



Chapter 112

The legacy and contributions of Anunciada Chaves to history and history teaching in Pará

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1 INTRODUCTION

The French historian Georges Duby states that the study of great biographies could be as revealing of a historical context as the study of events and structures (DUBY, 1988). In this perspective, we present in this chapter the teaching trajectory of Anunciada Chaves¹ and the vicissitudes of the context of national development with the intention of contributing to the historiographic debate about education and history teaching in the Amazon. It is important, at first, to approach the theoretical and methodological itinerary that allows the reader to understand the construction of this study.

It is necessary to establish that historical research does not aspire to neutrality, on the contrary, for being closely linked not only to the object of study, but, above all, to the subjectivity of the researchers' convictions, we believe that the pretension of neutrality is not even possible in this field of investigation. Our effort was to produce a Social History of Education that can apprehend, in the trajectory of Anunciada Chaves, the educational phenomenon in consonance with the totality of society, in its movements of continuity and ruptures. Therefore, the methodology of this study is based on the historical-dialectical materialism.

We must consider in this investigation that, in the view of the Social History of Education, the dialectical historical materialism paradigm makes it possible to coadunate education and the teaching of history with the entire economic process and its transformations, contradictions, and social struggles.

For historical materialism it is only possible to understand a given social phenomenon in its process of transformation. Man himself (not in isolation, but as humanity) can only be understood as a social and historical being who, although determined by economic, political and cultural contexts, is also the creator of social reality and the transformer of these contexts. (COLARES, 2011, p. 191).

¹ An outstanding intellectual in Pará's society, Anunciada Chaves was a teacher, lawyer, member of the Pará Academy of Letters, and served for twelve years as president of the Pará State Council of Culture. Her work, production, and teaching activities represented an important contribution to Paraense education.

In this sense, the concept of transformation, from the historical-dialectical materialism, is fundamental to the development of this study, because it enables the understanding of the contribution of the teacher Annunciada Chaves to Pará's education, especially to History teaching, in the context of the National Developmentalism that she experienced.

Initially, we undertook a critical review of the bibliography, which was carried out in two moments. In the first moment, about of the English Social History² from Hobsbawm (1998) and Thompson (1981) in order to elaborate the referential that guided the whole research itinerary and analysis of the documental data. In the second moment, we considered the argumentation of the authors regarding the History of Education and the History of History Teaching, the authors researched were Chervel (1992), Saviani (2008), Bittencourt (2009), Fonseca (2008) and Fonseca (2006).

Regarding the documental research, we used primarily sources gathered from Annunciada Chaves' personal archives safeguarded at Memorial do Livro Moronguêta³. We also used documents found in the School Archive of the Paes de Carvalho State College and in the Rare Works Section of the Arthur Vianna Public Library.⁴

FIGURE 1 - Annunciada Chaves as a student



SOURCE: Moronguêta - Book Memorial

Annunciada Chaves' personal collection, protected at the state level, contains personal notes from different moments of her life that are pertinent to this research, such as the ones elaborated for the competition to become a professor, concluded in 1952. The collection also includes her intellectual productions, her thesis 'O Açúcar na História do Brasil' (Sugar in the History of Brazil), and other works of

² English Social History, or simply English historiography, arose in the wake of the post-war sociocultural, political-ideological, and epistemological crises of the humanities and social sciences in the 1960s. Its main exponents are Edward Palmer Thompson, Raymond William, Stuart Hall, Natalie Davis, Christopher Hill, and Eric Hobsbawm. This current of historiography insists on the need to look at society not from the point of view of powers and institutions, but rather focusing on ordinary people, the underprivileged, the marginalized, the popular classes. The starting point should be their ways of life and their cultural practices.

³ Started in 2012 with the donation of the library belonging to Professor Maria Annunciada Chaves, the Memorial of the Moronguêta Book Project, an initiative of the Federal University of Pará, brings together private collections of various themes, thus safeguarding part of the cultural and intellectual history of Belém and Pará.

⁴ The Arthur Vianna Public Library is located at the headquarters of the Fundação Cultural do Pará, in Belém, the capital of Pará.

reference by the author. Her personal library, newspaper clippings, and published articles demonstrate much about her areas of interest and compose a rich collection that can support both the biographical, professional, and academic traits as well as the political, economic, intellectual, and social environment of the clipping established in this research.

To operate our investigation we adopted content analysis, in the sense of seeking to understand the object of study through the analysis of the countless types of documents contained in the referred collection emphasizing not the quantification or description of the collected data, but the importance of the information that can be generated from a careful and critical look at the documental sources, seeking to understand the subjectivities tacitly contained in them.

FIGURE 2 - Annuciada Chaves as teacher and principal



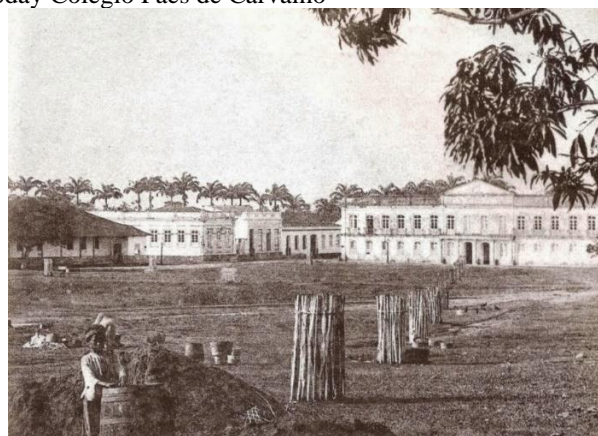
SOURCE: Moronguetá - Book Memorial

For Bardin (2009), content analysis as a method becomes a set of communication analysis techniques that uses systematic and objective procedures to describe the content of messages, allowing in a practical and objective way to produce inferences from the communication content of a text replicable to its social context.

The whole effort of this research is implicated in a central way in the teaching of Annuciada Chaves, so it is fundamental to establish that this is not a biography, but a study about her legacy for History and History teaching, as we ask ourselves if this legacy is based on the exceptionality of her intellectual condition - to the point of causing discomfort to the ruling classes of Pará - or even in what refers to the alteration of the paradigms of History teaching of her time. In order to identify her contributions, it was indispensable to apprehend her academic, professional, and political background to understand how this intellectual was constituted in the daily experience of teaching and in the refinement of her historiographic and educational conceptions amidst the transformations of her time.

Annunciada Chaves studied at Colégio Moderno⁵, where years later she would become a teacher and, later, principal. It was in high school that she had her first contacts with the Colégio Estadual Paes de Carvalho, traditional school institution recognized since the republican period, locus of formation of the political, economic and social elite of this state (ARAÚJO, 2017), when at the end of each school year, she presented herself to the centennial institution, to take her final exams (DAMASO, 1997).

FIGURES 3 and 4 - Liceu Paraense, today Colégio Paes de Carvalho



SOURCE: Blog Belém Antiga. Heritage. The 170 of an unforgettable school.

FIGURES 5 and 6 - Colégio Moderno, where Annunciada Chaves studied and worked.



SOURCE: Blog Belém Antiga. Heritage. The 100 years of resistance of Colégio Moderno.

In the early 1930s, Annunciada Chaves entered the Faculdade Livre de Direito do Pará (Free Law School of Pará)⁶ dividing her time between college and teaching because, in 1933, at the age of 18, she

⁵ The Colégio Moderno was founded in the capital of Pará in 1914 as the Moderno Preparatory Course, by teachers Adolfo and Clotilde Ferreira, and operated for 12 years in a building next to the chapel of Nossa Senhora de Lourdes on the then Avenida de São Jerônimo (now Avenida Governador José Malcher). From 1926 on, it was directed by educators Augusto de Oliveira Serra and João Nelson dos Santos Ribeiro, and started offering primary and preparatory courses for final exams at the Ginásio Paraense (now Colégio Estadual Paes de Carvalho). With the need to expand the physical space, in 1927 it was installed in Travessa Rui Barbosa and in 1938 it started to operate in Tv. Quintino Bocaiuva. In 1945 the Colégio Moderno Society was formed and in 1953 teacher Annunciada Chaves joined the board as pedagogical director with teacher Oswaldo Serra as president director. The year 1964 was a milestone in Pará's education when the school created the mixed classes, allowing boys and girls to share the same classroom, besides the installation of the student's guild. The private and well-respected institution served the local elite until 2018, when its activities were closed after 105 years.

⁶ Installed in March 1902, the Free School of Law was created by the Teixeira de Freitas Institute, a scientific society that brought together several renowned jurists of the State of Pará, had its first headquarters in a big house located in the Praça da Trindade in the Campina neighborhood in Belém, which currently houses the headquarters of the Bar Association of Pará (OAB). The institution was recognized by Decree No. 4,904, of July 27, 1903, of the Government of the Republic, "becoming the first higher

started teaching at Colégio Moderno. She took up teaching against her father's wishes, who wanted to see his daughter follow a legal career: "It was the first time I disobeyed him. With my own money, I didn't ask my parents for any contribution, I became a partner in the Moderno Society. My father wanted me to devote full time to college". (CHAVES apud DAMASO, 1997, p. 4).

After finishing college, he became a bachelor in Legal and Social Sciences, receiving the *Láurea* from the Law School of Pará (REGO, 2002). He worked as a lawyer for four years, making inventories for notary Edgar Chermont. During this period, her passion for teaching matured: "Her colleagues had a certain prejudice against women lawyers. It was a cultural evaluation, not a professional one. I was aware that I could excel in the practice of law if I dedicated myself to it. But I already loved teaching" (DAMASO, 1997, p. 4).

Annunciada broke paradigms concerning the condition of women by not getting married, but decided to work since she was 18 years old without her father's authorization, starting her teaching career of 33 years at Colégio Moderno where, besides being a History and Geography teacher, she became Director and partner-owner (REGO, 2002). She also taught History and Geography at the traditional schools Gentil Bittencourt⁷, between 1937 and 1941, and at Santa Rosa⁸ between 1939 and 1943.

In 1946, Annunciada arrived at Paes de Carvalho High School as a substitute teacher in the History of Brazil chair, when the sick professor Sylvio Nascimento⁹, recognizing her professional trajectory, invited her to replace him at the former Liceu (REGO, 2002). This important event in her professional trajectory, far from being an act of kindness from Nascimento, was the recognition of the merit that had

education institution in Pará". One year later, by means of Decree no. 486/ 1931, from the Government of the State of Pará, the institution became state institution and functioned like that for almost 20 years, when it was federalized by force of Federal Law no. 1.254, and, on July 2, 1957, joining the other existing Colleges in the State. From this union came the beginning of the formation of the Federal University of Pará (UFPA), when undergraduate teaching was grouped by areas of interest, thus emerging the centers, nomenclature that was later replaced by Institute. Currently, the UFPA Institute of Legal Sciences, which now houses the Law School, operates with the Law School and the Postgraduate Program in Law. (Source: Political Pedagogical Project of the UFPA Law course).

⁷ The foundation of Colégio Gentil Bittencourt dates back to the Brazilian colonial period, making it one of the oldest educational institutions in the state. It was created in 1804 with the name *Recolhimento das Educandas*, later renamed *Colégio Nossa Senhora do Amparo* until, already in the republican period and until today, it is called *Instituto Gentil Bittencourt*. The institution, a religious congregation of the Sisters of Sant'Anna, had as its purpose the shelter and education of girls. The school is located in the Nazaré district, in the center of the capital of Pará.

⁸ The Santa Rosa School was founded in Belém on January 15, 1932 by Superior Celeste Fracassini and developed by the Congregation of the Daughters of St. Anne which was, according to Pimenta (2012), an Order founded in Italy by Mother Rosa Gattorno who arrived in Pará in 1884 and had intense activity in the State providing care to the sick in the Hospital Bom Jesus dos Pobres, now Santa Casa de Misericórdia do Pará and assuming the direction of renowned educational institutions, among them: Orfanato Antônio Lemos, Colégio Gentil Bittencourt and Colégio Santa Rosa.

⁹ Domingos Sylvio Nascimento was born in the countryside of Pará and studied in Belém since elementary school at Externato Paixão, where today is the Rui Barbosa state school. In 1902 he graduated as a normalist teacher from the *Escola Normal do Pará* (now Instituto de Educação do Estado do Pará). He taught and was director of several schools in the capital and countryside of the state. In 1930 he graduated in Law and was nominated by the then governor Magalhães Barata to be the professor of Brazilian History at the Paes de Carvalho de Carvalho Gymnasium. He wrote for several newspapers and magazines in Belém, often under the pseudonym Dulcídio Flores. He organized, together with professor Raimundo Proença, the work adopted, at the time, in the elementary school of Pará, entitled "*Noções de História Pátria*" (Notions of Brazilian History) besides the unpublished books: "*Matizes*" (poetry) and "*Conferências*" (conferences). He died in May 1947, at the age of 65, and was always remembered and admired as a master and brilliant intellectual.

been building in her professional trajectory since her performance at Colégio Moderno, in the early 1930s (CHAVES apud DAMASO, 1997).

At that time Brazilian education and especially secondary education were governed by Gustavo Capanema's Decree-Law 4244/42, which was drafted and sanctioned during the dictatorial Estado Novo government, affecting the teaching of Brazilian History, which

became more present, with increased workload [...] History, in this context, aimed to present and disseminate "elements that form the plot of history, through political, economic, social, religious, literary, artistic, scientific, in short, the cultural facts and civilization"; that is, it served to the formation of a "general and erudite culture". (BITTENCOURT, 2009, p. 83 and 84).

Of nationalist bias, history teaching was coated with the colors of the flag, aiming to conjure a patriotic consciousness through the selection of significant episodes and great names of the past. Tacitly, the principles of family, tradition, nation and homeland were reprised (MATHIAS, 2011).

It is also important to point out that, in consonance with what Decree-Law 4244/42 stated, Anunciada Chaves stated in her thesis that the purpose of historical studies was the interpretation of facts and the relations among them, in order to allow, in a more or less broad plan, the synthesis of the great human movements (CHAVES, 1950). In the conclusion of his thesis, he also criticized the Portuguese characteristics and practices in colonization, attributing to them the backwardness and the economic and social contradictions that the country was experiencing in the context of national developmentism. It is important to highlight that this practice of criticism to Portuguese colonization was typical of the conception of History teaching according to Bittencourt (2009), Fonseca (2008) and Fonseca (2006).

When Anunciada replaced Sylvio Nascimento in the chair of History of Brazil, there was not an undergraduate course in History in Pará, since it was created later on with the Faculdade de Filosofia, Ciências e Letras do Pará in 1955, having Anunciada Chaves as one of its precursors. Before the creation of the Faculdade de Filosofia, Ciências e Letras, the teaching of History in secondary education was commonly exercised by professionals coming from other areas, especially from the juridical area, which was the case of teachers Sylvio Nascimento and herself. Anunciada experienced a curricular transition in the training of History teachers in a Cold War context. Meanwhile, at the national level, the country was operating under the aegis of the National Developmentism, at the height of the debates around a law on the guidelines and bases of education that would be promulgated only in 1961.

It is important to consider that in the 50s and 60s several criticisms appeared to the objects and methods of teaching adopted and developed by professors from the History course of the Faculdade de Filosofia, Ciências e Letras, created as of 1934. In this aspect, one cannot fail to emphasize the pioneering thesis on methodology of History by Professor Amélia Americano Franco Domingues de Castro¹⁰, about this work Bittencourt states

¹⁰ Professor Amélia Americano Franco Domingues de Castro, obtained in 1950 the title of Doctor in Education in the FFCL/USP when defending the thesis entitled "Principles of the method in the teaching of History". A pioneer thesis on methodology in

He advocated the need for neutrality and objectivity through the use of appropriate methods. The use of new methods was necessary to achieve the objects of an intellectual, patriotic, and humanitarian education, according to Dewey's assumptions. The thesis wove a critique of history that had served only as memory training and proposed that the role of the study of historical facts should be related "[to] the development of other aspects of intelligence, such as reasoning, constructive imagination, critical judgment, etc." This proposal could prevent the involvement of the teacher in ideological confrontations, although it is easy to see, contradictorily, the author's position on the function of the discipline in the formation of the individual fit for the exercise of liberal democracy, as opposed to a formation founded on principles of communism or socialism. (BITTENCOURT, 2009, p. 90).

This proposal focused on developing teaching techniques, influenced by the scientific objectivity of the exact sciences, and thus began the period of pedagogical proposals called "educational technicism", in which the contents are not criticized or reviewed, but only methods are improved. This concern with neutrality with techniques was in dissonance with the transformations that Brazil had been experiencing since the end of the 1940s.

According to Jaime Pinsky, until the 1940s, history did not "create very deep contradictions in the minds of students" (Pinsky, 1988, p. 17), because only from the end of this decade and the beginning of the next one the popular class began to have access to study - such phenomenon was in tune with the Brazilian industrial context, which demanded a literate and technical labor force capable of giving continuity to the economic development and progress of the country. At the end of the 1950s and the dawn of the following decade, a change in perspective emerged, stemming from the demands of workers, students and the middle class. They demanded a history education that would provide students with elements of intellectual autonomy in face of the economic challenges imposed by the business sector and by development policies. The political citizen should combine knowledge of political history with knowledge of economic history as a basis for better understanding the degree of Brazilian capitalist development (MATHIAS, 2011, p. 45).

However, during the 1950s and 1960s, the conceptions of history teaching changed in line with the changes in Brazilian society, which became increasingly urban and industrial. History was moving away from the historicizing and traditional teaching practices and conceptions that were predominant. In this perspective, Anunciada was an exponent of the process of "overcoming" the positivist-based historicizing history for a critical history of the process of economic and social formation of Brazil. In this sense, we can establish that the inaugural work of critical history in Pará was 'Açúcar na História do Brasil' by the Pará author.

In this context, we can affirm that Anunciada actively projected herself as an outstanding intellectual in Pará's society, as the author of books, articles, and speeches, and this capacity to intervene in reality can be attributed to her teaching practice, which enhanced her political protagonism that led her to a conflict with the Baratism and with governor Luis Geolás de Moura Carvalho, to the chair of Brazilian History at the Paes de Carvalho State College, and to the positions, functions, and decorations she held and received.

History, where she defended the need for neutrality and objectivity through the use of adequate methods for intellectual, patriotic, and humanitarian formation. The thesis wove a criticism to History that had served only as memory training and proposed that the role of the study of historical facts should be related to reasoning, constructive imagination and critical judgment.

If it is possible to point out the marked influence of the first and second generation of the *Annales* in his thesis, what should be taken as fundamental is the integrality of the historiographical conceptions and of the teaching of history in the sense that these should not be separated, not even for pedagogical reasons, since the teacher teaches from his worldview, based on his theoretical and historiographical convictions and options.

Announced in connection with the conjuncture of the post-war world and with Brazil that aimed at development through industrialization, it addressed an economic theme that developed a historiography that overcame positivism, broadened the spectrum of sources and discussed mentalities in a long-term perspective.

2 CONCLUDING REMARKS

The trajectory of Anunciada Chaves was remarkable and needs to be understood in a perspective correlated to her teaching activity, either as an intellectual or in her professional activity. As we have seen, her legacy to the field of education, history, and history teaching was undeniable. His speeches, articles and works demonstrate unequivocally the challenges of the academic production in the 40s and 60s, as well as the importance of institutions such as the Colégio Estadual Paes de Carvalho, Instituto Histórico e Geográfico do Pará (IHGP), Faculdade de Filosofia Ciências e Letras (FFCL) and, later on, the Universidade Federal do Pará (UFPA).

Anunciada, in a predominantly male scenario, demonstrated importance and competence, occupying institutional positions and assuming prominent spaces in the Pará society. In addition, she was a pioneer in the expansion of studies in the critical field of the process of economic and social formation of Brazil and the Amazon in History and in the teaching of History of Pará, in the period of National Developmentism and as a political figure she was an important character in Pará of the twentieth century from the 1940s.

In this sense, her performance as a teacher in the Paes de Carvalho State College was central in her trajectory, so we point out the episode of the dismissal and readmission by governor Moura Carvalho of the position of professor of Brazilian History and the approval in the competition for full professor in this institution with the elaboration of the thesis 'O Açúcar na História do Brasil' (Sugar in the History of Brazil), as these were decisive in her political and intellectual construction.

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FIGURA 1 – Maria Annunciada Ramos Chaves. imagem captada em Moronguêta - Memorial do Livro. Disponível em: https://moronguetaufpa.blogspot.com/2015/11/maria-annunciada-ramos-chaves_53.html?m=1. Acesso em 10 jan. 2023.

FIGURA 2 – Maria Annunciada Ramos Chaves. Imagem captada na galeria de professores eméritos no Documentário UFPA 60 anos. Disponível em: em <http://www.radio.ufpa.br/webdoc60/memorias-ufpa/>. Acesso em 10 jan. 2023.

FIGURA 3 e 4 – Colégio Paes de Carvalho. Imagem captada no site Belém Antiga. Disponível em: <http://belemantiga.blogspot.com/2014/10/patrimonio-os-170-de-uma-escola.html?m=1>. Acesso em 10 jan. 2023.

FIGURA 5 e 6 – Colégio Moderno. Imagem captada no site Belém Antiga Site Belém Antiga. Patrimônio. Os 100 anos de resistência do Colégio Moderno. Disponível em: <http://belemantiga.blogspot.com/2014/11/educacao-os-100-anos-de-resistencia-do.html> Acesso em 10 jan. 2023.

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