

GENERAL ASPECTS OF SECONDARY EDUCATION IN GOIÁS 1925-1930

ASPECTOS GERAIS DO ENSINO SECUNDÁRIO EM GOIÁS 1925-1930

ASPECTOS GENERALES DE LA EDUCACIÓN SECUNDARIA EM GOIÁS 1925-1930



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ABSTRACT: This article is the result of a study on secondary education and its general aspects of internalization, through its organization and consolidation in Brazil. With the Additional Act in 1834 the provinces receive the prerogative to legislate on primary and secondary education, in 1835 approve the first reform of education, which required compulsory primary and secondary education. Then emerges in Goiás the Lyceu of Goiás institution for boys and the College Sant'Anna institution for girls. The Republic was a period of several reforms that tried to organize the secondary education in the country and consequently in the state of Goiás. The reform that dedicates this study is the Reformation João Luiz Alves Rocha Vaz by the decree N. 16.782 A, of January 13 of 1925 and one of its main measures was the implementation of serial education and compulsory attendance and the non-linking of secondary education to higher education. The aforementioned colleges were the only institutions of secondary education in Goiás until the middle of 1920. Based on researches in articles, books and government reports of that time, shortly after this period other institutions of this type of education were opened in Goiás. modern secondary education was intended to form the political man who would follow the morality, the rules of social conduct and republican civility.

KEYWORDS: History of Education. High school. Reforms.

RESUMO: *Esse artigo é resultado de um estudo sobre o ensino secundário e seus aspectos gerais de interiorização, passando pela sua organização e consolidação no Brasil. Com o Ato Adicional em 1834, as Províncias recebem a prerrogativa de legislar sobre a educação primária e secundária. Em 1835, aprova-se a primeira reforma de ensino, que dispunha a obrigatoriedade do ensino primário e secundário. Foram, então, criados em Goiás o Lyceu de Goiás, instituição para meninos, e o Colégio Sant'Anna, instituição para meninas. A República foi um período de várias reformas que tentaram organizar o ensino secundário no país e, conseqüentemente, no estado de Goiás. A reforma a que se dedica esse estudo é a Reforma João Luiz Alves Rocha Vaz pelo decreto n. 16.782 A, de 13 de janeiro de 1925 e uma das suas principais medidas foi a implantação do ensino seriado, a frequência obrigatória e a não vinculação do ensino secundário ao ensino superior. Os colégios citados foram as únicas instituições de ensino secundário em Goiás até meados de 1920. A partir de pesquisas feitas em artigos, livros e relatórios de governo dessa época, logo após esse período foram abertas outras instituições dessa modalidade de ensino em Goiás. O ensino secundário moderno teve a intenção de formar o homem político que seguiria a moralidade, as regras de conduta social e de civismo republicano.*

PALAVRAS-CHAVE: História da Educação. Ensino secundário. Reformas.

RESUMEN: *Este artículo es el resultado de un estudio sobre educación secundaria y sus aspectos generales de interiorización, a través de su organización y consolidación en Brasil. Con la Ley Adicional en 1834 las provincias reciben la prerrogativa de legislar sobre la educación primaria y secundaria. En 1835 se aprobó la primera reforma educativa, que requería la obligatoriedad de la enseñanza primaria y secundaria. Luego se crearon en Goiás la institución Lyceu de Goiás para niños y el Colegio Sant'Anna institución para niñas. La República fue un período de varias reformas que intentaron organizar la enseñanza secundaria en el país y consecuentemente en el estado de Goiás. La reforma a la que se dedica ese estudio es la Reforma João Luiz Alves Rocha Vaz por el decreto N. 16.782 A, de 13 de enero de 1925 y una de sus principales medidas fue la implantación de la enseñanza seriada y la frecuencia obligatoria y la no vinculación de la enseñanza secundaria a la enseñanza superior. Los*

colegios citados fueron las únicas instituciones de enseñanza secundaria en Goiás hasta mediados de 1920. A partir de investigaciones realizadas en artículos, libros e informes de gobierno de esa época, luego de ese período se abrieron entonces otras instituciones de esa modalidad de enseñanza en Goiás. la enseñanza secundaria moderna tuvo la intención de formar al hombre político que seguiría la moralidad, las reglas de conducta social y de civismo republicano.

PALABRAS CLAVE: *Historia de la Educación. Enseñanza secundaria. Reformas.*

Introduction

This research is part of the working group that was formed from the *PROJECT THE BRAZILIAN SECONDARY EDUCATION IN THE FIRST REPUBLIC: mapping from the official documentation from 1889 to 1930*. The project is carried out at the Federal University of Goiás by a team of teachers and students of the Pedagogy and Master's degree in Education, and aims to investigate secondary education in Brazil in the First Republic from the proclamation in 1889 to 1930.

Being one of the collaborators of the project, I develop research on secondary education and its general aspects of internalization, knowing that:

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The Lyceum of Goyaz, the country's 17th in order of creation, was created by law no. 9 of June 17, 1846, and installed on February 23, 1847, after several discussions about the place of operation. He was in the city of Goiás until 1937, when he was transferred to Goiânia and continued as the only Lyceum in the state until 1994 (BARROS, 2006, our translation).

Lyceum and Colégio Sant'Anna were the only secondary education institutions in the City of Goiás¹ and the State until the mid-1920s.

The Sant'Anna College was important in the process of establishing a network of secondary schools for women's education in Goiás, as well as in the process of disseminating primary education[...] (GONÇALVES, 2004 p. 58, our translation).

The object of this text is secondary education in Goiás. In 19th-century Brazil, secondary education was limited to the Colégio Pedro II, which was created to serve as a model for the secondary schools of the Provinces.

¹ The name secondary education in The Sant'Anna College can be attributed if we understand post-primary education as secondary. If we're going to stay á nomenclature á rigor would be medium level. This is a complex issue because even legislation brings a lack of specificity.

In the 19th century was the creation of the first secondary school of Goiás, the Lyceum de Goiás, according to Law No. 9, of 06/20/1846 and installed on 02/23/1847, in the capital of Goiás. It is a centuries-old educational institution, created in the Province of Goyaz at a time of differentiated situation, when it comes to local and regional development perspectives; it was also, among the main secondary education institutions in Brazil, one that stood out for the organization and objectives of elitization of this teaching in the country (BARROS, 2012, p. 17, our translation).

With the Additional Act in 1834, the provinces were given the prerogative to legislate on primary and secondary public education. And this year also marked the resumption of the organization of education, begun in 1824, however, retracted by the duality of the central and provincial systems established by the Additional Act.

After the Proclamation of the Republic, education gradually included new ideals, and secondary school continued to admit students from the most privileged social classes. The creation of general establishments in the provinces and the equalization of provincial high schools to Colégio Pedro II was an indirect means of standardizing preparatory studies throughout the country, without hurting constitutional rights. This measure was a formula capable of promoting the resurgence of provincial secondary education (HAIDAR, 1972).

In Brazil, several reforms emerged that influenced mainly secondary education.

[...] and these reforms were followed throughout the country, which like Goiás had schools maintained by the government and with similar characteristics, such as a decentralized teaching and with regional differences somewhat more apparent than a common nucleus thought by the government (BARROS, 2012, p. 62, our translation).

Based on these analyzed aspects, then, the general objective of this text is to analyze and understand the process of organization and consolidation of secondary education in Goiás from the João Luiz Alves Rocha Vaz Reform by decree no. 16,782 A, from 13/01/1925² to the period of 1930, when the educational scenario was substantially modified.

For this, it is necessary to understand the Brazilian secondary education in the First Republic, understand the educational scenario in Goiás in this same period and analyze the opening of new institutions of this type of education in Goiás after the Reform of 1925.

The Rocha Vaz reform took place in an environment of transition from Brazilian society to the industrial urban model, which provoked a reflection on the value of education. The

² In the literature of History of Education, we find reference to this reform with two names: Rocha Vaz Reform and João Luiz Alves Reform. These denominations cause confusion and doubt. In this work we will use the most usual nomenclature: Rocha Vaz Reform.

important aspect of this reform was the non-linking of secondary education to higher education training.

For the development of this study, documentary research was used as methodology, because the documents can be used several times and serve as the basis for different studies, thus giving more reliability to the results obtained.

The research was carried out in documents such as: Brazilian and *Goiana* Educational Legislation on the education of the First Republic; Government Reports of the State of Goiás, of the Chamber of Deputies of Goiás; journals dedicated to education and various documents. In addition to all this documentation, research was also carried out in bibliographies on the history of education in Brazil and Goiás.

The text is divided into two parts, in which are explicit of the questions that were made during the project. The first part aims to understand how secondary education was organized in Brazil in the 19th century, knowing that it began at Colégio Pedro II and how it was undergoing transformations throughout the period, starting in the Empire, when the Imperial regime showed that it was consolidating. Secondary education thus fulfilled, in the Empire, its central function of passage to higher education, as the ultimate goal of the ruling classes.

With the Proclamation of the Republic on November 15, 1889, with the establishment of the federative republican presidential form of the government in Brazil, overthrowing the parliamentary constitutional monarchy of the Empire of Brazil and, consequently, putting an end to the sovereignty of Emperor D. Pedro II, republican education was inserting new ideals in this area. This was a period with several reforms that changed the educational scenario, all still in the First Republic (1889-1930) and, in some way, concerned with organizing secondary education.

Changes to be highlighted are the comings of reforms such as the Benjamin Constant Reform of 1890, which established the continuity of Colégio Pedro II as a model and standard of secondary education to be taught throughout the country, and which instituted the mandatory examinations of hardness, which would offer students the certificate of completion of secondary education, allowing them to apply for higher education. The Epiácio Pessoa Reform of 1901, in turn, wanted national education to focus on secondary education, aiming to consolidate the serial structure of the educational model. Until that moment, teaching was unrelated to compulsory attendance, prevailing in practice preparatory exams, which gave students the opportunity to access knowledge through the serial route or through individualized and guided studies outside schools. This proposition created a contradictory possibility of acquiring knowledge, with or without school, which eventually weakened the proposed reformer spirit

itself, sometimes affirming the value of the school institution, sometimes denying it by the same principle.

The Rivadávia Corrêa Reform of 1911 eliminated the examination of coming-of-age and the equalization of secondary schools to the Colégio Pedro II. A completely free education was established and the official recognition of certificates of secondary courses in the secondary schools of the similar schools was abolished. The certificates of completion of the Colégio Pedro II, issued for almost a century, were also abolished, and the split preparatory examinations taken with the faculties were extinguished, which, in a way, attest to secondary studies. The Carlos Maximiliano Reform of 1915, which determined the cancellation of the 1911 amendments, **created the entrance exam for higher education courses and the obligation to complete the secondary course for admission to colleges.** Higher education was not altered and recovered the officialization of education, placing narrow limits on equalization, conceiving it through rigorous inspection, and solved the problem of controlled expansion with the creation of the entrance exam and the mandatory diploma of the secondary for enrollment in higher education and, finally, the Rocha Vaz Reform.

[...] The Rocha Vaz Reform prepared at the same time the definitive implementation of secondary education as a regular course capable of filling broader functions than that of fragmentary preparation to higher education courses, which will definitely become a reality with the reforms after 1930, that of Francisco Campos and that of Gustavo Capanema (NAGLE, 2001, p. 198, our translation).

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This will be the focus of the next topic, where the developments caused in secondary education in Brazil and Goiás will be presented, knowing that, in the State, the only secondary education institution was the Lyceum de Goiás and the Sant'Anna College, which was intended for education for girls.

Secondary education in Brazil: organization and consolidation

In 19th century Brazil, secondary education began with the foundation of the Colégio Pedro II in 1837, which was created with the aim of offering a formation to the children of the Brazilian elite and to serve as a model for the secondary schools of the provinces, in the imperial period, but lasting in the Republic.

The Colégio Pedro II consecrated a secondary education of the classic type, much more tied to the intellectual tradition of the country, to say the elite, of European tradition, than properly adapted to the conditions of the environment, therefore, studies of propaedeutic

character. These studies are aimed at the children of the rich class and fulfill the function of preparatory studies to the higher education course (ZOTTI, 2005).

The 1850s, in its own way, was the scene of changes in the socioeconomic and political order of Brazil, which focused on interesting achievements in the educational field, however, restricted to the municipality of Corte. With the impulse of the Brazilian economy, important initiatives emerged in the educational scenario, but the changes that occurred in the educational field still manifested a character of privilege.

The Reform of Couto Ferraz, of February 17, 1854, inspired by the French model of instruction, had as main measures:

[...] created the Inspectorate General of Primary and Secondary Education of the Municipality of Corte, an agency linked to the Ministry of the empire and intended to supervise and guide public and private education of primary and secondary levels in the Capital of the Empire established standards for the exercise of freedom of education, provided for a system of preparation of the primary teacher, reformed the studies of the Colégio Pedro II and created in the Court the General Preparatory Examinations. The statutes of the Court's Commerce class and the statutes of the Academy of Fine Arts were also reformed, a new organization was given to the Conservatory of Music and the Imperial Institute of the Blind Boys was created by decree of September 17, 1854(HAIDAR, 1972, p. 109, our translation).

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The discussions that took place in Europe influenced the reforms of secondary education that occurred in Brazil since 1870. On the one hand, the defenders of humanistic formation; on the other, the advocates of scientific education. The solution found was the diversification of secondary studies, including both proposals, that is, the creation of schools aimed at professionalization and maintenance of establishments for classical studies (ZOTTI, 2005).

Colégio Pedro II, even with the various reforms and the intention of this being the model for the rest of the educational establishments, continues with the purely preparatory function and this is demonstrated through the curriculum that was strongly influenced by higher education. "The teaching taught at the Colégio Pedro II was, therefore, throughout the Empire an ideal standard. The real standard provided him [...] the preparatory and the parceled examinations" (HAIDAR, 1972, p. 45, our translation).

In 1870, the Minister of the Empire Paulino de Souza, reformed his studies at the Colégio Pedro II, where admission exams were created in which minimum knowledge of primary education was required from candidates as a prerogative to enter secondary education, and aimed to end the deficiencies of education. The minister reported that the new reform aimed to develop the spirit of the student. These reforms did not change the education model of secondary education.

In March 1876, the José Bento da Cunha Figueiredo reform extinguished the loose enrollment slated in the Colégio Pedro II.

The new regulation used, however, another resource to lighten the studies required by enrollment in the faculties: it placed them in the first five grades of the course. The physical and natural sciences, Greek and other unnecessary knowledge as preparatory have been relegated to the last two years (HAIDAR, 1972, p. 127, our translation).

There was a reduction in scientific knowledge with the concentration of humanistic knowledge. That said, the teaching program for the year 1877 was still in accordance with the reform of 1876.

Already in 1878, a new reform emerged, which totally altered the structure of the Colégio Pedro II. At this time, the professor of the Faculty of Law, Carlos Leôncio de Carvalho, occupied the cabinet portfolio. Aiming at the elevation and enrichment of teaching, this reform expanded literary studies with the inclusion of Italian, and attributed special importance to the scientific preparation of students. Installment registrations have become legal, with no ordering or sequence requirements and free frequency (ROCHA, 2010).

This liberality promoted by Leôncio de Carvalho caused an avalanche in secondary studies, which led the Colégio Pedro II to a general disorganization, because all those who intended to learn could be taught, without dependence on official tests or the need for authorization, and that the teacher could freely expose his ideas and teach the doctrines by the method he best understood. The impact of this reform was felt in 1878, when the very high number of students with single enrollments was revealed, a fact that seriously shook regular education (HAIDAR, 1972, p. 129). | 8

In 1881, a new reform was taking place, signed by Minister Barão Homem de Melo. Thus, then, the last reform of the imperial period occurs at the Colégio Pedro II, preserving the vacant exams, the single enrollments and the final exams per discipline.

The Colégio Pedro II, after undergoing several reforms, reached the end of the Empire practically reduced to a preparatory course, diverted from its true project of creation, which was to serve as a standard model for secondary education in the country. For two decades, criticism swelled to the programs, methods and compendiums to be adopted in the College, and there was a great gap in studies in secondary education and the poverty of the national bibliography related to this degree of training. According to the author Maria de Lourdes Mariotto Haidar, regarding teaching methods and compendiums, the rapporteur clarified:

[...] if there is no perfect identity, there are also no capital differences between

them. In the absence of approved elementary books or taxes by those who have the right to impose or approve, old books are generally adopted, with progress being noted in some colleges [...] (HAIDAR, 1972, p. 169, our translation).

In general, the Colégio Pedro II was established as a reference in the organization of secondary education as an ideal standard for the country. After so many reforms of irregular model of the programs and the rush of parents of young people to enter higher education, which made secondary a simple preparatory for another level of education:

In fact, the concessions progressively made to an impatient clientele, which stimulated by the demoralization of preparatory exams was not resigned to dilated and regular studies, eventually mistaking the teaching at the Colégio Pedro II and little lacked to reduce it, like most secondary schools in the country, to a mere preparatory course (HAIDAR, 1972, p. 125, our translation).

In the 19th century, there was no universalizing secondary education, other than some essays starring the various reforms. Therefore, the curricular programs and contents reflect the existing model of society in the country, a society excluding both socially and politically, knowing that teaching was aimed at the Brazilian elite.

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In relation to female secondary education, it is worth mentioning that it only began to constitute itself in the last years of the Empire, with the efforts of the private initiative. With the decay of public education, education for women was limited to the knowledge of the first letters and the learning of domestic gifts and the ways in which young women should behave before society.

It was from the mid-century that the practice of entrusting schools with the education of girls became more common. Since then, the number of private establishments for female education has increased significantly (HAIDAR, 1972, p. 231-232, our translation).

It was then delegated to private schools, the task of teaching secondary education to women.

Although, at the end of the empire, some hope of change in the educational system of Brazilian secondary education emerged, the situation remained precarious, since the Colégio Pedro II had been reduced to preparatory, and there was only change with the arrival of the Republic. According to Haidar (1972, p. 137), the new reform of the Colégio Pedro II, which did not take effect during the Empire, would not have altered the deplorable situation of secondary studies throughout the country.

The reform projects were then forgotten in the House of Representatives. In an attempt

to solve the problems of secondary education, which were not few, the ideas of the men of the Empire would be used in the first reform of education at the beginning of the First Republic.

On November 15, 1889, a group of military personnel overthrew the Monarchy and established the Republic in Brazil. Marechal Deodoro da Fonseca, with the support of the Republicans, dismissed the Council of Ministers and its president, signed the manifesto Proclaiming the Republic in Brazil and installed an interim government (BARRA, 2011).

After 67 years, the monarchy came to an end. On November 18, D. Pedro II and the imperial family left for Europe. The Brazilian Republic began with Marshal Deodoro da Fonseca provisionally assuming the post of President of Brazil.

With the Proclamation of the Republic under the influence of liberalism and positivism, education continued to be restricted to the ruling class. Soon, the process of reforms in the educational field was triggered.

In 1890, Benjamin Constant signed a decree reforming the Colégio Pedro II, now being called The National Gymnasium, which aimed to resume this school as an establishment of a national standard of secondary studies, also having to institute an educational reform, seeking to introduce scientific disciplines under the influence of positivism into the curriculum.

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The study plan proposed by Benjamin Constant, in addition to the reasons set out, was not taken seriously, due to the lack of interest it aroused in the students, because it contradicted the preparatory conception of secondary education, in addition to what was totally unfeasible. Thus, already in the first year of its implementation, voices of protest arose calling for its immediate repeal (SILVA, 1969, p. 222, our translation).

The educational reforms and the changes instituted in secondary education represented a new political-ideological configuration of republican character.

In 1901, the then Minister Epitácio Pessoa, considering the inoperability of Benjamin Constant's Reform due to the measures taken by Congress, elaborated a second reform, where the secondary course became a mere preparatory for admission to the existing faculties at the time. Among other measures, it reduced to six years the secondary school, which was seven years, according to the reform of Benjamin Constant.

The Epitácio Pessoa reform, from 1901, marked a new phase in the evolution of Brazilian secondary education, following the period initiated by the B. Constant reform. Compared to the latter, it is not only a new reform, but, above all, represents a radical change in the sense of federal action in the face of secondary education throughout the country. This change is portrayed in two main points: the consolidation of the equivalent, to the Colégio Pedro II, both of private schools and state establishments, and its transformation into an instrument of rigorous standardization of all national secondary education.

But, also in relation to the curriculum and other aspects of the teaching organization of secondary education, the reform E. Pessoa had the meaning of the end of the cycle initiated, shortly after 1889, by the first republican reform of secondary education (SILVA, 1969, p. 258, our translation).

However, it failed to try to give secondary education a sense of its own, as it continued to function as a preparatory course for higher education. The reform tried to reaffirm the equalization of all secondary schools in the country to the National Gymnasium, considered a model to the other establishments.

In 1911, the reform of Rivadávia da Cunha Corrêa was enacted, which consisted of formally revoking the Reform of Epitácio Pessoa, eliminating the equivalent of secondary schools to the National Gymnasium, became known as the reform that made Brazilian education unofficial, because teaching became non-compulsory frequency, diplomas were abolished and exams were created for admission to colleges.

Believing in certain testimonies, the result of freedom of education was not different from that easily predictable: the hunt for the diploma, by a clientele apt of social ascension or unwilling to a serious effort to justify the inherited social positions (SILVA, 1969, p. 269, our translation).

As a consequence, there was the end of a model secondary course, as was a reference to that of the National Gymnasium, which returned to its name Colégio Pedro II.

The attempt to give secondary education a sense of its own failed, as it continued to function as a preparatory course for higher education. The same as the Colégio Pedro II of all schools in the country that taught secondary education and the consequent federal oversight does not achieve the objective of making it an end-to-end education in itself, since the students continue to see it only as a step of immediate preparation for the qualification exam to higher education (SILVA, 1969, p. 263).

Thus, another reform emerged, that of Carlos Maximiliano in 1915, in which the Colégio Pedro II was reinstated in its function of model establishment for secondary education, the restriction on the performance of split preparatory examinations was removed only in official establishments.

Thus, the Rivadávia Law retains the examination of admission to higher schools; of the Epitácio Pessoa Code, serial teaching and the reduction of the curriculum; b. constant reform, the restriction of the equivalent of state establishments; and the relatively long experience of Brazilian secondary education, preparatory exams (SILVA, 1969, p. 274, our translation).

Perhaps this was the smartest educational reform carried out throughout the First

Republic, as it was more concerned with improving the quality of secondary education.

In 1925, a reform of consolidation of the previous one was instituted and that prepared the ground definitively for the implementation of a serial secondary education, which will mark the end of the installment exams. The Rocha Vaz reform, on the other, put pressure on the government in relation to the organization and objective of secondary education. One of the main measures of the reform was the implementation of serial education and compulsory attendance, generalization of the serial school in secondary education, abolition of preparatory exams and split exams for students who were not enrolled in the Colégio Pedro II or similar gymnasiums.

With the measures adopted by Ministers João Luiz Alves and Rocha Vaz, secondary education becomes serial, as already pointed out, with a duration of six years, being the last year a course of Philosophy. Its purpose is to provide fundamental and general preparation for life, whatever the profession to which the student is subsequently debased. The conclusion of the 5th year already entitled to continue studies at a higher level, provided that, of course, the student was approved in the entrance exams. The graduates of the 6th year will be awarded a bachelor's degree in science and letters (SILVA, 1969, p. 260, our translation).

Education continued to be a luxury article, elitist and dualist, even despite so many attempts to overcome this structure in the organization of Brazilian society, and that several reforms that occurred had the function of organizing secondary and higher education to qualify the power cadres. These reforms were not enough for educational problems to be solved, and what we realized is that traditional education remained during this period, as a consequence of the socioeconomic model itself, which had not substantially changed with the advent of the Republic.

From the cultural and pedagogical point of view, the Republic was a revolution that aborted and that, content with the regime change, did not have the thought or decision to carry out a radical transformation in the education system to provoke an intellectual renewal of cultural and political elites, necessary for the new democratic institutions (AZEVEDO, 1953, p. 134, our translation).

There was expansion in high school, but this only occurred in private school. In public education, there was a small increase in teaching staff and a decrease in schools and enrolments. The ruling elite, having knowledge of the low level of official schools and wishing their children to study at high levels, encouraged private schools. In an agricultural society, where the means of production were elementary, only the ruling elite needed to be literate. The government was not interested in expanding the secondary network, because the economy did not require a

medium level. The elite, having purchasing power in their hands, enrolled their children in private schools, in order to reach the higher level to be the future administrators of the country. Therefore, the educational structure was not altered in this period.

With these reforms presented and their consequences, we can understand how secondary education was organized in the country, and in the next topic, we will emphasize the Rocha Vaz Reform, which was in force for five years, seeking to give secondary education a regular education character, capable of filling broader functions than mere fragmentary and immediate preparation to higher education courses.

The Rocha Vaz Reform of 1925: the reformulated secondary education

Considering the reforms and secondary education in Brazil, we can analyze the consequences of the Rocha Vaz reform of 1925 in the state of Goiás. This was the last to affect secondary education in the First Republic.

Although the 1915 teaching reform had regained the idea of an equalization project, disagreements continued about its unifying role of school rules in a hierarchical universe to obtain the school certificate. The text of this decree no. 16782 A of January 18, 1925, which officializes and legitimizes it, produced an undisputed absorption effect of practices, reflecting in a greater demand for secondary school. The increase in demand ended up inducing and justifying changes in the fulfillment of the school rules. The new teaching practices were intended to subvert the previously existing rules, which, officials said, had transformed secondary education into a perfect certificate industry.

In 1925, Rocha Vaz Reform tried to break with the idea of preparatory or installments, leaving, as the only educational option, the serial teaching mode, and forcing the continuity and articulation of compulsory studies. The reform proposed that the curriculum prepare the student for life and not for higher education.

Its brands were, in addition to the creation of the discipline of moral and civic education, the continuity of the Colégio Pedro II and its equivalence only to state secondary schools. The reform established joint examiners in private schools for exams of validity equal to those of the Colégio Pedro II or similar establishments.

Split preparatory examinations were abolished. In its place, it would be instituted the mandatory of a six-year gym course, serial, and compulsory attendance. The minister's intention was to promote a more rational serialization of subjects and organize teaching with more convenient programs and schedules. The frequency of a series would depend on the approval

in the previous series. The intention was to highlight the formative aspect of secondary education, which was neutralized by a set of measures taken by the National Congress.

This struggle assumed in the educational field somewhat contradictory characteristics, since the school system, from then on, began to suffer, on the one hand, the social pressure of education, increasingly increasing and increasingly demanding, in terms of democratization of education, and, on the other hand, the control of elites held in power, who sought, by all available means, to contain popular pressure, for the limited distribution of schools, through the legislation of teaching, to maintain their 'elitist' character (ROMANELLI, 2001, p. 45, our translation).

By intending to eliminate the preparatory exams in installments and establish the mandatory serial secondary education, this reform sought to highlight the formative aspect of secondary education, although little was done in the sense of a wider dissemination of this type of education to the general population. However, even this aspect was neutralized by a series of measures taken by the National Congress.

According to Jorge Nagle, the most important aspect of this reform was the transition from fragmentary studies to serials, which marked the time not because it had obtained the desired results, but represented an important link in the series of reforms. It was a reactionary and conservative reform completing the cycle of elitist education, not accepting the ideas of the new school, maintaining ideological control over the State, through school inspection and policing the activities of teachers and students. | 14

The educational organization that was created during the Years of the First Republic was nothing more than a way to provide the greatest occupation of the ruling class. The children of the employers could not receive an education equal to that of the children of the employees, since they would not have the same way of life and consequently should not think the same way. (BARROS, 2008, p. 73, our translation).

These reforms had repercussions throughout the country and in the state of Goiás was no different.

The organization of the Lyceum de Goyaz in this period underwent all the modifications proposed by the national plan. From the valorization of private education by the Epiácio Pessoa Reform to the first organization most consistent with a Brazilian education system such as the Luiz Alves Reform (BARROS, 2012, p. 67, our translation).

The Rocha Vaz reform, as mentioned above, was a reflection of all other previous reforms, and had its implications in secondary education also in the state of Goiás.

In 1925, secondary education continued with the Colégio Pedro II as a reference to state institutes, maintained exclusively by the states, remaining the impediment to private institutes regarding the equalization. In Goiás only lyceum can be affected by this Reform, since the other establishments that existed were confessional (BARROS, 2012, p. 89, our translation).

With this reform, Lyceum of Goiás organized its curriculum matrix by implementing more subjects and weekly classes for students, in addition, advantages were created as they can choose to attend between five or six years. Caso opted for five years, the student could take entrance exams in any course of his interest, and if he opted for the sixth year, in addition to being able to take the entrance exam, the student would also have a bachelor's degree in Science and Letters.

The reform also caused great repercussion with the news of lyceum's decay.

In 1926 there was a visit of the Federal Inspector to Lyceum, who threatened him with de-equipping, because he found in this establishment two teachers seen as "incompetent and unable to assume the position that occupied him", such opinion [Opinion no. 4], was claimed by the President of the State, who claimed the resignation of such employees, being approved again the equivalent in March 1927 by Opinion No. 5 of the National Department of Education. These measures were taken while the regulation was reformulated, and this was only published in 1926, State Decree No. 8,878 on 12/01/1926 (BARROS, 2012, p. 95, our translation).

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Even in this complicated process of secondary education, Lyceum continued with a teaching aimed at the children of the few. There was a change in the number of subjects, classes and students were exempt from all fees.

Even in the process of deterioration, the pedagogical standards of secondary education aim only to refer to higher institutes those who must make up the "elite of the literate", the "intellectual elite" of the country, even though they leave on the margins more than 90% of adolescents (NAGLE, 2001, p. 193, our translation).

In the years after the Rocha Vaz Reform, the installment exams were modified, which proved to be an option for students who did not have their enrollment in a regular course of some similar institution.

Some of the changes that happened at the national level were only arriving in Goiás at the time of 1930, and these were left within lyceum, which was the only secondary school in Goiás.

Lyceum, which continued until 1929 as the main secondary school in Goiás, and the only one maintained exclusively by the government, besides being the only one equated to Pedro II. In other cities in the interior there were schools

that were dedicated to teaching with authorization from the state government to operate, however without conditions of equalization to the Colégio Pedro II, since they were all private and mostly connected to the church. (Barros, 2006, p. 98, our translation).

The Sant'Anna College of the Dominican sisters was equated to the normal public school by state law no. 301 of July 18, 1907

In 1885 a group of French religious arrived in Brazil, composed of six sisters of the Congregation of the Dominicans of Our Lady of the Most Holy Rosary of Monteils, at the invitation of D. Cláudio José Gonçalves Ponce de Leão. Thus, a few days after the sisters' arrival, the Colégio Sant'Anna entered into operation (GONÇALVES, 2014, p. 49, our translation).

The college offered a female secondary education, offering a refined, cultured education, preparing its students to assume a social life based on the values of that time. For Gonçalves (2004, p. 176), the school's goal was "[...] behaviors, adhering to the moral crest." There was offered an education that invested in the incorporation of values and virtues that modeled the education scans inside.

The curriculum of the College was in accordance with the laws in force at that time and the purpose of this document was to make the students become good mothers and housewives and not question what had been imposed on them. | 16

Soon after this period, other secondary education institutions were emerging in the state of Goiás. As research reports of 1928, which deals with secondary education in Goiás, there were other institutions of private secondary education, subsidized by the State and, for the most part, religious.

In 1929, the Sant'Anna Colleges (capital) were subsidized by the State with 95 students; Sacred Heart of Jesus (National Port) with 26 students. Mother of God (Catalan) with 74 students; Practical School of Agriculture (Rio Verde) with 32 students. São José College (Porto Nacional) with 11 students. Institute of Sciences and Letters (Anápolis) with 20 students. São José College (Formosa) with 120 students. Santa Clara College (Campinas) with 27 students and Instituto Propaedeutico (Capital) with 44 students (CANEZIN and LOUREIRO 1994, p. 61, our translation).

In 1921, the College of Our Lady Mother of God, a school of girls, maintained by the Augustinian Missionary Congregation, was installed in Catalan. Already in 1929, secondary education was also installed in Silvânia, the Gymnasium Anchieta de Bonfim.

Later, in 1932, another institution is opened in the state, the Paula Ribeiro College, which was located in Jatai. Both schools were private and confessional in nature. "The Paula Ribeiro College gave great importance to the teaching of foreign languages, because it was an

elitist curriculum, and kept attached to the College, the military service" (PIRES, 1997, p. 55, our translation).

Likewise, the Municipal College of Ipameri was inaugurated "[...] the Lyceum and the Gymnasium Anchieta, Bonfim, this opened in 1929, and in 1930, already preparing to obtain the equivalent. In the organization phase in 1933 was a third, the Municipal Gymnasium of Ipameri" that would open its doors in 1933 (BRETAS, 2001, p. 575-76, our translation).

In 1936, the Senador Hermenegildo Gymnasium was inaugurated in Morrinhos, which was dedicated to the education of boys, administered by priests belonging to the Congregation of Estigmatinos. In 1938, when the city of Goyaz was transferred to Goiânia, the Lyceum Branch of Goiaz was established. In 1940, the College of Our Lady help of Christians was inaugurated in Silvânia, as well as the Athenaeum Don Bosco was also created in Goiânia in 1942 and the American Madureza course of Brazil in Goiânia (NEPOMUCENO, 1994, p. 79).

According to Ribeiro (1993), in the city of Anápolis-GO secondary education was slow to arrive. Families who wanted to offer this education to their children were looking for the capital, demanding huge sums of money from their parents to keep their dependents in other cities.

| 17

However, these new institutions were not a threat to the lyceum condition of a traditional institution, elaborated for the formation of the young intellectual of the Goiás elite, that is, the fact that it became another school on the national list did not turn it into a common institution, on the contrary, it marked even more its superiority as the first secondary school of the State, with a place established in Goiás society and in the national educational scenario (BARROS, 2012, p. 119, our translation).

These educational institutions were opened with the aim of unburdening secondary education in Goiás, which, until then, was all focused on the Lyceum de Goyas. The demand for this type of education was very great and, with the opening of these new institutions, parents would no longer send their children to study in institutions that were far from home, in order to reduce their expenses. We can observe, in the quotation below, the importance of the creation of the aforementioned Gym Senator Hermenegildo de Morrinhos.

The municipality of Morrinhos, where the Gymnasium is located, despite its excellent geographical situation, does not have good routes of communication with the populous centers. It is from the nearest point of the Goiás Railway, 120 km... despite this distancing from the centers of culture, the morrinhense people show remarkable interest in education, which is observed in particular by the quantity and organization of their primary schools spread throughout the municipality. The maintenance of a Gymnasium along the lines of federal legislation is not only the longing of the local people, but is, above all, a

problem of great need that comes to consult the interests of a huge area of the State, since the nearest establishment – Ginásio Anchieta de Bonfim (now Silvânia), from Morrinhos more than 180 km. It should be added that Morrinhos, connected to the immense southwest so far devoid of a secondary school, has within the municipality and surrounding areas, in a perimeter of 100 km, more than 10,000 school children. No less than 5 municipalities are directly connected to the city of Morrinhos, capable, therefore, of channeling to the educational establishment, students who are destined for the junior high school. As noted in the exhibition above, the Gymnasium Senator Hermenegildo de Moraes is bound to play an important role in the dissemination of secondary education in that prosperous region of the Territory of Guade. (SILVA, 1995, p. 83, our translation).

In addition, the creations of these new establishments brought, to the cities of the interior of Goiás, a greater socioeconomic development, since the turnover of local commerce increased, due to the migration of many students to these places.

Although the history of secondary education in Goiás does not reach its end here, it was possible to understand how the developments of the Rocha Vaz reform of 1925 took place in the state and what were the open institutions during this period.

Final considerations

| 18

The main objective of this research was to understand the process of organization and consolidation of secondary education in Goiás in 1925 until the period of 1930, when the educational scenario was substantially modified.

For this, it was necessary research since secondary education in the Empire with the creation of the Colégio Pedro II to serve as a reference for the educational institutions of the provinces,

And, in addition to its specific objectives of formation of political elites, serve as a model for secondary education in the territory of the Empire, continuing this purpose even during the Old Republic.

In order to reach the main objective, it was also necessary to understand how all the other reforms of this period were consolidated in Brazil, such as the Benjamin Constant Reform (1890), established by Decree No. 981 of November 8, 1890, which had as a particularity the assembly of an educational guideline that covered all levels of education.

It is also noteworthy the Eptácio Pessoa reform (1901), in which national education should prioritize secondary education, aiming to consolidate the serial structure of the educational model. Until that moment, teaching was unrelated to compulsory attendance, prevailing, in practice, preparatory exams, which gave students the opportunity to access

knowledge through the serial route or through individualized and guided studies outside schools.

Rivadavia Correia reform, from 1911, eliminated the examination of hardness and the equalization of secondary schools to the Colégio Pedro II. Then, the Reform Carlos Maximiliano (1915) returned with secondary and higher education to the condition of official and equivalent establishments.

Finally, we arrived at the Rocha Vaz Reform (1925), whose strongest effect was the moralization of teaching. This reform created the National Department of Education, which had been responsible for the issues that referred to education. Secondary education as an extension of primary education began to offer the country's general average culture, a set of studies lasting six years. The students began to choose to attend five or six years; if they chose for five years, they could take entrance exams for any higher education course, and if they chose for six years, the student, in addition to taking the exam, would also have a bachelor's degree in science.

The curriculum was completely reworked to a configuration in which the disciplines were no longer fragmented, but this did not affect the training offered to the elites. The secondary education programs were formulated by their full professors and approved by the congregations. These programs should be presented before the opening of the courses each year. When the teacher did not present this program to the congregation, he could adapt from the previous year or from another educational establishment.

These programs should be organized in such a way as to be taught the subject of the whole year and, whenever possible, practical applications of the discipline. The equalization would be granted after prior supervision of the institute for two years by an inspector appointed by the General Director of the department, in view of the report and the documents submitted by him to the Secondary Education Council.

The equivalent of the Colégio Pedro II would only be granted to secondary schools if it complied with the rules, such as: facilities, supervision, etc. The similar institutes were obliged to adapt the internal regime of the official institution.

It concludes and, then, that modern secondary education was intended to form the political man who would follow morality, the rules of social conduct and Republican civility.

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