

Dr. Machado

A SUMMARY OF THE HISTORY AND DEVELOPMENT
OF THE
SUPERIOR SCHOOL OF HOME ECONOMICS
AT
MINAS GERAIS STATE RURAL UNIVERSITY
VIÇOSA, MINAS GERAIS, BRAZIL

This report is a summary of the history of the founding and development of the Superior School of Home Economics^{1/} at Minas Gerais State Rural University in Viçosa, Minas Gerais, Brazil. This report was prepared to provide the Rockefeller Foundation with information that might prove helpful in considering the school's request for financial assistance.

I. The Founding of the Superior School of Home Economics

A. Enabling Legislature

The founding of a Minas Gerais State Rural University to consist of three Superior Schools, the Superior School of Agriculture, the Superior School of Veterinary Sciences, and the Superior School of Home Economics was provided for by Minas Gerais State Law Nº 272, dated November 13, 1948.

B. Technical Assistance

In 1952 Rural University entered into an ICA/Washington-sponsored contract with Purdue University. According to the provisions of this contract Purdue University would provide Minas Gerais State Rural University with technical assistance in establishing a Superior School of Home Economics. At the present there are three Purdue University technicians in home economics at Viçosa. Their work is administered through ETA-Rural University Project 55.

Miss Anita Dickson, the first Purdue technician in home economics

^{1/} Prepared by Coradel Hamilton April 11, 1960

arrived in Viçosa the early part of 1952.

C. The Beginning of Classes

The first formal classes in home economics were started in August, 1952, and continued through February, 1953. Graduates from this course were credited with having completed a one-year course in home economics, known within the university as the Curso de Administração do Lar. The second Curso de Administração do Lar started in March, 1953, and terminated in December at the end of the university school year.

In March, 1954, the first students for the Superior School of Home Economics were accepted. The students accepted were educationally qualified to apply to take the entrance examinations for any Brazilian superior school and they were Curso de Administração do Lar graduates. They were credited with having completed the first year curriculum and were enrolled as second-year superior school students.

D. Original Physical Facilities

The first building to be used by the Superior School of Home Economics for classroom and laboratory space was a remodeled warehouse. This building was converted into a classroom building which provided the school with

- 1 administrative office
- 1 food laboratory
- 1 clothing laboratory
- 1 art and decoration laboratory
- 1 home nursing and child care laboratory
- 1 large classroom

Funds from Rockefeller Grant Nº RF 54100 to the university were used to equip and furnish the school. These funds were exhausted in 1957.

The former residence of the University President was converted into a dormitory which has an over-crowded capacity of 35 to 40 students.

II. The Aims and Organization of the School

A. Aims

The aims and the means of carrying forth these aims are stated in a university document known as the Constitution of the Superior School of Home Economics. This document was officially signed on April 3, 1954.

The aims, as stated in this document, are:

- To prepare girls for rural and urban living
- To offer a curriculum leading to a Bachelor of Science degree in Home Economics
- To cooperate with the other schools and services of the university in developing and executing teaching, research and agricultural extension programs

B. The School's Internal Organization

To carry out the educational and cultural aims of the school, the Constitution provides for the following organization within the Superior School of Home Economics:

1. Administrative Staff - The school is to have an administrative staff composed of a:

- Director
- Technical Orientator
- Social orientator
- Secretary

The orientators and secretary are subordinates to the director. The director is responsible to the President of the university for the administration of the school and its residence. The Constitution also definitely states the duties and responsibilities of each staff member.

2. The Teaching Staff - The teaching staff is to be organized into the following departments:

- Nutrition
- Clothing
- Decoration
- Child Care
- Art and Recreation
- Education
- Psychology and Sociology

A Department Head, nominated by the Director and appointed by the President of the University, will be responsible to the Director for the functioning of each Department provided for in the Constitution. The responsibilities and duties of Department Heads and other faculty members are clearly stated.

3. Curriculum - The curriculum provided for in the Constitution is listed under appropriate departments.

- a. Department of Nutrition
 - Nutrition
 - Food preparation
 - Bacteriology
 - Dietetics
 - Food preservation
- b. Department of Clothing
 - Textiles
 - Clothing construction
 - Pattern drafting
 - Draping
 - Tailoring
- c. Department of Decoration
 - Housing
 - Home Management
 - Home Furnishings
 - Applied Design
- d. Department of Child Care
 - Hygiene
 - Anatomy
 - Child Care
 - Home Nursing
 - Physiology
- e. Department of Art and Recreation
 - Singing
 - Music
 - Painting
 - Ceramics and Sculpturing
- f. Department of Education
 - Education
 - Psychology

The curriculum will also include courses in the physical and natural sciences, chemistry, mathematics, botany, English, the raising and care of small domestic farm animals, horticulture, sociology, rural economics, and farm and home accounting. These courses will be taught by professors from the Superior School of Agriculture.

All departments within the school except the Department of Art and Recreation are now functioning. The 1960 staff and curriculum are attached to this report as appendices.

III. Accomplishments

A. Graduates

During the eight years it has been functioning the School of Home Economics has graduated 217 girls from its Administração do Lar course and 13 from its four-year superior school course. Seven of the 13 superior school graduates are now teaching in the superior school. One is working for ABCAR. One has just accepted a position with Serviço Social Rural. Another, an ACAR four-year scholarship student, has returned to work with this agency.

B. Enrollment

A total of 373 students from 13 Brazilian states, the Federal District, a territory and six foreign countries have been enrolled as either Superior School or Curso de Administração do Lar students. During the interim between the 1958 and 1960 school years, enrollment for both courses, or total school enrollment increased 40 percent. During this interim enrollment in the four-year superior school course increased 125 percent (see Appendices).

During the history of the school, 15 different agencies or institutions have provided a total of 244 scholarships to students attending this school. Very few of the early scholarships were for more than one year of study. Some were for only one semester. At the present, more scholarships are being provided for superior school students than for Curso de Administração do Lar students. There is also a growing tendency to provide scholarships for the second and third year of study. A number of the scholarships obligate the girls to work for the scholarship-granting agency upon the termination of the scholarship. Agencies granting scholarships are listed in the appendices to this report.

C. Cooperation with Other Schools and Services of the University

In addition to teaching regular classes in the Curso de Administração do Lar^{and} In the four-year Superior School, professors of home economics have

cooperated with:

1. The University's Extension Service - Since 1954, home economics professors have cooperated with the University's Extension Service in conducting annual, one-week, short courses for rural women and for nuns. A total of 473 women and 243 nuns have attended these annual short courses.
2. The Department of Extension Training (ETA-UREMG Project 39), Superior School of Agriculture - The short courses sponsored by this department in which home economics professors have participated at the instructional level are listed in the appendices of this report.
3. ETA-UREMG Project 55 - During the 1959 school year home economics professors assisted with two Project 55 sponsored workshops. At the present they are participating, as counterparts to Purdue home economics technicians, in the development of a program of work to carry out the aims and objectives of Project 55.

D. Research

Included in the University's 1960 research appropriation are funds for one research project in the area of home economics. Sonia Alvarenga, a member of the first class to graduate from superior school and who is now on its faculty, has submitted a research project in the area of home management to the University's Research Council for approval. She proposes doing a two-year comparative study of the effects of supervised home management on family living standards. The two families to be involved are living on the sitio belonging to the Department of Rural Economics.

IV. Growth

In 1959, because of limited physical facilities and teaching staff, enrollment in the first-year of superior school and the Administração do Lar course was limited to six teaching sections or a combined enrollment of from 60 to 72 new students. Because of these enrollment restrictions and the increase in the number of scholarship students the school has done no active recruiting for new students since 1958.

In spite of restrictions on enrollment and no recruiting, it is anticipated that in 1961 or 1962 at the latest, present student housing facilities will be inadequate (see Table 1).

Table 1. Projection of 1958-1959-1960 Enrollment Figures through 1962.

Course	Year				
	1958	1959	1960	1961	1962
<u>Superior School</u>					
First Year	24	49	33	40-48	40-48
Second Year	8	8	40	20-26	30-40
Third Year	3	8	8	30-35	16-20
Fourth Year	<u>5</u>	<u>3</u>	<u>8</u>	<u>8- 8</u>	<u>25-30</u>
Total Superior School Enrollment	40	68	89	98-117	111-138
<u>Administração do Lar</u>	<u>47</u>	<u>26</u>	<u>34</u>	<u>24- 24</u>	<u>24- 24</u>
Total Enrollment	87	94	123	122-141	135-162

V. Program for Expanding Physical Facilities

A. Classroom and Laboratory Facilities

Although the construction is not completed, in March 1960 the school moved into the first wing of a new classroom building. When this wing is completed, which will be sometime during this year, it will provide the following:

Eight classrooms (Two of these are now being used as offices.
One is being used as a child care and home nursing laboratory.
Four are being used as lecture rooms.)
Two clothing laboratories
One textile laboratory
One art laboratory
Three foods laboratories (One is now being used as office space
for professors in that department.)
One 300-person capacity auditorium
One student lounge and study room

The second wing of this building will house the following:

Administrative, secretarial and faculty offices
One decoration laboratory
One child care laboratory

One home nursing laboratory
 One home management and equipment laboratory
 One chemistry laboratory
 One research laboratory for the department of nutrition

When this wing is completed the school will have adequate classroom and laboratory space to teach a complete four-year curriculum to 200 students.

B. Dormitory Facilities

Dormitory facilities have been inadequate since 1956. During the 1957, 1958 and 1959 school years, the school rented additional housing space in Vigosa. This year, when the school moved out of the original classroom building, this building was converted into temporary, barrack-type housing quarters. The school is providing housing for 105 of its 123 students. This represents approximately 87 percent of the student body.

The school recognizes that present housing facilities are not only over-crowded and inadequate but that they are also unsatisfactory for the development of desirable living habits. It has decided to postpone construction of a dormitory with a capacity to house 150-200 students has been completed. The school would like to start this construction as soon as work on the first wing of the new classroom building is completed.

C. Equipment and Furnishings

A Rockefeller Foundation Grant, N^o RF. 54100, financed the purchase of equipment and furnishings for the original physical facilities. This grant was exhausted in 1957. Although school enrollment increased 40 percent during the 1958-1960 interim and six classrooms, two foods laboratories, one clothing laboratory, and a textile laboratory were added to the school's physical plant, no major additions of equipment or furnishings have been purchased since 1957.

In order to accommodate more teaching sections, the Clothing and Nutrition Departments have had to distribute the equipment formerly used in one laboratory over the new additions to laboratory space. As a result of this, all laboratories are only partially furnished and equipped.

Food service equipment in the present dormitory is inadequate to efficiently and satisfactorily serve the number of students now in residence.

In the budget presented to the State Legislature for the 1960 school year, the school included Cr\$10.730.000,00 (approximately \$58,000.00 at the current rate of exchange) for the purchase of permanent equipment and furnishings. This was reduced to Cr\$250.000,00 (\$1,350.00) by the State Legislature.

D. Financing

Inflationary influences make it difficult to estimate what the actual cost of this expansion program will be. Tentative estimates of construction costs based on the costs for constructing the first wing of the new classroom and laboratory building are:

<u>Building</u>	<u>Estimated Cost</u>
Classroom and laboratory building	
First wing	Cr\$11.000.000,00
Second wing (to be built after dormitory)	<u>14.000.000,00</u>
Total estimated cost of school building	25.000.000,00
Dormitory	<u>30.000.000,00</u>
Total estimated cost of buildings	Cr\$55.000.000,00

To finance this building program the school is depending on its annual appropriation from the Federal Government. Since 1957 the school has received Cr\$11.000.000,00 for construction purposes from this source. This has been in the form of annual appropriations of the following amounts:

<u>Year</u>	<u>Amount</u>
1957	Cr\$ 2.000.000,00
1958	2.000.000,00
1959	2.000.000,00
1960	<u>5.000.000,00</u>
Total	Cr\$11.000.000,00

The school receives no appropriation for construction purposes from the Minas Gerais State Legislature.

If the school is able to continue with its building program, it is going to need approximately \$150,000.00 over the duration of this building program to furnish and equip completed structures. This is to be distributed as follows:

<u>Use</u>	<u>Amount</u>
To meet present needs (Includes equipment and furnishings for the new wing of the school building. This wing is now occupied)	\$ 60,000.00
To furnish and equip second wing	<u>40,000.00</u>
Total for school building	\$100,000.00
To equip kitchen, dining room, and furnish living and sleeping quarters in 150-200 student-capacity dormitory	<u>50,000.00</u>
TOTAL	\$150,000.00

The \$60,000.00 to meet current needs is needed at once. Because the pace at which the school can carry out its building program is dependent on the continuation and the size of its Federal appropriation for this purpose, no attempt has been made to estimate when funds will be needed to equip and furnish the dormitory and second wing of the classroom building. Laboratories included in the second wing will not be so expensive to equip as those housed in the first wing.

Inasmuch as the government of the state of Minas Gerais has never provided the school with any sizeable appropriation for permanent equipment and 1960's specific request for such an appropriation was reduced to a token appropriation, it looks as if the school will have to look elsewhere for funds with which to purchase equipment and furnishings for these buildings.

The school was in its very infancy at the time it received its grant from the Rockefeller Foundation. It will always appreciate this vote of confidence. The grant's contribution to the school's success in its early devel-

opment can not be overestimated. However, the school has now reached another critical stage in its development. Physical facilities must be expanded and equipped if the school is to successfully assume its responsibilities for training Brazilian home economists and developing professional leadership in this area. It would again like to have assistance from Rockefeller Foundation in meeting its present equipment and furnishings needs.

VI. Contribution to the Development of Home Economics in Brazil

At present the Superior School of Home Economics at the Minas Gerais State University, Viçosa, Minas Gerais, Brazil, is the only school in Brazil offering a four-year Superior School curriculum in home economics. Since its founding it has been assisted in the development of its curriculum by home economics technicians provided by Purdue University. Its greatest contributions to the development of home economics in Brazil have been in the areas of training home economists and developing professional leadership.

A. Training Home Economists

The number of girls who have received training at the school was reported under accomplishments of the school. The areas in which graduates from its four-year superior course are working were also reported. The agencies which look to the school for partial training of their workers are listed in the appendices. The growing role of the school in the area of training is implied by its rapid increase in enrollment.

B. Developing Professional Leadership

The faculty of the Superior School of Home Economics at Viçosa is probably the best-trained group of home economists in Brazil. Of the eleven girls on the teaching staff, one has her Bachelor of Science and Master of Science degrees from universities in the United States, another has received a year of special training at a United States university, another is going to the United States in September for a year of special study, and seven others are

graduates from the four-year superior school course.

Leadership among this group has been developed through their participation in curriculum development, their participation in teaching and in training others to teach short courses sponsored by other agencies, their participation in the training program for new teachers, and the school's practice teaching program for fourth-year students. Purdue technicians are also gradually turning over departmental administrative responsibilities to them.

One of the aims of ETA-UREMG Project 55 is to provide this school with the opportunity of sharing more responsibility for the development of leadership outside of its own faculty group. However, this program is still in the developmental stages. Teacher shortages and heavy teaching loads resulting from this shortage make it difficult for teachers to participate in activities that are held off the campus.

APPENDICES

- Appendix I. 1960 Curriculum
- Appendix II. 1960 Teaching Staff
- Appendix III. Enrollment
- Appendix IV. Scholarship Granting Agencies
- Appendix V. Participants in Annual Short Courses
for Rural Women and for Nuns
- Appendix VI. Short Courses with which Home Economics
Professors Assisted

Appendix I

1960 CURRICULUM ESCD - URMG

Superior School

	Classroom hours		
	Lecture	Lab	Professor
<u>FIRST YEAR</u>			
<u>First Semester</u>			
Chemistry	1	2	Renato Sant'Anna
Mathematics	3	0	Antonio Gonçalves de Oliveira
Physiology	1	2	Anibal Torres
Hygiene	1	2	Raimundo Faria
Zootecnia	1	2	Nirmen Rossewel
Food Preparation	2	4	Maria da Conceição Simões and Maria Eunice Daibes
Clothing	1	4	Alaune Moraes Freitas
Arts	1	2	Maria Lucia Simonini
English	2	0	Liesel Kohnke
<u>Second Semester</u>			
Chemistry	1	2	Renato Sant'Anna
Mathematics	3	0	Antonio Gonçalves de Oliveira
Physiology	1	2	Anibal Torres
Hygiene	1	2	Raimundo Faria
Botany	2	4	Chotaro Shimoya
Food Preparation	2	4	M ^a da Conceicao and M ^a Eunice
Clothing	1	2	Alaune M. Freitas
Arts	1	2	M ^a Lucia Simonini
English	2	0	Liesel Kohnke
<u>SECOND YEAR</u>			
<u>First Semester</u>			
Chemistry organic	2	2	Renato Sant'Anna
Physics	1	2	Nirmen Rossewel
Meal planning & preparation	2	4	Mercia W. Lara & M ^a Eunice Daibes
Clothing	1	4	Tereza Fialho
Textiles	1	2	Esmeralda T. Afonso
Puericultural Child Care	1	2	José de Castro Gomes
Enfermagem (Home Nursing)	1	2	Lygia de Oliveira
English	2	0	Liesel Kohnke
<u>Second Semester</u>			
Chemistry	1	2	Renato Sant'Anna
Physics	1	2	Nirmen Rossewel
Botany	1	2	Chotaro Shimoya
Meal planning & preparation	2	4	Mercia W. Lara & M ^a Eunice Daibes
Clothing	1	4	Tereza Fialho
Textiles	1	2	Esmeralda Afonso
Childcare	1	2	José de Castro Gomes
Home Nursing	1	2	
English	2	0	

Appendix I - cont.

THIRD YEAR

First Semester

Bacteriology	1	2	José de Alencar
Brazilian Literature	2	0	Antonio Gonçalves de Oliveira
Educational Methods & Psychology	3	0	Sonia da Silva
Nutrition	1	2	Raimundo Faria
Clothing, Pattern Drafting & Draping	1	6	Esmeralda Afonso
Home Management & Household Equipment	1	2	Sonia C. de Alvarenga
Physics	1	2	Nirmen Rossewel
English	2	0	Liesel Kohnke
Chemistry organic	1	2	Renato Sant'Anna
Psychology	2	0	Padre Antonio Mendes

Second Semester

Bacteriology	1	2	José de Alencar
Brazilian Literature	2	0	Antonio Gonçalves de Oliveira
Educational Methods & Psychology	3	0	Sonia da Silva
Nutrition	1	2	Raimundo Faria
Clothing, Pattern Drafting & Draping	1	6	
Money Management (contabilidade)	2	0	
Literary Investigations	1	0	
Physics	1	2	Nirmen Rossewel
English	2	0	
Chemistry	1	2	Renato Sant'Anna
Psychology	2	0	Padre Antonio Mendes

Appendix II

1960 TEACHING STAFF AT ESCD

ESCD Appointments with Conselho Status

<u>Teacher</u>	<u>Department Designated in Contract</u>	<u>Department in Which They Teach</u>
Sonia da Silva	Methodology	Methodology & Nutritions
Sonia Coelho de Alvarengo	Decoration	Decoration
Esmeraldo Jonias Afonso	Clothing	Clothing
Lygia de Oliveira	Child Care	Child Care
Padre Antonio Mendes	Methodology	Psychology & Sociology
Antonio Gonçalves de Oliveira	-----	Mathematics
Maria da Conceição R. Semais	Methodology	Nutrition
Leny do Valle Cintra	-----	Clothing

ESCD Appointments without Conselho Status

<u>Teacher</u>	<u>Department Designated in Contract</u>	<u>Department in Which They Teach</u>
Maria Lucia Simonine ⁺	Decoration	Decoration
Alaune Freitas	Decoration	Clothing
Tereza Fialho	Clothing	Clothing
Mercia W. Lara	Nutrition	Nutrition
Maria Eunice Diabes ⁺	Nutrition	Nutrition
Nirmen Rossewel	-----	Physics & Zootechnology

Contract for Courses (paid on a monthly salary)

<u>Teacher</u>	<u>Course Taught</u>	<u>Other Employment</u>
Renato Sant'Anna	Chemistry	ESA
Jose Gomes de Castro	Child Care	Local Doctor (Superior Sch.
Raimundo Faria	Hygiene & Nutrition	Local Doctor (Superior Sch.
Juracy de Souza Zanos	Portuguese	Secretary

Contract for Courses (paid by class hours taught)

<u>Teacher</u>	<u>Course Taught</u>	<u>Other Employment</u>
Chotaro Shimoya	Botany	ESA
Anibal José Alves Torres	Physiology	ESA
Edson Potsch Magalhães	Economics	ESA
Joaquim Campos	Zootechnology & Agriculture	ESA
Flavio Ceuto	Horticulture	ESA
Edgar Vasconcelos Barros	Sociology	ESA
Jose de Alencar	Bacteriology	ESA
Luiz Mario de Moura	Library Investigations & Money Management	ESA

⁺New Professors

CLERICAL STAFF

3 Secretaries

1 Mimeograph Operator

Appendix III

ENROLLMENT FOR 1958, 1959 & 1960

	1958		1959		1960	
	<u>Enroll-</u> <u>ment</u>	<u>Teaching</u> <u>section</u>	<u>Enroll-</u> <u>ment</u>	<u>Teaching</u> <u>section</u>	<u>Enroll-</u> <u>ment</u>	<u>Teaching</u> <u>section</u>
Superior School						
First year	24	2	49	4	33	3
Second year	8	1	8	1	40	4
Third year	3	1	8	1	8	1
Fourth year	<u>5</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>8</u>	<u>1</u>
Total Sup. Sch:	40	5	68	7	89	9
One-year course	47	4	26	2	34	3
Special student	<u>1</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>1</u>	<u>—</u>
<u>Grand Total:</u>	88	9	94	9	124	12

Appendix IV

SCHOLARSHIP GRANTING AGENCIES

Agency	1952	1953	1954	1955	1956	1957	1958	1959	1960	Total
Secretary of Education, State of Minas Gerais	4	0	0	1	0	0	0	0	0	5
Secretary of Agriculture, State of Minas Gerais	1	2	7	10	12	6	6	0	7	39
Serviço de Orientação Técnica State of Minas Gerais	1	0	0	0	0	0	0	0	0	1
Department of Technical Teaching	1	0	0	0	0	0	0	0	0	1
ETA	0	0	0	0	0	18	9	0	0	27
Superior School of Home Economics	0	0	0	2	1	7	10	0	6	26
ACAR	0	0	0	0	0	0	9	8	9	26
Association Rural of Murião	0	0	0	0	0	0	0	0	1	1
Association of North American Women	0	0	0	0	0	0	6	0	2	8
Serviço Social Rural	0	0	0	0	0	0	0	20	24	44
SESI	0	0	0	0	0	0	5	0	0	5
Prefeitura de Viçosa	0	0	0	1	0	0	0	0	0	1
Prefeitura de Sant'Ana do Deserto	0	0	0	0	0	0	0	0	1	1
Acares	0	0	0	0	0	0	1	0	0	1
ABCAR	0	0	0	0	0	0	0	30	28	58
Total:	7	2	7	14	13	25	40	58	78	244

Appendix V

PARTICIPANTS IN ANNUAL SHORT COURSES FOR
RURAL WOMEN AND FOR NUNS

Short Course	1954	1955	1956	1957	1958	1959	Total
Rural Women's Week	0	61	83	103	178	48	473
Nuns' Week	4	48	61	68	45	17	243

Professors of the Superior School of Home Economics are also cooperating with ETA-UREMG Project 39, ETA-UREMG Project 55 and other ETA projects.

Appendix VI

SHORT COURSES WITH WHICH HOME ECONOMICS PROFESSORS ASSISTED

Short Course	Sponsor(s)	Date	Attendance	Course	Name of ESCH Professors Assisting
Intensive Course 1959					
	Department of Extension Training	Jan. 5 to Feb. 26	31 ACAR	Nutrition	Maria da Conceição R. Simões
	ESA UREMG		4 ACARES		
	ETA Project 39		2 Extension Service-UREMG		
			<u>37</u>		
Semana Feminina	Department of Extension Service	Feb., 1959	40	Nutrition	Maria da Conceição R. Simões
	ESA UREMG -				
	ETA Project 39				
Semana de Freiras	Department of Extension Service	Feb., 1959	25	Nutrition	Maria da Conceição R. Simões
	ESA UREMG				
	ETA Project 39				
Intensive Course	Department of Extension Service	March 16 to May 5	4 ACAR RJ	Nutrition	Taught by 4th year student
	ESA UREMG		3 ACAR GO	Puericultura	Taught by 3rd year student
	ETA Project 39		1 ACAR MG		
			7 SEAG		
			<u>1</u>		
			16		
Vestuário Workshop	ESCH	July 13 to July 31	5 Regional and Local extension workers	92 teaching hours	Esmeralda Tomaz Afonso
	ETA Project 55		2 ESCH extension scholarship students		
			3 ESCH professors attending sewing machine clinic phase		
			<u>10</u>		
Intensive Course Ipanema	ESCH	July 15 to July 19	20 Extension workers	Nutrition Methods	Sonia da Silva
	ETA Project 55				

Appendix VI - cont.

Short Course	Sponsor(s)	Date	Attendance	Course	Name of ESCD Professors Assist
Workshop for SEAV school directors	ESCD ETA Project 55	July 18 to July 24	4 Directors 1 Federal Supervisor <u>5</u>	Dovetailing of materials in the technical and practical classes	Maria da Conceição Simões & Mercia Wanderley
				The philosophy and methods of teaching	Sonia da Silva
				Planning Laboratories	Sonia da Silva
Course for Midwives	Department of Extension Training ESA UREMG ETA Project 39	Oct. 19 to Oct. 23	40 Midwives		Lygia de Oliveira
1960					
Intensive Course	Department of Extension Training ESA UREMG ETA Project 39	Jan. 5 to Feb., 27	39 ACAR RJ ACAR GO ACAR ACAR ES	Nutrition Nutrition Nutrition Puericultura	Sonia da Silva Sonia G. Alvarenga Mercia Wanderley Lygia de Oliveira

1/ In 1957 ETA and UREMG signed a contract which resulted in the establishment of a Department of Extension Training within UREMG. This department is distinct from the Extension Service of UREMG. Its function is to provide training for prospective extension work UREMG students interested in extension work, and for newly hired extension workers and specialized training courses for extension workers. Since the establishment of this department, most of the short courses have been administered through it.