



The constitution of the primary teacher in the republican Bahia: dialogue with the legislation (1890-1919)

A constituição do professor primário na Bahia republicana:
diálogo com a legislação (1890-1919)¹

La constitución del profesor primario en la Bahía republicana:
diálogo con la legislación (1890-1919)

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Abstract

The present study investigates the constitution of the profession of primary teacher during the First Republic from the educational legislation. It takes the Reforms of the Teaching in the State of Bahia between 1890 and 1919 to understand the dynamics that the teaching profession assumed in the legal texts, considering as markers the access / recruitment to the teaching career; the typology of teachers; and vocational training. The analysis of these aspects pointed to the continuation of conceptions about the idea of teacher and forms of recruitment coming from the Empire that reverberated in the first republican decades and resulted in a control and control policy on the formation, access and professional progression of the primary teacher.

Keywords: Primary Teacher. Educational Legislation. First Republic of Bahia.

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Resumo

O presente estudo investiga a constituição da profissão de professor primário durante a Primeira República a partir da legislação educacional. Toma as Reformas do Ensino no Estado da Bahia entre 1890 a 1919 para entender a dinâmica que a profissão docente assumiu nos textos legais, considerando como marcadores o acesso/recrutamento à carreira do magistério; a tipologia de professores; e a formação profissional. A análise desses aspectos apontou para permanências de concepções sobre a ideia de professor e formas de recrutamento provenientes do Império que repercutiram nas primeiras décadas republicanas e resultaram em uma política fiscalizadora e de controle sobre a formação, acesso e progressão profissional do professor primário.

Palavras-chave: Professor Primário. Legislação Educacional. Primeira República Baiana.

Resumen

El presente estudio investiga la constitución de la profesión de profesor primario durante la Primera República a partir de la legislación educativa. En el caso de la enseñanza de la profesión docente, se debe tener en cuenta la dinámica que la profesión docente asumió en los textos legales, considerando como marcadores el acceso / reclutamiento a la carrera del magisterio; la tipología de profesores; y la formación profesional. El análisis de estos aspectos apuntó para permanencias de concepciones sobre la idea de profesor y formas de reclutamiento provenientes del Imperio que repercutieron en las primeras décadas republicanas y resultaron en una política fiscalizadora y de control sobre la formación, acceso y progresión profesional del profesor primario.

Palabras clave: Profesor Primario. Legislación Educativa. Primera República Baiana.

From the conception, which is presently adopted, of the aptitudes for teaching, it is not excluded, of course, the fundamental requirement of morality; however, we want the excellence of moral qualities and the native tendencies to be associated with the competition of knowledge, disciplined intelligence and the experimental practice of teaching.

Assembly of Congressmen. Notion and Project of the Commission of Public Instruction, 1883.

We used an 1883 epigraph to announce the republican paths for the training of primary teachers for very plausible reasons for understanding the education of Bahia in the first republican decades. The report in question had, as a referendary, the Bahia Senator Rui Barbosa (1849-1923), son of João José Barbosa de Oliveira (1818-1874), General Director of Studies for the Province of Bahia in 1858 and 1860 and a member of the Liberal Party. The ideas exposed in that document, in addition to demonstrating the author's erudition and intellectual rigor, outline the thinking of sectors of the political elite about the problem of public education.

The guidelines presented and tirelessly debated, considering experiences in several countries at the time, found resonance throughout the First Republic in Bahia. Their conceptions materialized in legal norms, in laws issued by republican governments. The choice of Republican administrators to use them as a reference demonstrated that the men of political power remained faithful to the liberal ideals of the Brazilian Empire, after all, it was the members of the monarchy who took over the executive of Bahia after the 15th of November².

It is important to note that the 1880s was the period of production of the Reports of the main Reform proposals that defined the political courses at stake in the country, which was one of the last nations in America that maintained slavery³ in its production bases and the only monarchy of the continent. Rui Barbosa drafted the report on the electoral reform, the Saraiva Law of 1881; the report on the Reform of Primary Education and the Reform on Secondary and College Education, in 1882 and 1883; and the report on the Slave Emancipation Project, in 1884. It was on this tripod of propositions that the Republic was built.

According to the researcher Leonardo da Costa Ferreira (2015), in the second half of the XIX century, the ruling classes of the Empire moved towards reconfiguring society towards a market economy and the matter of ending slavery, from new bases for social disciplining under the idea of citizenship, they centered the debates of the elite.

In this way, we situate the Primary Education Reform Report and Project of 1883 in a moment of transition, in which education assumed in the speeches of the leaders a prominent place for representing the possibility of "improving", "civilizing" a poor and ignorant population, composed by freed and naive, who would form the Brazilian nation and, at the same time, its labor.

It is worth thinking that in order to assume this condition of national elevation, education should be conducted by hands and minds that share, at least, some of the projected teaching and civilization ideals. The form that prepared primary school teachers needed adjustments

² If, initially, Virgílio Damásio, a historic republican, took over the government of Bahia, he did so only because of refusal by Manoel Victorino Pereira, a member of the Liberal Party, who felt constrained that a monarchist could not assume a republican state. His resistance lasted 5 days, when he responded to Rui Barbosa's requests and took possession of the Bahia executive power, with Virgílio Damásio as his deputy.

³ The other slave country in the period was Cuba, which abolished slave labor in 1886.

in the face of other times, which required a concept of teaching, as the epigraph states, in which their natural tendencies and moral qualities were associated with "disciplined intelligence" and "experimental practice".

Our proposal in this article focuses on discussing how the profession of primary teacher in Bahia, under some constitutive elements of the profession, was configured in educational legislation after the installation of the Republic. We sought to understand how the legal norms carried conceptions that outlined an idea of a teacher and conduct for this profession.

For this text we use the Act of August 18, 1890 - Regulation of primary and secondary education in the State of Bahia; o Act of March 7, 1891 - Internal regulations for public primary schools; Law no. 117, of August 24, 1895; the Act of October 4, 1895 - Regulation of primary education in the State of Bahia; Law no. 579, of October 3, 1904; Decree no. 281, of December 5, 1904 - Regulation to Law 579; Law no. 1006, of December 6, 1913 - Reforms the State's Primary Education; Decree no. 1354, of January 20, 1914 - Regulation of Law no. 1006; Law no. 1,293, of November 9, 1918 - Reforms public education in the State of Bahia; and Decree no. 1994, of May 26, 1919 - Regulates Law 1,293. Documentation that was organized and published, composing the Memory of Education Collection in Bahia, organized by a group of Bahia researchers, and published by the publisher of the Federal University of Bahia.

After reading and examining the legal documents, we point out the elements defined as constituting the profession of primary school teacher in Bahia, distributed, therefore, in charts prepared for viewing in time perspective.

The cutout for the analysis was established between 1890 and 1919, with the 1889 Reform and the 1925 Reform being disregarded. The first, lasting 4 months, was scorned by the Republican government, preferring the legal references of the Empire; the second, praised by the historiography of Education, requires a detailed and comparative appreciation, the object of another study. Both represent specific situations that postulate examinations with greater accuracy and research time.

When we appreciate the set of educational reforms, we aim to understand the dynamics that the profession of primary teacher assumed in its legal constitution throughout the First Republic. Several aspects present in the legislation allude to the professional status of teachers, but for this article we list some aspects that implied the idea of a teacher and the forms of recruitment for the profession. The questions investigated as markers that defined the form / shape of the idea of teaching and teaching created during the First Republic in Bahia were: a) access / recruitment to the teaching career; b) type of teachers; c) professional training.

The laws, acts and decrees established to express the general guiding principles of education and, at the same time, organize it in their daily lives through the Regulations and Regiments, despite official texts, were treated as possibilities for listening to the subjects involved in the process teaching, not only from what was not put, but for glimpsing the dynamics that the legislation presents in time. We understand legal texts as riddled with porosity by social groups, as an integral part of social pressure processes, allowing historical interpretation to reach deeper layers of reality. According to Ragazzini (2001), documents are born and produced in the relations between men and women in society, thus the official texts of legal expression cannot be understood as a hermetic element, exclusive vehicle of the elite to standardize society.

On the other hand, it is necessary to consider the warning made by researcher Elizabete Santana (2011) who draws attention to the fact that "legal proposals do not always become concrete actions" (p. 08). As we hear in our daily lives that sometimes the law "does not catch on", that is, that there is a social rejection of that legal norm for not meeting the needs of reality;

sometimes there are forms of political resistance from defeated groups; at other times, as in the 19th century, the government itself creates laws “for the English to see”⁴.

A legal norm produced by subjects of the executive and the legislative, representing the center of power of a society, constitutes a monument document (Le Goff, 1990), that is, a sign of the past that was (and is) intentionally preserved as a way of perpetuation of an image about yourself and about an era. The historian of education's interrogation process, in this sense, requires a theoretical operation capable of “deciphering” (Ginzburg, 1989) what is not evident in the foreground, surpassing its meaning, what it presents, and recognizing its senses, which is implied (Ragazzini, 2001).

It was with this North that we sought ways of interpreting the educational legislation that make up the Education Reforms in the State of Bahia.

Legislation as a research document for the History of education

Educational legislation is a primary source in this work, since educational reforms were the main resource used by the government to implement changes that they considered decisive in the process of genesis of new socio-political-economic conditions of society, in particular for an idea of education if it constituted as socially accepted. On the other hand, laws can also be “seen as a form of mediation and solution of conflicts already materialized in daily life” (Ferreira, 2015, p. 26). In this way, we take legislation as a space for conflict, social pressure and disputes between different groups and ideas.

The set of legal rules that make up what we call Education Reforms in the State of Bahia corresponds to several legal instruments that, in general, aimed to standardize Bahia's education in its various and different aspects. In the case of the legislation in question, we find the following legal manifestations:

Table 1: Legal Instruments related to Bahia's Education (1890-1919)

LEGAL INTERVENTIONS IN EDUCATION	YEAR	LEGAL INSTRUMENTS	GOVERNMENT
1 st	1890	Act (Primary and secondary education regulations)	Hermes da Fonseca
	1891	Act (Internal regulations for public primary schools)	José Gonçalves da Silva
2 nd	1895	Law n. 117	Rodrigues Lima
		Act (Primary Education Regulation)	
3 rd	1904	Law no. 579 (Amendment to the previous law)	Marcelino de Sousa
		Decree no. 281 (Regulation)	
4 th	1913	Law no. 1006 (Reforms primary education)	J. J. Seabra
	1914	Decree no. 1354 (Regulation of public instruction)	
5 th	1918	Law no. 1,293 (Reforms education)	Antônio Aragão
	1919	Decree no. 1994 (Regulates the 1918 Law)	

Source: Laws of Reform and Regulations of Instruction 1890-1919 (Collection Memory of Education of Bahia)

⁴ The expression refers to the promulgation of the Feijó Law, of November 7, 1831, when the imperial government decreed the prohibition of the Atlantic slave trade to Brazil and both the slave owners and the State failed to comply with it. In other words, a law just to appease the English, with no intention of being enforced. It is interesting to note that even this Law, designed to only be configured in the legal apparatus of the State, could be used by abolitionist lawyers in freedom actions that elected illegal trafficking “as a basic argument for the qualification of slavery as a crime” (COTA, Luís Gustavo Santos, 2011, p. 81). This is an example of how legislation acquires interesting and unpredictable dynamics for its authors, which need to be considered by researchers in their process.

In 20 years, five legal interventions have implemented changes in Bahia's education. Of this set, the Act of 1891, the Regulation of 1895, Law 1,006 of 1913 and Decree no. 1,354 of 1914 legislated on Primary Education. The remainder dealt with, in addition to primary education, secondary education, professional education, normal education and higher education. Each government, when assuming the executive, submitted new changes to society regarding Education. In fact, for most politicians in the Bahia's republic, education was the liberating force of society, from its action emanated the progress and greatness of the nation (Tavares, 1968; Luz, 2013), at least in the speeches that accompanied the speeches of the governors and parliamentarians. For a large part of society, however, this statement represented the possibility of achieving a concrete improvement in their living conditions, in addition to being a requirement for access to political citizenship by allowing them to compose a very restricted list of people who knew how to read and write.

But why so many legal interventions? Was there a need for innovation? Did each government propose a different project that broke with the previous one, or did the social dynamics give rise to situations that required accommodation? The reminder of Professor Luiz Henrique Dias Tavares, in the introduction of his book *Dois Reformas na Educação na Bahia 1895-1925*, when he stated that "Republican Brazil does not begin with the November 15 episode, since it is much more than after the first war world" (1968, p. 10) may force us to look at Bahia's politics as one of the pieces that made up the educational mosaic of the republic in its first decades.

Education and politics, in the republican government, happened in an interwoven way. We can use the work of Montesquieu (2000), *The Spirit of Laws*, of 1747, which deals with the forms of governments and the means they resort to for their effectiveness through the daily practice of power over society, to understand the force that education took over in the Republic. For this author, the type of republican government was carried out, "acquired life" through the principle of virtue, achieved, in turn, through the education of the people⁵. Without a virtuous feeling, a nation and a homeland could not be built.

Legislation, as a way of "educating" the people through social norms (and in the case of this study, professional norms), is actively related to society.

This relational aspect of laws, present since the beginning of the Modern State as expressed in Montesquieu's (2000) thought, manifests its original condition. Coming from the Latin verb *ligare*, it connects human needs and the legal system, which is why they are "a product of human culture and are adaptable to the historical moment" (Schmieguel, 2010, p. 129). This character imposes on the historian of education the expansion of the questions to be asked before this type of documentation.

The delayed Bahia's Republic: conserve to rule

In Bahia, the proclamation of the republic, initially, was received by a part of the political elite with a movement of resistance to the events of November 15 in the Court. Authorities and part of the press reinforced their loyalty to the royal family and rejected the "military movement"⁶ that took place in the country's capital.

⁵ Montesquieu established three types of government: that of a despotic nature; the monarchical nature; and the republican nature (which can take the form of democracy or aristocracy). A principle corresponds to each nature that "makes him act" (p. 31): a despot government tends to act under the principle of fear; a monarchical government tends to act on the principle of honor; and a republican government tends to be guided by the principle of virtue. Virtue, here understood as the love of laws and country and personal sacrifice for the public good, "needs all the power of education" (p. 46); education inspires virtue among children.

⁶ Diário da Bahia, 16/11/1889.

The sparse historiography that deals with the theme corroborates the idea that the republican movement had little momentum in Bahia's lands (Araújo, 1992; Sampaio, 1975; Santos, 1973; Leite, 2005). The social group (middle class) that was part of the Bahia's republican movement "did not meet certain social and ideological conditions (...) to assume decision-making positions in the new state that was being organized" (Araújo, 1992, p. 04). Or as Sampaio (1975) stated, the monarchy remained alive in the republic "through the action and behavior of its men" (p. 17). Men who belonged to an agrarian, commercial, political and intellectual oligarchy, mostly white, who "had literacy as a common substrate" (Leite, 2005).

The republican ideals in the lands of Bahia were swallowed up in such a way that "the innovations were linked to points inherited from the imperial tradition, such as the attachment to order, the sense of hierarchy and the vision of politics as a territory for debate among chiefs', between gentlemen-citizens, to whom the rest of the population must be linked by relations of dependency" (Fernandez, 2002 apud Sarmento, 2009, p. 26).

The political conservatism of the Bahia elite delayed the advances defended by modernity as much as possible, adapting agreements with oligarchic groups from the interior and producing speeches that were not supported by reality, hence the numerous complaints and regrets about Bahia's constant backwardness. Public education and, at the same time, the slow pace of adding the poorest population to the education system.

Jaci Maria Ferraz de Menezes, in her thesis (1997), affirms that the speeches in favor of education / expansion of public instruction came from two very different sectors: those linked to a bourgeoisie and banks that wished to limit and decrease the power of agrarian elites and the "working classes" who claimed access to school to combat inequalities. The interests of all these social groups were confronted in the First Republic, setting up a dispute framework in which education (considering the apparatus that defines it: curriculum, teachers, buildings, legislation) was placed as a device of social control; of political use; ascension and social prestige; and political legitimation.

Teachers have become significant subjects in the context because they are part of a group of literate women and men, with the function of instructing different generations. According to Denise Catani, António Nóvoa in his thesis states that teachers "are located in the contradictory space of the intersection of interests and socioeconomic aspirations". At the same time as they were the political agents of the State, they embodied the hope of social mobility of the popular classes (Catani, 2015, p. 585). It was at this juncture that teachers acted to point out ways for Bahia's education and for its constitution as a professional category.

The Normal School and the formation of the primary teacher

The Normal School was created in Bahia in 1836. In 1842 it started to function. The state intervention in the organization and training of Bahia's teachers dates from that moment. The existence of Normal School did not mean, however, the extinction of other forms of training, such as learning the trade with a more experienced teacher in his daily practice. As an embryo of teaching education, his invention was linked to the movement of nationalization and control of educational processes, especially the training of specialists with pedagogical authority (Nóvoa, 1999).

Despite its origin being located in the Empire, the Normal Schools this period, in addition to living with "non-school forms of intellectual education", were the target of numerous criticisms regarding the quality of their training, especially with regard to the absence of methods to society's needs. In the previously mentioned Report of 1883, the words of the rapporteur evaluated the Normal Schools in a forceful way. It said:

when the head of the schoolmaster was not wanted to contain more than a little ash of grammar; when the whole science of pedagogical psychology was reduced to the notion that the intelligence of the child consists exclusively of memory, and the whip applied to the student's muscular integument constitutes his natural system of culture - the professional teaching of school science could be a luxury and Normal Schools a superficiality”⁷ (Chamber of Deputies, 1883, p. 261).

The rapporteur's findings suggest that, until the reform proposal was written, these institutions contributed little to the systematization and social dissemination of pedagogical science. For Bahia, Débora Magali Vieira (2013) pointed out that, during the Empire, the Normal School presented a body of subjects focused on mutual education⁸ and general training for reading, writing and rudiments of arithmetic. In 1873 a new curricular reform introduced Pedagogy and Methodology to the teaching program.

The profile of the Normal School in the eighties warns us that the “sociological mutation”⁹, in which the schoolmaster is replaced by the primary education teacher, who characterized professional training, did not happen fully. It was necessary to be under the aegis of the republican government so that “bureaucratic structures of state control” were organized (Vicentini; Lugli, 2009, p. 37) and that the need for an institution that formed the technical competence of teachers was felt.

The republican government made it possible to consolidate a specific public space for teacher training, the organization of content, rules and practices and the structuring of a professional group. Dominique Juliá (2001) historically placed the invention of these elements for Europe. According to this author, from the 16th century it was possible to perceive the existence of a school space, with specific furniture and material. To this locus were added a logic of functioning in classes that reached levels of progression and a set of specialized professionals in the form of corporation or congregation.

In Brazil, the mandatory supply of schools of first letters occurred in the 1920s of the 19th century¹⁰, as well as the first Normal Schools in the two decades that followed, beginning a movement to format these elements in the country. In the case of Bahia, the construction of school buildings and the formation of a minimum group of teachers to take over the classes found greater vigor in the early 20th century. Until then we have the status of student-master who learns the art of teaching with a teacher in his class. A slow process of formal constitution of Bahia's primary teachers.

⁷ The reference in the Report of this idea was taken from the work written in 1836 Sartor Resartus, by Thomas Carlyle.

⁸ According to researcher Sandra da Silva e Souza, the mutual method “[...] so-called because the students communicate mutually the knowledge received from the Teacher, consists of dividing the school into several groups, who receive education through the more advanced students, which the Professor previously prepared.” (FRANCA, 1920, p. 54). The mutual method of English origin taught elementary knowledge in a short time and according to Lancaster, while a traditional school carried out the pedagogical work in a period of seven years, through the mutual method the same work was carried out in two years and, thus, could 60% of the budget can be saved. (NARODOWSKI, 1995; KAESTLE, 1973 apud CARUSO; DUSSEL, 2003). The mutual method revolutionized education, and its repercussion was almost worldwide, including in Brazil, which showed an immediate interest, being introduced in the country, through the decree of October 15, 1827, with the objective of quickly iterating a large quantity of people.” (Souza, 2009, p. 21).

⁹ As an example, Antonio Nóvoa mentions the phenomena that characterize and complete the process of sociological mutation. They are: the consolidation of teacher training institutions, the increase of teaching associations, the feminization of teachers and changes in the socioeconomic composition of the teaching staff (Nóvoa, 1992).

¹⁰ The Law of October 15, 1827 refers to the imperial decree that established the creation of schools of first letters in all the cities, towns and most populous places of the Empire (Art. 01) and the guarantee of the supplies of teachers and teachers as lifelong (Art. 14).

There were many clashes, speeches, reforms to “shape” a modus operandi that expressed and defined the teacher. For Portugal, Nóvoa points out that the Normal Schools, on one hand, were places of control for professionals; on the other hand, this same space has become a field for the professional affirmation of solidary teachers (Nóvoa, 1992, p. 15).

This dual and sometimes conflicting movement of teacher training in Bahia, gains stronger colors with the political performance that teachers have taken over republican history. At the beginning of the 20th century, we have a group of professors active in politics, giving lectures, producing books, writing in newspapers and magazines, assuming positions of trust, they had a seat on the Higher Education Council, in addition to triggering a long strike in 1918 (primary teachers the capital).

Aside from those who entered a political life, it was possible to perceive teachers who worked behind the scenes of the executive advising on the drafting of laws and school management. In the book written by Alípio Franca for the centenary of Normal School, the author refers to some teachers like Cassiano França who helped in the drafting of the 1890 Regulation, under the guidance of Satyro Dias (Franca, 1936) and Antonio Bahia da Silva Araújo, primary teacher of the city of Salvador who was elected deputy twice, member of the Higher Education Council and general inspector of education of the capital.¹¹

This intellectual characteristic of part of the teaching staff was important in the Bahian republic and in the construction of the teaching career. On the part of the teachers, the open field of dispute was fundamental for claims to become rights and also to compose the set of laws.

Legislation and teaching status

In the legal texts of the Education Reforms in the State of Bahia - 1890/1919 analyzed, we perceive how certain defining aspects of the teaching condition were undergoing slow changes that preserved the regulations of the Empire. We will now deal with some of these points.

Access / recruitment to the function of primary teacher presented in the legislation, a slow dynamic of conquest of professional autonomy and preservation of the work field for the category. Slowly, the legal norms were narrowing, without closing, the access to the function in the public network, on the one hand, allowing only the specialists, with diplomas from the Normal Schools, to be considered apt and; on the other hand, reducing government interference in choosing these professionals via political indications.

If, at the beginning of the republican regime after 1889, the legislation established the control of entry into the public service to the government with the simple nomination for the 1st class seats¹² “and those of the 2nd, 3rd and 4th, for access on absolute seniority or distinct merit” (Bahia Primary and Secondary Instruction Regulation - 1890, Art. 74), in 1919 access was restricted to the competition as the only form of provision. For the reader to follow the evolution of this issue, the table below shows how access / recruitment to the profession of primary school teacher was configured through legislation between 1890 and 1919.

¹¹ More information on the biography of Professor Antonio Bahia, consult the text of Professor Lília de Jesus Nascimento, *Antonio Bahia da Silva Araújo: his ideas on organization, planning and management of municipal education* (SANTANA et. al., 2011).

¹² Class refers to the administrative division of schools. In 1890 the classification established that the 1st class were schools located in towns, parishes and villages; 2nd class schools located in the county seat towns; 3rd class schools located in cities; and 4th class schools located in the capital of Bahia. From 1895 onwards, there was an inversion of this order with the schools of the capital going to the status of 1st class and the schools of the towns and villages taking the place of the 4th class. This division is maintained in the following legislation.

Table 2: Ways of access / recruitment to the function of primary teacher in public schools

YEAR LEGISLATION CONSIDERED QUESTIONS	1890	1895	1904	1913/1914	1918/1919
REQUIREMENTS FOR EXERCISE OF THE FUNCTION	<ul style="list-style-type: none"> - Minimum age of 18 for women and 20 for men; - Bear student-master letter; - Present a crime exemption sheet for men and women, civil attestation certificate, and in the case of judicial separation, a <i>verbum ad verbum</i> certificate proving non-dishonorable motivation; - Submit a certificate of morality; - Medical certificate of not suffering disease or defect incompatible with teaching; - Vaccination certificate; - Not to have been convicted of crimes or sentenced to galleys or prison with labor. 	<ul style="list-style-type: none"> - Have a letter of student-master conferred by normal schools; - Moral suitability with certificate from parents or authorities; - Do not suffer disease or have defects; - For women, civil attestation certificate; - Not having lost federal, state or municipal employment due to a judicial sentence; - Not having been convicted of a crime against property, morality and good manners; - Have not lost the chair through disciplinary proceedings. 	<ul style="list-style-type: none"> - Have a student-master card from the Normal Institute of the State; - Proof of moral ability, attested by judicial authorities; - Medical certificate of vaccination; - For the ladies, proof of marital status, and in the case of judicial separation, a <i>verbum ad verbum</i> certificate proving non-dishonorable motivation. - Not having a judicial sentence with job loss; - Have no conviction of a crime; - Have not undergone administrative proceedings. 	<ul style="list-style-type: none"> - Request with supporting documents; - Letter of student-master given by the Normal Institute or other equivalent State institutions. 	<ul style="list-style-type: none"> - Letter of Primary Teacher by the Normal School of the state, or other similar Institute; - Proof of moral suitability, attested by the judicial authorities of the district of your domicile or by reputable family parents; - Medical certificate and vaccination or revaccination practiced within the legal deadlines and that it does not suffer from contagious disease or defects incompatible with the exercise of teaching; - Married ladies, but legally separated, must prove by means of a <i>'verbum ad verbum'</i> certificate of their respective sentences, that the reason for the separation is not dishonorable to them; - Have not lost federal, state or municipal employment, including teaching chairs, or have another grade that disqualifies them, verified in a regular process.

ACCESS TO FUNCTION	1st class (1st investiture) - by appointment, presenting the student-master request with proof of moral and intellectual ability; 2nd, 3rd and 4th class - the General Director presents a list with the name of two older teachers and one of notorious merit, confirmed by the publication of didactic works and absence from absences in service; • Legislation allows people without a degree (master student) to apply for vacancies.	Adjuncto ¹³ - - He will be appointed by the government for the first investiture. The adjunct, rises to the position of effective teacher with the creation or vacancy of a chair and presents better grades, attendance, zeal and vocation; The provision for the teacher of the Complementary School ¹⁴ and College, is done through a competition of tests (written, oral and practice of regency); • Legislation allows people without a degree (master student) to apply for vacancies	4th class / adjunct - first investiture by means of a written and oral-practical exam in front of an examining table; 1st, 2nd and 3rd classes – the General Inspector presents a list with six names of teachers to be chosen by the government; To access complementary schools, a new contest was necessary; • Legislation allows people without a degree (master student) to apply for vacancies.	3rd class/school infant/adjunct - first investiture with presentation of a letter from a student-master given by the Instituto Normal / Caetité / Barra or Educandário do Coração de Jesus and application; 2nd class - delivery of documents proving seniority or merit ¹⁵ and exercise in 3rd class schools for one year; 1st class / school group - public exam competition (written, oral and practical), at the Normal Institute among teachers with 3 years of teaching experience.	3rd class - first possession by public competition of titles and documents (attestations of moral, intellectual and scientific capacity) for elementary school; 2nd class - public tender for titles and 1 year of effective teaching practice; 1st class / School Group - contest and 3 years of effective teaching practice; • After judgment and classification ¹⁶ of documents, the Teaching Inspector issues an report. Adjuncts – graduates, appointed on commission, being dismissed when in the interest of the government. Non-graduates are admitted to the interior cities. For the Kindergarten contest, under the supervision of an examining committee and a written test and a practical test.
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¹³ The Adjunct Professor has the function of assisting the teacher (responsible for the chair), and his class has graduation from the unfolding of the teacher's class. Follows the teacher's pedagogical guidelines.

¹⁴ The Complementary School, has several meanings in each of the laws, but it is configured as a school level that follows the elementary primary school. It begins to appear in the legislation from 1895, serving students older than those attended at the elementary school, has content set in specific curricular programs indicating an expansion of the knowledge taught in relation to the elementary school. It did not become widespread in Bahia in the first Republic. It was mainly present in schools attached to the Normal school and in private schools.

¹⁵ The documents, which would be attached to the applicant's application, should prove: Seniority; Merit; Aptitude revealed; Exercise of teaching at a distant point; Higher number of ready students; Honorable attentions; Performance of remunerated commissions; Value of published writings or works; Different approvals at Instituto Normal and in competition.

¹⁶ The points considered for the analysis of the titles were: seniority of effective exercise, merit, aptitude revealed for teaching, greater number of ready students, honorable certificates from the authorities of education when visiting the school, performance of unpaid commissions, writings or publications of value, better grades obtained in the exams of the normal course or in competition and good moral procedure.

					For the Complementary Schools competition under the conduction of an animating committee and three tests: one written, one oral and one practical. ¹⁷ - The law allows bachelors in science and letters graduated from the Gymnasium and approved in the field of pedagogy to be in the competition..
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Source: Laws of reform and Regulations of Instruction 1890-1919 (Collection Memory of Education of Bahia)

It is noted that the entry into the teaching career in the public sector has acquired greater complexity over the years, reaching in 1919 greater rigor and detail in the selection processes. In 1904 the initial access was by competition for the lower level of the career; then the seats in the upper levels follow criteria (merit and seniority) that may suggest political preferences; for complementary and higher education the competition was necessary. A decade later, the initial access started to be made by simple application and the rise in the career by competition. In both cases, the category was hostage to the political use of current governments, as the criteria were not very objective and the entry of non-graduates was facilitated.

In 1913/1914, even with part of the access still under government control, the criteria become clearer with the establishment of documents that would serve as proof of “seniority and merit”. It is interesting to note how the legislation gradually defined the “formative curriculum” needed by the teacher for career advancement, with experience, participation in commissions and intellectual production being incorporated into the profession's procedures.

It was tacit, however, that Republican governments never gave up legal means to appoint adjuncts / teachers to the classes. The political use of positions for people of confidence who would be "grateful" for the favor granted occurred throughout the First Republic. Although not covered in this text, the position of director has always been placed in the legal rules analyzed as “trustworthy” and the prerogative of appointing the chief executive officers.

On the other hand, the legislation of this beginning of republican government follows the trend of the rules in force in the empire and, in a way, mirrors a conception about the teacher and his constitution. The Regulation of January 5, 1881 on instruction, which will be the basis of the legislation of 1890 and 1895, established as a form of access for primary seats, the hiring for 3 years for the 1st class, through the submission of application and tests of moral and intellectual ability (qualification exam / letter of student-master / literary or scientific / foreign title recognized by the government) and the competition for the 2nd and 3rd classes.

This resistance to the public tender by the government was present in another important document, which we cite as a reference for republican legislation, although

¹⁷ In the text of the law, the tender process was established in detail with clarifications on the drawing of points, the duration of the tests, the concepts of evaluation, the content of the final minutes, among others.

produced in the Empire, the Report and Project of the Public Education Commission for the Reform of Primary Education n° 224, of 1883. Having Senator Rui Barbosa as rapporteur, the text defends merit as the main factor for admission to teaching. For the referees, the contest “removes the wise” and does not evaluate the vocation because it admits only good speakers, besides giving the approved the idea that he has the right to that place and does not need greater efforts (Chamber of Deputies, 1883, p. 291).

The arguments used in the report of parliamentarians point to a tendency of the government to conduct the composition of public professors, when seeking candidates with the profile closest to what was desired for a teacher, revealed by his “vocation” to teaching. Intellectual knowledge alone was not enough for the exercise of the function, since teaching required a natural gift that would be polished in the Normal Schools, responsible “in qualifying for the real practice of education” (p. 276).

When we look at the authors cited in the Report who supported the ideas in the text of the 1883 reform proposal, most of them were from French intellectuals¹⁸. Rui Barbosa and his colleagues looked to members of the government administration and the French parliament for support to reinforce a position against the competition as a form of recruitment, understood as “false liberalism”, as ineffective and demoralizing (p. 289). The reports gathered were unanimous in the defense of the vocation to overcome the specific knowledge of the profession as a criterion for the selection of the teacher and, for this reason, the direct appointment of the government / king or the teacher corporation would produce positive results to teaching.

But how would this vocation be defined and what are the attributes that manifest it? A teacher would need to have spirit, moral and intellectual skills that consisted of “uprightness of judgment, (...) inclination of the heart, properties of the soul, moral qualities, in short, [talents] on which depends the goodness and effectiveness of all teaching” (p. 291). Still required enthusiasm for the profession, “extremes of patience”, “generosity and affectionate complexion. The set of all these moral and intellectual predicates results in a vocation” (p. 292).

The requirements for admission to the teaching profession presented in the set of texts of the Teaching Reforms 1890-1919 express the ideas discussed in the Report of 1883. The request for a moral certificate issued by the candidates' authority prevailed throughout the period; there is also the run sheet, the absence of conviction of any crime committed and disciplinary proceedings in public service. The aim is to “rectitude of judgment”, the image of a person who, by acting with respect to the laws and the Fatherland, can be a model for other people, in the case of children who were in training.

Regarding the adoption of the contest as an instrument to verify the ability to exercise teaching, the legislation did not directly follow the guidelines of the Report, but we can perceive mechanisms of control of the selection process compatible with the teaching concept corresponding to the intellectuals of the time, mainly the cited French.

Entry into the career of a primary school teacher was a gradual process and ascension required time. In all the legal texts analyzed, the first investiture took place at the lowest level of the profession, sometimes as an adjunct and in a place far from the capital. For promotion, he should submit to new competitions or be appointed by authority, reaching the status of teacher, and raising his salary. In the early years, the prerogative of choosing

¹⁸ In the specific part dealing with Competitions and Nominations, the rapporteur constructs his arguments citing works and information from the following authors: Michel Jules Alfred Breal (1832-1915) was a grammarian, studied at École Normale Supérieure, was a professor at the College de France and inspector general higher education between 1879 and 1888. Paul Bert (1833-1886) was a doctor and politician, as a parliamentarian defended secular education; between 1879 and 1888 he assumed the position of Minister of Education. Émile Jacques Armand Beaussire (1824-1888), French philosopher and politician, represented the Superior Council for Public Education. Émile Flourens (1841-1920), French politician, department head of the Ministry of Education in 1879. An American was also quoted, James Pyle Wickersham (1825-1891), writer and educator, opened the first Pennsylvania Normal School and was Superintendent State of Public Instruction.

teachers to ascend was from the government through a list of names prepared by the director / inspector of education and sent to the governor. Subsequently, the title contest is introduced in which the candidate should prove his / her worthiness, aptitude, ability to teach, good performance of functions, among other qualities.

Another important aspect to consider is the role that Normal School played in this process. The preparation of the points, the evaluation of the tests, the examination and the classification of the candidates would be the responsibility of the Congregation of the Normal School of the Capital. It was the professional corporation that judged the attributes of aspiring public service teachers.

Whether the legislation validated the idea that teachers themselves would conduct professional selection; on the other hand, it did not understand that that training space was essential for the exercise of teaching. If the vocation predominates over primary knowledge, anyone could have that call and meet the conditions for teaching. Thus, the legislation has always enabled people without a degree to participate in competitions for teachers, and in 1913/14 there was no specification on the subject and in 1918/19 it is allowed that bachelors who studied the subject of Pedagogy can compete for primary teaching.

The denomination of teacher itself obeys a hierarchy in the legislation. The different terms established in the legal text expose the divisions in the composition of the professional category.

Table 3: Composition of primary teaching in legislation from 1890 to 1919

YEAR LEGISLATION CONSIDERED QUESTIONS	1890/1891	1895	1904	1913/1914	1918/1919
TYPOLOGY OF TEACHERS	Teachers; Adjuncts; Individual teachers; Master students.	The Primary Teachers are composed: Teachers; Adjuncts; Master students.	There is no section that specifies the typology of teachers. Chapter II is called “PRIMARY TEACHERS” and talks about primary public teaching. a) Teachers; b) Deputies; c) Master students.	Primary teachers are classified: Isolated school teachers; Group teachers; Adjunct teachers (Effective or substitutes).	The primary teaching profession will consist of: Teachers; Adjuncts; Substitutes.

Source: Laws of reform and Regulations of Instruction 1890-1919 (Collection Memory of Education of Bahia)

The primary teaching system, in the Reforms, presented a plural composition based on different functions and situations in the public service. Teachers were appointed and assumed the responsibilities of a class; adjuncts were assistants to teachers in classes that were split (divided into two or more); the single teachers were those who had their schools extinct and were available; the master students were those who had just left the teaching course or who received a letter from an experienced teacher stating their condition of exercising the profession; and substitutes those who replaced teachers or assistants in situations of impediment or absence and did not often need to have a diploma.

The 1913/14 legislation is a little different from the others when considering as teachers all those who work in classes, differentiating the location of the class they work in (school group, isolated school, or unfolded classes).

Acting in the classroom did not guarantee legal status as a teacher. As a beginner, he was called a master student (neither a student nor a teacher), then as an adjunct, a teacher assistant and, finally, his appointment as a teacher. This division corresponded to different maturities and, sometimes, only bonuses.

According to the body of the law of the analyzed acts, training at Normal School and the acquisition of a certificate / diploma were not sufficient to guarantee access to the degree of teacher in public primary teaching. Underlying this finding is a conception of teacher training in which the formally acquired knowledge should be added to other elements that would complete the profession. Let us return to the Report of 1883 to seek the roots of this understanding / project that guided the legal norms in the early years of the Republic.

According to the rapporteur Rui Barbosa, the legal provisions of the proposal followed Prussian law, considered the best model. In his words,

Normal school is not enough to find out and establish a vocation. For this verification to be complete, experience has taught people, such as Germany, whose pedagogical qualities are more pronounced, to seek safety in a series of further precautions” (Chamber of Deputies, 1883, p. 292).

The idea of vocation as a primary element for the formation of the teaching profession accompanies the logic of the career. If there was an understanding that the teacher diploma was not enough to verify the vocation, and as the access instruments such as the contest, also did not completely grant talent, legal precautions would need to be established to combat “the tendency towards indolence”, proper of a “career from modest perspectives like the professorship, where work does not find the impetus for ambition, it is essential (...) [to apply] preservatives against inertia” (Chamber, 1883, p. 292).

In the speech of the parliamentary-rapporteur, the teaching of first letters constituted a profession with no prospects for social growth and remuneration, that is why it was up to the government to create inspection mechanisms¹⁹ on the teacher's performance, a “complete assessment of professional provisions” and rules of professional advancement, in which the professorship would be divided into classes. The text states that through these stimuli, vocational investigation, and the establishment of a “gradual increase in dignity and advantages”, it could be possible to remove teachers from the “rust of laziness and indifference”.

The political elite of the republican Bahia considered the incentive of the Bahian parliamentarian, even though he came from the Empire and turned to education in the Court. Promotion in the teaching career was built by republican legislation with the idea that the vocation, understood as love of laws, the country and devotion to teaching, was the pillar of the profession; and that his development and affirmation would happen throughout his years of studies and his performance in the teaching profession.

It was up to the legislator to create rules that would facilitate the verification of teacher abilities and that would also maintain interest in study and career growth through

¹⁹ In the case of the Reform text, the rapporteur proposes a qualification exam for the recent graduates after 5 years of obtaining the letter / diploma of the teaching profession to obtain the definitive title of teacher. As a professional device, it would be designed and judged by members of the Escola Normal. In the 1881 Regulation of the Province of Bahia, the Qualification Examination for hired seats was regulated.

various promotions. It was up to the administrator to monitor compliance and to convince the professed class that their role in society was the most noble and essential for the greatness of the republican nation, a *virtue*.

This process results in a permanent struggle to establish a school inspection and inspection system that operates throughout the state. Issues of financial resources, availability of qualified professionals and the extension of the territory resulted in the adoption of different models and failures that were reflected in the quality of teaching and in the difficulty of gathering data and documentation that portrayed the history of the implementation and consolidation of our primary education.

These ideas were present in another important point to understand the development of the legislation regarding the construction of the career of primary teacher: the professional formation. How did the different governments in Bahia, think of monitoring the vocation of teachers? If there was a conception of teacher education, in which the idea of a “culture of vocation” focused on “moral complexion and professional acumen” prevailed (Chamber, 1883, p. 278), we seek to understand how it was expressed through legal norms.

In reading the Acts, Laws and Decrees that form the set of Teaching Reforms from 1890 to 1919, we realized that the articles that referred to some form of contact of the teacher with specific knowledge of the profession during his performance were diluted in the body of the law. The norms found, which dealt with the improvement of the teacher, were provided in the teaching supervision sections, almost always under the responsibility of an inspector or school delegate.

The alignment of improvement actions with teaching supervision was in line with the thought that in order to become a teacher, a vocation and education would be necessary, not just instruction. The education of the spirit and the firmness of the vocation would occur gradually, in the exercise of the function and under the guidance of others more experienced. Otherwise, in the conception of the ruling elite of the time, stagnation and lassitude would be installed among teachers and, consequently, in education.

On the one hand, primary teaching was understood as a profession stemming from an internal talent, from a call for teaching; on the other hand, this vocation could only be revived through the education of the spirit. The absence of one or the other aspect in teacher education would result in teaching deficiency, which is why the need for strict and direct supervision over teachers.

The legislation presented some variations in the way this professional training would take place. Individual monitoring took place through direct contact with the teacher: i) given by the inspector / school delegate when visiting schools; ii) through the teacher who pedagogically guided the assistant; iii) the school group director guiding the art of teaching; and iv) through study trips to Europe or North America. Except for the latter, the training would take place in the workplace where the teacher works and would be carried out by those in a position of supervision and control.

Another device indicated in the legislation, the conferences offered a collective configuration and could involve people from society in general. This training model was present in all legislation during the period studied, and its design changed in the legal rules of 1913/1914 when reissuing the teachers' conference present in the Reformation of 1873/1875, in which teachers met in the capital to discuss teaching methods (Brandão, 2012).

It is noteworthy that the Pedagogical Conferences of the republican period were held within the scope of the Municipal Intendency of Salvador²⁰ and only primary school teachers who worked in the capital participated. They were not an initiative of the State Government and had no effect on the State as a whole. And it was under the seal of the

Municipal Intendency that the conferences also took place in 1896²¹ 1896²⁰, following the format of thesis presentation by teachers.

In the legal text, the republican governments took up the idea of the conferences and presented different formats, they would take place in the localities and would be given and / or organized by inspectors / school delegates. The teacher would be a listener and learn, mainly, of intuitive teaching. Another particularity assumed by this model of conference would be its dissemination aspect of republican ideals of education. The conferences assumed the objective of popularizing pedagogical knowledge, especially of the intuitive method²² intuitive method²¹, for the population.

Educational laws did not outline an expanded training / updating policy; partly broke with the tradition of Empire conferences, but he presented no other alternative by keeping under the responsibility of the school inspector teaching “the means of learning or improving in teaching new subjects” (Santana; Menezes, et al, 2011).

Table 4: Sections and references that refer to professional training, in the legislation from 1890 to 1919

YEAR	1890/1891	1895	1904	1913/1914	1918/1919
LEGISLATION QUESTIONS CONSIDERED					
CHAPTER/ SECTION OF THE LAW THAT THE ARTICLE WAS FOUND	Teaching Inspection - From District Inspectors	Of Administr ation and Fiscalizati on of General Dispositio ns in Teaching	Supervision of the Teaching of School Delegates	Teaching Management and Supervision - Itinerant Delegates Of the Magisterium From the Director of the School Group	Of Primary Education - Itinerant Delegates from The Primary Teaching Of School Groups In The Pedagogical Regime
IN-SERVICE TRAINING (reference to situations or activities that refer to the contact of the teacher with specific knowledge of the profession)	Art. 20 and 21 The inspectors will be responsible for giving teachers “the means to learn or improve in the teaching of new subjects”.	Art. 93 School district delegates “will promote popular pedagogical conferences in the localities, in order to popularize the methods	Art. 19 “To promote, assisted by the resident delegate, at the headquarters of each term they pass through, a conference attended by the primary teachers of	Art. 52 - 54 The adjunct teachers, as assistants of the staff, followed their pedagogical orientation; Every 2 years Pedagogical Conferences	Art. 40 “Conduct, assisted by the resident delegate, at the headquarters of each term they pass through, a conference attended by the primary teachers of

²⁰ Law 117 of 1895 determined what was actually implemented: all primary schools in the capital and their teachers started to be administered by the Municipal Intendency. Only the schools attached to the Escola Normal, called the Instituto Normal.

²¹ Correio da Bahia, 12/03/1896. The location of newspaper articles that reported on the existence and holding of the 1896 Conferences is due to researcher Verônica de Jesus Brandão.

²² The first reference to intuitive teaching in Brazilian legislation occurred in Decree 7.247 / 1879, the so-called Leôncio de Carvalho Reforma and consisted of a way of teaching that considered sensory senses for learning; “As the name says, it is based on intuition and teaching procedures that start from the known to the unknown, from the private to the general and uses objects to help children develop their senses (Souza, 2009, p.27).

	<p>Biannually, inspectors will attend courses from schools attached to the Normal Boarding Schools to learn about new methods for transmission to teachers.</p>	<p>and useful means of teaching”.</p> <p>Article 97. “Every four years, a lens from public education institutions will be sent to Europe or North America, with the mission of studying educational institutions and practices. The lens sent will take up to one year, excluding round-trip time, and will be paid for in advance quarters, during the time of your absence, in gold or pair, your increased salaries of 50%, as well as transportation expenses.</p>	<p>the locality and neighborhood and in which they will explain in simple and clear language, without flourishes and useless ornaments, intelligible for all the people of the locality, the processes and advantages of intuitive teaching, the basic rules of school and child hygiene and the main precepts and conditions to give boys a physical, intellectual, moral and civic education, proper to make them strong, persevering, honest, hardworking and good patriots;”</p> <p>Art. 445. The deputies will carry out the determinations of the respective teachers, in everything that refers to teaching and discipline.</p>	<p>take place, in public sessions, with themes of primary education.</p> <p>It provides for the creation of a School Museum to “revive the practice of modern teaching methods”</p> <p>Art. 42 Attribution of the Itinerant Delegate “To promote, assisted by the resident delegate, at the headquarters of each term they pass through, a conference attended by the primary teachers of the locality and neighborhood and in which they will explain in simple and clear language, without flourishes and useless ornaments, intelligible to all of the people, the processes and advantages of intuitive teaching, the basic rules of school</p>	<p>the locality and neighborhood and in which they will explain in simple and clear language, without flourishes and useless ornaments, intelligible to all people of the locality, the processes and advantages of intuitive teaching, the basic rules of school and child hygiene and the main precepts and conditions to give boys a physical, intellectual, moral and civic education, proper to make them strong, persevering, honest, workers and good patriots;”</p> <p>Art. 82 The adjuncts will be pedagogically oriented by the teacher.</p> <p>Art. 132 The director of the School Group “will cover, during the session, the different classes, boosting</p>
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				<p>and child hygiene and the main precepts and conditions to give boys a physical, intellectual, moral and civic education, proper to make them strong, persevering, honest, hardworking and good patriots; ”</p> <p>Art. 121 - 122 - During the school session, the principal will go through the different classes, boosting teaching, guiding teachers in the implementation of the best methods and processes of the art of teaching.</p>	<p>teaching and guiding teachers in the implementation of the best methods and processes in the art of teaching.”</p> <p>Art. 201 “Each work for primary education should have as an introduction the news of the method and processes that the author will advise for the best success of his book, and the text illustrated by images that symbolize its essential parts.”</p>
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Source: Laws of reform and Regulations of Instruction 1890-1919 (Collection Memory of Education of Bahia)

Even coming from the politics of the Empire, the Pedagogical Conferences of 1896 and 1913/1914 outlined for the first time in the Republic of Bahia an effort, even if restricted to the capital, to organize actions aimed at the professional training of teachers. Teachers presenting their theses on themes related to their daily challenges in the classes / schools, discussing the real problems of education and pointing out possibilities for resolutions. They stop being mere listeners and become protagonists. Together with the reference for the creation of a Museum-school, with the objective of “reviving the practice of modern teaching methods”, it reinforced the government's intention to create specific policies for the professional training of primary teachers. This initiative ended quickly.

In 1918/1919, it returned to the formative process in which the itinerant delegate was responsible for conferences in the localities. The format of large meetings of teachers, authors of theses on teaching, vanishes. The Government retroacted the idea of a policy

aimed at the formation and intellectual autonomy of the primary teacher who resumed his status as a listener.

We consider symptomatic of this condition of knowledge recipient the edition of Art. 201 (which refers to the format of the didactic work) of the 1919 Regulation as a kind of contact of the teacher with specific knowledge and, in a way, active in its formation. When introducing the obligation in the author's "advice" textbooks on the best method and process for applying the book's content, the didactic work was transformed into a manual with recommendations for acting in the classroom.

Final considerations

The republic installed in Bahia two days after the 15th of November exposed the political convenience of following the decisions of the new regime without major changes in power relations. Monarchists incorporate republican appeals in their speeches, but the Empire's liberal practices are effective in dealing with reality. The government's proposals for education accompanied this flow; four months after accommodating the new regime, the reform of the Manoel Victorino government is canceled and the 1881 Regulation is determined as the current legislation.

The permanence of norms of the old regime announced the permanence of liberal ideals that resonated throughout the First Republic. In the case of education, the concepts expressed in the Report and Reform of Primary Education of 1883, whose rapporteur was Rui Barbosa, an icon of Bahia's politics, reflected in the legal norms produced in the first republican governments.

In this article we seek to understand some of the concepts that remained present in the set of laws issued by the Bahia's republic and that represented an idea of a teacher and recruitment for the profession based on three legal markers: access to the position, the type of teacher and professional training.

The view that prevailed in different governments and which predominated in legal texts understood that the profile of the teacher was the result of an internal call, of uprightness of spirit, moral and intellectual predicates, that is, of vocation, associated with the specific knowledge of the profession. It was this logic that governed the creation of access and monitoring devices for teachers in public careers.

In the first three Republican decades, the government did not give up naming people without contests or exams to exercise the function in the classroom or to assume the functions of directing and supervising primary education. The so-called "legal license" that made the profession an exclusive place for a specialist to work did not take place in republican Bahia.

As the teaching profession was understood by the republican elite as a profession with no prospect of material and social growth, which would tend to indolence, governments created mechanisms to monitor performance and rise rules to stimulate among teachers the search for better wages through new appointments, including to positions of trust such as principals and teaching delegates / inspectors.

Understanding that teachers needed to be tutored (controlled) to "revive" their vocation, the conduct of the Republican State was for a more diffuse and almost individual formation, under the terms / localities and under the responsibility of the delegate / supervisor who knew the place. Also, a co-formation between teachers and adjuncts without further accompaniment.

We understand that other aspects not covered in this article need to advance in the research to understand the constitution of the profession of the primary teacher in the Bahia's republic, mainly regarding the performance of the teachers, the formative conceptions in the

curriculum of the Normal School and in the relation of the category with the political game of the oligarchies. Let us wait for the next chapters.

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