

## The First Geography Teachers Formed at USP (1934–1960)

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**Abstract:** It is presented onwards the results on a research which is aimed at identifying the first geography teachers working at São Paulo schools from the decades 1930s to 1960s. It is a historical and bibliographic background research developed through identification, assembling, organization and analysis of documentary sources referring to aspects of the first secondary course of geography teachers, offered at the Philosophy, Sciences and Letters College. (PSLC) of University of São Paulo (USP) and its Education Institute. We will endeavor to reflect to what extent those people contributed to the constitution of the history of teacher education on Geography in Brazil. It stands out the figure of the female teacher and the contributions of Maria Conceição Vicente de Carvalho, graduated in 1938 and Amélia Americano Franco de Castro, in 1940. They were part of 68% of the graduated teachers. The teacher training on Geography presented at the PLSC of USP and its Education Institute brings characteristics of pedagogical theories and the geographers specific training, favoring an analysis of knowledge transmission and methodologies necessary to the teaching practice of that time.

**Key words:** geography teaching; training of geography teachers; didactics of geography

### 1. Introduction

Aiming to understand aspects of the geography teachers' history, graduated in Brazil, a regular project is under development with FAPESP "Methodological guidelines addressed to geography teachers to the secondary schooling of São Paulo School (1934–1960)". What follows is a documentary and bibliographical research developed with the purpose of identifying, locating and selecting documentary sources about the first geography teachers graduated at university level in Brazil, from the University of São Paulo (USP), from 1934 to 1960.

In 1934, the Faculty of Philosophy, Sciences and Letters of the University of São Paulo was established. (FFCL of USP). Specially highlighted is the geography course. To solve problems in common and coordinate with distinctiveness the teaching and research on geography, in 1946 it was created the Department of Geography. (Azevedo & Silveira, 1949).

Initially the course was held together with the History course, and was divided into two modalities, the first one addressed to bachelor's formation, and the second one to teachers'. The course could be completed in four years, being the first three of compulsory subjects, and the last one was addressed to the didactics course — pedagogical training.

There were the board of masters programs of the 1950 department, such as Physical Geography, Professor João Dias da Silveira was the holder, and teachers Elina Oliveira Santos, Aziz Nacib Ab'Saber and Maria de

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Lourdes Pereira were assistants. The main teacher of the Human Geography program was Professor Aroldo de Azevedo. His assistants were the professors Ary France, Nice France, Nice Lecocq-Muller and Renato da Silveira Mendes. Professor Aroldo de Azevedo was also a geography lecturer professor in Brazil.

As Known, from the 1930s onwards, Brazil was submitted to specific economic logic, giving priority to setting industrial urban logic. After the 1930 revolution there were major changes connected to educational needs. Getúlio Vargas regime created the Ministry of Education and Public Health, whose prime minister was Francisco Campos, who — among others — created the FFCL division, where secondary school teachers were trained.

According to Saviani (2010) the decree number 19,890, of April 18, 1931, established the organization of the secondary school, aimed at taking new pedagogical mechanisms that would evidence the indoctrination of religious teaching in schools. This reflected an alliance between the State and the Catholic Church that privileged the industrial bourgeoisie. Another landmark of the time was the publication of the “Manifesto of the Pioneers of New Education” by the proponents of the new school, amid the political reorganization of the 1930 Revolution, which established a renewal on education in Brazil with a general plan to indicate to the State a public school, lay and compulsory.

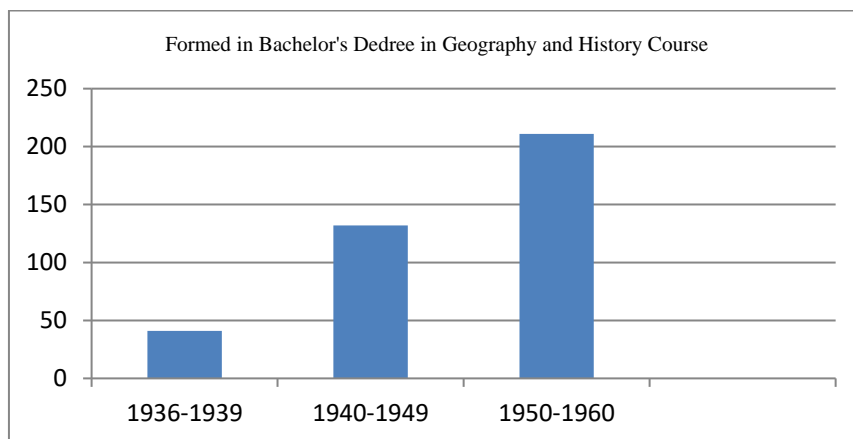
## **2. The First Geography Teachers Graduated at USP (1934-1960)**

Geographers graduated at USP at that time were relevant in the debate about teaching geography. They helped in order that the geographic knowledge, with explanatory content based on modern geography, to gradually reach the educational debate (ROCHA, 2000).

Within the period from 1934 to 1960, 476 students graduated in the course of Geography and History of the FFCL of USP. The first graduates were Antonio de Paula Assis, Nelson Camargo, Rozendo Sampaio Garcia, Astrogildo Rodrigues de Mello, José Orlandi, Euripedes Simões de Paula, Affonso Antonio Rocco, João Dias da Silveira, in the year 1936.

Among these first graduates in Geography and History, João Dias da Silveira stands out for being named joined assistant to the Chair of Physical and Human Geography, being still a student.

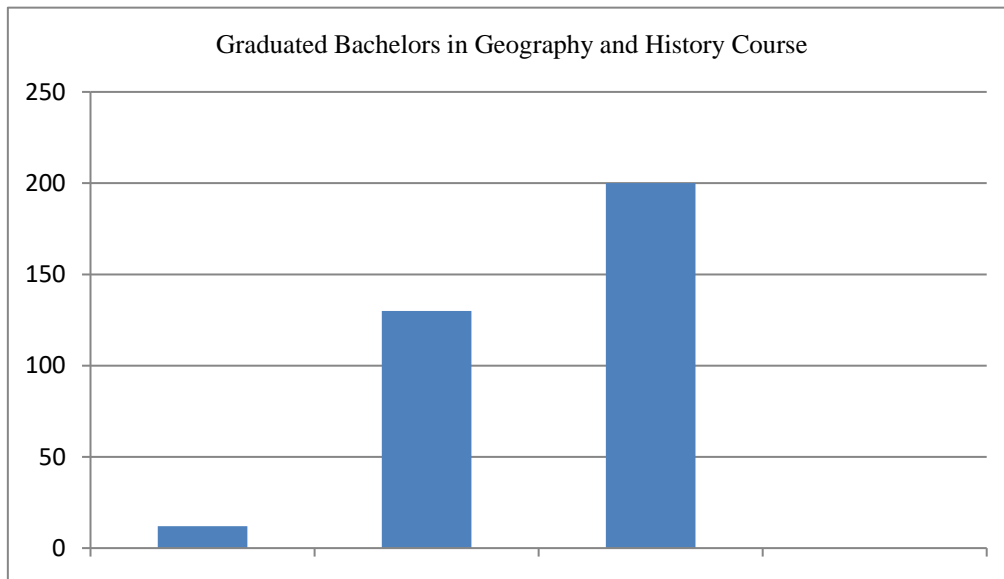
We present below in the graph, the number of graduates in the bachelor's degree modality.



**Figure 1 Undergraduate Students in the Course of Geography and History, from the decades of 1936 to 60, at FFCL-USP**

In the analyzed period, 41 students graduated Bachelor Degree in Geography and History from the years of 1936 and 1939; 132 students from 1940 to 1949; while from 1950 to 1960, 211 students were formed. In total 384

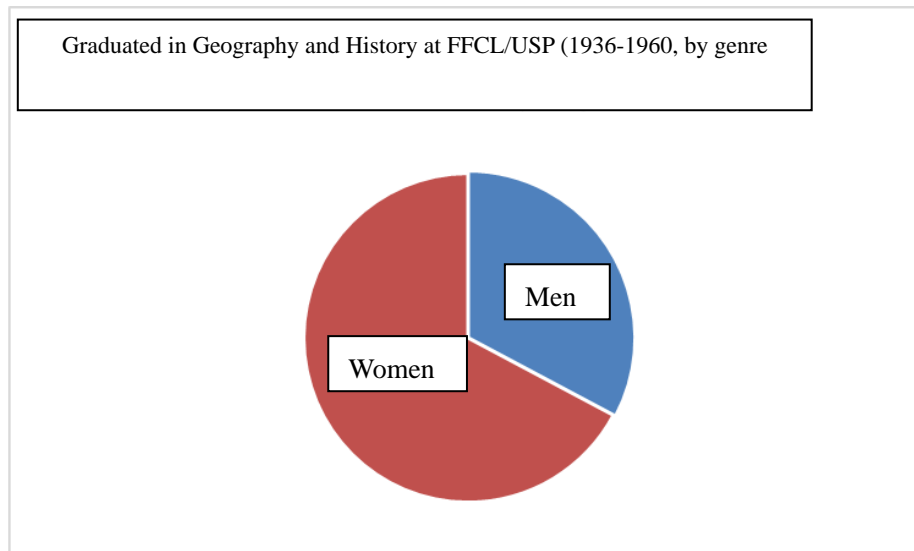
students graduated Bachelors Degree. The following chart shows the number of graduates Bachelors in Geography and History.



**Figure 2** Graduated Bachelors in Geography and History by the FFCL of the USP (1936-1960), per Decade

According to the data, 12 students graduated Bachelors from 1936 to 1939; 130 students were trained from 1940 to 1949; and from 1950 to 1960, 200 students were formed. In total, 342 students graduated Bachelors in Geography and History at FFCL/USP. Therefore, the degree modality obtained a greater number of trainees.

Next graph shows that in the period, 320 women graduated, yet graduated men reached the number of 156 students, totaling 476 graduated in the Course of Geography and History by FFCL of USP from 1936 to 1960.



**Figure 3** Graduated in Bachelor Degree in Geography and History by the FFCL of the USP (1936-1960), by Gender

From these data, we identified that 68% of the graduates in Geography and History at FFCL/USP were women. On this theme, it was from the last years of the 1980s that the debate on gender and the teaching

profession intensified at USP, including questions such as “What ideas and values have been associated with the process of feminization of teaching, in order to beyond the mere entry of women into the profession?”, Exposed by Diana Gonçalves Vidal and Maria Lúcia Spedo Hilsdorf.

As highlighted by Diana Gonçalves Vidal and Maria Lúcia Spedo Hilsdorf (2001). The studies point out that the fundamentals that “men dominate women” are an explanation that naturalizes the social construction of gender which attributes women as inferior by biological characteristics. In the cultural and historical understanding the woman would have female occupations and the man male occupations, which generates a gender inequality, since the activities of the feminine gender are always inferior than of the activities of the masculine gender.

In the core question of the school, the admittance of women as teachers occupation attributed them the maternal and delicate figure. In the social conception the mother had the duty to educate children, soon the female teacher would educate the students. Since the beginning of the organization of the public school system in Brazil, in the first decades of the twentieth century women entered teaching changing the dynamics of the labor market and gender division of labor.

Since then, the woman had play both roles: to be a mother and a teacher; both roles were intended to teach humanity and to form citizens. But being a teacher was a public function that kept her from home and her private occupations, such as looking after her children and husband, because the woman would not have much time. Also the church put an ideal of family, where the woman did not work outside the home. This ideal was threatened by female emancipation.

The southeast region experimented a strong urbanization in the early twentieth century, cities expanded to more distant areas, increasing the distribution of schools in several places, so the woman would have to move from one place to another in the morning with various types of transportation, putting into question the behavior of girls who approach the behavior of men. In the appropriation of the urban space these women could suffer harassment of the men, and even when they arrived at the school could come across the hierarchy of men in the administrative positions.

Thus, at the same time that women managed to appropriate the urban space by inserting themselves in society in the search for autonomy and breaking the subordination to the home becoming teachers, it is observed that the position of teacher was socially related to a maternal figure, characteristic of the masked machismo of the time.

Among the prominent women who graduated in the course we analyzed, we selected Maria Conceição Vicente de Carvalho, graduated in 1938 and Amélia Americano Franco de Castro, in 1940.

Maria Conceição Vicente de Carvalho was born in Santos, in the State of São Paulo, in 1906 and died in 2002.

From the 1930s, she worked on changes in the educational policies, producing knowledge on the history of geography teaching, which contributed to the understanding of some problems related to the process on a policy of implementation on “pedagogical culture” considered “modern”, with transformations in pedagogical practices that aspired to “Education projects”. In 1935 she published the text “The Secondary Education of Geography”, together with Pierre Monbeig and Aroldo de Azevedo, in the magazine published by the Association of Brazilian Geographers (AGB), transcribed in the “Critique and Notes” section (Monbeig, Azevedo & Carvalho, 1935).

Amélia Americano Franco de Castro was born on December 27, 1920, in the city of Rio de Janeiro. She lives in São Paulo nowadays. In 1984, she took occupancy of Paulista Academy of Education. Graduated in Geography and History at FFCL/USP, in 1941. She was substitute assistant of the General and Special Didactics Chain of the

FFCL/USP. She holds PhD on Education from FFCL/USP, her thesis is “Principles of the Teaching History Method”. She obtained a doctorate at FFCL/USP, in 1963, with the thesis “Bases for a Didactics of the Study”. From 1994 to 2000, she was a counselor at the Municipal Council of Education. Professor Amélia has made an important contribution to Education, since she has developed numerous studies on didactics that can help Teaching Geography.

Among the men we highlight Aroldo Edgard de Azevedo and Aziz Nacib Ab'Sáber.

Aroldo Edgard de Azevedo was born in 1910 in Lorena, State of São Paulo, and died a man in the city of São Paulo in 1974. He graduated in Law at the Federal University of Rio de Janeiro and got a degree in Geography and History at the FFCL/USP in the year of 1939. Azevedo was an important geographer who contributed to the teaching of Geography with the production of approximately thirty Geography didactic books, systematized the map of the relief of Brazil, well-known in the Teaching of Geography.

Aziz Ab'Saber was born in 1924, in São Luiz do Paraitinga, in the State of São Paulo, and died in 2012 in Cotia. This geographer made systematic studies of the Brazilian relief which encompassed the geomorphologic knowledge in its origin and evolution, with the interactions with the environment he related studies of morph climatic domains. His detailed study of the Brazilian relief made it possible a rich didactic collection used in the teaching of Geography in the levels of Basic and Higher Education.

### 3. Final Considerations

As partial results of the research we have the complete list of the trainees' names in the Bachelor and Bachelor Degree modalities, which cannot be included in this text, but that are available in the research final report and will be available for consultation in the research institution main office.

As ascertained, in the period from 1930 to 1960 there were 384 graduated teachers, 134 men and 251 women. There was also more formed bachelors degree than bachelors. It is important to emphasize that this investigation of the first course in Geography and History and the first graduates of the FFCL/USP helps to understand some problems and advances related to the teacher training process, since it can elucidate transformations in the pedagogical practice that preceded and succeeded the period under analysis and the relation existing or not between geographic science and the geography teaching.

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