



The school education movement in the city of Piracicaba/SP (1880-1910)¹

O movimento da educação escolar no município de Piracicaba/SP (1880-1910)

El movimiento de educación escolar en el municipio de Piracicaba/SP (1880-1910)

Carolina Martin

Universidade Estadual de Londrina (Brazil)

<https://orcid.org/0000-0002-7727-8057>

<http://lattes.cnpq.br/1089071167288840>

caromartin@uol.com.br

Tony Honorato

Universidade Estadual de Londrina (Brazil)

<https://orcid.org/0000-0003-3057-1157>

<http://lattes.cnpq.br/7101545385569249>

tonyhonoratu@gmail.com

Cesar Romero Amaral Vieira

Universidade Metodista de Piracicaba (Brazil)

<http://lattes.cnpq.br/6435460838203204>

<https://orcid.org/0000-0001-5688-9927>

cr158vieira@gmail.com

Abstract

This article focuses on the municipality of Piracicaba, located in the interior of the state of São Paulo. It aims to identify whether there was a concomitant development of different aspects - social, political, cultural, educational and urbanistic - between 1880 and 1910, when Piracicaba stood out for the number and diversity of educational institutions. The theoretical-methodological foundation is based on the historiographic category Pedagogical Municipality. The documentary sources are of imperial/federal, provincial/state and municipal scope, integrated with bibliographic and journalistic sources of the period. The results reveal there was a general synchronous development of different sectors in Piracicaba, mainly in the context of the Proclamation of the Republic. The more the municipality prospered, the amount and plurality of educational institutions types increased exponentially. As a result of this whole process, it was possible to identify that there was integration, participation and formation of collective identities, which enabled Piracicaba to constitute a unique historical-pedagogical framework.

Keywords: Pedagogical Municipality; History of Education; Piracicaba.

¹ English version by Ana Maria Dionísio. E-mail: dionisio.anamaria@hotmail.com.

Resumo

Este artigo tem como objeto o município de Piracicaba, situado no interior do estado de São Paulo. O escopo é identificar se ocorreu um desenvolvimento concomitante de diferentes aspectos – social, político, cultural, educacional e urbanístico – entre 1880 e 1910, momento em que Piracicaba se destacava pela quantidade e diversidade de instituições de ensino. O fundamento teórico-metodológico tem como base a categoria historiográfica Município Pedagógico. As fontes documentais são de abrangência imperial/federal, provincial/estadual e municipal, integradas a fontes bibliográficas e jornalísticas do período. Os resultados revelam que houve um desenvolvimento geral síncrono de diferentes setores em Piracicaba, principalmente, no contexto da Proclamação da República. Quanto mais o município prosperava, o montante e pluralidade de tipos de instituições de ensino aumentava exponencialmente. Como desdobramento de todo esse processo conjunto foi possível identificar que ocorreu integração, participação e formação de identidades coletivas, que possibilitou à Piracicaba a constituição de um quadro histórico-pedagógico singular.

Palavras-chave: Município Pedagógico; História da Educação; Piracicaba.

Resumen

Este artículo se centra en el municipio de Piracicaba, ubicado en el interior del estado de São Paulo. Tiene como objetivo identificar si hubo un desarrollo concomitante de diferentes aspectos - sociales, políticos, culturales, educativos y urbanísticos - entre 1880 y 1910, cuando Piracicaba se destacó por la cantidad y diversidad de instituciones educativas. La fundamentación teórico-metodológica se fundamenta en la categoría historiográfica Municipio Pedagógico. Las fuentes documentales son de ámbito imperial/federal, provincial/estatal y municipal, integradas con fuentes bibliográficas y periodísticas de la época. Los resultados revelan que hubo un desarrollo sincrónico general de diferentes sectores en Piracicaba, principalmente en el contexto de la Proclamación de la República. Cuanto más prosperaba el municipio, aumentaba exponencialmente la cantidad y pluralidad de tipos de instituciones educativas. Como resultado de todo este proceso en conjunto, fue posible identificar que hubo integración, participación y formación de identidades colectivas, lo que permitió a Piracicaba constituir un marco histórico-pedagógico único.

Palabras clave: Municipio Pedagógico; Historia de la Educación; Piracicaba.

Introduction

This text is part of a research² that considers it relevant to understand how education develops at a local level, in the case of Brazil the municipality, and how this is related to other levels of public authorities, as well as with other elements and municipal characteristics. As Souza (2012) highlights, this is content that is notably little studied by historians of education in São Paulo.

What attracted attention, specifically, in the case of Piracicaba, were the reports that, at the end of the first decade of 1900, this municipality stood out in the state of São Paulo due to the number of educational establishments. Research by historian Perecin (2009) reveals that during this period Piracicaba was known by the title of “*Ateneu Paulista*”³, which is corroborated by data available in the *Anuários de Ensino do Estado de São Paulo from 1909/1910* (São Paulo, 1910), which place Piracicaba among the first municipalities in terms of quantity and diversity (private and public – state and municipal) of educational establishments. In this sense, the closing of the research time frame was limited to 1910 and the beginning to 1880, due to the issue that the republican movement was growing in the locality, which was one of the consonants of the expansion of the school-based educational experience. So, the question arises: how did the school educational movement occur in Piracicaba during the transition from Empire to Republic, until the end of the 1910s?

To this end, the methodological procedures are composed of bibliographical research and documentary analysis. The documentary sources are imperial/federal, provincial/state and local in scope. Among the documents are demographic censuses, state educational legislation and legislation relevant to municipalities, State Education Yearbooks, reports from general directors and public education inspectors, as well as documents from the Piracicaba City Council collection. As a complement, we used the newspaper *Gazeta de Piracicaba* (1882-1910), from the collection of the *Instituto Histórico e Geográfico de Piracicaba – IHGP*, and a bibliographical reference made up of authors who deal with history, in general, and the history of education in Brazil. (Gonçalves Neto, 2002, 2003, 2007; Monarcha, 2016, 1999; Peixoto, 1990; Saviani, 2011, 2004; Sodré, 1972; Tanuri, 2000), from the state of São Paulo (Prado Junior, 1989; Reis Filho, 1995; Souza, 1998, 2004, 2012; Warde and Paulo, 2013) and historians and researchers, who focus on the particularities of Piracicaba (Camargo, 1899; Guerrini, 1970; Honorato and Monarcha, 2016; Perecin, 2009; Torres, 2009).

The choice to use the historiographical category Pedagogical Municipality as a theoretical-methodological basis is due to its proposal, developed with the intention of understanding how some municipalities formed their own educational systems, regardless of all the pressure they suffered from other levels of power to assist them in their own educational policies. This means understanding the “local as an instance of decision-making, ideation and realization” (Magalhães, 2013, p. 12), by systematizing the historiography of municipality in the educational, political and social sense, in parallel with national and regional histories. It is necessary to take into account the relation between territory and population, in turn, compounds of evolving sovereignty and identity, when considering a systematic organization of data, which must be analyzed through a transdisciplinary theorization, which establishes the Pedagogical Municipality as meta-history (Magalhães; Adão, 2014). The conception of this historiographic category was first developed by Justino Pereira Magalhães (2013, 2014, 2019), in Portugal,

² The research began in the Research Project “A ação do município na modernização educativa: Piracicaba no início da Primeira República (1890-1910)”, with CNPq funding (Process 423288/2021-0), and continues in the Research Project “Ações constitutivas do desenvolvimento da educação formal, informal e não formal no município de Piracicaba/SP (1880-1910) e de Londrina/PR (1930-1990)”, with funding from CNPq/Fundação Araucária (Agreement no. 048/2023)

³ Cf. CAPRI, Roberto. *Libro D’Ouro dello Stato di S. Paulo*, 1911, p. 576.

while in Brazil, one of the main researchers on the topic is Wenceslau Gonçalves Neto (2015), followed by other researchers such as, for example, Honorato, Vieira, Nery and Martin (2019).

With the purpose of examining the internal relations of the municipality and of it with other levels of state power, it was decided to employ “power relations” as a complementary category of analysis, in this sense theorists such as Norbert Elias (1993, 1994a, 1994b, 2008), Milton Santos (1993, 2006, 2007) and Henri Lefebvre (2006). These theorists help to understand the links between education, society and politics, and how they are intertwined with power disputes, in turn directly related to territorial issues. In the local context, generally, the theme of education is linked to the consolidation of citizenship and identity in a given space, through interdependencies between individuals who form different figuration dimensions in the different groups of which they are part (Elias, 1993, 1994a).

The use of *Gazeta de Piracicaba* as a research source took into account the appropriate methodological treatments, which understand the press as a document with its own bias and intentionality, and therefore, must be examined from different angles. It is necessary to pay attention to its materiality, ideologies (implicit or explicit) and political, cultural, economic and social positioning (Cruz; Peixoto, 2007; Luca, 2008). Established in June 1882, with the official name *Gazeta de Piracicaba – Orgam Republicano*, its financing, from the beginning, was provided by a group of local republicans. During the imperial regime it acted as a focus of opposition to monarchists and with the Proclamation of the Republic it became a situation and propaganda tool for the achievements of all levels of government, as well as the civilizing models and standards that a republican society should have.

The text is structured according to the premises of the historiographical category Pedagogical Municipality, as it is constituted from the macro to the micro level. Thus, at first the imperial/federal, provincial/state context of São Paulo and the municipal context, in general, are presented, then the situation in the municipality of Piracicaba is highlighted. The data reveal that, between 1880 and 1910, the panorama was of an empire/country undergoing political, social, cultural and economic transformation, while São Paulo was one of the richest and most developed provinces/states. In this scenario, there were concomitant reconfigurations in Piracicaba of economic-material, cultural, social and educational conditions.

Municipality: between imperial/federal and provincial/state

In the national context, at the end of the 19th century and beginning of the 20th, Brazil was an essentially agricultural country, which began a process of urbanization and industrialization. Socially and culturally it was a time of transition, with reforms that included the military, religion and the abolition of slavery. These reforms had a positivist character, even so, they gradually brought changes in relation to ideas and mentalities, as the socioeconomic structure changed. There was an abyss among the dominant classes, who consumed European culture, and the people, who produced demonstrations according to the regions and locations of the country (Sodré, 1972).

Politically, in the Empire, the emperor, from the moderating power, took all the final decisions and with the Proclamation of the Republic came new democratic and liberal airs, however, still very timid at the beginning, as they were mixed with monarchist remnants. As Santos (2006) points out, in cases like this, the events do not occur separately, but rather, they overlap and combine, resulting in a situation formed by the sum of the constituent parts.

As for educational issues, both in the Empire and the Republic, this level of power was responsible for higher education and the regulation of secondary education. Saviani (2011) highlights that throughout the 19th century the average investment in education was 1.80% of the imperial government's budget, the year with the highest investment was 1888, with 2.55%. In other words, the Empire practically exempted itself from educational issues.

Meanwhile, the panorama of the province/state of São Paulo reveals, according to Prado Júnior (1989), a distinction compared to other provinces/states due to a gradual increase in the arrival of immigrants, urbanization and industrialization in the largest municipalities. But, like the rest of the country, agriculture, mainly coffee, was still the mainstay of the economy. In relation to the cultural area, it followed the same pattern as the empire/country, however the arrival of different nationalities of immigrants gradually changed this scenario.

In the political sphere, São Paulo became one of the main republican focuses, even before the Proclamation of the Republic. This, together with economic development, allowed it to be the first state in the federation to implement a series of important reforms in all administrative areas. In the field of education, both in the Empire and in the Republic, the province/state was responsible for primary, normal and professional education, for which it used assistance from municipalities (Monarcha, 2016).

At the end of the Empire, there were constant changes to the educational structure of São Paulo, which ended up generating progress, setbacks and dissatisfaction. The increase in the number of schools was insufficient to reduce illiteracy and meet the growing demand (Warde; Paulo, 2013). At the beginning of the Republic, educational reforms were of such importance that they later served as a model for the other states of the federation, by bringing, among other elements, a new civic model, which represented an ideal of life desired by all. From this perspective, Elias (1994b) highlights that society provides individuals with a “restricted group of functions, choices and possible behaviors” (p. 21), this includes schooling, as an established form of permanent control, in this case of a new standard, the republican.

Elias (2008) also helps us to think about the power relationship between the imperial/federal government and the provincial/state government, as in the Empire and the Republic, the first passed most of the responsibilities to the second, which in turn, carried out the same with the local government, when it was unable to comply with everything imposed on it. Given the inequality in these relations, the author highlights the way in which this can be interpreted, through a link between the concept of power and function, in which interdependencies, whether social or political, always result in relations permeated by constraints or coercion. This entire process had repercussions in different areas: social, economic, cultural and educational.

The municipality of Piracicaba and the expansion of the school system

At the end of the 19th century and beginning of the 20th century, Piracicaba gradually developed socially, economically and demographically, in addition to experiencing an immigration flow and new political and cultural ideals. Its economy, in 1880, was mainly governed by coffee and sugarcane agriculture, and over the years it expanded into other areas. With the expansion of industries, in 1910, it had 108 factories of different types: fabrics, shoes, drinks, hats, straw cigarettes, cigars, pharmaceutical preparations, pasta, tanning, soap and sawmills. Commerce, in turn, practiced mainly by immigrants, grew exponentially, as did the number of independent professionals (Camargo, 1899; Gazeta de Piracicaba, 1882-1910; Percin, 2009; Torres, 2009).

During this period, the municipality dedicated itself to urbanizing the city, which went from being simple and with muddy streets, to, as can be seen in the testimony of a visitor in 1904, becoming a location that had the main resources necessary for modern life, such as well-aligned, clean and stoned streets, good buildings, walks and gardens (Gazeta de Piracicaba, 21/07/1904; Guerrini, 1970). Water supply, public lighting and sewage collection already covered most of the urban area (Livro de Atas da Câmara Municipal de Piracicaba, 1902).

Its development had repercussions abroad. L. S. Rowe, from the University of Pennsylvania and president of the American Academy of Political and Social Sciences, when

evaluating the advances that the Republic brought to Brazil, highlighted in particular the state of São Paulo, due to the intensification of its development. He cited Piracicaba as a municipality, within due proportions, as developed as the state capital. He said that the water and sewage systems made it one of the most comfortable in the state and praised the number of schools, explaining that “from the outset, Piracicaba became an education center which, together with its excellent industrial amenities, will make it one of the most important cities in the State” (Administração Municipal, 1908, p. 1).

Santos (1993) highlights that the new territorial and political configuration created by the urbanization of cities was a phenomenon throughout the West at the end of the 19th and beginning of the 20th centuries. This process resulted in attention to social aspects such as health, education, leisure, information and even new perspectives of civilization and hope.

In cultural and social aspects, in the 1880s, the local community maintained several literary, charitable and recreational societies, and the library with 2,000 volumes was under the responsibility of *Club Piracicabano*. In the 1890s, there were two charitable establishments, two political clubs, two dancing societies, one charity and four musicals, four periodicals, as well as cafes, restaurants, hotels and a museum. Immigrants of different nationalities created societies to preserve their cultures, namely: the *Sociedade Beneficente Portuguesa*; the *Grêmio Beneficente Espanhol*; the italians’, the *Sociedade XX de Setembro*, the *Sociedade Italiana de Mútuo Socorro e o Grêmio Victorio Alfieri*; and the *Agremiação Síria*. Between 1900 e 1910, the “*pérola paulista*” was home to many religious, civic, cultural festivals and leisure activities, during this period the city was also equipped with a cinema and orchestra (Camargo, 1899; Gazeta de Piracicaba, 1880-1910; Perecin, 2009).

When observing these characteristics of Piracicaba, at this historical moment, it is considered that they can be understood based on the ideas of Lefebvre (2006), who argues that urban organization requires both inhabitants and politicians to progressively transform discourses and reality. This situation creates codes of coexistence that are directly linked to power relations and institutions in the organization of society, in a movement of overlapping legal, political, religious, artistic and ideological elements.

Politically, there was a reconfiguration based on a change of party on the elites’ part, as they migrated to the Republican Party, including within the rural leadership. In the last decade of the 1800s, the municipality was controlled by the Republican Party, which, despite modest municipal revenue, boasted of charging the lowest taxes in the region, carrying out urban developments and ensuring education and culture. With the brothers Prudente and Manoel de Moraes Barros in the national political sphere, the young Paulo de Moraes Barros, Manoel’s son, became the local political heir of both and took over the leadership of the São Paulo Republican Party of Piracicaba. However, it faced resistance from conservative monarchists led by Barão de Rezende and serious economic difficulties due to the legacy left by monarchists (Perecin, 2009; Torres, 2009). When looking at the issue from the perspective of Elias (1994b), it is considered that this specific tension between different groups is inherent to human relations. Conflicts reconfigure society through structural changes, which in turn represent a historical continuity in constant transformation.

Between 1900 and 1910, the São Paulo Republican Party was no longer united as before. Disagreements reached their peak in September 1901, when the party suffered a split and was divided between government supporters and dissidents. As part of this last group were the Piracicaban republican leaders, the Moraes Barros brothers (Peixoto, 1990). With the death of Prudente (03/12/1902) and Manoel de Moraes Barros (20/12/1902) in December 1902, their political heirs began to defend Piracicaba’s interests at local, state and federal levels. During the meantime, dissidents were a majority, sometimes absolute, in the Piracicaba City Council (Gazeta de Piracicaba, 1902-1910).

However, the state government was run by those in power, which generated several conflicts and disputes over funds and actions in Piracicaba. This decade ended with another crisis in the São Paulo Republican Party, with the emergence of another bloc, the Conservative Republican Party, but in Piracicaba the Dissident Republican Party was still predominant (PERECIN, 2009). Even with their ideological differences – Dissident Republican Party, Governing Republican Party and Monarchist Party – Piracicaban politicians worked together in favor of the municipality. In this local political scenario, permeated by disagreements that broke out at the state level, which directly affected the internal dynamics of the Municipal Council of Piracicaba, it is possible to perceive, as stated by Santos (2006), that in the circumscribed space of a municipality, despite external influences, there are a shared daily life, in which “cooperation and conflict are the basis of life in common” (p. 218).

Given this economic, social, cultural and political panorama, education in Piracicaba developed in an extraordinary way. It is said that, in 1912, Piracicaba was the fifth municipality in terms of number of inhabitants in the state of São Paulo and proportionally the second in terms of education, only behind the Capital. Compared to Campinas, with twice the population of Piracicaba, this was third in this regard. During this period, the city council invested one-sixth (1/6) of its income in education, more than any other municipality in São Paulo. Due to this, “the name *Ateneu Paulista* attributed to Piracicaba by Roberto Capri in his famous *Libro d’Ouro* of 1911 became appropriate” (PERECIN, 2009, p. 14).

In the 1880s, there was an increase from 11 institutions, 13 to 24, which represents a percentage growth variation of 84.61%. It is clear that, until 1885, the majority of educational establishments were private – private and confessional – and in 1886 there were the same number of provincial public establishments – in the city and rural neighborhoods – and private ones. From 1887 onwards, a movement took place that led to an increase in public schools and a decrease in private ones. All the provincial ones⁴ were primary courses and among the private ones there were small classes and schools, medium-sized establishments and two large ones, with kindergarten, primary education, secondary education and preparatory modalities, during day and night hours. In both categories there was female, male and mixed education (Gazeta de Piracicaba, 1882-1889; Livros de Atas da Câmara Municipal de Piracicaba, 1880-1889).

Local politicians practically only responded to the demands of the provincial government, and the population, in general, was little involved in educational matters. This occurred, as Souza (2004) points out, possibly because the idea of education as a conception of progress and civilization was still at that time in more closed circles of politicians and intellectuals, mainly of republican tendencies, and would come to spread in society, in an expanded way from the 1890s onwards.

In relation to the 1890s, there was an increase of 15 institutions, from 25 to 40, which represents a percentage growth variation of 60%. With regard to private education, the growth in percentage variation from the beginning to the end of the period was 177.77% and the average number of schools per year was higher than the previous decade, rising from 9 to 25 institutions. Most of the classes were private, with an average of five students, and schools and day schools, with an average of 10 to 30 students. Medium-sized schools and colleges had approximately 60 students and the three largest schools, all confessional, at the end of the 1890s had 150 to 200 students, one of which was free, the *Colégio Sagrado Coração de Jesus* (Sacred Heart of Jesus College), which was male, maintained by the Catholic Circle and directed by Capuchin friars (Camargo, 1899; Gazeta de Piracicaba, 1890-1899; Livros de Atas da Câmara Municipal de Piracicaba, 1890-1899).

⁴ Preliminary schools exclusive to each sex and, exceptionally, mixed, with one teacher and one class.

In this set of establishments, day school, semi-boarding and boarding school modalities were provided. Reading the newspaper *Gazeta de Piracicaba* revealed that Piracicaba had become an educational reference in the region, families from several neighboring municipalities sent their children to study in large schools that offered boarding schools (*Gazeta de Piracicaba*, 1890-1899). The factors that led to the increase in private educational institutions, according to the notes of Monarcha (2016), follow the country's patterns at the beginning of the Republic. Overall, there was an increase in enrollment in official educational establishments, but not enough to meet demand. Therefore, there was a rapid growth in private establishments, as the mentality regarding the role of education had changed and attending school became essential as a means of social initiation.

The 1890s showed a decrease in percentage variation of 14% in the number of state educational institutions in relation to the 1880s, between 1890 and 1899 there was only an increase of two establishments, going from 14 to 16 schools. However, this does not mean that the government invested less, as a *Grupo Escolar* (School Group) was put into operation (1897), which housed considerably more students than the primary 'seats', as it had several classes of both sexes. Furthermore, the *Escola Complementar* (Complementary School) was established (1897), which was mixed. During this decade, a night school for men was also installed, as well as the *Escola Agrícola* (Agricultural School) designed in 1891, but not implemented (*Gazeta De Piracicaba*, 1890-1899; *Livros de Atas da Câmara Municipal de Piracicaba*, 1890-1899).

The school groups helped the republican project of social reform and achieved impact as a model of public education throughout the country (Souza, 1998). Its buildings were an urban landmark, as they brought the school architectural configuration within the most modern precepts of the time, which included circulation, hygiene, psychology and lighting. They became one of the landmarks in the history of Brazilian education, so much so that their traces were perpetuated until the 21st century. During the 1890s, more than 90 units were built throughout the state of São Paulo. In parallel, complementary schools were established in some municipalities in the interior, with long-term primary education (8 years), divided into two courses (elementary and complementary). The additional objective of complementarian training was to prepare teachers for primary schools, by simply adding one year of teaching practice (Monarcha, 1999; Saviani, 2004; Tanuri, 2000).

It is understood that Piracicaba's achievement of emblematic republican establishments, such as one of the three complementary schools in the state, the school group and the only *Escola Agrícola* (Agricultural School), opened in 1901, created in the state until then, is largely due by the power network formed by the local Republican Party. It is noteworthy that the main protagonists were part of the Moraes Barros family, which at this historical moment had representatives in the Presidency of the Republic, in the Senate, in the State Assembly and in the Municipal Chamber of Piracicaba (*Gazeta de Piracicaba*, 1890-1899; *Livros de Atas da Câmara Municipal de Piracicaba*, 1890-1899).

The municipality, in 1894, created its first school, a male primary night school, and enacted educational laws. Chamber members, in relation to the 1880s, in the chamber's sessions, dedicated 333.33% more to educational issues, with a percentage variation growth of 700% in the number of councilors who made proposals in the area of education, in addition to continuing to comply with the growing demand of the state government (*Livros de Atas da Câmara Municipal de Piracicaba*, 1890-1899). This situation can be understood according to the Gonçalves Neto's (2015) statements, when it was verified that the "dissemination of its own ideology and delimitation of a municipal identity" was occurring in Piracicaba (p. 33), with local politicians trying to leave their mark in the development of a republican educational ideology. These initiatives had the support and approval of part of society, which began to participate in events and final exams, mainly from the school group (*Gazeta de Piracicaba*, 1890-1899).

Between 1900 and 1910, overall, there was an increase of 18 institutions, respectively from 35 to 63, which represents a percentage growth rate of 80%. The private sector maintained several institutions, of different types and varied target audiences, there was an increase from 18 to 27, which means an increase in percentage variation of 50%. This rate is considerably lower than that found in the 1890s (177.77%), however the average number of schools per year was higher than the period between 1880 and 1899. The pattern has changed, compared to the previous two decades, schools and day schools with an average of 10 to 30 students became the most representative, followed by private classes, which received an average of five students. Then there were the medium-sized schools and colleges, with 30 to 60 students, and the largest schools and schools with approximately 90 to 160 students, which increased to six. In this set of establishments, day school, semi-boarding school and boarding school, night and day classes were provided, with a male, female and mixed target group (Anuários de Ensino do Estado de São Paulo 1907/1908, 1908/1909, 1909/1910, 1910/1911; Gazeta de Piracicaba, 1900-1910; Relatórios dos Inspectores Municipais de Ensino, 1900-1910).

Furthermore, with this data collection, it was possible to identify some innovations between 1900 and 1910 in private education: six charitable or free establishments, maintained by associations, religious entities and companies, in urban and rural areas, which offered primary education, for both sexes; two night schools for women, one small and another that had an average of 100 students enrolled per year; and a new type of educational proposal, which offered lectures and classes about different scientific topics, was put into practice by the *Centro Recreativo Literário* (Literary Recreation Center) and, in a more organized and elaborate way, by the *Universidade Popular de Piracicaba* (Popular University of Piracicaba), founded in 1910. Furthermore, the majority were mixed institutions, a position occupied by male institutions until then.

It is understood that this expansion was, as in the 1880s and 1890s, linked to the high demand for places that was not met by the state and municipal public authorities, even though they invested more in expanding their education networks. In fact, the dissemination of private educational institutions was encouraged by the state government, when in the 1909/1910 *Anuário de Ensino* it was made clear that the government encouraged and approved the action of private initiatives in education (São Paulo, 1910).

At the end of the period between 1900 and 1910, there were 31 state and 11 municipal primary seats for men, women and mixed – urban and rural, the state government also maintained two school groups, the *Escola Complementar* (Complementary School) and the *Escola Prática Agrícola 'Luiz de Queiroz'*⁵ (Practical Agricultural School 'Luiz de Queiroz'), professional and male. This results, in relation to public education, to a growth in percentage variation of 220%. This was the time when the largest increase in state educational institutions occurred and the state also provided subsidies and support to three charitable institutions in the municipality. The third school group was created, but not implemented, in 1910 there were still discussions about where it would be installed (Anuários de Ensino do Estado de São Paulo 1907/1908, 1908/1909, 1909/1910, 1910/1911; Gazeta De Piracicaba, 1900-1910; Relatórios dos Inspectores Municipais de Ensino, 1900-1910). The number of state educational institutions in Piracicaba can be considered relevant, the 1909/1910 *Anuário de Ensino* highlights that among the municipalities in the interior it was in fifth place. In the case of 'seats', when adding the urban and rural area, Piracicaba was one of the eight locations in the state with the largest quantity (São Paulo, 1910).

⁵ Homage to Luiz Vicente de Souza Queiroz (1849–1898), agronomist, farmer and industrialist. He was a republican, based in Piracicaba, who believed in the importance of education and agriculture for the development of São Paulo and, therefore, donated a farm to the state so that an agricultural school could be established there (A Província, 2012).

According to the notes of Santos (2007) and Lefebvre (2006), it is understood that these educational actions by the state government in Piracicaba were linked, together with other aspects, mainly economic, to the development of the state's image as a symbol of the region civilized within the country. This occurred in a context of scale in which the local and regional were involved, as previously pointed out, both through conflicts and contradictions, as well as agreements, understandings and alliances.

The highlight of this period is the actions of the municipality, which, among the creation of 10 primary schools of its own – 2 in the city and 8 in rural neighborhoods –, the maintenance of two provisional rural state schools and the night school for boys, created in 1894, saw a growth of percentage change of 266.66%. In addition, it financed works, materials and prizes for state schools and subsidized charity schools. The education theme was addressed in 60.30% of the city council sessions in the meantime, a proportion well above that of any other subject discussed (Livros de Ofícios da Câmara Municipal de Piracicaba, 1900-1910; Gazeta de Piracicaba, 1900-1910; Livros de Atas da Câmara Municipal de Piracicaba, 1900-1910; Livros de Leis e Resoluções da Câmara Municipal de Piracicaba, 1900-1910).

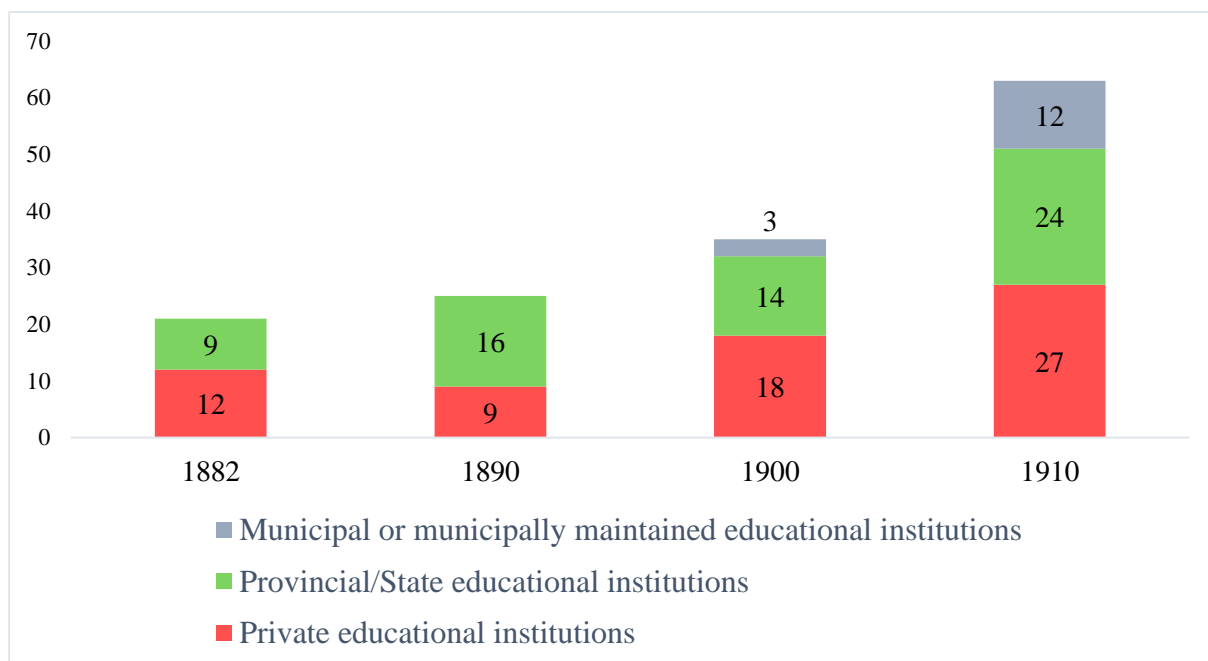
The *Anuário de Ensino do Estado de São Paulo* from 1909/1910 (São Paulo, 1910, p. 11) highlights that the 171 municipalities in the state, practically only half had their own schools (86), the ones with the largest number were “Santos (25), Campinas (16), Jahú (17)” and the average per location was two to three schools. Thus, Piracicaba, at the end of 1910, with 11 municipal schools, was also outside the standard, as it fell within the group of those that maintained the most educational establishments.

In this scenario, the population became increasingly involved in local education, through financing public and charitable institutions, participation in final exams and by attending multiple school festivities. It can be seen that, in relation to education, different groups from Piracicaba formed a chain of actions that can be interpreted, according to Elias (2008, p.91), as a figuration “[...] in which no action on the part of each one side may be seen as an exclusive action on that side. Rather, it should be interpreted as continuing the process of interpenetration and forming part of the future interpenetration of actions”.

Given what was presented, between 1880 and 1910, the scenario was that of an empire/country with major political, social, cultural and economic transformations, while São Paulo was one of the richest provinces/states, in full development, permeated by secular ideals and liberals. In this context, Piracicaba had an increase of 592.64% in the municipality's population and 200% in the city, which in turn experienced important urban transformations, such as water supply, electricity, sewage system and cultural and social diversity. The economy was boosted by the arrival of immigrants and the growth of commerce, industry and services (Gazeta de Piracicaba, 1882-1910).

Formal education accompanied all this progress, with the participation of the state government, individuals, elite, religious, population and local politicians. The total number of educational establishments in the municipality of Piracicaba was a reason for pride among politicians and local inhabitants and praise for visitors. Graph 1 was created with the aim of showing the general educational picture over the period of time. It starts in 1882, as it is the year in which more concrete data is available.

Graphic 1 - Total number of public and private educational institutions in the municipality of Piracicaba in the years 1882, 1890, 1900 and 1910.



Source: Anuários de Ensino do Estado de São Paulo, 1907/1908, 1908/1909, 1909/1910, 1910/1911; Camargo, 1899; Gazeta de Piracicaba, 1882-1910; Livros de Atas da Câmara Municipal de Piracicaba, 1880-1910; Livros de Ofícios da Câmara Municipal de Piracicaba, 1900-1910; Livros de Leis e Resoluções da Câmara Municipal de Piracicaba, 1900-1910; Relatórios dos Inspetores Municipais de Ensino, 1900-1910. Graphic prepared by the authors.

It is observed that, in total, the increase in percentage variation between 1882 and 1910 was 200%. In relation to quantities, from 1882 to 1890, the increase was four units, between 1890 and 1900, 10 units were identified, and the greatest growth occurred from 1900 to 1910, with the addition of 28 more educational establishments. Thus, in Piracicaba, between 1880 and 1910, there was a concomitant development of economic-material, cultural, social, cultural and educational conditions. What happened can be understood, as Magalhães and Adão (2014) put it, as an educational modernization, when local authorities begin to assume responsibilities imposed by higher authorities, at the same time that they create their own education network and encourage private initiative.

Final considerations

It is considered that the development of different areas and sectors in Piracicaba was not only concomitant, but intertwined. The strength of the republican movement in the municipality resulted in what Veiga (2011) highlights, in view of Norbert Elias' theories, in the dynamics that made instruments viable, which enable us to understand the connection between school education and political practice through power relations, and schooling as a civilizational reference. The relation between education and spaces, both urban and rural, could be identified in the mobilization that new republican social and cultural standards generated in the participation of inhabitants, in general, in favor of education. As Honorato and Monarcha (2016) highlight, in this municipality, in particular, there was a confluence of interests among “republicans, immigrants, Protestants, Freemasons, liberals of different natures, conservatives and Catholics” (p. 189).

In this scenario, there was a close connection between the transformations in political and school culture, with a considerable increase in the role of the city council in the expansion and maintenance of education at the local level, given the outline of a municipal rationalization about the need and importance of formal instruction in the historical moment lived. However, as Magalhães (2019) highlights, this situation must also be observed from the perspective that the education developed in the municipality was part of a larger normative system, perpetrated by another administrative level in the country, in this case, the state. It was identified in the same way, what Magalhães (2013; 2014) and Gonçalves Neto (2002; 2003; 2007; 2015) place as a dynamic of some local governments in educational investment in favor of the formation of their own identity. But, at the same time, guarantee the elites the inculcation in the people of values that were in their interest, in the construction of an image of development and civility, in this case republicanism.

By comparing this situation against the History of Education, it is possible to understand the “relations that are established in the schooling process among the individuals involved in it, it also allows us to problematize the tensions present in the establishment of social cohesion procedures within these relations” (Cardoso, 2011, p. 291). This can be seen in the way in which education in Piracicaban society became part of the integration, participation and identity formation of the community, by forming a unique historical-pedagogical framework, not only at the state level, but also at the national level.

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