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**WHICH CITIZEN MUST  
THE SCHOOL FORM?**

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*Eliane Mimesse Prado*

<https://orcid.org/0000-0001-5084-2255>

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## INTRODUCTION

This study will address the issue of citizen training in public primary schools and in those subsidized by the Italian government, in the late 19th century and in 1909, when the São Paulo government legally changed the opening hours of primary schools. With the arrival of a large number of immigrants in the city of São Paulo in the last years of the 19th century, there was a transformation in the urban and social scenario.

In the newspaper *A Tribuna do Braz*, there was a lot of news that involved residents of the Brás or Bom Retiro neighborhoods, which became popular suburbs, formed by farms and after being subdivided into neighborhoods. Although the most used journal was *Fanfulla* because it brought information from the Italian colony in the city of São Paulo, more relevant to the object of this research. *Fanfulla*'s texts dealt with various aspects of the development and expansion of Brazilian lands, extolling the influence of Italian labor. It must be borne in mind that the intention of the periodicals, at that time, was only to narrate the facts that had occurred. Luca (2005) wrote that this situation prevailed in the press until the 1950s.

The documents contained in the *Annuarios de Ensino do Estado de São Paulo* and the *Annuario delle Scuole* were also used. *Italian all'estero Governative and Sussidiarie*. Documents must be understood in the context in which they were presented, they are accurate and necessary sources of review because, as Certeau (2002, p.82) wrote, "there is no work that does not have to use known resources in another way and change the way defined files work".

The city grew and so did the flow of people, but the infrastructure was not adequate to receive this contingent. The low-income population lived in houses with several rooms, the so-called tenements, housing one

family per room. (SÃO PAULO, 1907) This type of housing was not suitable in the eyes of the government, actions were created in an attempt to sanitize the city.

What would be the role of education?, which citizen did the school intend to form in the midst of these events? Children, in these years, had to attend schools legally from the age of 7, public schools did not have enough places and, for this reason, attendance was not mandatory. In the *Annuario de Ensino do Estado de São Paulo* for the year 1907, there is a fragment of a report by one of the school inspectors dated 1891. In this passage, the inspector mentioned the precarious conditions of isolated schools, which did not meet the demand of national and foreign students, because "not only is the proportion of primary schools created in the time of the emperors extremely ridiculous, in view of the demands of the population, but their frequency is derisory (SÃO PAULO, 1907, p. 103)". Mimesse (2013) cited research on the irregular attendance of foreign students in schools in the former colonial nucleus of São Caetano, on the outskirts of the capital.

In the final years of the 19th century, the capital offered public schools of various types of first letters, with the teaching of reading, writing and arithmetic, tending to the formation of the Brazilian citizen. In a speech at the beginning of the 20th century, Rui Barbosa (1999, p. 328) presented "his devotion to the cause of popular education", the action must be the practice, from the "reform of customs", not only in the reform of teaching. Barbosa (1999) intended to increase the number of voting subjects, but to achieve his goal, he needed other ways. The primary school would be the redemption of the uncivilized, as noted by Mimesse (2012). However, the obligation to nationalize childhood still remained. It was extremely necessary to nationalize the language spoken

by the children of immigrants, to guarantee the formation of the future Brazilian citizen.

As there were not enough places in the public schools of first letters in the city, the Italian government started to create and provide elementary schools with the function of teaching the children of emigrants to read and write, in order to spread patriotism and the feeling of love for the Italian homeland. Salvetti (1995) indicated that the opening of Italian schools by peninsular teachers.

### **ITALIAN SCHOOL OR COLONIAL SUBSIDIZED ELEMENTARY SCHOOLS**

Schools were called elementary because they teach the most basic contents of learning to students: reading, writing and counting. They were indicated in this way in official documents, their main objective was to form the identity of the Italian citizen who was living outside the kingdom of Italy. After the unification of the Italian kingdom in the second quarter of the 19th century, many inhabitants emigrated without identifying with the new land. It was a way of “[...] concretizing an image of national identity, created by an elite nourished by classical culture, with little contact with the social reality of the country and the reality of emigration abroad”, as Salvetti (1995) wrote., p. 5, our translation).

The Italian kingdom began to transmit the Italian identity, built by the elite based on classical culture, to the children of emigrants who spoke regional languages and understood a minimum of the languages of the countries in which they lived. It would be really important for the Italian kingdom to create elementary schools in countries where the colonies of émigrés were more representative. The *Annuario delle Scuole Italiana all'estero* presented listings with the countries where the schools were operating: Argentina, Brazil, United States, Colombia, Mexico, Venezuela,

Peru, Canada, Bolivia, Chile and Uruguay. In Asia Minor: Russia, Albania, Greece, Turkey, Syria, Bulgaria, Romania, Serbia and Israel. In Europe: France, Switzerland, Netherlands, Denmark, Ireland, England, Malta, Germany, Belgium, Spain, Austria, Czech Republic. In North Africa: Libya, Morocco, Algeria, Egypt, Tunisia. In the Levant – region that comprised the Mediterranean coast from Gaza to Turkey and, in the East: China. (ITALY, 1896)

Italian subsidized schools were created in the cities and became the responsibility of the consuls, who had to organize and manage them with the help of school representatives. There was a spontaneous immigration flow among immigrants who disembarked in the ports of Buenos Aires in Argentina or in Santos in Brazil. Peninsular immigrants landed in Santos when they had a certain destination, a letter of invitation or headed for Buenos Aires for the same reason, and from there they headed to the interior of the country. Many did the opposite, there was a circulation between the spaces of the immigrant colonies.

The *Annuario delle Scuole Italiane all'estero* exhibited the subsidized colonial schools of Argentina and Brazil, but attention must be paid to the state of Rio Grande do Sul, which was appointed as *scuole*: Rio Grande do Sul was made up of “fifty-seven schools spread across several localities” (1896, p. 6, our translation ).Perhaps, the same situation occurred in Rio de Janeiro, which also appears as *scuole*. As a result of regional diversities, the population itself was called Italian by Brazilians (Hall, 2010). Not only the peninsular gastronomy, but in the social practices that had been repeated since other generations.

Support for the creation of subsidized elementary schools was accompanied by the foundation in Rome of the *Società Dante Alighieri* in 1889, to “establish and subsidize schools, encourage student attendance and achievement with prizes, cooperate with the

Location	School name
Buenos Aires	<i>schoolhersocietyItalian Nazionale</i>
Buenos Aires	<i>schoolhersocietyUnione and Benevolenza</i>
Buenos Aires	<i>schooldella Societàuniondegli Operai Italiani</i>
Buenos Aires	<i>schoolhersocietyItalian Colony</i>
Buenos Aires	<i>schoolhersocietyItaly Unita</i>
Buenos Aires	<i>Scuole della Società Venti Settembre</i>
Buenos Aires	<i>schoolhersocietyhomeland and work</i>
Buenos Aires	<i>schooldella Società Margherita di Savoia</i>
Rosário	<i>schooldella Società Garibaldi</i>
Rosário	<i>schoolhersocietyUnione and Benevolenze</i>
Porto Alegre	<i>schoolitaliannellostate of Rio Grande del South</i>
São Paulo	<i>Scuola Magrini</i>
Campinas	<i>schooldelcircusitalianunit</i>
Botucatu	<i>schooldella Società Croce di Savoia</i>
São José do Rio Preto	<i>Scuola della Società Venti Settembre</i>
Curitiba	<i>schooldella Società Giuseppe Garibaldi</i>
Mococa	<i>Italian Scuola Itria</i>
Taubaté	<i>Italian Scuola</i>
Rio de Janeiro	<i>schoolItalian</i>

Table 1 - Subsidized Schools

Source: ITALY. **Annuario delle scuoleitalianall ‘ sterogovernor and sussidiate**. Rome: MAE. IGSE, 1896.

Country	Location
Venezuela	Caracas
Peru	Lima Callao
Bolivia	La Paz Sucre
Chile	Santiago Iquique
Paraguay	Assunción
Uruguay	Montevideo Paysandu Salto Orientale
Argentina	Buenos Aires La Plata Rosário
Brazil	Espírito Santo Rio de Janeiro Minas Gerais São Paulo Paraná Santa Catarina Rio Grande do sul

Table 2 - Location of subsidized schools

Source: ITALY. **Annuario delle scuole italiana all’ estero**. Rome: MAE. IGSE, 1903.

foundation of popular libraries, disseminate books and publications, in addition to promoting conferences”, as described by Salvetti (1995, p.13, our translation ).

In 1903, the data were more detailed and it was possible to list subsidized Italian schools in the countries of South America.

Among the actions of *Società Dante Alighieri* was to “keep, collect and send books to some commissions abroad”, as pointed out by Salvetti (1995, p.35, our translation ). The subsidized schools were supposed to influence the Italian colonies, spreading the Italian language and disseminating the country’s culture. The work developed by *Dante* and his school committees must become more imposing.

Salvetti (1995) cited a document from 1903, which treated Italian schools with great enthusiasm, praising the method and dedication of the teachers. It indicated the need to increase the economic subsidies sent by the Italian government to school teachers, as the main stimulus. *Dante* de Roma sent a circulating library to the colonies of Brazil as an incentive for reading.

Hall (2011, p. 51) comments that national culture is above all a discourse “a way of constructing meanings that influences and organizes both our actions and the conception we have of ourselves”. It makes sense of nations, with stories and memories linked to their past, based on the construction of images. The kingdom of Italy originated from these images currently receives applications for citizenship from the descendants of its emigrants.

## **THE SCUOLE ITALIANE AND THEIR TEACHERS**

The subsidized elementary schools followed the teaching program of the Italian government, if they did not adopt the program of the kingdom, the subsidy in kind would be suspended. The subsidized schools in the

city of São Paulo were created in working-class neighborhoods. Most often, the school teacher was the principal, his family - wife and children were also teachers. Some schools included more than one classroom, with an average of 60 students, reaching up to 100 students per classroom. Information has been organized on the board.

There were other documents with the names of the many schools in the city of São Paulo and their teachers, however they do not bring the academic training of the teachers. The school inspector Mário Bulcão wrote a report on the situation of education in the year 1900, he criticized the communication between the government and schools in general. When he dealt with Italian schools, he disdained foreigners who claimed to teach the Portuguese language, because they could not express themselves in Portuguese.

This inspector’s suggestions were not very readily considered, the state government did not have the funds to double the schools. The changes were slow, despite the conjuncture, the discussion between the qualified foreign professors and the lay people took place at the same time (2012) reported the clash between professors with and without degrees. What was happening in the city of São Paulo was a dilemma for school inspectors who considered *scuoleitaliane* as a danger to the nation, was the Italianization of education in Brazilian lands.

## **FINAL CONSIDERATIONS**

The Italian government’s strategy after the unification of the territory was ideal. It created associations responsible for disseminating its culture around the world, with offices in all countries with colonies, especially in capital cities, in order to guarantee the formation of Italian citizens, as explained by Salvetti (1995). However, *schoolsitalian* in the capital of São Paulo were considered obstacles not only for

Country	Location	Number of schools
Argentina	Buenos Aires	16
	Rosario	4
	Santa Fé	two
	San Carlos Center	two
	Cañada de Gomez	1
Brazil	State of Rio Grande do sul	25
	<i>State of São Paulo</i>	146
	State of Santa Catarina	26
	<i>State of Rio de Janeiro</i>	3
	<i>state of Paraná</i>	5
	State of Minas Gerais	3
	<i>State of Espirito Santo</i>	3

Table 3 - *Scuole Italiane: Argentina and Brazil*

Source: ITALY. *Annuario delle scuole italiane all' estero governate e sussidiate*. Rome: MAE, IGSE, 1903<sup>1</sup>.

School Names	student numbers	Teachers' names	Academic education
<i>Always Forward Savoia</i> (1887)	300	Francesco Pedatella	<i>Scuola Normale di Cosenza</i>
<i>Regina Margherita</i> (1889)	250	Emilia Magrini Ada Magrini	<i>school Magistrale di Ferrara a scuola Magistrale di Ferrara</i>
<i>Istituto Dante Alighieri</i> (1890)	111	Clelia Basile  Luigi Basile	<i>Scuola Normale di Verona</i> and Prof. de <i>Grado Superiore</i> , graduated according to the Froebelian method. <i>Scuola Normale di Cosenza</i> qualified to teach Italian language at the Ginnasio de S. Paulo
<i>model Prince of Piedmont</i> (1896)	150	Luigi Lievore Emma Lievore Anita Cardini	<i>Scuola Normale di Vicenza</i> <i>Normal School of Verona</i> <i>Normal School of Bologna</i>
<i>college Convitto Dio and Patria</i> (1898)	150	Elvira Dall'Acqua Zelmira Rovida Cipriano Dall'Acqua	<i>Scuola Normale di Vicenza</i> <i>Normal School of Verona</i> <i>Scuola Normale di Treviso and Scuola Pratica di Ripatransone</i>
<i>Regina Elena</i> (1899)	77	Luigi Mistletoe	Completed Gymnasium course, and attended the 1st year of Lyceum
<i>Alessandro Manzoni</i> (1900)	140	Antonio Pratola	<i>Scuola Normale di Avellino</i>
<i>Regina Margherita Mariana Village</i> (1902)	65	Francesco Spera Lucia Spera	<i>Scuola Normale di Potenza</i> <i>Scuola Normale di Potenza</i>

Table 4 - Academic Training of Teachers

Source: SAO PAULO. *Fanfulla, Il Brasile e gli italiani* \_ Firenze: R. Bemporad & figlio, 1906.

<sup>1</sup> In the research carried out by PRADO (2015) the data were updated.

the Brazilian government, which saw them as trainers of the Italian citizen; but they were also obstacles to qualified Italian teachers, who were the minority of school teachers. The Brazilian government and titled teachers fought against lay teachers and the subsidized schools that these teachers worked for.

The support on the part of Brazilians for

qualified teachers certainly occurred because they were few in number and offered little danger to the formation of the citizen or the nation, for the Italians, the titled teachers followed the teaching program of the Italian kingdom and adequately trained the Italian citizen abroad. of Kingdom.

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