

September, 27<sup>th</sup> 1967.

Miss  
Sheila Hanson  
Rose Valley School  
Rose Valley, Sask  
CANADA

539/67

Dear Miss Hanson,

Answering your questions addressed to the Brazilian Ministry of Education, we are glad to give you the following informations :

At present Brazilian public educational system follows the "Lei de Diretrizes e Bases" which includes : -

- a) Pre-primary education (4 to 6 years of age);
- b) Primary education - 6 terms or grades (from 6 to 11 years of age);
- c) Intermediate education with the following subdivisions : secondary, industrial, commercial, agricultural and pedagogical school.

The intermediate education is ministered in two cycles, the first lasting 4 and the second three years (total 7 years).

According to the "Lei de Diretrizes e Bases" the States and the Federal District are entitled to authorize the functioning of the primary and intermediate establishments which do not belong to the Federal Government, and to recognize and supervise them.

The private intermediate educational institutions can choose between the federal and state educational system on the matter of acknowledgment and supervision.

The secondary level is controlled through the supervision of federal inspectors.

Time schedule for the schools is variable. The public primary schools in the chief cities (São Paulo, Rio de Janeiro) sometimes have three periods each day, which correspond to 3 1/2 learning hours for each grade however in almost all capital cities, there are 4 1/2 daily hours of study. In the private or religious schools, there is sometimes a 6 hours time schedule.

As to the intermediate education in the public schools, there are generally 5 hours of daily classes. The private, chiefly the religious schools, have longer hours, including the directed study.



The primary school curriculum includes language, (portuguese), mathematics, natural science, social sciences (geography, history), drawing, singing and physical education.

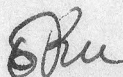
The intermediate school, according to the present legislation, which is effective since 1961, is authorized to offer the curriculum in the optional complementary subjects and in the practical instruction, but must maintain the compulsory subjects: language, mathematics, geography, history, fundamental sciences and physical education.

The most frequent among the complementary subjects are English and drawing.

Primary teachers graduate in the Institutes of Education and Pedagogical School (intermediate level). With the degree of "Professor Primário", they can teach only in primary courses, and secondary teachers, after studying 4 years in the Faculties of Philosophy, where they get Bachelor and Licentiate diploma, can teach in the secondary schools.

Many teachers work in more than one school, sometimes till late at night. Generally they reach 5 or 6 hours daily, but there are some who work 9 or 10 hours each day. Here with we are sending: "Development of Primary Education in Brazil and the Nacional Education Plan."

Sincerely,

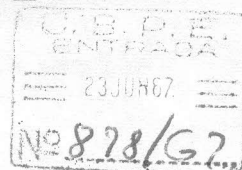


Elza Rodrigues Martins  
Chefe da Seção de Documentação e Intercâmbio

*Source: resp. no ref. 66*

ROSE VALLEY ELEMENTARY SCHOOL

OFFICE OF THE PRINCIPAL



ROSE VALLEY, Sask., Canada

April 21, 1967

001874 20 JUN 67  
Department of Education  
Government of Brazil  
Brasilia, South America PROTOCOLO

Dear Sir:

41525

We are preparing for a teachers' convention with the theme "EDUCATION IN THE WORLD TODAY". It is our plan to arrange a display of material received from each of the contributing countries.

Your country was selected as one whose educational system we would like to know more about. Could you send us any free materials and information that would tell us about the education in Brazil? It would be most gratefully received.

Following are suggestions as to the type of material that would be very useful and of interest to us:

- how your educational system is set up
  - financed
  - construction of schools
  - objectives
- content of subjects taught ( curriculum)
- length of time spent in school by students
- samples of students' work
- pictures of schools, students at work in their schools, play areas, homes
- pictures of different parts of your large country
- information regarding teachers' training, salaries, and status in the community as compared with other professions

These are suggestions, only. Use your judgment as to what is feasible to send us. We would appreciate this at your earliest convenience. Your reply is eagerly awaited.

Very truly yours,

*Sheila Hanson*

Sheila Hanson (Mrs.)

*As INEP  
p. o. obrigada de  
contribuir a po-  
ribilidade de res-*

*prot. 12.6.67 (Luz)*

*A. S. D. I.  
28/6/67  
J. Oliveira*