

## Traces of the creation of the school group Dr. Jorge Tibiriçá – Bragança (1870-1910)



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### ABSTRACT

This article aims to present the initial considerations and partial results of the ongoing research of the Graduate Program in Education of the USF. We focus in this research on the Dr. Jorge Tibiriçá School Group, in the city of Bragança Paulista. We wish to investigate the trajectory of constitution of this Group in the context of the urban, economic and political transformations of the city of Bragança. The privileged period will be that of the first three decades of the twentieth century. we delimit as the broader objective of this research to raise and analyze the process of creation and implementation of the School Group. From this goal, we established

three more specific ones. The first is to characterize the architecture of this Group, also identifying and analyzing the rationality that guided the division and destination of its built area and its external space. The second is to analyze how this rationality was inscribed in the daily school life. The third is to track whether, in some way, the presence, functioning and rationality of this school group have impacted the networks of sociability and the sensitivities of the urban population. To achieve these objectives, we are conducting a bibliographic review on the privileged theme, the research of primary documentary sources (newspapers, almanacs, yearbooks, school documents, etc.), considering the theoretical contributions, among others, of Thompson (1998), Escolano (2001), Buffa (2002), Le Goff (1996), Benjamin (1989), Foucault (2010).

**Keywords:** City, Instruction, School Group.

## 1 INTRODUCTION

### 1.1 INITIAL CONSIDERATIONS

We intend in this article to present some initial considerations and the partial results of the research still in progress of the Graduate Program in Education of the USF. We focus in this research on the Dr. Jorge Tibiriçá School Group, created in 1910, in the city of Bragança Paulista. We wish to investigate the trajectory of the constitution of the School Group in the context of the urban, economic, and political transformations of the city of Bragança Paulista. The privileged period will be the first decade of the twentieth century, a period in which education emerges, above all, for intellectuals and politicians involved with the project of strengthening the newly created Brazilian republic, as one of the most important themes in the discussion of the fundamental axes of public policies to be adopted by the State.

The school, in this republican imaginary, was one of the symbols of the establishment of the new order, a weapon to effect Progress and shape the still amorphous people (CARVALHO, 2003). For these intellectuals and politicians it was necessary to instruct and educate, especially in public



schools, broad layers of the population, especially among blacks (GONÇALVES, 2000, SILVA, 2009) recently freed, immigrants and their descendants (KREUTZ, 2000; ALVIM, 1998), aiming to create a national identity, strengthen the sense of belonging, curbing any questioning of the rules imposed by salaried labor relations. For some, the school was seen as one of the institutions responsible for minimizing the backwardness of customs, misery and illiteracy of the most needy population; A school capable of educating, legitimizing and transmitting modern visions of civilization, privacy and individualism in a systematic way through the interstices of the social fabric. And, school architecture and its functional rationality were not immune to this demand.

In this context, the initiatives of creation and construction of public buildings for the functioning of school groups are inscribed to meet the demands of a society impacted by the rapid population growth and of the cities, which coexisted with attempts to regulate this growth also from the urban and sanitary planning. In this regard, it can be said that medicine should, as a specialized area of knowledge, turn to the social, incorporating the urban environment as the target of its reflection and practice and constitute itself as an indispensable support to the exercise of power of the State organized under the population (GONDRA, 2000, FOUCAULT, 2010).

Contextualizing the configuration of this medicine in the urban scenario of modernity, especially in France and England, Foucault proposes that, in political terms,

[...] it was necessary to consider the appearance of a whole poor working population, tending to organize itself in associations and/or unions and, in this sense, virtually constituting an opposition or relationship of confrontation between rich and poor (commoners and bourgeois), giving rise to tensions and urban upheavals. This urban population therefore needed to be scrutinized (FOUCAULT *apud*. GADELHA, 2009, p.87)

Thus, we highlight that the construction of buildings for school groups in Brazil posed some questions common to their political leaders, of which we take two as initials and guides of this research. The first, where in the urban space would this new model of school be built? The other, in what terms would the school groups translate the option for a pedagogy different from that which existed in the imperial period (FARIA FILHO, 2000), imposing another rationality in the division and occupation of their physical space? From the medical-hygienist assumptions,

Hygiene provides a model of school organization based on medical reason that, when constituted, would remove from the private space – religious or family – the monopoly over the formation of boys and girls. To this end, we appeal to scientific arguments that cover a wide spectrum of issues related to the school, such as the problem of the location of school buildings, the need for a proper and appropriate building to function as a school, the entry of students, time and school knowledge, food, sleep, bath, clothes [...] (GONDRA, 2000, p.527).

Thus, in the first decades of the twentieth century, the school began to have fundamental importance in the moral and political formation of the body of the urban man. A fact that presupposed the appreciation, acceptance and introjection, by students, family members and other members of the



school community, belonging to different social classes, of other cultural standards and repertoires, in addition to those based on popular knowledge and practices and accepted by the so-called "common sense".

In this way, the School Groups should be erected on land located in the central urban fabric of the most prosperous cities of the time (BENCOSTTA, 2005). This was the case of Bragança Paulista. According to the 1908 Yearbook of Education of the State of São Paulo, the city occupied, at that time, the sixth position in the number of inhabitants of the entire State of São Paulo, with 42,665 inhabitants (p.92). Therefore, it can be assumed that Bragança had the political strength to claim and achieve the implementation of two school groups to meet the demands of its population, even in the first decades of the Republic (BUENO, 2008). However, this achievement did not go smoothly, as has been shown by the reading of the local journals used for this research.

From such considerations, we delimit as a broader objective of this research to raise and analyze the process of creation and implementation of the Dr. Jorge Tibiriçáe School Group, nuanced by different worldviews, tensions and political clashes, imbricated in economic interests, sometimes conflicting. And from that goal, we established three more specific ones. The first is to characterize the architecture of this School Group, also identifying and analyzing the rationality that guided the division and destination of its built area and its external space. The second is to analyze how this rationality was inscribed in the daily school life. The third is to track whether, in some way, the presence, functioning and rationality of this school group impacted the networks of sociability and the sensitivities of the urban population, in particular those who lived in the vicinity of their surroundings.

To achieve these objectives, we are conducting a bibliographic review on the privileged theme, the research of primary documentary sources (newspapers, almanacs, yearbooks, school documents, photographs, CONDEPHAC listing processes), considering the theoretical contributions, among others, of Thompson (1998), Escolano and Frago (2001), Buffa (2002), Le Goff (1996), Benjamin (1989), Foucault (2010).

Finally, from the intersection of the initial questions with such research procedures, other questions emerged that have stimulated me to problematize and collate, with greater vigor, aspects of the history of the city and of this group. We take as a working hypothesis that the São Paulo school groups, as spaces intimately articulated to a given educational conception and respective organization of teaching, can be focused as places that fostered different perceptions of the urban fabric, from the singularity of their respective memories and histories (NORA, 1993), since school architecture allows studies aimed at tracking the implications that their physical characteristics and functional rationality left in local memories and histories (FRANCESCHI, *et al.* 2012). In this direction, we go to meet ESCOLANO when he proposes that



Not only the school-space, but also its location, the arrangement of it in the urban fabric of towns and cities, has to be examined as a curricular element. The production of school space in the fabric of a given urban space can generate an image of the school as the center of a rationally planned urbanism or as a marginal and excrescent institution. (2001, p.28)

In this sense, such aspects can bring indications of permanence, resistance and ruptures related to the perceptions of school architecture in the urban space, which intersect today with municipal policies and initiatives aimed at the preservation of these school groups in Bragança Paulista.

## 1.2 THE URBAN CONTEXT OF THE TIME: BRAGANÇA AT THE END OF THE NINETEENTH CENTURY AND THE FIRST THREE DECADES OF THE TWENTIETH CENTURY

At this time, my research in the local periodicals reached the year 1910, starting in 1877. There is, therefore, a long way to go to consider the entire time frame proposed by the research. Therefore, for this article, we will address the most relevant aspects found so far.

In the privileged period of the research, the advance of capitalist relations sought to impose, at any cost, their productive rationality, destabilize and transform the way of life of traditional societies, seeking to change cultures and customs (HOBSBAWN, 1988). For Thompson,

The Industrial Revolution and the concomitant demographic revolution were the backdrop to the greatest transformation in history, revolutionizing "needs" and destroying the authority of custom-based expectations. It is this, above all, that establishes the distinction between the pre-industrial or traditional and the modern world. Successive generations no longer place themselves in the position of apprentices to each other (THOMPSON, 1998, p.22)

Between the end of the nineteenth century and the first decades of the twentieth century, there was the imbrication of different interests, disputes and socio-cultural conflicts, in a frightening proportion and rhythm for the population of the time. The contrast between the time of nature and the time of the clock is evident. Time is now currency: no one spends time, but spends it (THOMPSON, 1998). Thereby

[...] The urban space is now conceived as a scrutinized and sanitized space, in order to enable a certain ordering to its occupation and use. Planning that was the result of a planning based on statistical and sanitary data, in an attempt to contain epidemics and urban revolts. Ordering that attended to a given political practice aimed at disciplining the time of work, leisure and leisure of the urban masses (BENJAMIN, 1989). It is necessary to point out that such power relations propitiated the plundering of the "know-how" of the working classes, legitimizing the instrumental rationality – omnipotent and totalitarian – to the point of producing the illusion of the impossibility of imagining that there had been another alternative to technical development, other than that centered on the factory model. (BUENO, 2007, p. 44).

For contemporaries there was no way to avoid the fascination and estrangement caused by the accelerated population growth and the progressive industrialization of large cities, impacted by the voracious search for the new (BENJAMIN, 1989), by the feeling of acceleration of time and shortening



of distances (SANTOS, 2002), by the massive presence of immigrants and former slaves roaming the streets.

This politicization of the day-to-day, which transformed the body of the urban man of the big city, also occurred in the body of the man of the rural space and the small towns of the interior of the country. It occurred with variable rhythm and intensity, with its own singularities (BUENO, 2008).

Industrialization and coffee cultivation provided wealth and misery, forged the definition of public policies aimed at health and education aiming at progress and order of the nation, through the valorization of work as a human virtue (FRANCESCHI, *et al*, 2012).

It is worth mentioning that, at the end of the nineteenth century, the image of the state of São Paulo began to be forged as the "locomotive of Brazil", cradle of the propagated industrialization of the country, land of productive workers – salaried, primarily urban and laborious.

The political and intellectual leaders proposed the need for the country to avoid the discomforts arising from the end of slavery and the unwanted legacies of the process of miscegenation that occurred in Brazil. Thus, "the measures to stop the 'black wave' as well as to promote immigration were vehemently defended in parliamentary debates by insistent characterization of blacks as an inferior race, incapable of work, prone to vice, crime and enemy of Civilization and Progress" (CARVALHO, 2003, p.31). Therefore, immigration – from the eugenic perspective – became essential due to the urgency of the "whitening of Brazilians".

Soon, education occupied a prominent place in the palette of burning themes of the time and the public school would be one of the problems to be privileged and addressed with more urgency by the republic. Republicans believed that the public elementary school should welcome a large portion of the popular classes, guaranteeing them the civic management of the alphabet. At that moment, it was necessary to alphabetize the people, because the immigrant previously seen as the one who would regenerate the "Brazilian race", in the imagination of those elites, especially after the first workers' demonstrations, began to be seen also as criminal, vagabond, disorderly and subversive.

In the midst of the social movements and the new political-administrative demands, several Brazilian cities, especially those located in the axis of coffee growing, lived with the arrival of "improvements" such as the telephone and electricity, which led to the expansion of factory production, the lighting of public spaces and the modernization of means of transport (trains, trams, cars, ocean liners and airplanes), which stimulated the flow of people and goods from one place to another in a shorter period of time (HADLER, 2007). Bragança was one of these cities, as highlighted in the editorial of the weekly "O Guaripocaba":

Progress is light; the finger of private initiative has not yet marked its limit; the world walks says a wise escriptor; and if he were to see the Province of St. Paul of old, the flourishing state to which in recent times he has attained on his own initiative, we do not know what else could be added [...] The railways already cut a large extension of the territory, and Bragança, until



recently forgotten, seeming even not to be part of the geographical mappa of the province, having in its bosom such a fertile soil, with its large-scale coffee culture, essentially producing center, natural passage of the whole south of Minas Gerais could not for a longer time be ostracized, he was to share in the happiness of his sisters.... (THE GUARIPOCABA, 1/07/1877, Year I, N.3, p.1).

The Bragantina Railroad began to be built in 1872, when the first contracts were signed for the beginning of the works, and was inaugurated in August 1884. In the wake of the railroad, other "improvements" were coming to Bragança, which caused the population to experience a rapid transformation and urban modernization. The "Empreza Telephonica", for example, was inaugurated in 1896:

[... ] greeting with pleasure the entrepreneurs, we congratulate at the same time all our countrymen for the date – June 17 -, which records the beginning of the operation of the telephones, which are another element of progress and civilization for this city (CIDADE DE BRAGANÇA, 21/06/1896, n.67, p.1)

It is interesting to note how this "modern air of progress and advancement" is in all kinds of publications about the city. In the Braganza Almanac for 1900, there is an article entitled "Modern Bragança":

The progress of this city is visible. Fortunately, everything contributes to your advance. The ploughing is carried out, the trade without great commitments, the industry, since it is insipient, animated; In addition, its mild and salubrious climate contribúe so that it is sought as a point of prayer, thus making good acquisitions of personnel, preponderant element of aggrandizement, civilization and progress. The city can contain 10,000 souls; the county from 30,000 upwards. It is cheerful in appearance; The straight and clean streets extend along the back of the spike. There are magnificent buildings, of modern architecture. Among many stand out the Carlos Gomes Theater, the New Jail, the Santa Casa de Misericórdia, the Matrix, etc. [...] The population already has piped water; the City Council is currently engaged in providing the city with electric light and a network of exgottos. After these two major improvements, Bragança will be among the first order cities of the State of São Paulo. it is perhaps far superior to many state captains of the Republic. Much has already been done; However, there is still much to be done. With the will of our City Council, and the help of the population, a bright future is reserved for this prosperous city (Almanack de Bragança para 1900, p. 186-187).

In the year 1887, it was calculated, according to a report presented to the government of the then Province of São Paulo, by the Central Statistical Commission, that the population of Bragança was approximately 35,000 inhabitants, of which 7,000 in the area of the city. The population of the rural area was still larger than that of the city, but even so, local periodicals tended to build an image of the municipality in which the urban space, its respective values and sociocultural practices tended to overlap with the rural (BUENO, 2007).

In this direction, the same report describes that,

[...] the main product of the municipality's crop is coffee [...]. The average annual coffee production is calculated at 400,000 arrobas [...] There are many commercial establishments and industries [...] factories of fógos, soap and candles, noodles, cars and trolys. (CITY OF BRAGANÇA, 11/28/1897, n.216, p.1)



However, local periodicals in this period always present, usually in the editorial or on the front page, the issue of "municipal needs", where they demand from the municipal and state authorities improvements in relation to the roads of the region and city streets, public cleaning, the fight against crime, the "gatunos" of Bragança, discuss the need to build an isolation hospital for "morpheticos", on street widening, on the delay of EFB trains, on what would be best for Bragança – gas or electricity lighting, on the tram company, among others:

November 5, 1885

Needs to attend – REPAIR OF STREETS – [...] we remember [...] the need to extend to the bridge of the stream the concerts that will send to do on the slope of Sancto Antonio from the square of Liberty to the street of Equality, and that are in auction [...]

FOUNTAINS – Complain the residents who use the agoa of the fountains of the entrances of Sancto Antonio and Anhumas, that not only the respective boxes are ruined and dismantled, but also find themselves in the saddest and most unpleasant conditions of clean [...]

CLEANLINESS OF THE CITY – in this locality, which has always enjoyed forums of essentially salubrious, they have in these last years apprehended fevers of mao character, which can be attributed only to foci of infection that produce them [...] No one who has walked our streets, and especially the alleys of the Theatro and others, will be convinced that our city is a model of cleanliness and acceptance, because the nose accuses, on the contrary, the desmazelo and lack of care that by ahi vae [...]

ANTS- There are constant complaints and complaints that, by the purpose of ants, make us residents of various parts of the city, and especially the neighborhood of Lava-pés [...] (THE GUARIPOCABA, 05/11/1885, year IX, n. 493)

### 1.3 PUBLIC INSTRUCTION – FROM ISOLATED SCHOOLS TO SCHOOL GROUPS

The question of public instruction has always been in a privileged position in local periodicals, usually occupying the front or second page of newspapers. Until the year 1893, the news regarding the instruction was, for the most part, of an informative nature, mentioning the opening or closing of a chair in a certain place, bringing the request for the removal of a teacher, warning of the change in the place of provision of such classes, among others. We could observe, however, in some articles or notes an association of instruction with progress and the lack of this as a sign of "curbing this progress". From 1893, there was a significant change in the tone of the subjects, demanding from the government more investments in the public instruction of the municipality.

This year is emblematic for instruction, because in the state of São Paulo there was an experiment, headed by the doctor Antonio Caetano de Campos, during the government of Prudente de Morais (1891-1894), which was consolidated as an exemplar for the other states of the federation. In August 1893, Caetano de Campos instituted a new model of organization of primary education: the school group - which was elevated to a model education system in Brazil:

The school groups recently adopted in our State, as an essay, are giving the best results, and their adoption has been extended more and more, because the practice is demonstrating the great advantages of this rational system of teaching, already by the method and distribution of doctrinal work, and already by the encouragement and emulation of the alumni, who strive to present the best proofs of advancement, in competence with his collegas (CITY OF BRAGANÇA, 12/04/1896, n.47, p.1).



The school groups, initially, were built in large cities (BENCOSTTA, 2005), which did not mean the immediate closure of isolated schools, which welcomed in the same room children of different grades under the responsibility of a single teacher and the schools gathered, which had their origin in the grouping of the classes of isolated schools in the same building, with serial organization and also with a single person assuming the functions of teacher and director.

To Buffa,

The groups were spaces specially built to be schools. Large, airy, beautiful buildings, intended to fulfill their main purpose, that of being a school, testify to the value that the State gave to education and also served for the population to admire them. Such buildings began to compose the urban landscape of the capital and many cities in the interior (BUFFA, 2002, p.32).

Thus, the articles of the periodicals investigated begin to point out the need for the installation of a School Group in the municipality of Bragança, as pointed out by a local periodical, at the time:

Between us there is a need for a School Group. The inspector who preceded the current one has taken a few steps in that direction, but I have achieved nothing. We now trust Mr. Inspector, who seems to possess the best dispositions to promote public education among us; and we do not doubt that he had exerted all his efforts to establish this improvement in this city as soon as possible [...] the nine chairs of preliminary education, for both sexes, existing in the city are insufficient. Some schools have 60 alumni and more [...] Unless the school group were created, there would be a need for two more primary chairs for each sex [...] (CITY OF BRAGANÇA, 12/04/1896, n.47, p.1).

The initiative to create school groups was also guided by the emergence of new sensibilities (GAY, 1988) related to urban space, arising from the intersection of the political will to discipline and control the different social classes, based on the unquestionable belief in science, planning and statistics related to living in cities and urban production (FOUCAULT, 2010).

Thus, for Foucault

[...] the pastoral power, which for centuries was associated with the Church, expanded to the entire social body, finding support in it, at the same time that it developed a multiplicity of institutions that exercised power through individualizing tactics, which to this day still characterize a series of powers of the family, medicine, psychiatry, employers and education (Foucault, 1995 *apud*. ALCADIPANI, 2008, p.101).

With this, these buildings were built in the urban space, in strategically chosen locations, taking into account the salubrity of the area and the amplitude of the land. The architecture of the school groups gained emblematic airs of modernity, by recommending both the care with ventilation, lighting and salubrity of the occupied area, as well as by implementing a new distribution of its external space, with patios, areas for physical education and gardens, among others.

In Bragança, the periodicals discussed where the School Group should be and why there was not yet one in Bragança, since in cities with equal conditions as Bragança in terms of population and





development, and others notoriously inferior, such as Jundiaí, Amparo and others, already had their school groups functioning regularly (CIDADE DE BRAGANÇA, n.72, July 9, 1896).

In this way,

Why don't we have an Escholar group in Bragança yet? To the question we shall give the following answer: E' because the two powers competent for this, the city council and the inspectorate escholar, have not yet employed a concerted effort to obtain from the State this improvement. [...] We want Bragança to walk at the level of the localities that are most committed to the intellectual development of the people. [...] Gathered in a single building, the teaching is distributed by classes and by annos, with each teacher in charge of teaching letters and certain subjects exclusively. (CITY OF BRAGANÇA, 02/07/1896, n.70, p.1)

The local periodicals tried to problematize possible factors impeding the installation of the School Group. Among them,

One of the greatest deficiencies for the formation of escholares groups is the obtaining of own house, with special accommodations for all classes. If it's difficult, it's not impossible. With good will and some effort everything is achieved. It was long ago that the former inspector Mr. Bellegarde, among others whom he had examined, had found fit to serve the building which Mr. Alfs. Antonio Olegario de C. Cunha owns the street of the commerce of this city, and that the respective owner, according to us informed, does not doubt to cede it by sale or lease [...] Proper building, spacious and with the desirable accommodations there is no unoccupied, or rather it would be necessary to build it expressly, which is not easy; and in such emergencies the resource which is more readily available is to make oneself acquired than in better condition to be found, carrying out in it the indispensable works of adaptation. As the state government always gives preference, for the formation of scholar groups, to requests that are accompanied by an offer that assists their installation, we understand that our City Council could do something in this sense, for example, commit to perform in the house that is judged suitable for the establishment of the scholar group, the works and precise concerts, and also to undertake to pay the respective rent for one or two years. (CITY OF BRAGANÇA, 12/07/1897, n.73, p.1)

This building needed some adaptations to receive the students of the group, such as division of the yard to serve as recess the two sections, male and female, adaptations of the rooms, especially of the 1st and 2nd years that were more numerous. Through Law No. 53, of March 15, 1897, a credit was opened for the installation of the School Group. The amount was 8:000\$000 kings for the expenses of the rent of the building of the street of Commerce, n.82 (of Mr. alfs. Antonio Olegario de C. Cunha) and its adaptation to the School Group.

Finally, on August 9, 1897, Bragança was contemplated with the installation of its first school group:

#### Escholar Group Installation

As we reported in the previous issue of this sheet was held on the 9th of the current mez the inauguration of the school group, the spacious building of the street of the Comercio for this purpose adapted by the City Council, which has spared no exertions or expenses, to endow this city with an educational establishment worthy of its advance. This feast was very imposing, which marks the beginning of a new era for teaching among us and the basis of all the progress that will transpire in the not remote future. From an early age there was a disused movement in the city, foreshadowing the interest that this event aroused in the population. At noon, [with] the building luxuriously adorned internally and externally with sanefas, quilts, shrubs, pennants and foliage [...] the alumni and alumnas incorporated paraded through the



main streets of the city, preceded by the national pavilion, [...] accompanied by the musical band October 15 and several people, being greeted in their passage through several points, coming to dissolve in front of the group. (CITY OF BRAGANÇA, 12/08/1897, year II, n.186, p.1)

The Braganza Almanac for 1900 mentions that the School Group operated in the city with seven classes, having enrolled 152 students in the male section and 160 in the female section. In addition to the GE, there were seven more chairs provided in Bragança, with 200 students enrolled.

Over the years and the increase in the number of students, the building where the EG was installed was not the ideal to maintain such an establishment and criticism of its "terrible state" was constant in the journals. Thus, in the year 1905,

[...] was the establishment visited by the Hon. Dr. Jorge Tibiriçá, then President of the State, on July 10, 1905, when he was here to attend the inauguration of the electric light. On the occasion of this visit, Dr. Jorge Tibiriçá, attending to the terrible state of the Group, undertook to advocate before the State Congress the obtaining of a budget for the construction of an appropriate building. In fact, soon after, the precise amount of 50,000\$000 was voted and on July 21, 1906 the government was granted the authority to spend this amount [...] (ALMANACH BRAGANTINO, 1914, p.17).

After the choice of the land for the construction of this Group, located on Coronel Leme Street, in 1905, by the engineer Augusto Lefèvre, the laying of the cornerstone occurred only in 1906. Before that, however, some clashes about the Group occurred between the dominant political groups and were portrayed in the press, with the greatest prominence being that referring to the choice of the name of the first School Group in the city. The first name suggestion dates from 1896,

#### LIGHT NOTES

It is the custom of every locality to give to this house of instruction the name of a man who, by his services rendered for the benefit of social communion, has become a creditor of public gratitude. A beautiful tribute paid to those who worked for the benefit of the people [...] In my opinion this name should be that of a distinguished citizen who for the much he did in favor of instruction in Bragança, well deserves that his name be perpetuated in a moment that will attest to future generations that we knew how to render deserved preito to whom so much good did to the instruction and education of childhood [...] By my vote it will be called Grupo Escholar José Guilherme the Escholar group of Bragança. (CITY OF BRAGANÇA, 02/08/1896, n.79, p.1)

According to the Almanack of Bragança for 1900 (p.65), in a text signed by Father Figueiredo Caramuru, José Guilherme was born in Bragança in 1837 and became "professor emeritus in several languages". In 1873 he founded the "Collegio Bragantino" which, according to the Almanack "was of supreme intellectual elevation". Already in the year 1877, together with Manoel de Almeida carneiro, he founded the newspaper Guaripocaba, which had "about twelve years of glorious struggles" and was one of the founders of the "Club Litterario Bragantino". On November 16, 1896, almost a year before the installation of the School Group in Bragança, he died in the city of São Paulo.



It is interesting to note, however, that during the end of 1897 and mid-1906, in the local periodicals we only found references to this establishment as the School Group of the city. The first time we came across a specific name was in April 1906, where a small note highlighted that, "according to Platea, yesterday, the name of Jorge Tibiriçá was given to the school group of this city" (A NOTÍCIA, 25/04/1906, year I, n.53, p.2). We note that in the note the name was simply "given", not saying who nominated it or made such a nomination. We found in the "Anuario do Ensino do Estado de São Paulo" of 1907 (p.185) the following information: "The denomination of this Group [...] it was given to him on April 25, 1906, at the proposal of his teaching staff." We know, however, that a parade of students through the streets of the city took place on May 3 in honor of such an appointment.

However, the disagreement over the name, now official, continued. In this sense, we highlight a note:

Remembering and noticing

Knowing that it is a settled resolution to give our school group the name of Dr. Jorge Tibiriçá, I was deeply saddened. Not because the merits of Dr. Tibiriçá are insufficient, to the point of not being able to honor with their name a public establishment; Far from me such a thought, but hangs in my mind, like a nagging fly, the idea of which its exe. had he not been president of the state, his name, at least here, would long be in the number of the forgotten. Use of such frankness without the slightest spirit of opposition [...] But what did Dr. Tibiriçá by Bragança, so that our group is given its name? [...] It has long been remembered and rightly so, for the school group, the name of José Guilherme, the apostle of instruction who with all solicitude dedicated himself to the teaching of the Bragantine youth [...] meanwhile, the sons of Braganza, who de visu observed his actions, forgot delle, pointing out other names. If this is not ingratitude I don't know what will be! It is said that they intend to endow Bragança with two school groups, and that then a delles will bring the name of José Guilherme, which is to say that those who live on desperate hopes die [...] (THE NEWS, 05/05/1906, year II, n.56, p.1)

In addition to the name issue, we emphasize that it is the first time mentioned in the journals the possibility of creating a second School Group in the city. This fact is commented on in some notes in later editions, highlighting the increase in the number of children who would need to attend schools and the lack of places for these.

Dissatisfaction with public instruction was the subject of editorials and long articles in these journals. In one of them, published by Gazeta de Notícias and reproduced by A Notícia, we can observe this fact, then,

[...] Public instruction among us is a service placed in the second or third, or last, order of all public services. The Republic has neither improved nor perfected the service of public instruction [...] (THE NEWS, 18/08/1906, n.86, p.1).

In another, we noticed that,

Rare is the day when the press does not register a complaint against the dismantling, or what better name it has, in which the public education of the State lives, and with which the government annually spends rivers of money [...] It is in the conviction of all who have children or guardians, enrolled as alumni in our school group, the disorder, the anarchy of the way, with



which the teaching in that public establishment walks [...] the teaching in this establishment, except the adjunct actuaes, is negligently entrusted to the unskillful hands of substitutes, who hardly know for themselves, are in the absence of the effectives, flown in last minute teachers [...] It is therefore urgent that prompt measures be taken by the competent power to cease the present state of disorganization in which the school group of this city lives [...] (THE NEWS, 15/06/1906, n.171, p.1)

Just as a reference, we present two relevant data. The first, from the "Anuario do Ensino do Estado de São Paulo" of 1909 (p. 44-45), shows that there were only 10 schools in operation and 20 vacant schools in the city of Bragança this year. The second, points out the consequences of this fact. According to the "Anuario do Ensino do Estado de São Paulo" of 1910 (p.XXI), Bragança had a population of 6,400 people of school age and, of these, 5,448 received no education.

In an attempt to remedy this situation, the School Group, at the request of its principal, was allowed to operate in two periods, with classes for the female section in the morning and classes for the male section in the afternoon. Finally, on February 27, 1909, the students and faculty moved to the new School Group building:

They left hontem the townhouse of the street of the Commercio, where the School Group worked for twelve years, the alumni and the faculty of this educational establishment, going on to function in the new and beautiful building of the street Coronel Leme [...] Although the new building has been built below street level, due to the great slope of the land, its usefulness and importance are still the same, as if it were at the highest point of the city [...] whoever enters that comfortable mansion, will only have words to praise the artists who worked on its construction and will find that dalli, in the same way, it will emerge prepared and radiant, like the Qotidian dawn of the sun, the Bragantine childhood, to come here, on high, to collaborate with us in the great work in which we have always been committed and that is summarized to work for the progress of Bragança. (CITY OF BRAGANÇA, 28/02/1909, n.1380, p.1)

Soon after the inauguration of the new building, the issue of the lack of vacancies continued to worry the Bragantinos and, again, the School Group began to operate in two periods, counting in August 1910 with 804 students, a number that,

[...] it exceeded our expectation, after the unfolding of that educational establishment. It should be noted that the number of those enrolled in all classes alone, exceeds even the limits required by the regulation, since they vary between 39 and 49 [...] Thus known the current state of our school group, at the head of which is a dedicated director, it is concluded that Bragança may well be endowed in a short time with another equal establishment, spreading more profusely the instruction among the ever-growing child population (CIDADE DE BRAGANÇA, 18/08/1910, n. 1531, p.1).

This is the second time that the need for a second School Group in Bragança has been mentioned. Interesting to note that still in this same year, there is a note where we have the confirmation that,

For these days an engineer from the state government should arrive in this city, in order to choose a land that the city council intends to offer for the construction of a building for another school group (CIDADE DE BRAGANÇA, 15/12/1910, n. 1565, p.2).



We know that the creation of the second Bragança Group only took place in 1920, that is, ten years after this note. As our research to the sources, at this moment, is in the year 1911, instigates us to seek the reasons for this gap of ten years between the intention of creation and the moment of the creation of José Guilherme, who in the beginning also occupied an adapted building. If we take into account that the current building was only completed in 1943, after more than seven years under construction, this search is very fruitful.

## 2 PARTIAL CONCLUSIONS

Because it is a research still in progress, we are concerned with presenting the information with which we have worked so far. We intend, then, to present some initial considerations and the partial results of the research regarding the contact with the primary sources and the work with the texts developed during the Master's program itself. This article was the result of such reflection.

As we pointed out above, there is still much to be done. Regarding the sources, for example, we are resuming the reading from the year 1911. Thus, the perceptions in this text could be extended to the year 1910. Thus, the object of the thesis, the School Group Dr. Jorge Tibiriçá, is ten years away from the point where we are in our investigations.

However, it was proven in this article the importance of having chosen such an extensive time frame (1877-1910), because in this way we could observe the movement, tension and "smell" of the city in the period leading up to the creation of the first Group. It will be interesting to observe, in the next readings, how this city was in the period before and after the creation of José Guilherme and compare the , in this way, raise hypotheses about the permanences that we have until today in the imaginary of the population in relation to these two Groups.



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