

Table of Contents

| | |
|--|-----|
| List of Tables | 16 |
| List of Charts | 19 |
| List of Photographs | 20 |
| List of Abbreviations | 23 |
| Maps | 26 |
| | |
| 1. <i>Introduction</i> | 29 |
| 1.1. Why a New Approach to Social Legislation in the Vargas Era? | 29 |
| 1.2. Research Design | 31 |
| 1.3. Historiographical and Methodological Remarks | 36 |
| | |
| PART I: THE POINT OF DEPARTURE: EDUCATION POLICY DURING BRAZIL'S OLD REPUBLIC | 53 |
| | |
| 2. <i>Education Policy of the Central Government: The Liberal Oligarchies' View of the State and Its Citizens</i> | 53 |
| 2.1. Transition from Monarchy to Republic: Impact on Education Policy | 53 |
| 2.2. Primary and Normal Schooling in the Old Republic. The Case of Rio de Janeiro State | 60 |
| 2.3. Vocational and Reform Schools versus Secondary Schools in the Old Republic: Education for the "Less Favored" and for the Elites | 64 |
| 2.4. The Impact of World War I on Education Policy | 68 |
| | |
| 3. <i>Education Policy in Rio Grande do Sul: The Positivist Oligarchy's View of the State and Its Citizens</i> | 75 |
| 3.1. Rio Grande do Sul: Brazil's Deviant Case. Origins | 75 |
| 3.2. Impact of the Positivist Project on Rio Grande's Public Schooling | 80 |
| 3.3. Project and Implementation: What Really Did Change in Education? | 86 |
| 3.4. Private and Community Schools in the Zones of German and Italian Colonization | 91 |
| 3.5. Rio Grande do Sul and Brazil's Reform Movement of the 1920s | 97 |
| 3.6. Rio Grande do Sul's Legacy for the Vargas Era | 98 |
| | |
| PART II: TOWARDS A NEW EDUCATION POLICY | 105 |
| | |
| 4. <i>Normative Ideas: Conflict and Compromise in the Debates on Education Reform</i> | 105 |
| 4.1. Vargas's "National Reconstruction": Political Context of the Debates | 105 |
| 4.2. The Struggle for Alternatives in Education Policy after 1930 | 113 |
| 4.3. The Estado Novo's Authoritarian Reform | 122 |
| 4.4. Renewed Debate and Search for a Compromise in the Postwar Period | 133 |

| | | |
|--------|---|-----|
| 5. | <i>The Norm: Legislation and Institutionalization</i> | 147 |
| 5.1. | Reforma Campos and 1934 Constitution | 147 |
| 5.2. | 1937 Constitution and Reforma Capanema | 153 |
| 5.3. | 1946 Constitution and 1961 Lei de Diretrizes e Bases da Educação | 161 |
| 6. | <i>Implementation: Challenges and Results from a National Perspective</i> | 169 |
| 6.1. | Increasing Cognitive Capacity of the State: The Search for Accurate Statistics | 169 |
| 6.2. | What the figures tell us: Progress in Education, 1930-1964 | 179 |
| 6.2.1. | <i>O que os números dizem sobre o ensino primário no Brasil: Point of Departure</i> | 179 |
| 6.2.2. | <i>Resultados da Educação Nacional: An Intermediary Balance</i> | 184 |
| 6.2.3. | Demographic and School Censuses of the 1950s and Early 1960s: Achievements of Vargas's Education Policy | 193 |
| 6.3. | "To Populate, To Unite, To Educate": Projects for a National Convention on Education and <i>colônias-escolas</i> | 205 |
| | PART III: IMPLEMENTATION OF THE NEW POLICY: CASE STUDIES | 217 |
| 7. | <i>Public Schooling in the State of Rio de Janeiro: Perspective of the State Government</i> | 217 |
| 7.1. | 1930: Break with the Past? | 217 |
| 7.2. | "Ruralizing" Education and "Valorizing" the Population: Priorities of the Ernâni do Amaral Peixoto Administration | 222 |
| 7.3. | Decentralization and the Peixoto Governorship: Continuity in Change? | 233 |
| 8. | <i>Public Schooling in the State of Rio de Janeiro: Local Changes</i> | 249 |
| 8.1. | Selection of Four Case Study Zones and Municipalities | 249 |
| 8.2. | A Traditional Community, its Benefactor, and the State: Vassouras (Zone of Vassouras) and its Grupo Escolar "Tiago Costa" | 255 |
| 8.3. | Struggling Backwater: Cantagalo (Zone of Cantagalo) and its Curso Normal Rural | 268 |
| 8.4. | Rival of the State Capital: Campos de Goytacazes (Zone of the Baixada de Goytacazes) and its Liceu de Humanidades | 284 |
| 8.5. | "European" Cultural Oasis: Nova Friburgo (Zone of the Alto da Serra) and its Colégio Nova Friburgo | 300 |
| 9. | <i>Public Schooling in the State of Rio Grande do Sul: Perspective of the State Government</i> | 321 |
| 9.1. | 1930: Continuity in Change? | 321 |
| 9.2. | "Unity of Command" and "Plurality in Decision-Making": J. P. Coelho de Souza's Authoritarian-Nationalist Policies | 329 |
| 9.3. | The Ambiguities of Decentralization: Break with the Past? | 347 |

| | | |
|-------|--|-----|
| 10. | <i>Public Schooling in the State of Rio Grande do Sul: Local Changes</i> | 355 |
| 10.1. | Selection of Three Case Study Zones and Municipalities | 355 |
| 10.2. | Frontier Modernization in the <i>gaúcho</i> Zone: Bagé (Campanha) and the Transition from the Colégio Elementar “XV de Novembro” to the Grupo Escolar “Silveira Martins” | 363 |
| 10.3. | Confrontation and Resistance in the German Zone: São Leopoldo (Colônia Baixa) and its Grupo Escolar “Visconde de São Leopoldo” | 380 |
| 10.4. | Assimilation and Accommodation in the Italian Zone: Caxias do Sul (Colônia Alta) and its Colégio Elementar “José Bonifácio” and Escola Complementar “Duque de Caxias” | 396 |
| 11. | <i>Conclusions: Vargas’s Education Policy Reexamined</i> | 421 |
| 11.1. | Concepts of Citizenship in the Old Republic and the Legacy of <i>castilhismo</i> | 421 |
| 11.2. | Options and Choices in the Shaping of a New Education Policy | 429 |
| 11.3. | Actual Changes in States and Municipalities – A Comparative Approach | 440 |
| 11.4. | Final Remarks | 454 |
| | Bibliography | 459 |
| | Index | 491 |