo. Teoria de campo e aprendizagem. Teoria de campo e experimento em psicologia social. Problemas de pesquisa em psicologia social. Fronteiras na dinâmica de grupo. Comportamento e desenvolvimento na situação.

HISTÓRIAS DOS MEIOS DE COMUNICAÇÃO: Introdução - A Cultura do Periódico Pré Histórico - A Evolução Cultural Introdução ao Estudo da Comunicação. Fases da Comunicação, Conceituação Atual de Comunicação. Comunicação Humana. Comunicação e Cultura de Massa. Classificação da Ciência da Comunicação. O Jornalismo antes da Tipografia, A Comunicação Impressa. Os Primeiros Jornais da Europa e da América. A Comunicação Impressa no Brasil. Fases da Imprensa Brasileira. Agências de Informações. As Histórias em quadrinhos. A Imprensa e demais meios de Comunicação no Paraná.

FUNDAMENTOS CIENTÍFICOS DA COMUNICAÇÃO: O Estudo da Comunicação através dos tempos. Ciências Humanas. Ciências Naturais. O âmbito da Ciência da Comunicação.

Discursos de conceito de comunicação. 11930.12  
da Comunicação. O Processo da Comunicação. 126  
Sistemas de Sinais. Categorias Semiológicas. Di-  
mensões da Comunicação. Natureza e Análise da  
Comunicação de Massa.

HISTÓRIA ECONÔMICA DO BRASIL: Estudo da economia brasileira na sua  
consideração histórica.

INTRODUÇÃO ÀS TÉCNICAS DOS MEIOS DE COMUNICAÇÃO I: Processos e técni-  
cas de Comunicação de Massa. Jornalismo Impres-  
so. Jornalismo Eletrônico. Teatro e Comunicação.  
Técnicas de Relações Públicas e Humanas. Técni-  
cas Publicitárias. Técnicas de Editoração.

INTRODUÇÃO ÀS TÉCNICAS DOS MEIOS DE COMUNICAÇÃO II: Fotografia e Co-  
municação. Técnicas Cinematográficas. A técnica  
da Comunicação pela Radiodifusão. Técnica de  
Produção em Radiodifusão de Sons e Imagens. Efei-  
tos Técnicos.

PESQUISA DE OPINIÃO E MERCADOLOGIA: Processo decisório. Introdução  
da Pesquisa. Pesquisa em Ação. Etapas de Pesqui-  
sa. Planejamento do Projeto. Execução do Proje-  
to. Amostragem, Relatório. Análise. Introdução  
O Consumidor. A compra. O Mercado. O Produto e  
a linha do Produto. Preço e Razão. Vias de Dis-  
tribuição. A Venda. O Departamento de Venda.  
Lançamento de Produto.

ÉTICA E LEGISLAÇÃO DOS MEIOS DE COMUNICAÇÃO: Introdução. Legislação.  
Histórico. Responsabilidade Profissional.  
A Lei e os Meios de Comunicação Social. Os cri-  
mes da Imprensa. O Processo de Imprensa. A Res-  
ponsabilidade. A Comunicação Social e a Seguran-  
ça.

JORNALISMO COMPARADO: Jornalismo Comparado. Morfologia. Morfologia  
de Periódico. Valorização. Pesquisas. A Histó-  
ria.  
- Jornalismo Comparado: Estudos. Personalidade. A  
presertação. eleição Imprensa Brasileira. Opi -  
- - -

CULTURA BRASILEIRA:

Estudos das Instituições Brasileiras. Origem, características, suas transformações. Valores e aspirações da nacionalidade. O caráter nacional. Mudança Cultural e Realidade Brasileira.

✓ TÉCNICA DE RADIODIFUSÃO: Introdução ao estudo da Radiodifusão. Radiodifusão. Telecomunicações. Comunicação pela Radiodifusão. Sistemas Empresariais e Estatais de Radiodifusão. Comunicação Audiovisual. Radiodifusão Educativa. A Informação e a Formação da Opinião Pública. Satélites Artificiais e Radiodifusão. Gêneros de Programas. Códigos de Ética da Radiodifusão Brasileira.

Radiodifusão no Brasil. A Radiodifusão e a Família. A Radiodifusão e as Agências de Publicidade. Radiodifusão, Crianças e Adolescentes.

✓ PLANEJAMENTO DE EMPRESAS DE COMUNICAÇÃO SOCIAL: Racionalização dos serviços: empresas jornalísticas, radiodifusão de sons e sons e imagens. Encargos, funções, funções de confiança. Noções jornalísticas. Racionalização dos serviços: empresa de publicidade, propaganda, radiodifusão de sons e sons e de imagem. Encargos, funções de confiança, noções técnicas.

✓ PUBLICIDADE E PROPAGANDA I: Introdução. Publicidade. Publicidade em Jornais. Publicidades em Revistas. Outros tipos de Publicidade.

✓ PUBLICIDADE E PROPAGANDA II: Distinção entre Publicidade e Propaganda. Departamento de Publicidade de um jornal. Agência de Publicidade e Propaganda. Planejamento de um programa de Publicidade pelos diversos veículos. Modalidades de Pesquisas.

✓ JORNALISMO IMPRESSO: Da Formação Profissional Jornalística. Noções e Processos Gráficos. Marcação de clichês. A Diagramação. A Linguagem Universal da Imagem. Da Linguagem Jornalística. Conceito de Informação. A Entrevista no Jornalismo. Reportagem. Jornalismo Interpretativo. O Interesse Humano e da Técnica do Título.

✓ PAGINAÇÃO E REVISÃO: A mensagem face à programação visual. Princípios

Programação de jornais, revistas e livros.  
Sua estrutura gráfica. Funções básicas da titulação da mensagem. Sistema de titulação. O tratamento da primeira página e páginas internas dos periódicos. As técnicas de ilustração. A localização da publicidade. A função das cores. Técnicas de revisão de originais.

- ✓ REDAÇÃO E EDIÇÃO I: Prática de Preparação de Lead. Prática de Redação da Notícia. Prática de Preparação de título. Prática de Reportagem Geral. Prática de Reportagem Política. Prática de Reportagem Econômica de interesse Humano Policial, Esportiva, Social.
- ✓ REDAÇÃO E EDIÇÃO II: Prática de Entrevista. Prática de entrevista Coletiva. Tópicos Editoriais. Trabalhos dos Correspondentes. Trabalho das Sucursais. Noticiário Nacional. Noticiário Internacional. Agências de Notícias. Colunas Especializadas.
- ✓ PRODUÇÃO E EMISSÃO I: Teoria do Radiojornalismo. Teoria do Telejornalismo. Técnicas e Práticas de redação de Notícias para a Radiodifusão. Rádio Reporter. Reporter Cinematográfico.
- ✓ PRODUÇÃO E EMISSÃO II: Prática de Radiodifusão. Prática de Elaboração de Roteiros para a Radiodifusão. Produção de Programa de Informação, Diversão e Percussão
- ✓ ANÁLISE GRÁFICA I: Introdução ao Estudo das Artes Gráficas. Estudo sobre as diversas técnicas de Impressão. Signos e suas funções: gravuras, serigrafia.
- ✓ ANÁLISE GRÁFICA II: Tipografia e o tipo. Impressão em off-set. Impressão e cores. Lay-out. Arte final. Composição. Diagramação. Encardenação.
- ✓ FOTOGRAFIA: O fenômeno fotográfico: a origem e evolução. Elementos operacionais da câmera fotográfica; filmes e papéis sensíveis fotográficos; requisitos básicos da fotografia: a foto-informação, a foto-opinião, fotografia como arte e fotografia como informação. O laboratório fotográfico.

quipamentos, técnicas de fotografar, de revelar e ampliação. A fotografia colorida e em preto e branco.

### HISTÓRIA SOCIAL:

Estudo dos quadros de referência da História Social, bem como dos recentes trabalhos segundo novas perspectivas metodológicas.

ESTUDO DE PROBLEMAS BRASILEIROS II: Problemas sócio-econômicos: Habitação; saúde; comunicação; urbanização, empresas. As Forças Armadas no processo sócio-econômico do Brasil. Problemas políticos; problemas geopolíticos; política econômica, social e externa. Segurança Nacional: Segurança interna; guerra revolucionária; política de segurança nacional.

ESTUDO DE PROBLEMAS BRASILEIROS I: Panorama Geral da realidade brasileira: características da Geopolítica e da Geoeconomia; o homem brasileiro; as instituições; o comportamento social. Problemas morfológicos: estruturas econômicas, sociais, políticas e dos poderes. Problemas do desenvolvimento econômico: a riqueza e o povoamento nacionais; a Amazônia; o Nordeste. Desenvolvimento rural, energético industrial e do comércio.

RELAÇÕES PÚBLICAS I: Teoria e Técnica: Comportamento Coletivo. Formação da Opinião Pública. Conceituação de Relações Públicas. História das Relações Públicas Governamentais. Pública das Relações Públicas. O Campo das Relações Públicas. O Processo das Relações Públicas. Fundamentos das Relações Públicas. Veículos de Comunicação de Massa. Veículos de Circulação dirigida. Agências de Relações Públicas. Treinamento e a formação de Pessoal para Relações Públicas. O Profissional de Relações Públicas. Requisitos para o Profissional de Relações Públicas.

RELAÇÕES PÚBLICAS II: Técnicas de Comunicação dirigida: Meios de Comunicação para públicos específicos.

LÍNGUA ESTRANGEIRA INSTRUMENTAL I: (Alemã, espanhola, francesa, inglesa ou italiana).

LÍNGUA ESTRANGEIRA INSTRUMENTAL II: (Alemã, espanhola, francesa, inglesa ou italiana).

ESTUDOS SOCIAIS E ECONÔMICOS I: Introdução aos Estudos Sociais e Econômicos. Organização de Produção. Crescimento Econômico-Social. As Relações Internacionais. Os Centros de Decisão. O Capitalismo.

ESTUDOS SOCIAIS E ECONÔMICOS II: O Desenvolvimento e Sub-Desenvolvimento. Modelos Teóricos. Clássicos e Contemporâneos de Desenvolvimento Econômico. Modelos Históricos: estudos de casos. Análise do Desenvolvimento Brasileiro.

INTRODUÇÃO A METODOLOGIA CIENTÍFICA: História da Ciência: Ciência Antiga, Clássica e Moderna. Metodologia Científica: sua tarefa. A Experimentação e a Observação. Leis: natureza, função e tipos. Teorias: concepções, natureza e componentes. Explicações. Problemas especiais das ciências humanas: a neutralidade axiológica, métodos de abordagem, problemas especiais da História.

ASPECTOS SOCIOLÓGICOS DA REALIDADE BRASILEIRA: Conhecimento científico da realidade brasileira, ecológica e humana. A Sociologia no Brasil.

PSICOLOGIA DIFERENCIAL: Introdução. As origens das diferenças individuais. Abordagem longitudinal. Abordagem transversal. As tipologias. As caracterologias. As diferenças intelectuais.



## POLÍTICA:

Elementos da Ciência política: Introdução, ' definição, âmbito e objetivos da ciência política, segundo as principais correntes. Correlações. Situação do ensino da Política no mundo. Principais métodos e técnicas de pesquisa.

Regimes Políticos. Formas de Estado e de Governo: Parlamentarismo. Presidencialismo. Democracia. Ditaduras contemporâneas. A organização do poder nos regimes políticos atuais. Constituições Brasileiras: O Estado Brasileiro e sua evolução. A constituição e a sua teoria. Preâmbulo da Constituição vigente. Estudo comparado das Constituições Brasileiras, do Império à República, com exame dos Atos Complementares respectivos. As atribuições e a responsabilidade dos poderes constituídos. Generalidades teóricas e práticas.

SOCIOLOGIA APLICADA À ADMINISTRAÇÃO: Análise Sociológica do Sistema Empresarial Moderno. Aspectos Sociais da Burocracia. A importância dos Grupos no Trabalho Humano, bem como das Relações Humanas no Trabalho.

PSICOLOGIA APLICADA À ADMINISTRAÇÃO: O Campo da psicologia aplicada à administração. Problemas psicológicos das organizações. O trabalho humano. Contribuição da psicologia no relacionamento homem-organização. O processo administrativo e o homem na organização. Efetividade da Administração.

MÉTODOS E TÉCNICAS DE PESQUISA EM CIÊNCIAS SOCIAIS I: Introdução e Dimensões da Pesquisa Social. Métodos e Técnicas de Pesquisa. Instrumentos de Coleta de Dados, Amostragem, Análise e Interpretação. Planejamento da Pesquisa. Revisão Bibliográfica para elaboração de projeto de Pesquisa.

HISTÓRIA CONTEMPORÂNEA III: Estudo das civilizações como quadros de referência para o compreensão do mundo atual, ou seja, a consideração de uma história de "longa duração".

PUBLICIDADE E PROPAGANDA III: Práticas: Preparação de campanhas publicitárias. Preparação de anúncios.

PUBLICIDADE E PROPAGANDA IV: Práticas: Atividades em Agências de Propaganda. O Publicitário.

DINÂMICA DE GRUPO E RELAÇÕES HUMANAS: Comportamento de pequenos grupos. Comunicação, participação. Produtividade. A percepção do outro. Modelos de análise e aplicações Sociometria. Relações do homem com o trabalho e o lazer. Psicologia comunitária.

INTRODUÇÃO À ÉTICA: A consciência moral: caracterização e variações. Várias fundamentações: o interesse, o sentimento, o dever social e racional. Análise fenomenológica da experiência moral. Responsabilidade, liberdade e virtude. Problemas morais na Justiça, Direito, Sociedade e Vida Econômica.

SOCIOLOGIA DO DESENVOLVIMENTO: Modelos teóricos de análise sociológica do desenvolvimento e subdesenvolvimento. Os modelos históricos em seus aspectos sociais. A atuação das classes, grupos, estado e ideologias nacionalistas e desenvolvimentistas. As alternativas político-sociais para o desenvolvimento.

PSICOLOGIA DA INDÚSTRIA: O trabalho como necessidade e motivação. Variação da produtividade. Aspectos psicológicos do ambiente de trabalho. Organização industrial e comercial. Admissão de pessoal, promoção e ajustamento. Organização psicológica do trabalho.

MÉTODO E TÉCNICA DE PESQUISA EM CIÊNCIAS SOCIAIS II: Introdução. Elaboração do Projeto. Revisão Bibliográfica. Trabalho de Campo. Análise e Interpretação. Relatório Final.

ASPECTOS ANTROPOLÓGICOS E CULTURAIS DA REALIDADE BRASILEIRA: Estudo dos elementos fundamentais da cultura brasileira: o índio, o negro, o imigrante. A questão indígena. O campesinato no Brasil. Estudo do meio urbano. Migrações internas no Brasil.

ORIENTAÇÃO BIBLIOGRÁFICA: Introdução. A biblioteca. Obras de referência. Forma de anotar. Estrutura e apresentação do trabalho.

## APPENDIX D

Copies of Course Outlinesat theUniversidade do Sao Paulo

Both of the following course outlines were provided by Nelly Camargo, and were of courses that she taught in the first two years of the course in communication. The first three pages are for the course on the process of human communication and was mainly material for the final exam. The second course outline was for the course Sociological Fundamentals of Communication.

I- Introdução ao estudo da Comunicação

- A- Objeto, campo e métodos no estudo da Comunicação humana.
- B- Caráter interdisciplinar dos estudos de Comunicação.
- C- Origem e desenvolvimento dos estudos de Comunicação.
- D- Tendências atuais de sistematização e diversificação e integração dos estudos de comunicação.
- E- Importância das formulações teóricas no campo da Comunicação, previsão, controle, filosofia e crítica.
- F- Aplicações da Comunicação no mundo atual.

(Berlo, Schramm, Cherry Colin e outros ).  
 "  
 "  
 Eco: Com. ab. Inf.  
 Smith - Com. x Inf.  
 Buckley -  
 "  
 "  
 "

II- Processo da Comunicação: Modelos teóricos

- A- Conceitos fundamentais :- relatividade  
 entropia  
 homeostase
- B- Componentes do processo:- fonte  
 mensagem-canal  
 receptor  
 realimentação (feedback)
- C- Operações e interferências:- codificação e decodificação,  
 interpretação  
 distorção e fi

(Eco, "A obra aberta").  
 (Wiener, Berlo etc.).

código e estrutura

redundância e informação

135

Comunicação verbal e não verbal.

Chinês.

denotação e conotação. Aspectos se-  
mânticos da Comunicação.

(Jakobson, Itayaka-  
wa, Moles,)

Canal e conteúdo :-

análise sintáti-  
ca.

análise temáti-  
ca.

O canal como um dos determinantes -  
do processo de comunicação :- deba-  
tes teóricos.

(Mc Luhan)

### III- Comunicação e significado

A- Os propósitos da Comunicação do ponto-  
de vista do observador, do ponto de  
vista da fonte e do receptor.

1- natureza da incerteza dentro do sis-  
tema

2- redução e incremento da incerteza na  
comunicação:- tensão criadora e ten-  
são desequilibradora.

3- Propósito consumatório e propósito -  
instrumental.

(Berlo, Kretch &  
Crutchfield).

B- significado e cultura:-

1- Natureza do símbolo e sua função na  
comunicação.

2- Grupos de referência

3- Condicionamento e aprendizagem

(Miller, Kretch ,

b. reforço

c. esforço

4- Hábito:- equilíbrio, desequilíbrio e mudança de comportamento.

C- Componentes psicológicos do processo de Comunicação:-

1. percepção
2. motivação
3. personalidade
4. cognição

(Schraamm, Tchko-  
tine, Festinger  
Osgood e outros

IV - Comunicação à massa:-

A. fundamentos psico-sociais no comportamen-  
to das massas-

(Análise de Pri-  
vilege).

(Erik Barnow).

B. Meios de Comunicação e formação da opini-  
ão Pública.

C. Comunicação à massa -

(Charles Wright)

VI - Investigação dos efeitos dos Meios de Comuni-  
cação:-

("A invasão de  
Marte"- Cantril)

A. Análise dos processos de comunicação apli-  
cados à :-

1. ~~comunicação~~ comercial
2. ~~comunicação~~ política, etc

(Na base dos tra-  
balhos apresenta-  
dos em classe  
do livro de Hof-  
"Fanatismo e Mov-  
mento de Massas"

(Morin).

B. Cultura de Massas no século III -

Observ.:- Para a prova do 2º semestre entra a matéria a partir do í-  
tem III.

## 1. Introdução

### 1.1. Ciência humana e Ciência natural

Métodos e procedimentos científicos; características e diferenças nos dois domínios da Ciência.

### 1.2. Cultura e Sociedade

Universalidade e particularidade; a Cultura como formas de adaptação do Homem.

### 1.3. Comunicação, cultura e sociedade

Relativismo cultural; etnocentrismo; "universos" de comunicação

## 2. Sociedade: aspectos básicos

### 2.1. Bases do comportamento humano

Linguagem e simbologia; gestos, sinais, posturas; requisitos da vida social; comunicação entre os povos primitivos.

### 2.2. Socialização: seus agentes e práticas

### 2.3. Grupos sociais

Status e papel; grupos primários e secundários; pequenos grupos e organizações.

## 3. Processos e abordagens

### 3.1. Interação: seus tipos e níveis

### 3.2. Inovação, mudança, difusão

### 3.3. Perspectiva ecológica

## 4. Organização social

### 4.1. Estrutura e organização

Sociedade de "folk" e sociedades complexas; sistemas econômicos e ideologia.

### 4.2. Família, parentesco e comunidade

### 4.3. Classes sociais e mobilidade

### 4.4. Relações interétnicas

Aculturação e assimilação; comunicação intercultural; marginalidade cultural.

## 5. Sociedade brasileira

Leitura e trabalhos práticos.

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