

Ct. 983/61.

Rio de Janeiro, 21 August, 1961.

Prof. Dr. Franz Pawelka
Chief of the Family Federation of Upper Austria
Linz-Donau, Haiderstrasse 2, Austria

Dear Sir,

Please accept our regret for not answering your questionnaire "School and Profession" in time for your exhibition, but it was forwarded to us at the end of June.

Nevertheless, we think that our answer will be useful for your scientific work, even if we were unable to give our contribution before.

Technical terms differ from one country to another so, we shall do our best to make ourselves understood.

We are much obliged and remain at your entire disposal for any future inquiry.

Respectfully,

Péricles Madureira de Pinho
Executive Director

DDIP/NP/Mae.
Proc. 1491/61

SCHOOL AND PROFESSION

A. 1. Statistical Data

Country: BRAZIL

1. Population's figure: 66 302 271 (according to Conselho Nacional de Estatística, Anuário Estatístico 1960).

Male: 25 885 001 (according to Anuário Estatístico 1950)

Female: 26 059 396(" " " " ")

Under 26 of age: 32 188 428 " " ")

2. Technicians with university education

" " medium technical education

Technical assistants

- We are unable to answer it.

3. Businessmen with university education

" " medium commercial education

Helping hands

- We are unable to answer it.

4. Pupils of elementary school (1958 enrollments): 6 775 791

Pupils of general high schools (1960 enrollments): 868 178

Pupils of Elementary school teacher's training college: 90 727

Pupils of Commercial schools (1960 enrollments): 185 934

Pupils of Industrial schools (1960 enrollments): 25 925

Pupils of Agricultural schools (1960 enrollments): 6 663

5. Students of universities (1960 enrollments)

" " " : commercial training: 7 934

" " " : industrial " } 85 268
liberal professions}

6. Apprentices in training: 25 035

B. Organization of Educational Systems

7. Total of real universities: 27

Total of university-type institutions: 421

Number of these with technical training: 378

" " " " commercial " : 43

Total of elementary schools (1958): 89 999

C. Course of Education (See our booklet "Articulação do Ensino no Brasil" and Chart on the last page).

8. General elementary schools: Starting with 7 years old.
Grammar school: 5 years course (see chart)

9. When entering intermediate education?
- Starts with 11 years old.

10. Is selection made by entrance examination?
- Yes.

11. What types of intermediate institutions are there?
With how many grades?
Is there a final exam?
- See Chart on the last page of the booklet we are sending enclosed.

12. Minimum time for studies in:

Engineering: 5 years

Medicine: 6 years

Law: 5 years

Secondary School Teacher's course: 4 years

Education of teachers for elementary schools: 3 years

Training at universities: 1 year

Training at medium teacher's training institutions: 1 year

D. Vocational Counseling

13. Is constant observation made of pupils' interests and abilities?
- Some schools make constant observation of pupils' interest and abilities by observing their choice of club activities. Observation starts as soon as they enter High School (11 years old). Records are kept in files which are called "Sociograma".

14. Are there vocational investigations?

- There are two kinds of vocational counseling: the educational type (European) and the diagnostic type (American). In Brazil, most of the Vocational Counselings are made through the diagnostic type though some experimental schools such as Colégio Nova Friburgo in the Estado do Rio de Janeiro; Benett in Estado da Guanabara; Mackenzie in São Paulo give vocational education. There is an specialized establishment that applies modern methods and handle the records with scientific care.

The enclosed list of the principal tests are applied in some schools by that institution called Instituto de Seleção e Orientação Profissional which belongs to Fundação Getúlio Vargas.

Our High School is divided into two periods. A period of four years starting with 11 years of age followed by a period of 3 years. At the end of this course which we call "ginasial", a vocational investigation is made in a very general manner to see if the child has a tendency to follow a course with scientific background or tends to the study of the Arts. This investigation fulfills its purpose because in the second period of our High School, the 3 years course splits into 2 different courses: Científico or Classics.

So, at the end of the Ginasial, investigations on the child's preferences, interests, and aptitudes are made by applying Kuder Preference Record, Koch, P.M.K., Differential Aptitude Test (form A).

15. Is the organization of the educational system thus as to make use of the results of vocational counseling possible in due time?

- The organization of the educational system is thus as to make use of the results of vocational counseling possible in due time. After the child has followed either the Clásico or the Científico course, one year before they finish High School, another investigation is made and the Differential Aptitude Test (form B) is applied, together with other scientific tests.

In schools where vocational education is given they have what they call a vocational library where the child looks for pamphlets, booklets on different careers, programs and curricula of the different university courses, conditions for the entrance examinations; sees moving pictures, reads living biographies of great men; visits all kinds of industries and engages himself in club activities.

E. Special Vocational Guidance

16. Is there special vocational guidance?

- We do not know the exact meaning you give to special vocational guidance. If by that you mean a kind of guidance the Germans

made before the war, in which the child was guided to one profession or another, regardless of his interests, tendencies and aptitudes, only to satisfy labor market situations, in that sense, we do not have special vocational guidance.

But if you mean by it that there is a special vocational guidance, not as scientific as in the European countries where the actual needs of present labor market situations are foreseen years ahead of time, then, we do have a special vocational guidance.

17. Is special vocational guidance only applied after qualification has been revealed?

- Yes, vocational guidance is only applied after qualification has been revealed. It is beginning to be made in accordance with estimated future demands.

Is special vocational guidance accordance with estimated future demands?

- Yes, counseling is given but the child is free to choose the occupation by himself. Parents' choice is still a powerful motivation on the part of the child, specially if they have been successful themselves in their occupation.

18. What happens to adolescents and adults who during their training and afterwards show signs of outstanding qualification - or disqualifications - for another vocation?

- He usually drops the course by himself, or by teacher's counseling.

19. What happens to adolescents whose disqualifications for an acquired occupation show up during or after the training?

- If his disqualifications show up during the training, he drops the course. If it occurs after the training he is obliged to look for another occupation and start all over again, unless the course he had been following had subjects in common with the one he intends to follow in the future.

20. Would they get the chance to switch to a training in that special field which they are qualified for, without great loss of time?

- No, they have to start all over again, with a great loss of time.

21. Is a modification to education considered essential in regard to the technological progress (automation)?
 Is a modification of vocational training considered necessary?
 Is an extension of schooling taken into consideration?
 " " " " vocational training considered?
 - Yes. An extension of schooling is taken into consideration, specially by industries.
22. Is intensification of basic training suggested?
 - Yes.
23. Is intensification of science teaching taken into consideration?
 - Yes.
24. Is increase of practical training considered?
 - Yes.
25. Which special subjects should be reduced in order to avoid overburdening when technical studies will be intensified?
 - Depends on the training.
26. Is modification of teacher's training esteemed necessary?
 - We esteem the modification of teacher's training and changes are being made all over the country, in several States of Brazil.

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