

Sugestão
A Suggested Policy
for the

PLANO DE AÇÃO / ORIENTAÇÃO POLÍTICA

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with regard to Rural Education prepared by
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I

What is a Rural Area?

A "Rural Area" is essentially a geographical area defined by a community of interests of the people who reside there based on population characteristics, economy, and the cultural patterns.

I. International Conception of Rural Areas

1. Based on the published opinions of Hollis Caswell, Frank Cyr, Newton Edwards, George A. Works, Edmund deS. Brunner, and T. Lynn Smith.

2. A "Rural Area" is an area which includes all or most of the following characteristics:

a. Population:

- 1) The demographic pressure is very light (sparsely populated -- may be in villages or in the form of individual farms)
- 2) Migrations of population are very marked (with an out-flow of youth for urban industries, a loss of talent, etc.)
- 3) The birth rate is relatively high.

b. Economy:

- 1) It is predominantly agrarian (including fishing, forestry, and small-scale extractive industries).
- 2) It has a relative lack of sources of power (electricity, etc.)
- 3) It has a relatively low degree of mechanization.
- 4) Transportation and communication is difficult.
- 5) The per-capita wealth is relatively low.

- 6) There is a flow of wealth from country to urban areas.
- 7) There is a high degree of seasonal employment and income.

c. Cultural Patterns and Attitudes:

- 1) The population is conservative and traditional.
- 2) The people have multi-skills (including the position of manager).
- 3) There is a high degree of cooperative enterprise (people help each other).
- 4) There is relatively little contact with urban and cultural centers.
- 5) Two basic patterns exist:
 - a) Large landholdings with tenant farmers
 - b) Small landholders with capital investment
- 6) Society is organized in tight family groups (with most social services supplied within the home)

II. The Particular Brazilian Conception of Rural Areas

1. Includes frontier areas (regardless of their economy).
2. Includes areas of foreign immigration groups and "colonies".
3. Includes areas of migratory workers (examples: Sao Francisco Valley and the fishing communities of the coast).
4. Includes areas of National Territories (population artificially stimulated to develop the area economically).
5. Includes small urban groups in the interior of states (where population is essentially rural in attitude because of lack of transportation and communication).
6. Includes major private properties in the interior (where the population is concentrated for work in isolated industry or agricultural developments).
7. Includes areas near large cities (where the population is dedicated to the production of produce through truck farming and gardening).

II

What is a Rural School?

A "Rural School" is essentially one that serves the fundamental educational needs of a predominantly rural area (as above defined).

I. Objectives

1. Centralization: gives a common experience and hence tends to produce a unity and a natural cohesion in population groups in widely different areas.
2. Decentralization: provides for the wide diversity of needs in different local areas.

II. Location

1. Designed to collect students from sparsely populated areas.
2. Methods used:
 - a. Small isolated schools draw students from homes within walking distance.
 - b. Large consolidated (reunidos or grupose escolares) schools draw students from homes in a much larger area through a system of transportation.
 - c. Boarding schools collect children from areas too wide or too isolated to permit daily commuting even with transportation.

III. Program

1. Program interprets and links student with wider national and international responsibilities.
2. Program recognizes and assists in the meeting of family and local responsibilities.
3. Provides basic intellectual and manual skills.

4. Has a substantial portion of the program directed at instruction in agricultural skills (fishing, forestry, etc.)
5. Has a substantial portion of the program directed at instruction in productive home industry, handicrafts, and services of the community (cabinet making, leather work, metal work, ceramics, public health, etc.)
6. Teaches basic moral responsibilities.

IV. Buildings and Equipment

1. Cost must be relatively low:
 - a. To permit a shift of locale of the school with changes in the concentration of population and with technical advances in the schools (such as consolidation).
 - b. To permit construction of large numbers of units with the relatively small revenue from rural taxes or federal equalization funds.
 - c. To permit low cost maintenance by local and relatively unskilled workmen.
2. Design must be:
 - a. Better than other buildings in the area - - to serve as a model for the community and to give a sense of pride in education.
 - b. Not too much superior to local construction - - to avoid creating a spirit of resistance and antagonism in the community.
 - c. Functional - - and directly linked with the program and the needs of the community, not with some formal concept of a technical school.
 - d. Relatively standard with only minor modifications made to meet local conditions - - to avoid expensive errors based on local design and dictated by pride rather than professional considerations.
 - e. Adaptable to local materials and workmanship.
3. Grounds and Equipment must be:
 - a. Suited to the program, and primarily to practical classes in agriculture and saleable handicrafts.
 - b. Of a type suited to the community - - representing the best that is currently used, but not outstripping local practice so far as to make the skills inapplicable upon graduation.

V. Teachers (Note: this section is taken from Tema III of the Book "Problemas de Educacao Rural", pp. 37-38.)

1. Selection

- a. Person with general cultural background necessary for the position. (Example: a teacher raised in the slum section of a large city would not be adequate for work in a fishing village.)
- b. Person with sustained interest in teaching as a career.
- c. Person with the basic moral and intellectual characteristics necessary to be a teacher of children.

2. Basic Training

- a. To give a general cultural background sufficient to enable the teacher to interpret society to the student.
- b. To give specific skills sufficient to enable the teacher to pass on these skills to the children.
- c. To give techniques of teaching sufficient to enable the teacher to pass on his knowledge in an effective and efficient way.
- d. To develop inherent personality and to guide in social procedures necessary for the teacher to establish cordial and productive relations with the parents and lay community.

3. Directed Experience

- a. Through supervised practice teaching while still a student.
- b. Through professional supervision (not mere inspection) by able specialist teachers during the entire period of their working career.

4. In-Service Training

- a. Teacher's meetings, staff study groups, and various extension training courses conducted while the teacher is actually teaching.
- b. Summer schools, vacation travel, teacher's institutes and similar educational experience during the vacation periods between teaching.

5. Social Climate

- a. The availability of libraries, museums, cultural clubs, music, news, intellectual companionship, stimulating lectures - - all the elements necessary for continued intellectual growth.
- b. The presence of an attitude on the part of parents, the lay public, and school officials which encourages the effort necessary to improve teaching - - indifference or mild contempt on the part of the people with whom the teacher comes in contact would effectively paralyze future growth.

6. Incentives

- a. Prestige - - prizes, promotion, public recognition, honors, position of status in all community affairs.
- b. Agreeable living conditions - - a situation which is attractive to the teacher (home, neighbors, recreational possibilities).
- c. Agreeable working conditions - - a situation which is attractive for the teacher (school, colleagues, class of students, equipment, professional leadership).
- d. Reasonable Recompense for the Work - - pay that is commensurate with the preparation, difficulty, and security of the position.
- e. Security - - a definite assurance of a reasonably long employment and retirement on adequate pension following service.

III

Selection of the Teachers for Primary and Normal Schools
in a Rural Area

I. For Rural Elementary Schools

1. Should be recruited from the local area
 - a. Because local residents will be more contented to live there, since they consider it "home".
 - b. Because local residents know the customs and the industries of the locality and are able to adapt the educational programs more adequately to local conditions.
 - c. Because local residents are accepted by the people and are not considered outsiders to be distrusted.
2. Should be women (This policy is based on the assumption that the advantages outweigh the disadvantages.)
 - a. Advantages:
 - 1) Women have markedly greater ability and willingness to work with small children.
 - 2) Women are able to live on a single-person's salary, since they are not presumed to have to earn a family's full expenses even if they marry.
 - 3) It is possible to secure a higher type of woman than a man in competition with other professions in the labor market, since fewer professions are open to them.
 - b. Disadvantages:
 - 1) Women offer a higher percentage of loss to the profession due to marriage.
 - 2) Women are physically less strong and hence less adapted to the practical work in the classes on agriculture (Note: not very important because the classes must be geared to the strengths of small children.)
 - 3) Women offer increased problems of suitable living in isolated areas when alone.

3. Should be from the middle class of the area.
 - a. To get the indispensable cultural base which can only be acquired by long association with cultured family or community life, and on which the intellectual training is based. (Thus, eliminating most lower class candidates.)
 - b. To retain a reasonable contact with the soil and to ensure a willingness to work at the practical classes in agriculture and saleable handicrafts. (Thus, eliminating most upper class candidates - - if any were to present themselves.)
 - c. To ensure a position of recognized prestige and leadership in the community.
4. Should have acceptable moral qualities and reputation as a leader of children.

II. For Rural Normal Schools

1. Should in general be full-time resident professors (and not local lawyers and doctors who give a lecture or two per week as a source of prestige and extra revenue).
2. Should in general be professors who know intimately the rural area and problems of that area (preferably the locality of the Normal School, but certainly the rural area of another state if unacquainted with the local region).
3. Should be specialists in the subject matter fields taught in a Rural School, not merely familiar with broad areas of Sociology, Psychology, etc.
4. Should preferably be persons who have had extended experience teaching in elementary schools, but should not be teachers slavishly bound to traditional methodology and curricula.
5. Should primarily be teachers and not research people. (So that it is not as important for them to have advanced University degrees as might be the case in urban schools).

IV

Program and Organization of Regional Normal School
Courses in a Rural Area

I. Program

1. Basic Policy

- a. The program should be flexible and appropriate to local conditions.
- b. The program should be based on large areas of personality development and should not be merely an extended series of formal disciplines designed to give an encyclopedic knowledge.
- c. The program should be determined jointly by the professors of the individual school, the local and the state educational authorities on the basis of their analysis of local needs -- and should not be a uniform program imposed by the national Ministry of Education.
- d. The program should meet certain fundamental minimum standards set by the national Ministry of Education if the graduates are to be recognized and licensed to teach in other states.
 - 1) If the state meets the national minimum standards, licensing should be on a national basis.
 - 2) If the states decides not to meet the national minimum standards, the privilege of national licensing should be withheld, but the state's decision should in no way affect the payment of federal subsidies to education.
 - 3) The choice of meeting or not meeting the national minimum standards should be a free choice with neither direct nor indirect pressures from the national Ministry of Education to influence the state authorities.

2. Contents of Program

- a. The program of any state should include five major areas of experience for the student teacher in the Normal School in a Rural Area:
 - 1) The development of Personality and Fundamental Cultural Capacities based upon the cultural heritage of the Western European Civilization. It is strongly recommended that this not be organized on the basis of a series of highly formal subject-matter fields or disciplines

(materias), but that it be built around the great heritages and responsibilities of the human individual as a cultural animal. The following eight are suggested:

- a) Man as a product of a Historical Tradition
(History, Sociology, Anthropology, Comparative Cultures, etc.)
 - b) Man in a Scientific and Technological World
(Physical Sciences, Biological Sciences, Invention, Planning, Economics, etc.)
 - c) Man and his Relation to Literature and the Arts of Speech and Writing
(Literacy, Literature, Public Speaking, Propaganda, Debating, Dramatics, Books, Newspapers, Mass Media - radio and cinema - etc.)
 - d) Man and his Relation to the Aesthetic World
(Music appreciation, practical music, plastic and graphic arts, theory of Aesthetics, home decoration, style, design, etc.)
 - e) Man and his Struggle for a Livelihood
(Economics, business, occupational guidance, professional training, home accounting and budgets, commercial skills - typing, etc.).
 - f) Man and his Efforts to Organize Society and Government
(Political Science, comparative ideologies, citizenship, civics, political organization, etc.)
 - g) Man and his Dream of an Ordered Universe
(Ethics, Religion, Law, Philosophy, etc.)
 - h) Man as a Biological Animal

(Health, Hygiene, Dietetics, Physiology, Biology, Psychology, etc.)
- 2) The Mastery of an appropriate level of the subject matter fields which the individual teacher will be expected to teach. This will vary widely with each individual and will require the adoption of a modified form of the elective system in the Normal School.
 - 3) An acquaintance with broad principles and theories of education (pedagogy) including a mastery of simple techniques of educational research appropriate to the level of the practicing elementary school teacher or supervisor.

- 4) A somewhat detailed knowledge of the theory and practice of educational methodology appropriate to the level of the elementary school teacher or supervisor.
 - a) This methodology should be oriented toward the activity school program, project methodology, practical work experiences, and democratic school administration, cooperation and integration with the life of the community, and similar modern practices of education in a democratic society.
 - b) It should avoid the sterile, academic, theoretical, rigid, uniform, and authoritarian practices of the traditional normal school of Brazil.
- 5) An extensive experience in practice teaching under real school conditions and under the direct supervision of a skilled supervisor of rural education. This should include:
 - a) experience in practice teaching classes in the experimental school attached to the Regional Normal School.
 - b) experience for a relatively brief period (two or three weeks recommended) in an isolated rural school working as the assistant of the teacher in charge and living in the local community.
 - c) extensive experience in the practical work of agriculture appropriate to that area in the gardens and fields of the demonstration farm attached to the Regional Normal School.
 - d) extensive experience in the practical work of home industries. These should be directed toward the production of saleable handicrafts and not the making of inconsequential trifles having neither economic nor real artistic value.
- b. The details of the program should be determined in collaboration with the local professors of the individual Region Normal School. Hence:
 - 1) No rigid list of subjects to be taught can be made by a central educational authority.
 - 2) If such a rigid list were made it would essentially deny the basic policies of local determination of the curriculum and of appropriateness to local needs.

II. Organization

1. Basic Policy

- a. The Regional Normal Schools should be located in rural areas at some distance from large cities.
- b. They should draw their student body from the Rural Area and not from the large cities.
- c. They should have free room and boarding facilities for all, or at least a very high percentage, of their students.
- d. They should have adequate housing facilities for all, or a major proportion, of their full-time professorial staff.
- e. They should have buildings appropriate to the locality in design and construction. Among the characteristics the following should be prominent:
 - 1) relatively low cost construction
 - 2) functional design stripped of all ornate costly and non-functional decorative trim
 - 3) designed for low cost and relatively unskilled maintenance
 - 4) designed for expansion in the event of growth without costly or unsightly modifications of original structure
 - 5) single story construction with horizontal expansion (in rural areas land is cheaper than multi-story construction)
 - 6) construction from local materials wherever possible
- f. They should have ample grounds and large areas for sports and practical work in agriculture. Among the characteristics the following should be prominent:
 - 1) there should be athletic facilities oriented toward games and recreation rather than the systematic "big-muscle" athletics appropriate to military organizations.
 - 2) there should be ample garden and orchard areas, operated by the students as a part of their practical work.
 - 3) there should be ample farm facilities demonstrating a cross section of the agricultural endeavors and problems

of the locality, operated by the students under supervision, as part of their practical work, and demonstrating: of soil erosion; rotation of crops; irrigation; contour planting; control of pests, plant, fowl and animal diseases; selective breeding; preparation of seeds; artificial insemination; production of livestock and fowls; cultivation of typical crops; methods of harvesting; bee culture; care of simple farm machinery and tools; agricultural economics and bookkeeping; etc.

- 2.17 g. They should have adequate library, laboratory workshop, recreational and service facilities. Among the characteristics the following should be prominent:
- 1) The libraries should include recreational, cultural, and professional materials and should be organized to encourage the widest possible use, including free withdrawal of books by the students.
 - 2) The laboratories should be organized for continual and practical use by the students, and not for occasional demonstrations by the professor. (Note: the experiments should be simple, practical, directly applicable to the problems of a rural school teacher, and where possible be conducted with inexpensive local materials available in any community).
 - 3) The workshops should be organized to teach the student teachers how to organize and direct local home industries having products with an economic value (Note: the projects should be simple, developing a relatively high technical skill, directly applicable to the resources in materials and manpower of the local rural area, and designed to be saleable).
 - 4) The recreational facilities should primarily be of the type which the teacher may organize for herself or expect to be present in the local rural school, but should be supplemented with motion pictures, recorded music, amateur theatricals and other activities having a cultural value.
 - 5) The service facilities, such as dental and medical care, hygienic installations, cooking facilities, and transportation should be adequate to the needs of the locality.
- h. The academic calendar should be organized to give adequate time to each of the five basic areas of the school program (see above). Among the recommended characteristics are:

- 1) A high percentage of time in practical laboratory study.
 - 2) A high percentage of time in practical agricultural study.
 - 3) A high percentage of time in practical home industries study.
 - 4) Conducted tours to nearby centers of cultural and economic interest.
 - 5) Provision for one extended tour outside the state during the final summer vacation period.
 - 6) Ample provision for practice teaching both in the experimental school attached to the Regional Normal School and also in actual rural elementary schools operating in the state.
- i. The Regional Normal Schools should be entirely free to all students and should include the cost of room and board and one round trip passage from the student's home to the school for each academic year.
 - j. The graduate of the Regional Normal Schools should be required to teach in a rural elementary school in the state for the same number of years as she received free room and board from the Regional Normal School - - or repay to the state the cost of the room and board for the number of years yet unserved in the event that she leaves the rural school service before completing this obligation. Individual states are encouraged to establish bi-lateral agreements with other states for a free exchange of rural teachers, thus making it possible for the graduate in one state to fulfill the tenure obligation in another.

V

Merits of Emergency Courses for Lay (Non-Licensed)
Teachers and of Specialization Courses (Post
Graduate Courses) for teachers prepared in Normal Schools

I. Emergency Courses for Non-Licensed Teachers

1. Policy

- a. The ideal, and hence the ultimate policy, should be to employ only Licensed Teachers graduated from Normal Schools specializing in the preparation of rural teachers.
- b. Because this ideal is at present - and for some time to come will almost certainly be - unattainable in practice, the employment of Non-Licensed Teachers should be permitted within strict limits:
 - 1) They should be employed on a temporary basis and should not acquire tenure rights.
 - 2) They should wherever possible be used in company with a thoroughly skilled Licensed Teacher.
 - 3) They should be given intensive emergency training (either pre-service or in-service).
 - 4) They should be given preference for later formal training to permit them to be licensed.

2. Evaluation of the Emergency Courses.

- a. Emergency courses can, where properly directed, be quite satisfactory. (Note: The experience of England in its post-war emergency training program to staff the schools under the 1944 Education Act should be studied with care).
- b. Emergency courses frequently are very inadequate, for the following reasons:
 - 1) They are often restricted to theoretical rather than practical skills - concentrating on verbal subjects rather than laboratory, work and manual arts.
 - 2) They tend to become permanent institutions, rather than very temporary solutions to a pressing emergency.
 - 3) They tend to draw upon personnel which is of a much lower standard than would be demanded of candidates for regular courses - - old people, teachers prepared

in the traditional methods of the old-type schools, people attracted for other motives than that of teaching (money, religious piety, escape from other situations, etc.)

II. Specialization Courses for Teachers Prepared in Normal Schools.

1. Policy

- a. The basic policy is the same as (a) above.
- b. A graduate of an urban Normal School should be considered as the most desirable type of candidate for emergency courses designed to re-educate her for specialized rural elementary school teaching, but should be considered as essentially less desirable than the graduate of the Rural Normal School itself, for the following reasons:
 - 1) Much of the training in the traditional urban Normal School is a detriment rather than an aid to the rural elementary school teacher.
 - 2) Extended urban residence tends to make the graduate of the urban Normal School psychologically unfitted to return to a life integrated into the local rural community.
 - 3) Some of the specific subjects studied in the urban Normal School may have general cultural value, but they are not an integral part of the growth process recommended as the heart of the program for the rural Normal School.
 - 4) No specialization course, unless it were of an impractically long duration, could give the student teacher the real command of the agricultural and home industry skills that are demanded -- because such capacities depend upon long extended experience with crops, weather, the seasons, and the acquisition of difficult manual skills.

2. Evaluation of Specialization Courses

- a. They should concentrate upon the practical skills, and largely avoid a continued attempt to develop the cultural foundations or basic pedagogical skills of the teacher.
- b. They should be conducted in the locale of the rural Normal School, so that the teacher lives in the atmosphere of the new type of rural elementary education.
- c. They should be of at least one year's duration to give the teacher an experience including all elements in the cycle of the seasons.

VI

A Minimum Program, Equipment, and Method for
A Rural Elementary School

I. Basic Policy

1. The Political objective should be to develop a worthwhile citizen for the democratic nation of Brazil.
2. The Social objective should be to develop a reasoning, self-directive, skilled member of the economic and sociological organization of Brazil.
3. The Personal objective should be to provide opportunities for the fullest possible development of each individual in those worth-while areas of his greatest interest and capacity.
4. The curriculum (program) should be flexible, democratic, functional, and based on the demonstrated needs of the individual and the community.
5. The curriculum (program) for each individual school should be determined by the local teachers working in close association with the lay public and with the state educational authorities, and should meet certain very general minimum standards.
6. The curriculum (program) should consist of learning experiences in broad cultural areas and practical skills, and should not be merely a series of classes in formal subject matter fields.
7. The buildings, grounds, and equipment should be functional, economical, easy to clean and repair with local materials and relatively unskilled labor.
8. The buildings, grounds, and equipment should be suited to activity programs, practical classes in manual skills, a flexible project type curriculum, and should provide ample work experience, especially in agriculture and handicrafts.
9. The buildings, grounds, and equipment should be integrated into the local community: serving as a model for local construction and hygiene, agricultural and home industries methods; providing the teacher with a residence commensurate with the dignity of her profession; demonstrating the practical as well as cultural advantages of education; and avoiding shocking or antagonizing the community with either ostentation or neglect.

10. The methods used should be entirely consistent with the democratic and cultural goals of the curriculum.
11. The methods used should be those designed to salvage and develop, rather than to select and discard all who do not attain arbitrary standards in traditional subject-matter fields.
12. The methods used should be determined by and adapted to the personality of the individual teacher, but should emphasize practical experience, "learning through doing", physical work, an "activity program", and large units of study of the "project" type.

II. Specific Recommendations

1. Minimum Program of Studies:

It is recommended that the curriculum of the rural elementary school be developed locally and that it be based upon the same eight areas of study suggested as the basis of the training of study suggested as the basis of the training of teachers, appropriately adjusted to the age level:

- a. Man as a Product of a Historical Tradition.
- b. Man in a Scientific and Technological World.
- c. Man and his Relation to Literature and the Arts of Speech and Writing.
- d. Man and his Relation to the Aesthetic World.
- e. Man and his Struggle for a Livelihood.
- f. Man and his Efforts to Organize Society and Government.
- g. Man and his Dream of an Ordered Universe.
- h. Man as a Biological Animal.

Note: Practical work experience in agriculture, productive home industries, public health practices, and the responsibilities of citizenship should be a major portion of this program. The Mass Education Movement of China founded by Dr. James Yen should be studied carefully.

2. Equipment, Grounds, and Buildings

The present INEP rural schools, rural secondary schools and rural normal schools are recommended as satisfactory at the present stage of development. Each territory, state, or

climatic region should be encouraged to make relatively minor modifications within the broad limits established by the above policy. As the cultural climate and the economic and sociological conditions of Brazil change, certain new types of schools should be encouraged to develop. Among these would be the following:

- a. Schools for fishermen on rivers and coastal areas.
- b. Schools for migratory workers and their children.
- c. Consolidated schools where transportation is available.
- d. Modifications of the schools to make them recreational centers of the community as well as schools - including sports grounds.
- e. Traveling educational missions to stimulate broad cultural development in rural areas.

Note: The Mexican Rural Missions directed by Guillermo Bonilla and the Instituto Informacion Campesina of Chile founded by Graciela Mandujana should be studied.

- f. Traveling libraries to visit isolated schools and rural teachers.
- g. Radio programs directed to rural schools and rural teachers - to be received by short-wave and broadcast-wave radio sets supplied the rural schools.

VII

Popular Arts (handicrafts etc.) in a Rural School
as a Factor in the Artistic, Social and Economic
Education of the Rural Population

I. Basic Policy

1. The teaching of popular arts, where they can constitute an added source of cash income to the local community in off-season employment, should be encouraged in every possible way.
2. The type of popular arts to be taught should be determined by a serious technical study of the economic and personnel resources of the area by competent investigators supplied by the state educational authorities or by the national Ministry of Education. The decision should not be made on the basis of casual or amateur opinions of the local teacher, the local or state educational officials, or political functionaries.

Specific Examples:

- a. Native textiles. (Webb, Indian Trader, New Mexico, U.S.A.)
 - b. Native silver work. (Spratlings, Taxco, Mexico)
 - c. Native leather work.
 - d. Small plastic parts for mass production industries. (Ford Motor Co., Michigan, U.S.A.)
 - e. Fine cabinet work. (Williamsburg, Va., U.S.A.)
3. The objective is to teach the local people:
 - a. How to raise their income by producing a soundly designed, adequately executed product having a real and continuing market for sale.
 - b. How to reduce their expenditures by performing indispensable home and local services for themselves.
 4. The production of formal, unsaleable, non-functional and inartistic handicrafts should be specifically prohibited for the following reasons:
 - a. They waste money, time, and teaching staff.
 - b. They discredit the development of real home industries.

Specific Examples:

- a. Ornate jig-saw gadgets having no real use.
 - b. Crepe paper decorations of dubious artistic merits.
 - c. Crayon drawings.
 - d. Bookbinding in areas where there are no substantial libraries.
 - e. Painted tin cans having no conceivable sales value.
5. The use of professional design, rather than local and frequently inartistic styles, should be used.
 6. The development of regional sales agencies to market the products should be encouraged.

VIII

Practical Methods for Improving the Conditions of Life
of a Teacher in a Rural Area

I. Financial Provisions

1. Salary: (basic policy - - to attract able people to a career)
 - a. Salary schedule based on experience and training.
 - b. Federal Equalization Fund for bonus pay to teachers in certain categories of Rural Areas. (hardship pay)
 - c. Incentives (pay and tenure) for teachers who work in Rural Areas.
 - d. Cost of Living Grants for teachers who must travel for official meetings or study.
 - e. Matching process on cooperative old-age annuity plans.
 - f. Reduction on travel (the 50% government cost) for vacation travel of teachers.
2. Living Allowance (see below).

II. Housekeeping Facilities

1. Housing (basic theory - - to grant dignity and to set an example)
 - a. Isolated schools - - house should always be attached. (school should be constructed to program, not to the present conditions of a particular local teacher.)
 - b. Rural Normal and Secondary schools - - boarding department should be an integral part, aimed at full time teachers.
 - c. Semi-rural grupo escolares (fishing schools, consolidated, reunidas etc.) should have directors home always, and preferably small teachers apartment.
 - d. Where no house is provided, an adjusted monetary payment should be made to equalize the salary of the teachers.
 - e. Teachers Hostels in key cities (used when traveling or when studying.)
 - f. Inspected and fiscalized rooms where hostels not available.

2. Food and Expendible Commissary Items (basic policy -- to eliminate the high cost of living due to local profits and transportation costs.)
 - a. Establish a central purchasing service in each state capital -- available for the teachers personal use.
 - b. Subsidize teacher's cooperative commissaries in large cities, operated at cost, handling standard brands.
 - c. Permit the teacher to use that amount of the produce of school gardens which she needs for personal use, as a supplement to her ration.
3. Furniture and Housekeeping Appliances.
 - a. Each school's living quarters should be furnished with the basic furniture required.
 - b. Hostels, Dormitories, etc. should include bed linen, blankets, towels, and all cooking utensils.

III. Intellectual Stimulus

1. Radio - (basic policy -- to open continuous cultural avenues to the isolated teacher)
 - a. Equipment -- should be sturdy, low cost, mass produced (long and short wave) supplied and serviced to the schools for the teachers personal use.
 - b. Programs -- contact with capital and Federal capitals with special programs of both professional and amusement or cultural value.
2. Libraries (basic policy -- to make available to isolated teacher, lay public and student, both professional and cultural literatures.)
 - a. Distributed libraries -- small selected ones that become property of the schools (classified, card index supplied, instruction on stimulating circulation)
 - b. Traveling libraries -- every state should have enough traveling libraries in special trucks to reach all schools once in three weeks to a month -- should carry wide selection of purely pleasure reading, as well as magazines, etc., etc. Should carry small selections of films and slides for areas where there is electricity. Loaned out and then picked up again.

3. Teachers Organizations (basic policy - - to establish an appropriate professional and cultural climate in isolated rural areas)
 - a. Parent-Teacher Organizations - - to cooperate in school program.
 - b. Teachers Associations - - to exchange professional information and to work cooperatively for the advance of education, teachers living conditions, etc.)
 - c. Grouping of Schools - - where possible should be located so that teachers can gather without great difficulty to create their own little cultural nucleus in isolated areas.
 - d. Where possible two single teachers should be sent to same remote areas, or a married teacher with her husband. (to avoid boredom and isolation.)
4. Vacations and Time Off during School Year (basic policy - - to allow the teacher opportunity to visit cultural centers or her family at relatively frequent intervals - - to avoid isolation)
 - a. Six day school week - - permitting a long week-end every month.
 - b. Specific sickness and emergency leave policy.
 - c. Reduction in fares for all such travel (see above).
5. Directed Cultural Growth (basic policy - - to widen the horizons of the local teacher on matters of state, national and international concern.)
 - a. Summer Schools - - attendance financed and small incentive pay granted.
 - b. Scholarships for study - - especially at the INEP courses in Rio.
 - c. Short Seminars (workshops, practicums, teachers meetings, etc.) in local areas - - directed by skilled practical leaders from Rio and state capitals (not the traditional public school fiscal)
 - d. Educational travel - - encouraged by reductions, hostels, and organized tours (example: Argentina)

6. In-Service Training (basic policy - - to keep the efficiency of the trained teacher up to maximum)
 - a. Professional Supervisors of Rural Teachers (Orientadores)
 - b. The development of Cultural Missions (example: Mexico, Chile)

IV. Professional Assistance and Inspiration

1. The Rural School Program (basic policy - - must be flexible, new, directly applicable to local conditions, and must be a product of the cooperative effort of the teachers, lay public and state officials.)
 - a. No basic policy should be adopted without fully exploring and encouraging expression of opinion and securing assistance of teachers.
 - b. It must be one which gives great liberty to the individual teacher to modify, enrich and adapt it - - (see above) (Unit VI)
 - c. It should be essentially
 - 1) Community-centered (but linked with individual and national needs)
 - 2) Include project or unit work (but not be a slavish adoption of only the project method)
 - 3) Incorporate a large amount of practical work experience
 - 4) Based on the recognition that all children are inevitably citizens and have certain inescapable rights and duties - - so that the program should aim to develop their strengths rather than impose uniformity, conserve and salvage rather than eliminate students through artificial barriers such as promotion tests
 - 5) Be extremely flexible and adapted to local conditions in the organization of classes, examinations, program, etc.
2. Technical Supervision (basic policy: since the rural school is an entirely new institution in Brazil it should be guided by an entirely new technical supervision, not be the traditional fiscal developed in small urban elementary schools)

- a. The teacher should be assisted by a technical supervisor who is a practical teacher, trained in rural specialities - primarily in agriculture and small home industries - on a scientific basis.
 - b. Supervision should include demonstration classes, work-study groups directed by supervisors, model schools developed in the rural areas under actual working conditions, cultural missions, etc.
 - c. Supervision should be continuous (not annual or semi-annual visits of a fiscal)
 - d. Supervision should be a growth function, designed to help the teacher improve her work, and under no circumstances an inspection or police function to check-up and report on delinquencies.
3. Coordinated Research (basic policy: to make available to the individual rural teacher current findings of research in rural education and allied fields)
- a. Translations of foreign books and articles - - should be done by INEP and widely distributed to create a foundation literature in the field in Portuguese, which does not now exist.
 - b. Federal grants-in-aid for local experiments of wide significance and applicability.
 - c. Creation of a national journal of Rural Education to carry the best results of not only scientific studies but the every-day experience of able teachers.
 - d. Creation of a national testing service for the construction and standardization of objective tests having significance to rural education (These should be very practical and should be principally of the diagnostic type - - not to be used as a selective barrier to continued study.)
4. National Publicity Programs (basic policy: to alter fundamentally the public's attitude toward rural education and especially its practical and work elements).
- a. There should be a national program of public information on the aims and achievements of rural education programs.
 - b. There should be national organizations designed to interest the parents and secure their cooperation. (of the type of 4-H Clubs, Future Farmers of America, etc.)