



Higschool for the elite goiana: Lyceu de Goyaz 1906-1914¹ (English version)

O Ensino Secundário para as elites goianas: Lyceu de Goyaz 1906-1914

La educación secundaria para elite goiana: Lyceu de Goyaz 1906-1914

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Abstract

This article intends to present considerations about secondary education in the Lyceu de Goyaz, from 1906 to 1914. Our analysis was anchored in the educational legislation of the Empire and of the Republic. In a first moment we approach the genesis of secondary education in Brazil, including the years after the country's independence, when it seeks to consolidate the Brazilian Modern State. Already in the later instant we have the creation of several normal schools, mainly between 1871 and 1884. But it is in the scenario of the Republic that the Lyceu de Goyaz is inserted, with the permission of the collation of Pedro II, already in the context of the Reformation Epiácio Pessoa, by Decree n. 3,890 dated 01/01/1901. In this context, we aim to understand some aspects that guided the educational action of the Lyceu de Goyaz, directed to the formation of the Goiania elites in the period in question.

Keywords: Secondary education. Elites. Lyceu. Lyceu de Goyaz.

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Resumo

Este artigo pretende apresentar considerações sobre o ensino secundário no Lyceu de Goyaz, no período de 1906 a 1914. Nossa análise se ancorou na legislação educacional do Império e da República. Num primeiro momento abordamos a gênese do ensino secundário no Brasil, compreendendo os anos após a independência do país, quando busca-se consolidar o Estado Moderno Brasileiro. Já no instante posterior tem-se a criação de várias escolas normais, principalmente entre 1871 e 1884. Mas é no cenário da República que se insere o Lyceu de Goyaz, com a permissão da equiparação ao Collegio de Pedro II, já no contexto da Reforma Eptácio Pessoa, pelo Decreto n. 3.890 de 01/01/1901. Neste contexto, objetivamos, dessa forma, compreender alguns aspetos que nortearam a ação educativa do Lyceu de Goyaz, dirigida à formação das elites goianas no período em tela.

Palavras-chave: Ensino Secundário. Elites. Lyceu. Lyceu de Goyaz.

Resumen

Este artículo tiene como objetivo presentar consideraciones sobre la enseñanza secundaria en el Liceo de Goyaz, desde 1906 hasta 1914. Nuestro análisis está anclado en la legislación educativa del Imperio y de la República. En un primer momento nos dirigimos a la génesis de la enseñanza secundaria en Brasil que comprende los años después de la independencia del país, cuando se trata de consolidar el Estado moderno brasileño. Ya en el momento posterior ha sido la creación de varias Escuelas para formación de maestros, especialmente entre el 1871 y el 1884. Pero es en el escenario de la República que se inserta el Liceo de Goyaz, con el permiso de la asimilación al Colegio de Pedro II, ya en el contexto de la Reforma Eptácio Pessoa, por el Decreto n. 3.890 de 01/01/1901. En este contexto, nuestro objetivo, por lo tanto, es comprender algunos aspectos que han guiado la acción educativa del Liceo de Goyaz, destinado a la formación de las élites de Goyaz, en el periodo señalado en el título deste resumen.

Palabras-clave: Enseñanza secundaria. Élites. Liceo. Liceo de Goyaz

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In order to begin this reflection, the focus shifts to the mid-1920s. Such a cut is justifiable since, from the moment the country ceases to be a colony, it becomes a Modern State. Only countries in a situation of independence can be denominated as such. Thus, we ask what characterizes a Modern State. Basically, it will concern itself with the construction of the nation. Thus, initiatives such as: production of its own legislation, building memories centers, care in educating citizen⁴, create demographic statistics; determine some basic concerns for a nation to flourish.

As the first milestone of this new moment, the Constitution of 1824 has been granted. It establishes moderate liberal principles, focusing on the separation between colony and metropolis (VIEIRA, 2007). In this constitution, two paragraphs tangent the question of education: "Primary instruction is free to all citizen"⁵ and "Colleges, and Universities, where the elements of Sciences will be taught, Bellas Letters, and Arts".⁶ Nationally, Nationally, there is the creation of the College Pedro II and the Brazilian Geographic Historical Institute (IHGB) respectively in 1837 and 1838, both guys initiatives to the new construction project Brazil (Gondra; SCHUELER, 2008). In the wake of this discussion, it is possible to state that

[...] the right to education in the Brazilian Imperial Constitution was thus timidly and strongly characterized by the Catholic Church in the process of educating the people. Another aspect that deserves to be highlighted is the centralization of education, largely under the Crown's determination (MALISKA, 2001, p.22).

Specifically about teacher training, the old royal classes of the colonial period become separate classrooms. As their organization was not easy to deal with, they were grouped into provincial Liceus, which were state-funded and had their teachers selected on public examinations. The requirement for the application was to have the complete degree of humanities or higher level diploma (VICENTINI; LUGLI, 2009). This, however, was not yet regulated by law. The first measure taken in the legislative sense is in the decree of March 1, 1823, from which the Emperor creates in the Court a mutual teaching school for soldiers. Public education

[...] fulfilled - or should - fulfill a fundamental role, which allowed - or should allow the Empire to stand next to the "Civilized Nations." To instruct "all classes" was, therefore, the act of diffusion of the Lights that allowed to break the darkness that characterized the colonial past; The possibility of establishing the primacy of Reason, overcoming the "barbarism" of the "Sertões" and the "disorder" of the Streets, the means to carry out the spirit of Association, surpassing the localist tendencies represented by the House; As well as the opportunity to enjoy the benefits of Progress, and thus break with the magical conceptions of the world and of nature (MATTOS, 1987: 258).

⁴ It should be emphasized that being a citizen in this context was something strictly linked to liberalism, freedom and property were required, being slaves and poor excluded from the right to education (GONDRA, SCHUELER, 2008).

⁵ Art. 179, § 32 of the Constitution of 1824.

⁶ Art. 179, § 33 of the Constitution of 1824.

There was a need to produce educated, educated citizens. The fastest way to educate the population would therefore be by mutual method⁷. In 1827 the Law of Teaching of the First Letters is created, that gives clear prominence to the education. The candidates for the position of professor, from that law, should be examined publicly before the examining board. They should be Brazilian, free or freed, with no regularity in their conduct, over 25 years old (GONDRA, SCHUELER, 2008). The law in question sought to centralize public education, declaring the creation of schools of first letters "in all the cities, towns and most populous places of the Empire," in which it would be taught from mutual teaching. It is possible to perceive a concern with the contents to be taught, largely linked to the question of the construction of a national memory and identity, as can be seen in article six:

Teachers will teach to read, write, the four operations of arithmetic, practice of broken, decimals and proportions, the more general notions of practical geometry, the national language grammar, and the principles of Christian morality and the doctrine of the catholic and apostolic religion Roman, provided for the understanding of the boys; Preferring for the readings the Constitution of the Empire and the History of Brazil.⁸

At that moment, two ways of forming the teacher coexisted. One was the system of adjunct teachers; another was the Normal Schools. Basically, the former was concerned strictly with practice, and even training was from it. The second gave value to the theory. With the Additional Act of 1834, responsibility for primary and secondary education is transferred to the provinces. The Empire would take care of Higher Education and of other branches of education in the provinces. In the next topic we will examine this new moment, which proposes the decentralization of education management.

Historically it is known that the first normal schools were created in Brazil from 1834, under the responsibility of the provinces, so that they were trained teachers for acting in the public education. This action, imposed by the Additional Act of 1834, was intended to decentralize education, which ceases to be exclusively in the hands of the Court. However, there was not enough funding for the provinces to manage education (GONDRA; SCHUELER, 2008). In the first half of the nineteenth century, normal schools were, if one takes into account the legislation of the time, important in regard to the training of those who wished to dedicate themselves to teaching. However, they only reach maturity and full functioning in the 60's of the twentieth century. On the inspiration for the creation of the Normal Schools in Brazil, Saviani states that

⁷ The mutual method was aimed at saving time. Tutors were used to facilitate and streamline teaching, in addition to promoting discipline. It was also a solution to compensate for the lack of teachers (MATTOS, 1987).

⁸ According to much of the historiography, secular education in Brazil began with the expulsion of the Jesuits by Marques de Pombal in the mid-eighteenth century. However, what is observed in the following century is the continuity of an education provided by the State and linked to religiosity.

[...] since the Convention, which was established after the French Revolution between 1792 and 1795, institutions responsible for teacher training, especially for primary schools, tended to be called Normal Schools. Following this general trend, the Brazilian provinces have also started to implement their normal schools. The first of these was installed in Niterói in 1835, only one year after the Additional Act to the Constitution of the Empire to have placed elementary education under the responsibility of the provinces which, as a consequence, also had to take care of the preparation of their teachers (SAVIANI, 2008).

When one delves into sources other than legislation, such as some correspondence between teachers, inspectors and Presidents of Province, it can be seen that the Normal Schools do not function satisfactorily, in fact, in the first half of the Empire, Being the training of teachers made through practice.

The first Normal Schools that are registered are located in the province of Rio de Janeiro, in the Court, and in the province of Minas Gerais. The creation of these schools would also have European inspiration, since the provincial court government took care "of the translation, printing and distribution with teachers, public and private establishments, as well as authorities and persons who could make good use of them", Normal course for First teachers Marie Joseph Letters Gérando and "New Manual of Primary Schools or complete guide teachers, organized by a member of the University of Paris and reviewed by Mr. Matter, inspector general of French studies" (MATTOS, 1987, 271). Bahia, Ceará and São Paulo are the next provinces to house normal schools in the wake of what had already been Rio de Janeiro and Minas Gerais.

Following the promulgation of the Additional Act of 1834 each province would be responsible for maintaining primary schools. However, this same legal provision does not guarantee resources for the costing of these schools, as already explained above. At first, only men were admitted, and since the teaching profession was not profitable or prestigious, they preferred to engage in other functions.

The neuralgic point of the educational discussions of the nineteenth century is the problem of compulsory elementary education. On the Araújo question (2007), it states that

[...] the obligation to represent the minimization of the role of the family, the invasion of the fatherland power, the legitimization of schooling knowledge and the devaluation of oral and informal knowledge. The obligation was not imposed on the elite, since it already received instruction and appreciated it, but for the poor and excluded, with the purpose of forcing parents who did not understand the value of the school to instruct their children and, in addition to Simply to overcome the resistances of the parents, the compulsory education came to discipline this needy population, to teach it to read from the Constitution of the Empire, finally came to meet the prerogatives of the Modern State. In this sense, it was to be considered a right legitimized by gratuitousness, it becomes a duty maintained by mandatory (ARAÚJO *et al*, 2007, p. 3).

In this direction, even if compulsory has been established, the question of teacher training gets more focus only from the 70's of the nineteenth century, with the creation of eight Normal Schools, in the locations already explained. Before that time, only one Normal School had been opened in the province of Minas Gerais, Ouro Preto, and was closed soon after, marking the claudicating character of these institutions in the first half of the Empire. The conditions for the exercise of the profession were precarious, relating the profession to the priesthood.

The School of Niteroi (Court) was recreated in 1859, and a curriculum was established that would be taught by teachers who were specialized. There was also the requirement that each teacher occupy a specific chair (specific subject matter). Subsequently, the subjects taught were divided by year. Although one can perceive development, Vicentini and Lugli (2009, 34) affirm that the sense of the Normal School in the Imperial Period was more "a movement of ideas in an attempt to broaden and contain/ control educational knowledge, than a State policy".

In this context, the Provinces dedicated their efforts to creating their own secondary education institutions inspired by the French high school and the Napoleonic reforms of education.⁹ Twenty-one Lyceus were created in Brazil after the 1834 Act: Atheneu of Rio Grande do Norte in 1834; Lyceu Paraybano and Lyceu da Bahia in 1836; Lyceu of Pernambuco, Colégio of Santa Catarina and Collegio of Pedro II in Rio de Janeiro in 1837; Lyceu of Maranhão in 1838; Lyceu Imperial in Rio de Janeiro and the College of Minas Gerais in 1839; Lyceu do Pará in 1841; Lyceu do Espírito Santo and Lyceu do Piauí in 1845; Lyceu Dom Afonso in Rio Grande do Sul, Lyceu in Curitiba, Lyceu in Taubaté in São Paulo and Lyceu de Goyaz in 1846; Lyceu of Sergipe in 1847; Lyceu of Mato Grosso in 1848; Lyceu of Alagoas in 1849 and the Lyceu of Amazonas in 1859. (BARROS, 2012, page 40).

On the other hand, this entire movement dedicated to teacher training, though in a non-systematic way, relied on the support of the Imperial State, for in the words of Gondra and Schueler (2008: 196):

[...]For some political leaders - for example, for Eusébio de Queiroz, Inspector General of Instruction from 1855 to 1866, and Paulinio Soares de Souza, Minister of the Empire from 1868 to 1870 - it was necessary for the State to implement formal and effective control of teacher education (from school preparation and a serious supervision of official recruitment), transforming the traditional practices of artistic reproduction and crafts of the profession (the "training by experience", in the expression of the Minister Paulino) to a learning which was at the same time theoretical and practical, acquired in institutions of formal pedagogical education.

In this context, initiatives for the implementation of a system of teaching, which would be through the Simultaneous Method can be noted. To this end, delegates would instruct teachers to acquire the necessary training to develop this method. Teachers must be trained in the Normal School to ensure the permanence their jobs, and only new teachers with such qualification would be admitted.

⁹ Cf. BARROS, 2006; BARROS, 2012.

Although the country had already rid itself of the nickname “colony” for about half a century, there was still a concern with the construction of a national identity. Politics, was divided between conservatives and liberals, tending more toward liberalism. In 1871 one has the law of the free womb, which fits in with the liberal proposal of gradually eliminating slavery, making children born to slaves free. Only after 1880 did the abolitionist movement gain repercussion, appearing in the press in general. It culminates with the abolition in 1888, at which time the Imperial Period would soon give way to the Republic. However, it is known that historical facts cannot be defined without considering the process of emergence they are undergoing. The facts are historical processes generated, gestated. Slavery was called into the discussion only to show the contradiction of the Imperial Period, which, in its attempts at modernization, still permitted practices such as slavery. In the wake of the contradiction of the pretense of modernity of the monarchy, considering here that the Empire was not in a period of darkness as defended by much of the more remote historiography, one has the genesis of the concern with the formation of its population. It is in this setting that the then Goyaz Province¹⁰, through the Legislative Assembly approved the Law no. 9 20/6/1846 that created the Lyceu¹¹ of Goyaz:

Article 1. –There will be established in the capital of this province, a French Language Chair, and another History/ Geography, which will be added to the Latin Grammar, Geometry, and Rational and Moral Philosophy, with the name of the Lyceu of the Province of Goyaz.

To this publication was attached, on 02.23.1847, the term of Installation of the Lyceu de Goyaz. Though the Lyceu of Goyaz, functioned as a union of single chairs throughout the nineteenth century, it became a respected institution in the Province and was considered an alternative for young people who were unable to transfer to the capital of the Empire in order to attend secondary school. The Republic, however, included the Lyceu de Goyaz in the national scene when it was allowed to be connected (equalization) to the Collegio of Pedro II by the Reform of Epiácio Pessoa, with Decree n. 3,890 dated 01/01/1901. The prerogative only became effective in 1907 and the process marked the initial phase of the institution, with a series of courses offered from 1904, thereby enabling it to confer the certificate of Bachelor in Sciences and Letters to its graduates. The term (equalization) always appeared in the legislation of the Collegio of Pedro II, but it has always been a difficult attribute to be achieved by the provincial institutions because of the numerous requirements to be met.

The Lyceu de Goyaz: brief history

Education, in the State of Goiás, developed similarly to the rest of the country, although economic development manifested itself differently from other Brazilian states. The gold culture was preserved for a period long enough to make the region maintain some

¹⁰ This spelling was used to denominate the Province and / or State of Goiás until the year of 1937.

¹¹ The term lyceum is spelled in several ways in the texts consulted, both in the legal texts and in the bibliographical texts, so in this text we adopted the spelling "liceu" to refer to the institution in general and "Lyceu" to refer to the institution installed in

characteristics that compromised its growth. Actions such as detachment to the place, the rapid accumulation and loss of wealth, and undoubtedly the nomadism, characterized by moving to regions with more gold, prevented the permanence of many people to the City of Goiás and, consequently, the interest for education was slow to develop and was directed more to the elites on a state and local level, that is, they served the wealthiest sectors of society, as was the case throughout Brazil.

For these reasons, and certainly others we do not mention, the region remained incipient in terms of culture during the nineteenth century. In the annual reports of the government of the Province to the Legislative Assembly of the State or to the Central Government of the Empire, we can detect the discontent of those governing with the question of public education in the capital, in the towns and villages of the Province of Goyaz:

I am sorry to say that the current state of the Public Instruction, is unsatisfactory; nor do I have any hope that in a short time one can obtain some improvement. Teachers, with a few exceptions, do not have the knowledge to carry out their duties [...] (GOYAZ, 1996a, 38).

The number of students attending the Grammar class, the only one provided in the Province, was only thirty-one (31) in the year 1846 (GOYAZ, 1996a, p.60). This data shows us how fragile instruction was in these times of the Empire. The situation of abandonment, in which the population of Goiás found itself, in relation to education and culture, was alarming. Recognized by those governing they immediately tried to take some action, driven by the desire of inclusion of the Province in the national scene.

In 1846 the Lyceu de Goyaz was created. This measure was of great importance for the direction of instruction in Goiás, for, from that moment, the population began to count on an institution created effectively so that "assiduity, respect, and pronounced tendency to progress, and the culture of the Intelligencia [...]" (GOYAZ, 1996a, 77), became common to the youth.

The Lyceu de Goyaz was installed on February 23, 1847, and faced its first major problem in relation to the building to house it. Said building had not been built and, for lack of funds, the provincial government stated that it did not have conditions to build it. From its creation, from June 1846 until February 1847, the institution was left without a place to hold its classes until Mr. Joaquim Ignácio Ramalho, president of the Province, signed the terms of installation in basement of the Treasury (GOYAZ, 1996b, p.77), currently called Casa da Fazenda Real.

The difficulty for achievement in the classes held in this building, with no comfort, is evident in all the annual reports of the government until the year of its transference. In 1850, the problem could have been resolved if the government had not, once again, claimed the lack of provincial funds. João Gomes Machado, the well-known Doctor Corumbá, in his will, had donated two houses of his own to the government of the Goyaz Province, provided that the Geometry course would be installed there and that it would always be dedicated to public education.

The initial problem was the poor condition of the buildings, forcing the government to wait for funds to be procured for the reform. That fact only occurred on May 7, 1857 when the president handed the keys to the director of the Lyceu. The installation was resolved. The house of Dr. Corumbá is the home of the institution until the present moment (2017). It has undergone numerous renovations since then, always preserving its original features. This was possible thanks to the great respect of the population in relation to the institution and more recently to the title of Historical Patrimony of Humanity (Landmark) conferred on the City of Goiás in 2001, which prevents the modification of the buildings in the area indicated as such. The two houses, one annexed to the other, served the Lyceum's work since 1857. The city celebrations, solemnities of the Institution, such as the graduations, which obey the French rites of granting bachelor's degree in Science and Letters to students, were held in the Hall of the building. The first of the physical renovations recorded in official reports occurred in 1867, another in 1871, 1872 and another in 1883. Even with all these repairs, in 1887, in the Report of the President of the Province, there is an observation about the bad conditions of hygiene and up keep of the building where the Lyceu was housed.

The building is not only insufficient for the purpose for which it is destined, it is not compatible with the laws of hygiene and is in such a ruinous state that it is impossible to maintain the cleanliness which it should have [...] (GOIAZ, 2001, p. 170).

Adaptations were made and classrooms established, but these were not the only problems of the Lyceu. The space of the school had been defined, but its usefulness or even the recognition of its importance for education (teaching) in Goiás took some time to reach the population. Throughout the end of the nineteenth century, the institution was threatened with extinction by the deputies of the Province who saw it as an unnecessary expense for the public coffers.

In official government reports, over the span of two decades, the concerns of the various heads of government regarding the expenses and the small number of students in the Lyceu were presented. This situation was repeated for years, and always with regret by those who supported it realizing the contribution that the institution could be for youth and the future of Goyaz and therefore should not be abandoned as was happening.

In the first year of operation the Lyceu brought together only fifty-six students in only three of the six chairs offered. There were no students and also no teachers for the chairs of Rhetoric and Poetry; Logic, Metaphysics and Ethics, and History and Geography (GOYAZ, 1996b, 96). This situation did not change. These chairs, when they had teachers, did not have students and remained in this irregular situation during some years.

The number of students did not increase much over time, in 1849 there were 105 students enrolled in four of the six chairs and more in Music, added that year with 42 of the 105 students (GOYAZ, 1996c, 170). The population of Goiás still did not perceive the importance of the Lyceu in its early years. The Latin chair was the most sought after and continued so for a long period. We cannot say with certainty the motives that led to this demand, but we do know that the influence of the clergy was notorious in the existence of these chairs in a city.

The number of students never reached a hundred in these years, and some of these students were enrolled in more than one chair, which could further decrease the actual number of students. We find justification for the low frequency in report of 1866:

The low frequency is the result: 1. of the negligence of the parents in sending their children for instruction; 2. the distance from places where teaching is provided; 3. the lack of means with which they can support their children, either in the primary schools or in the Lyceu (GOYAZ, 1998a, p.91).

The Province of Goiás had a population of 117,219 during this period and only 132 boys were enrolled in secondary education. This represents approximately 0.1% of the population of the province, and among those enrolled we know there were students of the Lyceu de Goyaz, because until 1929 this was the only secondary education institution in the Province.

It is noteworthy that the Goyaz Province did not have wealth or large numbers of wealthy families. Some of these families had great power within the province, but few had the financial privilege of maintaining their children's studies in Rio de Janeiro or even in Portugal. Those who settled in the region sent their children to the Lyceu.

If we compare the situation of Goiás with the other provinces we see that there was not great enthusiasm for education in the rest of the empire, but that there were more students enrolled in secondary education in the other provinces, than in Goiás. Minas Gerais, São Paulo and Rio de Janeiro, during this period, were references in terms of education for the rest of Brazil. The Northeastern region represented by six of its states had 1,809 students in secondary education and Goiás had only 25% of this number, the southeast region had 2,196 students, Goiás represented 6% of this total. Adding up all the states we have 5,776 students in secondary education, both public and private, Goiás accounted only 2.28% of this total. Differentiation is clear, enabling us to affirm that those who were among these 2.28% were elite, determined not only by purchasing power or political position, but also by intellectual capabilities (BARROS, 2006). The great concern in the provincial period was that the public attended by the Lyceu of Goyaz was only that of the capital, failing to serve the entire territory of Goiás due to the inexistence of a boarding school for such students.

The Lyceu, with the organization which it presently possesses, is an institution which only serves the capital. The rest of the province cannot take advantage of it because of its character of being a day-school, forcing parents who wish to give education to their children to send them to schools and seminaries in Minas (GOYAZ, 1998b, p.28).

The situation, understood as abandonment of the Lyceu by the provincial rulers, raised the possibility of closing the institution, after opening another institution that had a boarding school: "The assembly resolved that the Lyceu be closed as soon as the Episcopal Seminary was opened, and functioning. I do not think I need to ask for the aid of your insights for the improvements that the Lyceu lacks "(GOYAZ, 1999a, 33).

This threat had fortunately not been fulfilled, and the application of the preparatory examinations in 1876 in Lyceu, by decree of the court n. 5.429 of October 2, 1873, further worsened the situation of the institution. The number of regular registrations plummeted that year:

In the five seats of this establishment, as I informed you, there were 90 students enrolled last year. [As these enrollments are of 34 students, only 18 will continue their studies until the end of the year, attending classes [...]. In accordance with the regulations of December 1, 1856, the examinations of the students in question will be applied. The result was: [...] 35 students (GOYAZ, 1999b, p.88).

We note that if the number of registrations was already reduced, the preparatory examinations only exacerbated this situation. It was much more attractive to take the exams and try for a place in higher education than to attend classes considered of poor quality, according to the presidents' opinion in their reports.

The twentieth century, however, started with good news for the institution, the number of enrollments grew by almost 50% in 1902, and the attendance of students increased considerably. The merit of such growth was attributed to the installation of the serial course at the institution that aspired to its equivalence to the Collegio of Pedro II in accordance with Decree n. 3,890 of January 1, of the Reformation Epiácio Pessoa.

From 1906, the situation changed, the equivalence was achieved and the number of students, their attendance and access to the population of the rest of the state was modified.

Serialization and equalization: steps towards institutionalization

As the Republic comes into existence, the educational debate gained importance and projects for educational reform were seen as essential to modernize society. The realization of this proposal implied educating and instructing the people, "foreseen to become the political body of the Nation, to acting and forming in a rational and prudent way, from a principle of the common good and according to a new national project which was, liberal, bourgeois, universalist and secular "(BRAYNER, 2008, p.60). Expectations allowed for an envisioning of the emergence of institutions, values, concepts, attitudes, specific ways of experiencing time, appropriations of space, production and material reproduction, organization of political, economic, social and cultural life that could actually redefine, the Brazilian State.

For Faria Filho (2000), at the end of the nineteenth century, there was a need to create a national training project and proposal for reforming the entire education system in the country, signaling the importance of transforming it into a national system of centralized teaching, standardized, and functioning with coherence and organicity, assuming a modern expression. In other words, with the emergence of the Republic a new moment of Brazilian secondary education was inaugurated, since the Ministry of Education had been created and extinguished in the first decade, and, above all, considering the formation of a new citizen. Education was the way of contributing to the process of civilizing in the Republic (CURY, 2001).

Regenerate the Brazilian population, the nucleus of nationality, making it healthy, disciplined and productive, is what was expected of education, constructed in this imaginary scene for the civic cause of national redemption. Regenerating the Brazilian was a debt to the republic to be redeemed by the new generations (CARVALHO, 2003, p.14).

The provisional government proposed frequent changes in education, above all in the management of the process, both for reasons of adaptation to the new regime and for political issues among the groups that were in power. And the twentieth century had the arduous task: to form the Brazilian citizen in school in a way that made the school responsible for unleashing this process.

In 1901 a new decree was published that established important changes for secondary education of the newly instituted Republic. The decisions would be relative to public examinations, hiring of personnel and, also to the qualification of other institutions to the level of the Collegio de Pedro II.

In its Title II, the Decree stated that institutions of higher and secondary education, founded by states or individuals, could receive the privileges of similar federal establishments under the following conditions:

Art. 362. In order for these institutes to be recognized and enjoy such privileges, they must meet the following conditions:

I. Constitute a patrimony of at least 50 reis, represented by polices of the federal public debt and the building in which it functions or for any equal values;

II. Have a frequency of not less than 60 students for two years;
Observe the rules and teaching programs adopted at the federal facility.

The secondary education institutes created and funded by the Government of the States and of the Federal District are not bound by the requirements of n.I (BRASIL, 1901).

Item II was the greatest impediment of the Lyceu of Goyaz, since the number of enrollments was not stable since its inception. Thus, the Lyceu opted for a measure which would improve its desirability before society, i.e. to offer the series course (grades) as well the special courses.

This step was of fundamental importance for the institution to become more respected and sought by students, both from the capital and the interior of the State. After the request for regulation of the series (grades) of the Lyceu in 1903, the situation of apathy of the institution's teachers and students began to change and they gave a new look to classes that took place in the building at Corumbá Street.

With the State decree n. .233 of 03/15/1904 the serialization (grades) was established with the following organization: the course would be 6 (six) years and the disciplines would be these: 1. Portuguese, French, Geography; 2. Portuguese, French, Geography; . Portuguese,

Arithmetic, Bookkeeping, English, Latin; 4. Latin, Geometry, Algebra, Trigonometry, Drawing, English; 5. Latin, Geometry, Algebra, Trigonometry, Universal History, Physical and Natural Sciences, Concepts of Political Constitution of the Republic and the State of Goiás (BRETAS, 2001, page 476). This local reform, however, was not sufficient for qualification, once again demanded in 1906, since according to decree no. 3,890 of 1901:

Art. 365. Institutes founded by the States, by the Federal District or by private individuals, who wish to obtain qualification with the federal institutes, shall declare their name, the names and birth place of their administrators and of the technical director, and will include the following documents with the application:

I. Certificate of registration in the civil registry of the statutes, commitment or social contract, in the case of association;

II. A copy of the official sheet in which the institute's regulations have been published in full;

III. Certificate of the Redemption Fund, the general registration of mortgages and the administrator, the insurance policy or draft duly authenticated knowledge of the property tax, proving compliance with the requirements of arts. 363 and 364;

IV. Judicial appraisal report of the properties.

366. With the presentation of the documents, the Government shall appoint a delegate of recognized competence, who shall supervise the institute for two years and in semester reports shall state his observations regarding the program, the merit of teaching, examination process, nature of the exams, admission requirements, moral and technical suitability of the director and faculty, existence of laboratories and offices necessary for teaching, frequency of the institute and whatever else may be of interest.

Among those issues, what most worried the institution was the number of enrollments and the quality of its teachers, who were respected people of the local community, but without pedagogical formation, a national reality. But there were other relevant aspects in the 1904 regulation that did not meet the requirements of the Collegio of Pedro II, as observed in Decree n. 3890:

Art. 382. In relation to secondary schools, the following shall be observed:

I. The rigorous observance of the provisions and regulations of the National Gymnasium relating to the number and series (grades) of the subjects, their distribution for the years of the course and the number of hours per week devoted to the study of each subject are strictly observed in these establishments.

II The organization of the teaching programs is the exclusive competence of the congregation of the National Gymnasium. However, it will be possible for the congregations of the qualified

institutes, before the end of the programs, to offer for the consideration of the Government, through the intermediary and with information of the respective Delegations, modifications or measures suggested by the experience in teaching, which Government itself will resolve having previously heard the recommendations of the congregation of Gymnasium. III. The rules and regulations established in the National Gymnasium for the carrying out of the programs, as well as the provisions regarding admission exams, successive promotions and maturity are strictly observed.

IV. Common classes are forbidden to students of different years.

Again in 1906 new regulations were established that contemplated the disciplines demanded by Pedro II. However, even with all the determinations established by Decree No. 3890, the Lyceum not adequately regulate the disciplines. In 1907 the regulation was adapted faithfully to the standardization of needs, an equivalent frame of materials and number of classes.

The qualification, approved in 1907, gave the Lyceu de Goyaz what was desired, for example, what was said in art. 370 of the Decree of 1901: “The qualified institutes shall have the right to confer on their pupils the grade awarded by the federal establishments, once they have obtained the approvals required by their regulations for their grade.”

This was one of the questions most needing resolution for the students of the Lyceu de Goyaz, since the existence of an unqualified institution in the state was insufficient for the conclusion of studies since, without the necessary qualification the student, would not receive the Bachelor's Degree in Sciences and Letters in the Lyceu de Goyaz which should present the approval in all the final examinations to the Collégio of Pedro II to obtain the certificate.

Much more than the status of the recognized institution, the qualification process assured students that their studies would be certified.

Upon leaving the Lyceu, the Bachelor's degree was sufficient for the graduate to have prominence in his city, as well as being called *doctor* by all. He would have advantages in public and private jobs from now on and be a part of the elite where ever he lived.

The qualification notice was received in the City of Goyaz by a Band that toured the city. It played at the door of Lyceu, accompanying the bearer of the news. The reality of education in Goyaz would be different from that moment on, since even though the Lyceu was not a boarding school, students from the interior of the State would now be interested in going to the capital for the quality of teaching measured by standardization.

The educational reality following the equalization

The fundamental point of analysis in this moment of qualification will be the enrollment in the institution. In much of the nineteenth century those governing complained that Lyceu only served the students of the capital. Such a claim is justified when we consider that an institution of this importance, in a region that lacked investments in education, could not be sustained with such a low number of enrollments.

The measures taken during the first five years of the twentieth century managed to raise the expectation of the members of the institution. In addition to the secondary school for boys, the Normal School, for the training of teachers for State primary school, in 1903, the Law course, and the Cadet School, had their classes in the same space. These courses affirmed the need for investment in education in Goiás.

The number of students occupying the rooms of the building was somewhat greater than in the past, ensuring that the government would be more concerned with its conservation. In addition to an increasing number of enrollments, what was expected of the Lycee was a full preparatory training and not the classes of Latin and rhetoric of the nineteenth century which lacked integration.

During the years 1906 to 1914 the enrollment of the students varied greatly. This can be explained by four factors: the qualifying of the Lyceu de Goyaz to the Collegio de Pedro II in 1906; Preparatory exams; The Rivadávia Correa Reform of 1911 and the non-existence of other public institutions dedicated to secondary education in the State of Goiás.

The qualification, when it became known, increased enrollment and especially the opinion of the institution. The individual examinations, which were created under the name of preparatory, continued by Decree n. 3,890 in art. 382, to be called maturity tests.

VI. Maturity tests for students coming from any educational institution other than the official or officially recognized, will be carried out in the Federal Capital before the National Gymnasium; and, in other qualified places.

If there exist, similar institutions, state and private, in the region, they should administer the examinations of said students.

These exams should be carried out in the vicinity of the opening of the higher courses.

This legal prerogative allowed students from other institutions to seek the Lyceu to obtain the degree required to enter higher education. It should be noted that we are referring to a reality in which the number of students was scarce for cultural and family reasons, giving the youth who finished high school a different character in society.

The Reforma Rivadavia, by Decree n. 8,659 of 1911, however, withdrew this type of examination from the secondary school setting, giving higher education institutions the obligation to test their admissions.

Art. 79. To apply for registration for the exam, the candidate will present:

a) Frequency passbook proving attendance of at least 30 lessons per teaching period.

Art 65. To be able to matriculate, the candidate must pass an exam which evaluates his judgment and intellectual development and his capacity to study the material which constitutes the subject body of the faculty.

And in this scenario of changes in the educational policies, the Lyceu, as the only institution which offered secondary education in Goiás, and qualified and equal to the Collegio Pedro II, has a variation in the number of students matriculated but always maintained a considerable number in the primary series of the course which was not gratuitous, in conformity with the legislation of 1901, “Art. 135. Besides the fee of the admission exam, the students paid a fee to matriculate, a library exam and certificate free”. And also the Decrete of 1911: “Art.119 to matriculate in some or all the courses of the first year, the student must prove, as required by th director, that he has paid the matriculation fees”.

We can follow this variation and realize that there is no regularity in enrollments. The year 1906 is the one that presented the most registrations by the news of the qualification. Nevertheless, the oscillation of enrollments was always the subject of discussions in the government of Goiás, because in order to maintain the qualification, the institution must maintain 60 students in regular high school, adding all the series.

Table 1: List of Students Enrolled in the Lyceu de Goyaz in the years 1906 to 1914.

Years of enrollment	Number of students enrolled between 1906 and 1914	Number of students who had surnames from families enrolled in the study	Number of students who had surnames from families enrolled in the study
1906	52	32	20
1907	25	11	14
1908	22	15	17
1909	36	13	23
1910	21	11	10
1911	30	14	16
1912	17	6	11
1913	17	7	10
1914	40	10	30
Total	260	119	141

Source: Internal Data File of the Lyceum of Goyaz (documentary research carried out by the author in enrollment books)

Two hundred and sixty students entered the Lyceu in these nine years, maintaining the conditions of qualification. The causes of low attendance and drop-out rates are the same as in the first years of existence, but what strikes us most is the large number of students from wealthy families in the region who had a surname cited in State and Federal politics. When researching about the elite of Goiás, it was possible to link important surnames for the State of Goiás that are still of note today, whether in politics, art or literature. The families Fleury, Alves, Castro, Alencastro, Veiga, Jardim, Curado, Caiado, Perillo, Vellasco, Azevedo, Xavier, Ramos, Assis, Albernaz and Felix were selected because they were included in the historical scenario of Goiás and were always noted in the 1906 to 1914 lists of enrolled students.

We observed that one hundred and nineteen students, out of the two hundred and sixty enrolled in this period, belong to one of these families. This figure is considerable when we perceive that they make up approximately 45.77% of the total number of students. Of these, only twenty-eight attended the four years in the institution, the others, took the exams and approved, left the course. The students who did not belong to these families, made a total of one hundred and fifty-four, making up 54.23% of the total. We can question this number of students belonging to traditional families, since they do not represent the majority in the institution and it is at this point that the concept of the Goiás elite is used. If not all the students of the Lyceu were of a privileged class as indicated by surname, how can we reaffirm the character of formation of the elite conferred on the Lyceu?

We do this when we analyze what it meant at that historical moment to be a Bachelor of Science and Letters, a *Doctor*. The title conferred an acquired status to a privileged part of the society of Goiás.

The population of the State of Goiás in 1900 was of 255,284 inhabitants with 13,475 inhabitants having shared surnames. In 1920 the numbers show 511,919 inhabitants in the state of Goiás with 21,223 inhabitants in the City of Goiás. According to the IBGE - Brazilian Institute of Geography and Statistics, the population calculated for 1910 was 407,405 inhabitants in the State of Goiás.

When we compare these data to the number of enrollments of the Lyceu de Goyaz in 1910, we can easily prove the thesis that the institution was an educator of the elite. There are 21 students in 1920 in an estimated population of 407,405 inhabitants. This represents 0.0051% of the entire population of a state with land area of 617,830,952 km² and 114 electoral colleges - including cities, towns and villages.

The factors that explain these indices are varied, however, we can say that the financial condition of these students belonging to affluent families of the State, and that stood out both by the economic position and by political position, even if they did not have the surnames selected in the research is one of the main points for the assertion that the elite occupied the institution. Another condition is the understanding that, since its creation in the nineteenth century, secondary education had as its pre-requisite the training of young, humanist thinkers, who would be part of the dominant group of society. This group, chosen by the entrance exam, would have sufficient training to differentiate them from the rest of society. They would be considered wise.

Even though in this period we do not perceive such a great differentiation between students from recognizably elitist families and other groups, there is a clear differentiation between the whole of society of Goiás and the Lyceu students. Which leads us to affirm that even not belonging to the elite of the city, people who could pass the admission tests for entrance to the Lyceu would be classified as elite, given the small number of *educated* people representing the city.

The origin of the birth recorded in the student enrollment forms leads us to a third fact that limited the institution's public. A first condition to be pointed out is people remaining in their places of birth observed in the early twentieth century in Goiás, especially when we are talking about traditional families. The fact that Lyceu never had an internship available to the Goiás society allows us to affirm that the number of young people able to dedicate themselves to the secondary studies would always be small. Analyzing the students from 1906 to 1914

and their places of birth we have the following condition: of the 260 students, only 206 had registered place of birth in the enrollment card, being 126 born in the City of Goiás, 80 born in the interior of the State of Goiás and 17 born in other states. These data demonstrate what the government reports of the period show, the lack of a boarding school did not allow young people of other places to seek secondary education.

Numerical data can be presented in a study of an educational institution in order to complement statements found in documentation of the time of this study. And this is the intention here with the presentation of number of students matriculated with strong surnames in the City of Goiás during the First Republic.

The Lyceu in Goiás was not only an educational institution, but was the only institution maintained by public power from 1846 to 1929, giving the population few alternatives for education. The other institutions present in the state had religious affiliation, and these, in turn, also had their methods of student selection.

The presence of the Lyceu, therefore, meant a way of strengthening the introduction to secondary education and training of the elite youth of the State of Goiás.

In this sense, the reforms that were conceived in Brazilian education in 1901 and 1911, adapted by Goiás teachings in 1906 and 1911 respectively, as described in this text, offered conditions for the continuity of educational ideals delineated in the nineteenth century, which were those of forming youth through introduction to classic humanism, and that these young people would be responsible for maintaining the social order of the State, for preserving the order established among the families that dominated the political and economic scenario of Goiás, until at least the middle of the century.

Final considerations

Reflecting on the genesis of social processes or practices presupposes that they are historically located in specific and contextual times and spaces. It also means allowing some actions to provide a basis for the formation of such events. It is known that it is only possible to understand current Brazilian society by studying how education was constituted, through the history of education. It is also known that in order to understand how some processes occurred at a certain historical moment, it is necessary to visit the years that preceded them, to try to find useful traces in the understanding of how processes were gradually formed.

In the Republican period to educate the population became the way students should acquire the ethical and moral principles considered fundamental to social life, the example of this is the inclusion of *Civility Rules* in the curriculum of schools. It was also sought, through instruction, to instill in each individual "the seed of virtue," as well as the idea of his duties. To instruct was one of the fundamental ways of fixing characteristics that allowed recognition of the members that composed that society. But educating the people had its limitations, that is, there were few schools for teacher training, on the one hand, since the normal schools were geared towards serving sectors less concerned with secondary education, that is, primary education was designated for the poorer population and secondary to the wealthiest in the Province of Goyaz. The elementary education sought to standardize the free population, as well as instill in the students rules and customs considered important. Secondary education sought to forge active citizens for the future. Thus the expansion of education was meant to

forge active citizens and maintain the distinction between the poor free population and good society, in other words, to differentiate those who were excluded from the right to citizenship from those considered citizens of the newly proclaimed Republic.

The Lyceu de Goyaz was the secondary education institution with this function in the State of Goiás and according to the numbers presented in the text, there was a selection of those citizens who would remain active and distinct in local society. These would be the local politicians and representatives in higher political instances, the future professors of the institution that in their great majority exercised some liberal profession like the advocacy, medicine, among others of an elite nature. In any case, the teaching that took place in the State of Goiás in the years 1906 to 1914 was to attend to a restricted number of boys, who would be the men and citizens respected for the title obtained, Bachelor of Science and Letters.

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