



**Contributions of Helena Antipoff's Schoolological Studies:
analysis of School Monographs (1930–1931) in Belo Horizonte¹**

Contribuições dos Estudos Escolológicos de Helena Antipoff:
análise das Monografias Escolares (1930-1931) em Belo Horizonte

Contribuciones de los estudios Escolológicos de Helena Antipoff:
análisis de monografías escolares (1930-1931) en Belo Horizonte

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Abstract

This article analyzes monographs produced by student teachers at the *Escola de Aperfeiçoamento* (School for Teacher Improvement) in Belo Horizonte during the 1930s under the guidance of Helena Antipoff. The study aims to understand the contribution of Schoolology to the production of knowledge about schools and to the development of Educational Sciences within the state of Minas Gerais. The research was based on the documentary analysis of two monographs produced in 1930 and 1931, combining source description with historical contextualization. The findings show that these monographs constituted important instruments for investigating school reality, mobilizing knowledge from Psychology, Pedagogy, and other fields of Educational Sciences to analyze students, teachers, pedagogical practices, and schooling conditions. The study concludes that Schoolology represented a remarkable experience in educational research, contributing to teacher education, the systematization of knowledge about schools, and the consolidation of a culture of educational inquiry in the context of educational renewal in Minas Gerais during the first decades of the twentieth century.

Keywords: Monographs; Helena Antipoff; Schoolology.

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Resumo

Neste artigo, analisamos monografias produzidas por professoras-alunas da Escola de Aperfeiçoamento de Belo Horizonte, na década de 1930, sob a orientação de Helena Antipoff, com o objetivo de compreender a contribuição dos estudos escolológicos para a produção de conhecimentos sobre a escola e para a constituição das Ciências da Educação em Minas Gerais. A pesquisa fundamentou-se na análise documental de duas monografias elaboradas em 1930 e 1931, articulando a descrição das fontes à sua contextualização histórica. Os resultados evidenciam que as monografias constituíram importantes instrumentos de investigação da realidade escolar, mobilizando conhecimentos oriundos da Psicologia, da Pedagogia e de outras áreas das Ciências da Educação para analisar alunos, professores, práticas pedagógicas e condições de escolarização. Conclui-se que a Escolologia representou uma experiência singular de pesquisa educacional, contribuindo para a formação docente, para a sistematização do conhecimento sobre a escola e para a consolidação de uma cultura de investigação educacional no contexto da renovação educacional mineira das primeiras décadas do século XX.

Palavras-Chave: Monografias; Helena Antipoff; Escolologia.

Resumen

Este artículo analiza las monografías producidas por las profesoras-alumnas de la Escuela de Perfeccionamiento de Belo Horizonte durante la década de 1930, bajo la orientación de Helena Antipoff, con el objetivo de comprender la contribución de los estudios escolológicos a la producción de conocimientos sobre la escuela y a la constitución de las Ciencias de la Educación en Minas Gerais. La investigación se basó en el análisis documental de dos monografías elaboradas en 1930 y 1931, articulando la descripción de las fuentes con su contextualización histórica. Los resultados evidencian que las monografías constituyeron importantes instrumentos de investigación de la realidad escolar, movilizand o conocimientos provenientes de la Psicología, la Pedagogía y otras áreas de las Ciencias de la Educación para analizar a los alumnos, los docentes, las prácticas pedagógicas y las condiciones de escolarización. Se concluye que la Escolología representó una experiencia singular de investigación educativa, contribuyendo a la formación docente, a la sistematización del conocimiento sobre la escuela y a la consolidación de una cultura de investigación educativa en el contexto de la renovación educativa de Minas Gerais durante las primeras décadas del siglo XX.

Palabras clave: Monografias; Helena Antipoff; Escolología.

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Introduction

In the 1920s and 1930s, Minas Gerais became an important laboratory for educational renewal in Brazil. The reforms implemented by the state government, especially from the Francisco Campos Reform onwards, sought to modernize public education by incorporating the principles of the New School movement², reorganizing teacher training, and bridging the gap between education and science. In this context, the *Escola de Aperfeiçoamento de Professores* of Belo Horizonte became a privileged space for the circulation of new pedagogical and psychological knowledge, highlighting the work of Helena Antipoff and her proposals for scientific investigation of school reality.

Although the research developed by Helena Antipoff has been widely studied from the perspective of Psychology and Education, the monographs produced by the teacher-students of the *Escola de Aperfeiçoamento* remain little explored as sources for the History of Education. These documents allow us to understand not only the teacher training processes, but also the ways in which pedagogical, psychological, and methodological knowledge was appropriated and mobilized in the construction of a new educational rationality in Minas Gerais.

The objective of this article is to analyze two monographs produced by the student-teachers of the School of Improvement in Belo Horizonte, seeking to understand how these studies materialized Helena Antipoff's schoolological proposal and contributed to the production of knowledge about the school in the context of the Minas Gerais educational renewal of the 1930s. The focus is on the following questions: 1) Which and how many monographs were published? 2) How do the monographs materialize the Schoolology proposal? 3) What kind of categories of analysis are described? 4) What kind of theoretical and practical foundations support the analyses?

The answers to these questions allow us to understand how the Educational Sciences were structured in the Psychology Laboratory of the *Escola de Aperfeiçoamento*³ and how this structuring contributed to the advancement of scientific knowledge about the school system. In particular, the study seeks to elucidate the organizational process of teaching and learning for primary school children and the training methods for teachers specializing in education.

In recent studies (Cruz and Campos, 2024; Almeida and Campos, 2022), Schoolology is conceptualized as a strategy for training teachers through educational research, including important data on the school reality, which highlight solutions to the pedagogical problems identified by the results of this research.

One of the main products of Schoolology were the monographs written by the student-teachers⁴. These constitute documents that the teachers produced to present the results of their studies about the school. These observations converge (even today) on a way

² The New School movement, developed in the first decades of the 20th century with the purpose of promoting the modernization of schools and the building of educational sciences, was named in Europe as New Education movement, in the USA as Progressive Education movement and in Brazil as New School movement (Campos & Duarte, 2018).

³ The Experimental Psychology Laboratory at the *Escola de Aperfeiçoamento de Belo Horizonte* was a significant site for the production and dissemination of educational psychology during the first half of the 20th century. Important data regarding the Minas Gerais educational system were generated there, particularly during the 1930s, facilitating the initial organization of that system (Cruz, 2024; Campos, 2010).

⁴ Helena Antipoff referred to the students at the Belo Horizonte School for Teacher Training as "teacher-students," since one of the criteria for admission was employment as a teacher in the Minas Gerais public school system (Cruz, 2024).

of applying the principles of Schoolology in pedagogical practice, as they allowed the student-teachers to develop their research, expression, and creativity skills, in addition to stimulating collective work and interaction between the different subjects involved in the educational process (Cruz, 2024).

The analysis of the monographs also reveals, significant aspects of the context of educational research in Minas Gerais during that period, in addition to providing clues about the perceptions and conceptions of children who circulated in schools. Schoolology, proposed by Helena Antipoff, constitutes a new area of research, and emerges in this context as a field that seeks to investigate the multiple factors that intervene in school learning, including the physical, mental, and social development of children, their social origin and cultural practices, the pedagogical methods used by teachers, and the institutional functioning of schools.

In addition to highlighting research practices developed within the scope of the *Escola de Aperfeiçoamento*, the monographs constitute relevant sources for the History of Education. Through them, it is possible to understand processes of circulation and appropriation of pedagogical, psychological, and methodological knowledge that marked the educational renewal in Minas Gerais, as well as to identify the ways in which the school came to be conceived as an object of observation, analysis, and scientific intervention.

In this work, we examine the monographs of a school class, understood as academic productions carried out by students, under the guidance of a teacher, about a specific topic related to the course. These monographs represent a practical application of the principles of Schoolology, as they not only stimulate the students' capacity for research, expression, and creativity, but also foster collective work and interaction among the different subjects involved in the educational process. In this way, we seek to understand the contribution of these academic productions to the consolidation of Educational Sciences and to the development of pedagogical practices in schools in Minas Gerais at the time.

The sources used were two monographs written by student-teachers at the *Escola de Aperfeiçoamento* of Belo Horizonte under the guidance of Helena Antipoff in 1930 and 1931. Document analysis was employed to describe and identify the theoretical and practical foundations of the monographs. This methodology is based on the premise that theoretical research cannot dispense with historical contextualization if it is to be conducted with the necessary rigor; thus, internalist and externalist approaches must be reconciled (Simanke & Caropreso, 2018).

From this perspective, the monographs were analyzed simultaneously as products of a scientific-pedagogical project and as historical documents produced within a specific social, political, and educational context. This approach allows for an understanding not only of their internal structure and theoretical frameworks but also of the historical conditions of their production and their place within the educational renewal processes that characterized Minas Gerais during the early decades of the 20th century.

1. Historical and theoretical aspects

The need for Schoolology studies focused on the school as an object of inquiry, in Minas Gerais was directly linked to the educational renewal movement that marked the early decades of the 20th century. During this period, various Brazilian states undertook educational reforms inspired by the principles of the New School movement and the contributions of the educational sciences, seeking to modernize school systems and increase the efficiency of public education. In Minas Gerais, the Francisco Campos Reform (1927) marked a turning point in this process by reorganizing primary and teacher training education and establishing institutions dedicated to the specialized training of teachers.

A standout among these initiatives was the *Escola de Aperfeiçoamento* of Belo Horizonte, conceived as a training center for teachers already working in the public school system. The institution brought together Brazilian and foreign specialists committed to incorporating scientific methods into education, including Helena Antipoff. Helena Antipoff (1892–1974), a Russian-Brazilian psychologist and educator, played a central role in establishing the educational sciences in Minas Gerais. Having trained at European institutions and been influenced by experiences at the Institut Jean-Jacques Rousseau in Geneva, she arrived in Brazil in 1929 to join the staff of the *Escola de Aperfeiçoamento* of Belo Horizonte. Her work in the Psychology Laboratory contributed to the dissemination of experimental psychology, educational research, and the principles of the New School movement, influencing teacher training and the organization of educational systems (Campos, 2003; Campos, 2012).

It was in this context that Antipoff developed Schoolology, a proposal aimed at the systematic study of the school and its educational processes. By simultaneously considering the child, the teacher, the class, the school environment, and the social conditions of education, these school-focused studies sought to produce diagnoses capable of guiding pedagogical interventions grounded in empirical evidence. The monographs produced by the student-teachers constituted one of the key outcomes of this scientific and pedagogical endeavor.

As part of the activities at the *Escola de Aperfeiçoamento*, Helena Antipoff proposed several studies regarding the school groups and classrooms of Belo Horizonte, including “Ideais e interesses das crianças de Belo Horizonte e algumas sugestões pedagógicas” (Ideals and interests of Belo Horizonte children and some pedagogical suggestions), 1930, in CAMPOS, 2002, p. 133-161, “Desenvolvimento mental das crianças de Belo Horizonte” (Mental development of Belo Horizonte children), 1931, in CAMPOS, 2002, p. 83-128), and “Organização das classes nos Grupos Escolares de Belo Horizonte” (Classroom organization in Belo Horizonte Graded Elementary Schools), 1931, in CAMPOS, 2002, p. 197-212). The program about Pedology and Experimental Psychology Applied to Education (Decree No. 887, Minas Gerais, 1937) spanned the two-year course. The first year covered theories and research methods in experimental psychology and developmental psychology. In the second year, the majority of activities were dedicated to research practices carried out both in the laboratory, through experiments and demonstrations and in schools, through classroom observation and the administration of psychological and pedagogical tests. These investigations provided a detailed understanding of the public school system and formed the basis of the Schoolology studies. The monographs produced by the student-teachers recorded the results of this research and gave concrete form to Antipoff’s proposal for the scientific investigation of school reality.

The initial proposal to incorporate Schoolology into the Educational Psychology course was implemented with the participation of second-year students from the advanced training program. Over the course of a semester, 32 classes across six schools in Belo Horizonte were visited weekly, allowing the students to study “every aspect of these classes’ lives, point by point” (Antipoff, 1930, p. 147). The students visited in pairs and spent the afternoon gathering the necessary data through various surveys, measurements, and pedagogical and school-based tests, or via observation. Ultimately, the results of the investigations were organized into monographs, one written for each of the 32 classes, along with a general monograph for each of the six school groups visited.

The production of these monographs must be understood within the context of a broader movement toward the scientification of education. As studies about the New School movement highlight, the systematic observation of the child and the school environment came to be seen as a fundamental prerequisite for developing more effective pedagogical practices. In this sense, the monographs were not merely academic exercises for teacher training but tools for generating knowledge about the reality of the school, aligning the work of the student-teachers with the research practices then valued by the educational sciences.

This was not the first time Helena Antipoff had worked with monographs. She had previously employed this method while working at the *Maison des Petits*, the school attached to the IJJR (Cruz, 2024). She also taught summer courses on how to write monographs about children. However, Antipoff herself notes that Schoolology is a far more extensive and detailed undertaking, encompassing a comprehensive study of class life viewed as a society (Ruchat, 2010). Thus, it represents a refinement of the work she began in Geneva, now more meticulous, taking into account every aspect that constitutes the school. This expansion of the investigative scope highlights Antipoff’s effort to transform the school into an object of scientific study, linking various dimensions of school life through an interdisciplinary perspective.

We proceed here to describe and analyze two monographs. The first is a manuscript recently discovered at the Helena Antipoff Museum, titled *Monografia n.32, Grupo Escolar Olegário Maciel*, dated August 1930 (Almeida & Paiva, 1930). The second is a monograph published by the *Imprensa Oficial de Minas Gerais* in 1932, titled: **Monografia de uma classe de Belo Horizonte: Estudo Escolológico de 1931* (Monograph, 1932).

The choice of these two monographs stems from their relevance to understanding the school-based study proposal at different stages of its consolidation. While the 1930 monograph allows us to observe the initial efforts to systematize school-based investigations conducted by student-teachers, the 1932 publication highlights the methodological maturation of the proposal and its legitimation as a means of generating knowledge about the school.

The monographs are organized into chapters; however, they do not follow the same pattern, even though the analytical axes remain the same. Chart 1 presents the tables of contents for the two monographs, each focusing on a specific school class. The data in this chart facilitate understanding when comparing the chapter structures.

Chart 1 – Comparison of the tables of contents: Monograph about a school classroom and Monograph on classroom n. 32 of the Olegário Maciel Graded Elementary School (Grupo Escolar) (1931)

MONOGRAPH OF A SCHOOL CLASSROOM IN BELO HORIZONTE	MONOGRAPH OF CLASSROOM NO. 32 OF THE OLEGÁRIO MACIEL GRADED ELEMENTARY SCHOOL (GRUPO ESCOLAR)
Preface by Helena Antipoff	No preface
Introduction	Introduction
Part I – The Student	Chapter I: Purpose of the monograph
Chapter I: Class Composition	Chapter II: Methodology employed
Chapter II: Family and Social Environment	Chapter III: School regime, school institutions, excursions, and auditorium
Chapter III: Children's Physical Development and Health	Chapter IV: Physical aspects of the class
Chapter IV: Mental Development	Chapter V: Class composition
Chapter V: Children's Intellectual Level	
Chapter VI: General Class Profile: • Children's ideals and interests • Psychological assessment of specific faculties: memory and observation • Educational tests: spelling, punctuation, silent reading, geography and history, and arithmetic	Chapter VI: Social development and social background of the students
Part II: School and Teacher	Chapter VII: Teacher's personality
Chapter I: Physical Aspects of the Classroom	
Chapter VIII: Teacher Profile	Chapter VIII: Pedagogical work and its psychological characteristics • Reading • Native language • Arithmetic • Geometry • Geography and history of Brazil • Drawing • Singing • Gymnastics • Break time
Chapter IX: Characteristics of Pedagogical Work • Native Language Class • Writing Class • Geography Class • History of Brazil Class • Characteristics of teaching methods employed by the teacher	Chapter IX: Physical condition of the children
Chapter X: Assessment of Factors Influencing the Class	Chapter X: Mental level of the children
	Chapter XI: Psychological profile of the classes
	Chapter XII: Evaluation and interpretation of factors influencing class development
	Conclusion

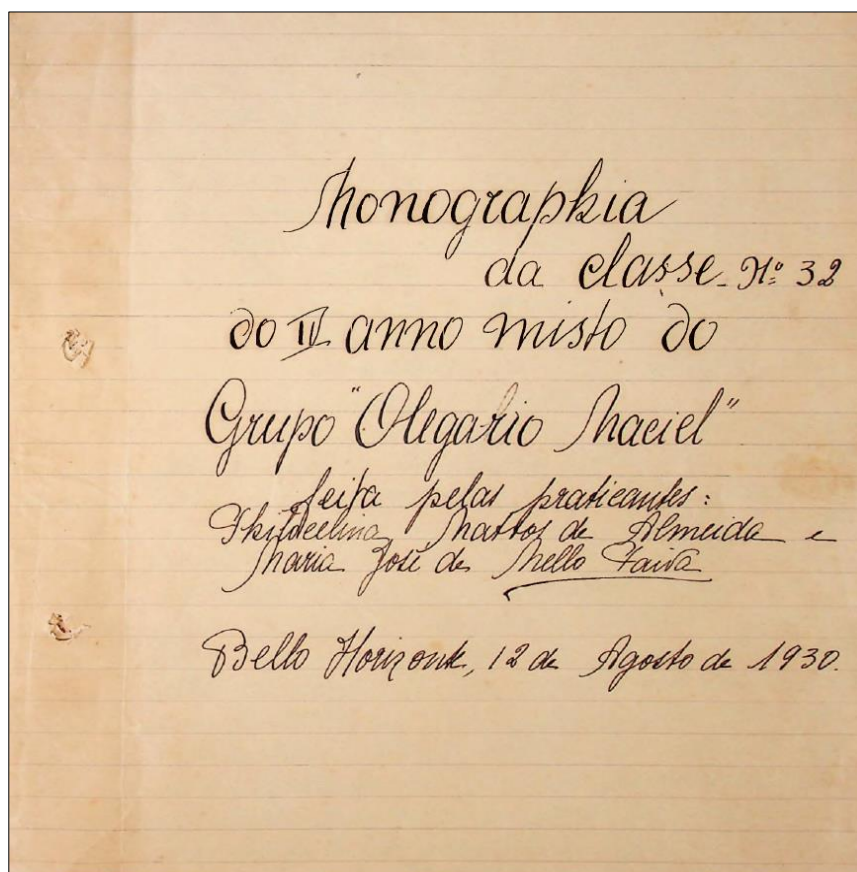
Source: Cruz, 2024.

A comparison of the structures of the two monographs reveals a persistent core of research interests, centered on the analysis of the child, the class, the teacher, and school conditions. At the same time, it shows a progressive methodological refinement in data organization and the systematization of observations. This characteristic reinforces the hypothesis that Schoolology sought to establish a distinct model for investigating school reality, integrating knowledge derived from experimental psychology, pedagogy, and other educational sciences.

2. Monograph of classroom n. 32 of the Olegário Maciel Graded Elementary School (Grupo Escolar)

An original document found in the Helena Antipoff Foundation archives in Ibirité, Minas Gerais, this manuscript is recorded in a small, soft-cover notebook; it is the only one of the monographs fund in which the authors are identified. In the others, the authors' identities were withheld because the works were officially published. The monograph is titled: *Monografia n.32, Grupo Escolar Olegário Maciel*; it was authored by Philocelina Mattos de Almeida and Maria José de Mello Paiva and is dated August 12, 1930.

Figure 1 – Cover of the Monograph for Classroom n. 32 – Olegário Maciel Graded Elementary School (Grupo Escolar) 1930



Source: Helena Antipoff Museum Archives – Ibirité, Minas Gerais.

Organized into an introduction, 12 chapters, and a conclusion, the text addresses aspects such as the school system and institutions, the composition and social development of classes, teachers' personalities, and factors influencing teaching and learning. It culminates in a comprehensive assessment of the physical, social, psychological, and pedagogical factors impacting children's development (Almeida & Paiva, 1930). Unlike other monographs published by the *Imprensa Oficial de Minas Gerais*, this one does not include graphs or tables; however, it follows the analytical categories established by Antipoff, such as methods, teachers, material resources, individual capabilities, heredity, and social environment, which are considered essential for understanding educational outcomes (Antipoff, 1935; Campos, 2010a).

The Schoolology, proposed by Helena Antipoff, is presented as an innovative approach grounded in scientific observation and experimentation, aiming to investigate the child in their entirety and the conditions influencing their learning (Antipoff, 1930; Campos, 2001). This perspective is illustrated in the study of *Monografia n.32, Grupo Escolar Olegário Maciel*, which employed methods such as Alexander Lazurski's natural observation, psychological and pedagogical tests, and an analysis of the various factors shaping the school environment (Almeida & Paiva, 1930). By integrating qualitative and quantitative data, these methods fostered a more comprehensive understanding of pedagogical dynamics and the interactions among school, teacher, and student, thereby expanding the scope of educational sciences in Brazil (Antipoff, Ottoni, & Duarte, 2002).

The adoption of these procedures highlights the incorporation, within the context of Minas Gerais of a scientific rationality that was gaining momentum in the international educational field during the early decades of the 20th century. Systematic observation, the measurement of children's abilities, and the creation of detailed school records reflected the belief that educational problems could be understood and addressed through scientific methods, bringing the school closer to research models had already established in other fields of knowledge.

The chapters detail the methods employed, such as systematic observations and psychological tests, in alignment with the experimental psychology advocated by Antipoff. These practices aimed to equip teachers to identify students' levels of intellectual development and learning, thereby promoting classroom homogenization through groups organized by performance levels (Campos, 2010b; Miranda, 2014). The creation of special classes for children with learning difficulties reflected modern proposals to meet student needs and improve pedagogical efficiency, placing Brazil within international educational debates (Rota-Júnior, 2016; Souza, 1998).

From this perspective, classifying students by levels of intellectual development cannot be understood merely as a technical procedure. It was part of a broader project for the rational organization of instruction, characteristic of educational reforms inspired by the New School movement. The pursuit of homogeneous classes reflected the expectation of tailoring pedagogical methods to students' characteristics, thereby fostering greater school efficiency and reducing the grade-retention rates that concerned public education systems.

The Psychology Laboratory at the *Escola de Aperfeiçoamento* distinguished itself through the adaptation and creation of new measurement instruments—such as intelligence and pedagogical tests, which provided a scientific basis for school practices (Campos, 2010a; Miranda, 2014). This integration of qualitative and quantitative methods contributed to the advancement of educational science and the training of teachers prepared to handle diverse school contexts (Campos, 2001). Thus, Schoolology studies consolidated Helena Antipoff's contribution to Brazilian education, reinforcing the relevance of science as a tool for understanding and intervening in children's development and pedagogical organization.

Chart 2 – Intelligence tests used in Schoolology research.

Test	Description
Goodenough Test	Developed by Florence Goodenough in 1926. It involves the child drawing a man in the most perfect way they can imagine. There is a list of 51 points for scoring the test and assessing intelligence (1931, pp. 34–35).
Ballard Test	An intelligence test developed by the English psychologist Philip Boswood Ballard; it is administered collectively and consists of 100 questions. It is recommended that it be administered in two stages: 50 questions at a time. Materials required: a sheet of lined paper and a pencil. The child answers the questions posed. The goal is to identify the child's overall intelligence (1931, p. 37).
Dearborn Test	A group test with 17 questions. It requires the child to: recognize their age from a series of 12 numbers; count up to 13 marks; perform division by two; sum the values of stamps to reach a total of 900 réis ((Brazilian monetary unit used in 1931); tell time; and draw a hand. It requires attention, observation skills, and an understanding of concepts like "expensive" and "cheap" (1931, p. 36).
P.V Test	A test with 57 questions, devised by Theodore Simon; according to the students, it is the best for measuring overall intelligence. It requires comprehension, observation, judgment, reasoning, insight, speed, and a developed vocabulary (1931, p. 35).
Pointillage Test	An attention test. The child is given a sheet of graph paper and must use a pencil to place dots at every intersection of two lines. The child has three minutes, and the number of dots placed in the correct locations is counted (1931).

Source: Cruz, 2024.

The diversity of instruments employed reveals that Schoolology was not limited to the spontaneous observation of school life. On the contrary, it sought to combine different research methods in an attempt to produce a comprehensive diagnosis of learning conditions. This combination of observation, psychological tests, anthropometric measurements, and pedagogical records highlights the effort to establish a scientific field specifically dedicated to the study of the school and its internal processes.

Alongside the administration of tests, two analytical methods were used: the percentile method, advocated by Galton⁵ and known as the correlation method, which aimed to show an individual's position within a group of 100, since interpreting a specific test result requires establishing its correlation with other tests of known significance. As

⁵ Francis Galton, an English biologist, pioneered the use of tests that reflected the influence of sensory research. Galton believed there was a close correlation between sensory discrimination ability and intellectual capacity. Under his influence, measures of individual differences were developed, introducing the term "*mental test*." <https://doi.org/10.1590/S0080-62342009000500002>.

well as Rossolimo's⁶ analysis method, which involved plotting the results of various administered tests on a single graph to gain a general overview of the strengths and weaknesses of each child's psyche and development (Almeida; Paiva, 1930).

Helena Antipoff took a critical approach to psychological laboratory tests, highlighting their limitations in studying isolated functions. To overcome this, she combined these tests with other methods, such as observation within the school environment, thereby broadening the understanding of educational practices. Chapter III of the *Monografia n.32, Grupo Escolar Olegário Maciel* presents organizational aspects, such as schedules, uniforms, and student arrival and dismissal procedures, followed by detailed descriptions of the teacher's limited autonomy and her pedagogical initiatives, such as the "*Jornal Infantil*" and the "*Campeão de Frequência*" league (Almeida; Paiva, 1930). These activities reflected Decree No. 7,970/1927, which called for complementary initiatives, such as school associations, to foster sociability, responsibility, and cooperation among students (Minas Gerais, 1927).

An analysis of the classroom's physical structure and resources reveals several positive aspects, such as the available teaching materials, and negative ones, such as poor lighting and furniture ill-suited to the children's size. More subjective observations also stand out, such as the value placed on the affection shown by the children through their decoration of the teacher's desk (Almeida & Paiva, 1930). Another distinctive feature was the composition of classes based on intellectual level, a practice stipulated by educational legislation and deemed essential for the students' physical, intellectual, and social development. Grouping by mental ability was viewed as an advanced pedagogical practice that fostered educational progress; it avoided stifling the talents of more capable children while preventing the overburdening of those facing difficulties (Campos, 1992, 2001, 2010a; Almeida & Paiva, 1930).

This concept must be understood in the context of the pedagogical debates of the era. During the 1920s and 1930s, class homogenization was frequently presented as a strategy to make instruction more efficient and better aligned with individual differences. The monographs demonstrate how these ideas circulated among teachers-in-training and were adopted as legitimate foundations for organizing primary schools.

Through Schoolology, Antipoff sought to identify the social and economic factors influencing the children. Chapter V describes the class composition, noting students of varying ages and academic backgrounds, yet a group that was relatively homogeneous in terms of behavior and intelligence. The children's social interactions were observed during recess, highlighting kind and respectful behavior among classmates. The class was classified as belonging to a middle social stratum, with few students from higher or lower socioeconomic backgrounds. These data underscore the importance of direct observation and social interaction in understanding pedagogical dynamics and the children's holistic development, thereby reinforcing the contribution of Schoolology to the science of education (Almeida & Paiva, 1930).

In Chapter VII of the monograph, the authors describe the teacher as a young trainee whose physical traits and behavior highlighted her dedication and affection for her students. Despite lacking extensive experience or advanced training, she was praised for her intelligence, initiative, and sound approach to pedagogical work, achieving good results in student development (Almeida & Paiva, 1930). The descriptions illustrate how Decree No. 7,970 regulated the role of trainees in managing supplementary classes, allowing them to perform both instructional and administrative duties. The teacher's pedagogical practices incorporated

⁶ Thus, Rossolimo's famous "psychological profile" system originated from a study of the peaks in the development of various functions (attention, memory, volition, speed, etc.), with these peaks expressed in conditional units, specifically, the number of tasks successfully completed. The result of this type of investigation is the "Psychological Profile," which indicates the peak level of each function (Vygotsky, 1997). Available at: http://www.4shared.com/file/55971081/d96ff395/Vygotsky-_Diagnostico_do_desenvolvimento_e_clinica_pedologica_da_infancia_difcil.html.

active and intuitive methods, such as field trips, reading clubs, and group activities, which, according to the student-teachers, fostered the students' social and intellectual development, aligning with the educational thought of John Dewey (Almeida; Paiva, 1930).

The emphasis placed on these practices demonstrates the circulation of New School principles within the teacher training promoted by the *Escola de Aperfeiçoamento*. Beyond merely describing the teacher's work, the authors sought to determine the extent to which her practice aligned with the ideals of active pedagogy, centered on student participation and the construction of meaningful learning experiences.

Pedagogical work was structured around the official curriculum, emphasizing the organization of time and activities, such as intellectual tasks, movement, and imaginative exercises. The teacher distributed content according to the children's peak attention spans, alternating between study and recreation. The observed classes included subjects such as reading, the native language, arithmetic, geography, and physical education. In the reading class, for instance, the emphasis was on expressive and interpretive development, utilizing books like *Através do Brasil* by Bilac and Bomfim, which were recommended by Decree No. 6,678/1925 (Almeida; Paiva, 1930; Bilac; Bomfim, 2013). Interaction with the texts sparked the children's interest and created an emotionally engaging environment, highlighting the importance of cultivating a love for reading, a goal advocated by Claparède and Antipoff (Claparède, 1934; Antipoff, 1992b).

Analysis of the teacher's practice reveals the application of Schoolology, which proposed linking theory and practice based on insights from the educational sciences. Under Antipoff's influence, the student-teachers developed a scientific approach to observing and understanding educational reality, emphasizing active research and the formulation of new concepts derived from real-world problems (Antipoff, 1992b). This integration of theoretical foundations and practical experiences reflected the principles of the "active school" and functional education, which sought not merely to transmit content but to foster the child's holistic development, awakening cognitive and emotional skills intended to last a lifetime (Claparède, 1934; Almeida & Paiva, 1930).

Lessons in the native language, reading, and writing featured a blend of formal and creative activities. We observed that exercises such as grammatical and logical analysis, dictation, and essay writing failed to spark much interest, a fact evident in the children's expressions. Conversely, the competitive nature of verb-conjugation games fueled student enthusiasm, aligning with the active education principles of Dewey and Claparède, who viewed play as a bridge to reflective work (Claparède, 1934; Dewey, 1979). In writing, the monotony of copying tasks was palpable; in arithmetic, however, problem-solving and collective formulation stimulated reasoning, critical thinking, and collaboration, illustrating the reflective learning method championed by Dewey and Claparède.

The attention paid to the children's reactions during various activities highlights a central aspect of Schoolology: the commitment to understanding children's interests as a fundamental element of pedagogical practice. This perspective echoed the theories of Claparède and Dewey, who argued that learning should stem from the child's needs and motivations, thereby shifting the focus away from instruction centered exclusively on content.

Geometry and social studies lessons demonstrated a stronger integration of theory and practice. In geometry, hands-on work, such as paper folding and cutting, combined mathematical concepts with motor skills, keeping the class engaged. Geography and history lessons became more dynamic through debates and the use of intuitive aids like maps and illustrations, fostering critical reflection and social confidence among the students (Almeida & Paiva, 1930). These practices highlighted emulation as an engagement strategy, wherein the desire to surpass others motivated greater participation.

This approach, grounded in scientific pedagogy, fostered the development of intellectual and social competencies. Physical and psychological assessments reinforced the commitment to a pedagogy based on experimental science. The use of instruments such as dynamometers and intelligence tests followed the methods of Binet and Simon, focusing on the children's holistic development. As noted by Antipoff (1931), these practices not only diagnosed capabilities but also sought to understand the students' biopsychosocial context. By integrating anthropometric, psychological, and pedagogical data, Schoolology aimed to legitimize instruction grounded in scientific principles, promoting teacher training that was both qualified and tailored to local needs.

Finally, the monograph reflects the effort to bridge theory and practice, highlighting the influence of thinkers such as Dewey, Claparède, and Antipoff. The emphasis on active methods, which combined play with critical and collaborative learning, demonstrating progress in the construction of a pedagogical science in Minas Gerais. The study of the student-teachers legitimizes Schoolology as an emerging scientific field, contributing to a modern and experimental view of education centered on holistic development and the diagnosis of students' capabilities (Antipoff, 1992a).

Chart 3 – Positive and negative factors observed in the class focused on Monograph No. 32 – Olegário Maciel Group

Positive factors:	Negative factors:
a) The teacher's personality; b) Her teaching method, based on fostering a spirit of mutual inspiration; c) The responsibility and initiative the teacher grants students in organizing problems; d) Educational games; e) The competitive element characterizing certain games; f) Student collaboration in the classroom; g) Discussions and shared presentations h) Extracurricular activities, reading clubs, <i>auditorium</i> , field trips, etc.; i) School initiatives—such as the " <i>Cruzada do Bem</i> ," attendance awards, cleanliness campaigns, scholarship programs, etc.; j) The presence of a classroom newsletter and library, the latter already containing a good number of books, some prescribed by the annual curriculum and others selected by the principal; k) The students' mental aptitude; l) In short, the high-minded spirit of the school principal, who is always ready to receive, analyze, and adapt new ideas, while encouraging teachers and allowing them ample scope for action regarding the advancement of instruction.	a) The loud noise from the group's immediate vicinity, which disrupts classroom activity; b) The layout and dimensions of the desks, all identical, which do not suit the children, who vary in size; c) Physical development, revealing signs of frailty in certain children; d) Poor hygiene and inadequate nutrition among the children; e) A lack of intuitive and illustrative teaching materials; f) A large number of children playing simultaneously during recess in an excessively small space; g) A lack of physical education. On none of our visits did we witness a physical exercise class, implying that such sessions are held only on specific days.

Source: Cruz, 2024.

Systematizing the positive and negative factors reveals that the student-teachers did not merely record school events. They developed diagnoses regarding the school's operational conditions and formulated interpretations concerning the factors that fostered or hindered the children's development. In this sense, the monographs served a dual function: as a tool for teacher training and as a mechanism for generating knowledge about the reality of the school environment. It is precisely this characteristic that allows Schoolology to be understood as a

unique proposal within the Educational Sciences, aimed at the systematic investigation of the school as a scientific object.

In the authors' assessment, the shortcomings observed in the school context were not attributed directly to the teacher or the administration; rather, they were viewed as issues that time, along with modern pedagogical and psychological transformations, it could overcome, provided that educational reforms, such as those led by Antônio Carlos and Francisco Campos disseminated innovative ideas across Minas Gerais, thereby shaping entrepreneurial citizens committed to Brazil's future (Almeida & Paiva, 1930, n.p.).

The student-teachers highlighted both the teacher's progress and the students' results, yet they emphasized the need to address the children's limited physical development, as their health was viewed as the foundation for academic progress and the nation's future. Against this backdrop, it is evident that Helena Antipoff's educational theories were grounded in Russian psychology; with its focus on character and the child's natural environment, and in the Geneva school of psychology, which underscored the importance of deeply understanding the child in order to educate them. They also drew upon pragmatic methodological theories, influenced by Dewey, Kilpatrick, and Thorndike, that promoted pedagogical interventions based on observing and identifying children's needs. Thus, Schoolology synthesized three central theoretical influences, methodological, scientific, and sociocultural, creating an integrated model designed to refine pedagogical practices and enhance learning effectiveness.

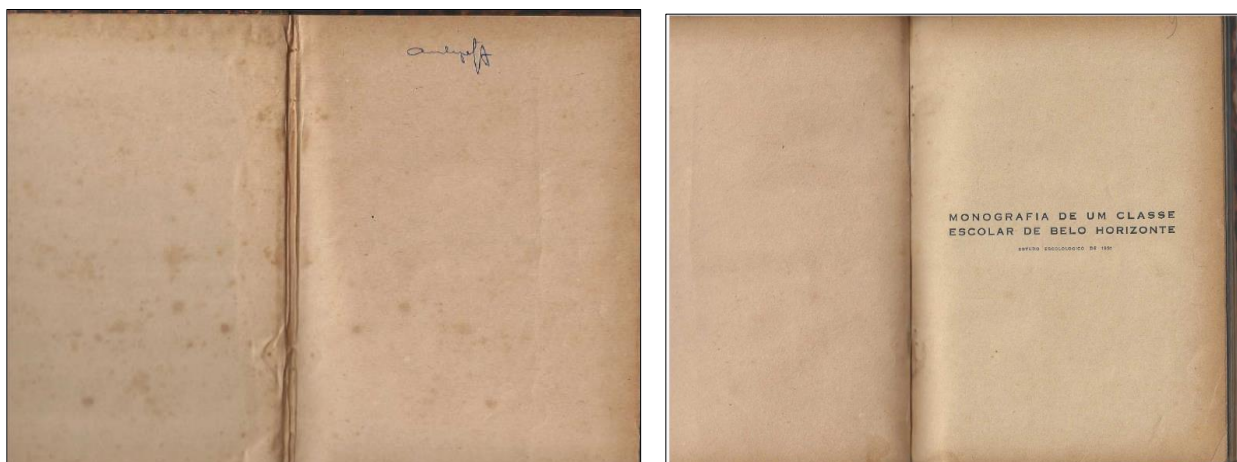
The analyzed monographs demonstrate how these theoretical influences were appropriated within the context of teacher training in Minas Gerais and converted into concrete tools for educational inquiry. By linking observation, experimentation, and the analysis of the social conditions of schooling, these studies helped consolidate a research culture in education and strengthened the understanding of the school as a legitimate subject of scientific inquiry.

3. Monograph about a School Class in Belo Horizonte: A Schoolology Study from 1931

Published in 1932 by the *Imprensa Oficial de Minas Gerais*, *Monografia de uma classe escolar de Belo Horizonte: estudo escolológico de 1931*, it has 99 pages and is organized into an unsigned preface, an introduction, and a series of chapters presented in two parts. The first page bears Helena Antipoff's signature, indicating that the volume belonged to the educator's personal collection. It is currently held by the *Centro de Documentação e Pesquisa Helena Antipoff*⁷. This is the only published monograph we have found in its entirety to date⁸.

⁷ The *Centro de Documentação e Pesquisa Helena Antipoff* (CDPHA) is a private, non-profit institution founded in 1980 with the aim of preserving the memory and disseminating the work of Helena Antipoff. The Helena Antipoff collection is available for research at the Helena Antipoff Room in the Central Library of the Federal University of Minas Gerais and at the Helena Antipoff Foundation in Ibirité, Minas Gerais. Available at: www.cdpha.com. Accessed on: June 21, 2026.

⁸ Excerpts from other Schoolology monographs were published in the journal *Revista do Ensino* in 1930. However, we believe that the original volumes—such as the one we consulted, which belonged to the library of the former *Escola de Aperfeiçoamento de Belo Horizonte*, were lost in a fire that destroyed the school's library in 1953 (Prates, 1989).

Figure 2 – Front and back covers of *Monografia de uma classe Escolar de Belo Horizonte*

Source: Antipoff (n.d.). Helena Antipoff's personal archive Collection of the Helena Antipoff Documentation and Research Center (CDPHA).

The monograph's preface emphasizes that the goal of the schoolology studies was to present the "concrete situation" of public education in Minas Gerais and to contribute to the pedagogical training of students at the *Escola de Aperfeiçoamento de Belo Horizonte*. Over the course of a semester, the students observed and analyzed the reality of public schooling in Belo Horizonte in detail, employing various methods to address the institution's physical, social, and pedagogical aspects (Monograph..., 1932, pp. 7–8). The study was not normative in nature; rather, it sought to describe facts and derive useful lessons to improve pedagogical practices. In the introduction, the authors highlighted that psycho-pedagogical investigations could improve the school environment by enabling teachers to better understand the child, their context, and the factors influencing their physical, mental, emotional, and social development, thereby facilitating more effective interventions (Monograph..., 1932, p. 10).

The monograph was divided into two main parts. The first focused on the students, comprising six chapters dedicated to describing their physical, social, and psychological characteristics through observations, surveys, and tests, resulting in individual and collective class profiles. The class, consisting of 40 students aged 8 to 15, was highly heterogeneous and faced challenges related to grade retention and frequent school transfers. The second part, spanning four chapters, addressed the school and the teacher, analyzing classroom infrastructure, the teacher's profile, and pedagogical practices observed in subjects such as the native language, arithmetic, geography, and history. The data were supplemented by detailed appendices, including pedagogical record sheets that described the profiles of two students based on instruments such as intelligence and psychomotor coordination tests. Unlike monograph no. 32, it emphasized statistical results, accompanied by graphs and tables and proposed analyses and solutions for the identified problems, aiming to improve educational practices and foster more effective education.

3.1 About the student

The monograph presented the results of an analysis of a school class comprising 40 students, organized without a student-grouping criterion based on ability levels, a practice considered essential in systems that adopted the New Education approach. According to the

teacher-researchers, grouping by ability and allowing for individual advancement could foster pedagogical progress, particularly in subjects like arithmetic, where traditional methods were criticized for lacking vitality and failing to account for students' intellectual differences. We observed that 52.5% of the students had never repeated a grade, while the others had repeated grades, mostly due to difficulties in arithmetic, which were attributed to obsolete teaching methods.

We were struck by the large number of children in the class who were not progressing through the curriculum regularly due to grade repetition. By repeating years, a child incurs a potential delay in their life path while simultaneously, and this is quite clear, causing a financial loss to the State. What we observed in this class, we also saw in other classes and other school groups (Monograph..., 1932, p. 16).

Grade repetition was viewed as a pedagogical, social, and economic problem that hindered children's development and placed a burden on the educational system. The proposed solution lay in homogenizing classes, grouping students by ability, which would allow for respect for individual capabilities and prevent feelings of inferiority or disinterest in schoolwork. This perspective aligned with the ideas of Claparède and Antipoff, who advocated for an education based on work, freedom, and cooperation, focusing on the vital and social needs of children.

The advocacy for class homogenization reveals the strong influence of pedagogical concepts associated with the New Education movement and the Educational Sciences. In the 1920s and 1930s, organizing classes based on criteria of intellectual development was presented as an alternative to the traditional school system, allowing teaching methods to be tailored to students' characteristics. The analyses in the monograph demonstrate how these concepts were adopted by teachers-in-training and incorporated into the educational debate in Minas Gerais.

In addition to academic performance, the students' family and social contexts were investigated to observe the influence of economic and cultural circumstances on learning. The majority of the students were Brazilians from lower socioeconomic backgrounds, living in modest neighborhoods with limited financial resources and restricted access to leisure activities and adequate nutrition. Only nine children had satisfactory nutrition, while others faced conditions that could negatively impact their school performance: "Say what you will, but having money, and not having money, are the two factors that most strongly influence the individual and society" (Monograph..., 1932, p. 21). In this quote, the student-teachers make it clear that economic factors influenced academic development.

The attention paid to economic and family conditions indicates a significant shift in the understanding of educational phenomena. Academic performance was no longer explained solely by a child's individual capabilities but was instead analyzed in conjunction with social and cultural factors. This perspective broadened the scope of school-based inquiry and aligned the field of Schoolology with contemporary debates regarding the influence of the social environment on educational processes.

The survey also revealed an overload of domestic responsibilities, particularly for girls, and questioned whether these tasks were age-appropriate. The home reading environment was also examined, suggesting that parental supervision of reading materials was crucial for intellectual development (Monograph..., 1932, p. 22). These data reinforce the need for educators to understand children's social and family backgrounds in order to tailor their pedagogical practices.

In order to assess the students' physical development and health, anthropometric examinations were conducted, generally indicating satisfactory physical growth. The analysis

drew on various scientific references to substantiate the findings and highlight the importance of a holistic approach to teaching, one that took into account “the physical, intellectual, social, and emotional conditions of the students” (Monograph..., 1932, p. 23).

This approach reflects an expanded concept of education, characteristic of the reformist proposals of the era. The children came to be viewed in their entirety, with biological, psychological, and social aspects interconnected. Such an orientation differed from pedagogical practices focused exclusively on the transmission of content and helped redefine the teacher's role as an observer and researcher of the school environment.

The results derived from the data above reaffirmed the importance of tailoring education to students' individual needs, emphasizing the creation of learning situations that would spark interest and foster holistic development. This perspective sought to overcome the challenges of grade retention and to build a "tailor-made" school system capable of meeting social demands and shaping citizens prepared for the urban and industrial contexts emerging at the time (Monograph..., 1932).

The student-teachers also analyzed the class's physical and mental development, highlighting the need to correlate the two to assess whether the students' overall development was satisfactory. Drawing on the work of Binet, Simon, Claparède, and Thorndike, the student-teachers explained the importance of assessing intelligence through more "complex and experimental means, moving beyond old beliefs that intelligence was linked to skull size" (Monograph..., 1932, p. 31). This approach reinforces the Schoolology perspective, which views intelligence as a phenomenon influenced by physical, physiological, psychological, and pedagogical factors.

The use of intelligence scales and assessment tools demonstrates the circulation in Minas Gerais of knowledge produced at international centers for psychological research. More than mere measurement techniques, these instruments represented an attempt to provide a scientific basis for pedagogical decisions, lending legitimacy to the processes of classifying, monitoring, and guiding students.

Through student classification, instruction could be adapted to ensure the child's holistic development, encompassing physical, psychological, moral, and social aspects. The student-teachers emphasized that a teacher "should not judge a child as having low intellectual development simply due to difficulties with interpretation, as intelligence may exist at different stages of maturity" (Monograph..., 1932, p. 32). In order to measure intelligence, they cited the Binet-Simon Metric Scale, later revised by Terman, and the concept of the intelligence quotient (IQ) introduced by Stern (Monograph..., 1932, p. 33).

The tests administered in the classroom included those by Goodenough, Dr. Simon (P.V.), Dearborn, and Ballard, aligned with observations made by the student-teachers and the class instructor. The Schoolology advocates the combined use of various instruments to achieve a more precise assessment. Furthermore, a survey regarding the children's ideals and interests was conducted, based on Claparède's studies, which indicated that these aspects vary according to age and gender. Questions such as "What do you want to be when you grow up?" and "What is your favorite toy?" revealed patterns of preference and expectations among the students (Monograph..., 1932, p. 43).

Interest in children's aspirations aligns Schoolology with the formulations of Claparède and other proponents of the New Education movement, for whom the school should start from the child's needs and interests. The responses obtained in the surveys were viewed as important indicators for guiding pedagogical planning and strengthening the link between school and everyday life.

In teacher training, the influence of educational psychology was reinforced by the Francisco Campos Reform, which valued psychological and biological sciences for understanding children's physical and mental characteristics. As an innovative proposal,

Schoolology incorporated these sciences, adapting them to local needs and establishing itself as a new science of schooling.

The psychological tests administered included assessments of motor coordination (Pointillage and the Walther Disc), memory (memorization of poetry, numbers, and words), and observation (Ribakoff Test). The student-teachers emphasized the importance of "logical memory, linked to intelligence, and the need to develop children's observational skills through specific training" (Monograph..., 1932, p. 58).

Pedagogical tests covered spelling, punctuation, silent reading, geography, history, and arithmetic. Dictation was used to assess spelling, with the observation that writing difficulties could stem from auditory or visual issues, as well as inadequate teaching methods. The punctuation test highlighted the relation between comprehension and the correct use of punctuation marks. In arithmetic, various tests were administered, including the Murgel and Simon Problems—to assess the logical understanding of mathematical operations (Monograph..., 1932, p. 59).

Ultimately, Schoolology demonstrated that the connection between psychology and education was essential for school development. Integrating experimental methods into student-teacher training enabled advances in the understanding of intelligence and the conditions influencing child learning, consolidating the scientific character of Schoolology.

3.2 Regarding the school and the teacher

The monograph analyzed various aspects of the school and the teacher, addressing the physical structure of the classroom, the teacher's profile, and the influence of the school environment on children's development. The detailed description of material conditions included room dimensions, lighting, desk arrangement, and the presence of teaching materials. We observed the influence of the physical setting on the students, highlighting elements that could be improved, such as desk placement and room décor.

Beyond the physical space, the authors identified external issues affecting learning, such as neighborhood noise and inadequate furniture. They suggest changes to make the classroom more pleasant and functional, including a more interactive desk arrangement and the replacement of gloomy decorative elements with more stimulating ones. This concern for student well-being reflects a pedagogical view that values the environment as a factor influencing learning.

The focus on organizing the school space aligned with progressive concepts that assigned the environment an active role in educational processes. The classroom was viewed as an integral part of the child's development, intended to foster participation, sociability, and interest in school activities.

The teacher's profile is described in detail, covering her training, behavior, and relationship with students. She is portrayed as dedicated, organized, and emotionally balanced, while also maintaining a close relationship with students' families. However, the authors point out limitations in her knowledge of new pedagogical approaches, suggesting that her training could be enhanced to include innovative methods.

The analysis of teaching practice reveals the criteria used by the student-teachers to evaluate pedagogical work. It is evident that the benchmark for this evaluation was the principles of the New School movement, specifically those emphasizing the child as the central figure, active student participation, and the use of more participatory teaching methods.

The monograph highlights the need for a teacher who understands the child in her uniqueness, taking into account her biological and psychological development. To this end, an individualized approach to education was advocated, employing observations and psychological tests to diagnose students' needs and potential. This knowledge would serve to better guide both their educational path and their future career choice.

Recommendations for teaching practice emphasize the importance of understanding the educational sciences and utilizing scientific tools for defining pedagogical strategies. Schoolology is not presented as a fixed method, but rather as a science focused on investigating and solving school-related challenges. In this way, it seeks to integrate international theories with local realities, creating hybrid, contextualized knowledge.

Classroom observations allowed for a critical analysis of the teaching methods employed. The teacher used diverse instructional materials but resisted more modern methodologies, such as problem-based and project-based learning. Arithmetic instruction was considered abstract, and native language lessons lacked stimulation. Assessments indicated average performance in logical reasoning but good results in silent reading.

In addition, classroom observations demonstrate that the monographs were not merely descriptive in nature. The teacher-students sought to identify relationships between teaching methods, school conditions, and student performance, producing diagnoses that would serve as a basis for future pedagogical interventions. This perspective aligns Schoolology with the proposals for applied educational research that were gaining prominence during that period.

In their conclusion, the authors assess the teaching as being geared more toward instruction than education, reflecting the teacher's lack of familiarity with the principles of the New School movement. They point out negative factors, such as the students' socioeconomic conditions, a lack of methodological innovation, and external noise interfering with learning. On the other hand, they highlight the students' good health, regular attendance, and the teacher's commitment, acknowledging her efforts to create a welcoming environment.

The final assessment prepared by the authors highlights a central characteristic of Schoolology: the link between research and intervention. The identified problems were presented not merely as a diagnosis of the school reality, but as elements capable of guiding actions aimed at improving teaching. In this sense, the monographs simultaneously served scientific, pedagogical, and professional development functions.

3.3 Schoolology and the establishment of scientific knowledge regarding the school

An analysis of the monographs reveals that Schoolology went beyond the status of a mere teacher training strategy. By integrating knowledge from psychology, pedagogy, anthropology, sociology, and research methodology, the proposal formulated by Helena Antipoff sought to establish a specific field of inquiry into the school and its educational processes. The school ceased to be merely a space for instruction and became a systematic object of observation, analysis, and knowledge production.

An analysis of the instruments used and the results presented in the monographs highlights an effort to systematize knowledge about the reality of the school. Schoolology emerged as a research approach that linked different fields of knowledge to understand educational phenomena. In this process, various areas of the educational sciences were mobilized to diagnose the school's operational conditions and the factors influencing student development. This endeavor aligned with characteristics traditionally associated with scientific knowledge production, such as the systematic observation of phenomena, the organized collection of empirical data, and the pursuit of well-founded interpretations of the reality under investigation (Alves, 1987; Lakatos & Marconi, 1986). Disciplinary boundaries became more flexible, fostering the construction of a hybrid body of knowledge that relied primarily on experimental psychology and experimental pedagogy, while also incorporating contributions related to the social and cultural environment.

In this context, a convergence is evident between the knowledge produced by psychology and efforts to build a pedagogy grounded in scientific principles. At the *Escola de Aperfeiçoamento* Psychology Laboratory, educational research developed precisely at the intersection of these fields, facilitating the creation of new tools for observing and analyzing the reality of the school.

This perspective can be understood in light of the reflections by Faria Filho and Vidal (2003) regarding the historical formation of the Brazilian educational field. According to the authors, the expansion of schooling was accompanied by the production of specialized knowledge regarding schools, teachers, and students. In this context, Schoolology monographs can be understood as part of this movement to develop pedagogical knowledge, contributing to the establishment of the school as an object of scientific inquiry.

The Schoolology recognizes the school as a specific field of study amenable to scientific analysis, emphasizing the understanding of the children and the adoption of a teaching process suited to their needs, inspired by the ideals of the New School, enabling and facilitating the start of systematic educational research. In addition to the frameworks utilized by the Psychology Laboratory, contributions from methodology classes, strongly influenced by American pragmatism, also played a role, underpinning the observation of pedagogical practices.

Although Schoolology did not establish itself as an autonomous scientific discipline, its approach incorporated elements associated with scientific knowledge production, such as systematic observation, empirical data collection, and the formulation of interpretations regarding school reality (Alves, 1987; Lakatos & Marconi, 1986).

The analyzed monographs demonstrate that this movement did not remain merely at a theoretical level. Student-teachers were encouraged to observe, record, measure, interpret, and propose solutions for concrete problems identified in schools. Thus, the production of educational knowledge became integrated into the teacher training process itself, bridging the gap between research and pedagogical practice.

Schoolology can be understood as an expression of the educational renewal efforts that characterized the early decades of the 20th century. Amid the expansion of public education systems and the need to better understand the school population, physicians, psychologists, educators, and other specialists began developing tools for the scientific observation of children and schools. In this context, Schoolology represented an attempt to coordinate various educational sciences around a common object: understanding school processes in all their complexity. The monographs produced at the *Escola de Aperfeiçoamento* illustrate this movement and reveal the emergence of an educational research culture that helped establish the school as a legitimate subject of scientific inquiry. Consequently, these documents not only record the school practices of the era but also bear witness to the emergence of new ways of producing knowledge about education, an aspect that makes them significant for the history of education.

Final considerations

In this article, we analyzed the monographs produced by student-teachers at the *Escola de Aperfeiçoamento* of Belo Horizonte as a result of Schoolology studies guided by Helena Antipoff during the 1930s. The investigation made it possible to identify the organization of these documents, the main analytical axes employed by the authors, and the theoretical-practical foundations underpinning their observations regarding the school, teachers, and students.

The analysis of the monographs revealed that Schoolology constituted a proposal for investigating school reality based on the integration of different fields within the Educational Sciences. Through systematic observation, the administration of tests, the analysis of students' social conditions, and the monitoring of pedagogical practices, the student-teachers produced

comprehensive diagnoses of school operations. Thus, the monographs reveal the incorporation of scientific methods into teacher training and the valuing of research as a tool for understanding and improving education.

The results also demonstrate that Scholology went beyond being merely a methodological strategy for teacher training. By taking the school as an object of observation, analysis, and knowledge production, this proposal contributed to establishing a culture of educational research within the *Escola de Aperfeiçoamento*. In this sense, the monographs can be understood as part of a broader movement of educational renewal that sought to generate specialized knowledge about schooling processes, in line with the principles of the New Education movement and the expansion of Educational Sciences during the early decades of the 20th century.

Although Scholology did not become established as an autonomous scientific discipline, the sources analyzed highlight its relevance to the production of knowledge about the school and the training of teacher-researchers. By integrating various theoretical and methodological frameworks, Scholology studies contributed to broadening the understanding of school phenomena and strengthening educational research as a constitutive dimension of pedagogical practice.

Finally, the monographs produced at the *Escola de Aperfeiçoamento* are considered significant sources for the history of education, as they offer insight into the processes of circulation and appropriation of the pedagogical, psychological, and methodological knowledge that shaped educational reform in Minas Gerais. Beyond documenting aspects of daily school life in the 1930s, these documents bear witness to the emergence of new ways of generating knowledge about education, highlighting a unique educational research initiative conducted under the guidance of Helena Antipoff.

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