

# ELEMENTARY KNOWLEDGE OF MATHEMATICS IN PRIMARY SCHOOL IN THE STATE OF BAHIA

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## ABSTRACT

This article aims principally to present the research developed in the State of Bahia/Brazil by the study group in mathematics education (GEEM)<sup>1</sup>, sponsored by the National Research Council (CNPq) and the State University of Southwest Bahia (UESB)<sup>2</sup>. It is noteworthy that this research integrates the international scope project developed in partnership with the research group: History of Mathematics Education (GHEMAT)<sup>3</sup>. Our timespan comprises the period from 1890 to 1970, when we investigated the development of the elementary knowledge of mathematics, namely arithmetics, geometry and drawing, existing in primary schools. Initially the work focused on the search and the scanning of legislation and regulatory requirements of the State; in a second moment, we have focused on finding pedagogical journals that circulated in the state; and finally, identifying and scanning the listed books that circulated in the state.

Keywords: History of mathematics education; Elementary Education; Elementary Schools.

## RESUMO

O presente artigo tem por intenção principal apresentar a pesquisa desenvolvida no estado da Bahia/Brasil realizada pelo Grupo de Estudos em Educação Matemática (GEEM)<sup>1</sup> e que é patrocinada pelo Conselho Nacional de Pesquisa (CNPq) e também pela Universidade Estadual do Sudoeste da Bahia (UESB)<sup>2</sup>. Cabe ressaltar que a referida pesquisa integra o projeto de alcance internacional desenvolvido em parceria

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<sup>1</sup> Research Group established in 2014 by Claudinei de Camargo Sant'Ana is registered at CNPq, certified by the State University of Southwest Bahia (UESB), has as its focus of research topics related to the history of Mathematics Education, Teacher Training and the use of Information and Communication Technology in Mathematics Teaching.

<sup>2</sup> Research project entitled "The Constitution of Mathematical basic knowledge in primary in the state of Bahia," passed the edict UNIVERSAL CALL - MCTI / CNPq No. 14/2013, promoted by the Ministry of Science, Technology and Innovation - MCTI and the National Development Council science and Technology - CNPq.

com o Grupo de Pesquisa História da Educação Matemática (GHEMAT)<sup>3</sup>. Nosso recorte temporal compreende o período de 1890 a 1970, onde investigamos o desenvolvimento dos saberes elementares da matemática, quais sejam a aritmética, geometria e desenho, existentes nos Grupos Escolares. Inicialmente o trabalho centrou-se na busca e digitalização da legislação e prescrições normativas do estado, em um segundo momento nos ater para encontrar as revistas pedagógicas que circularam no estado e finalmente, identificar e digitalizar os livros indicados e/ou que circularam no estado.

Palavras-chave: História da Educação Matemática; Ensino Primário; Grupos Escolares.

## 1. Introduction

The research actions of GEEM related to researches in the area of Science History regarding the process of modernization of mathematics teaching was conducted in partnership with the History - Mathematics - Education Research Group (GHAME)<sup>4</sup> in partnership with the GHEMAT. Several other Brazilian States have also integrated this partnership.

In this work we seek to analyze historically the appropriation and circulation of the mindset of the Modern Mathematics Movement (MMM) and its impacts on School Mathematics in educational institutions of the State of Bahia, mainly focusing on the Mathematics of the Elementary and Secondary School.

In the development of the actions, we carried out some researches that somehow represent the process of group work. The establishment of partnerships was of fundamental importance in the development of the projects. As a representative of the actions taken by GEEM, and as an outcome of this project, for example, Santana, Dias and Sant'Ana's research (2009) presents a discussion about the constitution of the teaching of mathematics in Vitória da Conquista, state of Bahia, and aspects of the MMM from 1960 to 1970. We also have the master research by Santana (2011), where he develops the analysis of the modernization process in schools of Vitória da Conquista. According to Dias (2008) MMM was

... like a cultural industry company which was consolidated and expanded in the post World War II period, like one of the aspects of the expansion of Western capitalism, led by North American imperialism, in other words, the

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<sup>3</sup>Coordinated by Prof. Dr. Wagner Rodrigues Valente and integrated by several doctors researchers from several Brazilian states, with the aim of developing a historical and comparative research. The study theme refers to the analysis of the trajectory of the Constitution of Knowledge Elementary Math (arithmetic, geometry and design) present in Primary Course in different regions. The State of Bahia has as its representative the Study Group in Mathematics Education (GEEM), based at the State University of Southwest Bahia (UESB), Campus Vitória da Conquista - BA. The Project, as well as the Digital Content access is allocated by the Repository of the Universidade Federal de Santa Catarina (UFSC), with free access on the website: <http://seminariotematico.ufsc.br>

<sup>4</sup> Coordinated by Professor André Luis Mattedi Dias, the Federal University of Bahia (UFBA), project title: The modernization of school mathematics in Bahia educational institutions (1942-1976) - approved in the Notice MCT / CNPq 02/2009 - Humanities, Social and Applied Social, n . 401463/ 2009-5.

modern mathematics analysed as a product of the cultural industry, as a product of the publishing industry of textbooks, which expanded, greatly multiplied, accompanying the expansion and universalization of the educational school systems at all levels, in almost all the countries of the globe. (p. 3)

Yet, according to this author, the changes with regard to the teaching of mathematics were supported mainly by the political and economic situation, with the purpose of application of the modern sciences and mathematics in industry (DIAS, 2008).

In the State of Bahia, Santana's research (2011) concluded that:

The modernization of mathematical education was widespread and appropriated by the basic school teachers in a process of adaptation to the new script of contents and methodologies that make up the teaching knowledge, coming from various disciplinary, curricular, professional sources, in addition to the experiences managed at school. Thus, in the municipalities surveyed, the teachers built and constituted their practices and developing their studies during their professional journey. (p.45)

For Pinto (2005), this movement was characterized by:

[...] excessive concern with the mathematical language and the symbology of the set theory has left deep scars not yet unveiled in the pedagogical practices of that period. When treating math as something neutral, devoid of history, disconnected from their production processes, without any relationship with the social and the political, the teaching of Mathematics, in this period, seems to have neglected the critical and creative ability of the students. (p.5)

And also, according to the same author, in Brazil the modernization provided by Modern Mathematics began in large centers and reached the schools, often through books (IBIDEM).

After the research work focused on the topic of MMM, we are currently developing also research related to Primary Education of the State of Bahia, in the period from 1890 to 1970, which is the focus of the text presented here.

In the development of researches, we set off from the historical perspective assumption for the constitution of the elementary knowledge of mathematics. Our aim is to learn about the creation and organization of the graduate school in that period, understanding the school as a social space, and constituted as a legitimate place to establish a school culture, expression of ideas and ideologies (CHERVEL, 1990), (JULIA, 2001), FRAGO (1995).

The purpose of identifying a school culture favors the fact that we can understand the school role in the organization and creation of its own knowledge in the act of formation of the students as well as the mechanisms developed by the teachers, their strategies and appropriations along their professional life (CHARTIER, 1990).

In the first moment we use as the main motivator the development of Primary Schools in cities of the countryside of the State, such as Anagé, Brumado, Caetit , Guanambi and Vit ria da Conquista. These objectives are covered by the research developed by Amaral (2015) which presents an overview of the Primary Schools in Anag , Brumado

and Guanambi, from 1938 to 2000. The choice is due to the fact that these cities are historically important for the regional development, in an economic and cultural perspective of the state of Bahia in the Republican period, and also by the fact that "we can consider as precursors to movements of primary school renovation attempts those actions of Lourenço Filho in Ceará, in 1922-23, and Anísio Teixeira in Bahia in 1924-28 "(MOREIRA, 1955, p.89).

The project is developed in partnership with the research group GHEMAT, aiming to build a history of the teaching of mathematics in primary school in the state of Bahia.

The research development in such perspective can be related sometimes to the study of educational institutions and official sources, since it is not easy and/or possible to get unofficial sources of any kind. In the development of Amaral's research (2015), for instance, the official sources were considered, that is, here we deal with official papers and manuals, which, as a rule, are being obtained in municipal public files, mainly in Vitória da Conquista<sup>5</sup>, Anagé, Caetité<sup>6</sup> and Salvador<sup>7</sup>.

## **2. Main focus of research**

As mentioned earlier, here we present results of the research being carried out in the state of Bahia<sup>8</sup>, specifically with the emergence of the Primary Schools, in which we have taken the official proposals for education in Bahia. We also aim at obtaining and organizing a database composed of school papers and/or related to schools in that period.

We understand that the official documentation holds information, traces and signs of the school culture, which can be identified in norms that define the operation, the knowledge, the conduct and practices that characterize the school (JULIA, 2001). These documents can be, books, manuals, magazines, written assessments, reports and others, that will enable us to describe the school and its practices and normative policies at a given moment. In a way, under that perspective, the analysis of the official normalizing policies of the public power also becomes important. In addition to these, we also hoped to count with school specific documents, such as the teachers' diaries, classroom files, students' and teachers' notebooks, exams and tests, at last, everyday school documents.

From the original proposal, from the broader project, the main objectives are: 1) Organize a database of sources, such as books and instructional manuals, magazines, students' and teachers' notebooks, curricula programs, tests and evaluations, official documents etc.; 2) Identify in the sources found the circulation and appropriation of

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<sup>5</sup> [http://www.pmvc.ba.gov.br/v2/news/file-public-municipal-the-main-place-of-memory-of-Vitória da Conquista.](http://www.pmvc.ba.gov.br/v2/news/file-public-municipal-the-main-place-of-memory-of-Vitoria-da-Conquista)

<sup>6</sup> [http://www.arquivocaetite.ba.gov.br.](http://www.arquivocaetite.ba.gov.br)

<sup>7</sup> Data collection takes place in various areas of Salvador /Ba.

<sup>8</sup> Entitled " The Constitution of Mathematical basic knowledge in primary in the state of Bahia " conducted by the Research Group on Mathematics Education ( GEEM ) in partnership with researchers from other states , especially the History Research Group of Mathematics Education ( GHEMAT ) São Paulo in the research entitled " the Constitution of Mathematical basic knowledge: Arithmetic , Geometry and drawing in primary school in historical and comparative perspective , 1890-1970.

cultural models linked to elementary mathematical knowledge; 3) Identify the professional education path of primary teachers of primary schools; 4) Preserve the documentary collection of the primary schools and make it available through digital media; 5) Elaborate and develop work meetings, and discussion among team members; 6) Disseminate the results obtained by means of publications, as stated in the original project submitted to CNPq<sup>2</sup>.

In the development of the researches, we used the discussions within the scope of school culture, (CHERVEL, 1990), (CHARTIER, 1990). Following what has been proposed in the research project, we have focused in some cities in the Bahia countryside: Caetité, Guanambi and Vitória da Conquista, seeking to identify primary sources (Nunes, 2006), which have been accessed and used for the first time for studies related to the teaching of Mathematics.

So, the works have been developed, so far, with the search and identification of official documents (laws, decrees and reforms) and magazines used in the teaching of mathematics; or journals that have been used by teachers and/or discussed in the State of Bahia, dealing with the school and/or the teaching of arithmetic, geometry and drawing in this level of teaching and also articles that have circulated in the period of study addressing the issues mentioned earlier. After that, we will focus the pedagogic manuals and books; and finally, we will develop the collection and identification of documents in the school files from some cities chosen by the GEEM.

When possible, we will conduct interviews with former teachers, former students and/or people who can assist in the elucidation of the historical constitution of the institutions and/or practices developed in schools.

The sources used for the research are mostly physically allocated in the capital of the state of Bahia, and this is due to the fact that the city of Salvador holds the government of the state since its creation. There we find the primary sources in some institutions, namely, the Public Library of the State of Bahia; the Public File of the State of Bahia (Pedro Calmon Foundation); the Library of the Faculty of Education of the Federal University of Bahia (UFBA FACED); the Central Institute of Education Isaías Alves (ICEIA); and the library of the Monastery of São Bento<sup>9</sup>.

The provision of primary sources is not yet a tradition in the academic field, however, in our research, we are socializing the primary sources in a free-access virtual data bank that aims to provide the documents carefully listed and found in individual surveys, to other researchers (VALENTE, 2005, p. 177), who may be temporally and physically distant from the location of the research.

The recollection and scanning of the sources has led us to a new stage of the research, when we started making available the sources in a virtual space created and allocated at the Federal University of Santa Catarina-UFSC<sup>10</sup>, corroborating the position of researchers in the area of History of Education, who make use of technologies for the

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<sup>9</sup> <http://acervo.fpc.ba.gov.br>; <http://www.fpc.ba.gov.br/>; <http://www.faced.ufba.br/biblioteca>; <http://institutocentraldeeducaoisasaalves.blogspot.com.br/>; <http://saobento.org/livrosraros>

<sup>10</sup> <https://repositorio.ufsc.br/handle/123456789/1769>

production of researches, promoting the documentary heritage preservation in this area (NUNES, MATOS, CABRAL, s/n, 01).

Currently in the development of the national project, we count on the participation of the following States: Alagoas, Minas Gerais, Mato Grosso, Paraná, Rio de Janeiro, Rio Grande do Norte, Rio Grande do Sul, Sergipe, Santa Catarina, São Paulo, Bahia, Amazonas, Distrito Federal, Espírito Santo, Goiás, Maranhão and Roraima, in which "the comparative-historical study considers this multiplicity of sources for the research, in its current phase of inventory in the different Brazilian states, by local research groups " (COSTA, 2015, p.39). The dialogue of a significant number of groups and researchers involved provides that:

Several subprojects are born at the same time broadening the research spectrum, allowing the elaboration of a *glocal* knowledge, understood, according to Chartier (2007), as the articulation of the local productions with the discussions in a expanded perspective. (COSTA, 2015, p. 17)

The experience in developing the research from the perspective of scanning the sources for disclosure:

[...] has provided us with the ability to focus at different moments, initially with the laws and normative policy determinations, and now engaged in working with the magazines and manuals used at the time of the research. Thus, making use of the analysis of official documentation for construction (SANT'ANA, SANTANA, 2015, n /n)

### **3. On the laws**

At the time the school expanded in most States, in the form of primary schools:

[...] with four and more classes, working in two shifts, the elementary school in the morning and the complementary in the afternoon, each not exceeding 4 1/2 hours of daily activities. The programmatic content of this curriculum begins by the teaching of reading, writing and calculating as the main centre of activities for teachers and students of the first two years, assuming that, at the end of the first, the pupil would be able to read small excerpts, to form sentences or phrases, writing them correctly, and to make the four arithmetic operations, provided that they are not too complex. (MOREIRA, 1955, p. 57)

At this point, the existence of the school that is planned and discriminated by the normative legislations only existed in cities that maintained economic or political importance in those times. In small communities and rural areas there were only the isolated single-teacher school, "... usually devoid of any pedagogical preparation, only capable of initiating children in the field of reading, writing and the four arithmetic operations, if so." (MOREIRA, 1955, p. 59)

In this way, the establishment of the primary schools begin to be defined in the Act of 18 August (Regulation of primary and secondary education in the state of Bahia) as well as in the Act of 07 March 1891 (internal regulations for public primary schools, as presented in the attached models of schedules and forms (SANTANA et al., 2011).

The Act of March 7, 1891, the math skills are characterized "... by proposing a gradual approach to the disciplines. To the elementary knowledge of Arithmetic they add the teaching of the Metric System and Linear Design, the latter being a proposition of the Mutual Method school of primary education ", so that in this Act, they also define the Kindergarten, the Elementary Primary school, which was subdivided into primary, junior and senior; and the Upper Primary School (D'ESQUIVEL et al, 2014, p. 27). Thus, according to these authors, we present a summary of the themes addressed in school:

**Table 1 - Gradual plan of teaching disciplines distributed through the three courses of the Elementary Primary school**

<b>Subject</b>	<b>Elementary Course</b>	<b>Junior Course</b>	<b>Senior Course</b>
Arithmetic and metric system	Practical exercises with the 1,000 first numbers, by adding, subtracting, multiplying and dividing. Practical knowledge of the metric sizes.	Practical and graded numbering exercises, with addition, subtraction, multiplication and division with integers and decimals. Practical exercises related to metric measures.	Practical and graded exercises according to the end of the fundamental operations, fractions and the rule of three. Complete study of the metric system.
Linear Drawing	Straight line and its positions	Curved line, combination of lines and representations of objects for models	Graphic design – by models and free, according to the laws of perspective

Source: D'ESQUIVEL et al, 2014

Among the documents found, we highlight a few that are fundamental to our study, among the many found and scanned by GEEM. We mention Law No. 117 of August 24, 1895<sup>11</sup>, which is the first mention in the state about Primary Elementary Schools in the state of Bahia, (IBIDEM.), however some researches point out that this state law only cared to allocate isolated schools in the same place (Rock, Barros, 2006). This is a point that deserves attention, as the law says:

Art. 5º the primary and secondary education will be taught by elementary schools and secondary schools; the professional education, by the institutes, schools of application or professional and technical courses; the and high education as soon as the state resources permit it, by a university in which the plans, programs and regulations from similar federal universities will be adopted (Bahia, 1895).<sup>12</sup>

Art.6 defines the responsibility of the primary education, which is competence of the municipalities; Art. 16 detailed s what was expected from the education institutions, in the case of mathematics in primary schools. It says that is it must be the teaching of Calculus and Metric System. The requirements for the formation of teachers are presented in chapter II – of primary education:

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<sup>11</sup>Republican law passed by Governor Joaquim Manoel Rodrigues Lima on the Organisation of trainings in Bahia. Description: The original source is deposited in the Public Archives of the Library of the State of Bahia. Text: Laws and Bahia State Assembly Resolutions - 1895 .Lima , Manuel Joaquim Rodrigues; Mello, Antonio Pedro de - Law No. 117 of August 24, 1895, BA. <https://repositorio.ufsc.br/xmlui/handle/123456789/122520> , accessed on 25 July 2014.

<sup>12</sup> Lei n. 117, 24 ago. 1895, BA. Lima, Joaquim Manuel Rodrigues; Mello, Antonio Pedro de.

Art. 22 no one may teach primary elementary public school without a teacher education certificate awarded by the teacher education schools of the state or municipalities, and prove a) moral integrity, with a certificate issued by reputable household heads and authorities of the municipality where he/she resides; b) not suffer from diseases or psychological conditions incompatible with the teaching functions (Bahia, 1895).

The school life followed under a different control from the current oneed, for example, the use of books and official teaching materials were encouraged and to some extent, imposed to teachers from the various levels of education. In the case of primary teachers, we can observe in the act of October 4, 1895 section IV, the obligations and salaries governing primary education:

Art. 41- in addition to the obligations stated in this Regulation, the public school elementary teacher must b) Teach by competently approved books, in accordance with the programme and school schedule (Bahia, 1985)<sup>13</sup>

According to Amaral (2015), the group's recollection of sources provided the information on the development of education in our state, and specifically about the primary school. The documents are available in the repository of UFSC<sup>14</sup>. We present below, from the same author, the documents concerning the legislation in relation to the standardization of the public school in Bahia between 1895 and 1937.

**Table 2:** laws and decrees of the state of Bahia that refer to the Primary Education (1895-1972)

year	Law Decree	Register	Title	Publication
1895	Act of October 4th, 1895	ACTS OF THE GOVERNMENT OF THE STATE OF BAHIA 1895	Regulation of Primary Education of the State of Bahia	1912
1913	Law N. 1.006, from September 6th, 1913	LAWS OF LEGISLATIVE POWER AND DECREE OF THE EXECUTIVE POWER OF THE STATE OF BAHIA	Primary education reform of the State	1914
1918	Law N. 1.293, from November 9th, 1918 <sup>15</sup>	LAWS OF THE STATE OF BAHIA	Public education reform in the State of Bahia	1921
1925	Law N. 1.846, from August 14th, 1925	LAWS OF THE STATE OF BAHIA	Reform the Public Instruction of the State of Bahia	1925
1933	Decree N. 8.450, from May 31st, 1933	DECRRES OF YEAR 1933 (NS. 8.260 A 8.76	Approves the Programs for primary schools, Public to private individuals in the State	1938

<sup>13</sup> <https://repositorio.ufsc.br/handle/123456789/122519>

<sup>14</sup> <https://repositorio.ufsc.br/handle/123456789/98963>

<sup>15</sup> Available in the Institutional Repository of the UFSC at address: <https://repositorio.ufsc.br/xmlui/handle/123456789/122537>



1937	Law N. 190, from August 3rd, 1937	LAWS OF THE STATE OF BAHIA	Crea 370 primary schools, Authorizing the opening of Special Credit must	1940
1937	LAW N. 231, from October the 16th, 1937	LAWS OF THE STATE OF BAHIA	Authorizes the opening of a Special Credit of 500 000 \$ 000 to: construction of School Buildings	1940
1937	DECREE. 10. 417, from 30 de November the 30th, 1937	LAWS OF THE STATE OF BAHIA	Organizes, in the Department of education, the School Census and statistics section	1940
1961	Organic Law of Teaching	LAWS OF THE STATE OF BAHIA	Replacement of the Special Committee on complementary laws of the Legislative Assembly of the State of Bahia	1962

**Source:** elaboration of Rosemeire dos Santos Amaral/Claudinei de Camargo Sant'Ana, based on official data from Bahia (1895-1961) in Amaral (2015)

Indeed, we believe that the official documentation represents important action for the understanding of the Constitution process of the teaching of Mathematics (D'ESQUIVEL et al., 2014). Despite the volume of rules and laws promulgated by the government, these have clashed with the practice of politics, leading to the failure of education and democratization of society (SCOTT, 1997). As you can see in the table presented:

**Table 3:** Teaching programs of the primary school of Bahia (1895-1925)

YEAR	DETERMINATION
1895	Moral and civic education; Mother tongue; Reading and writing; Calculation and metric system; Geography and history, mainly of Bahia; Earliest notions of physical and natural sciences through lessons of things; Notions of agriculture; Drawing; Gymnastics; Military exercises; singing; Arts and crafts. a) [the teacher] will use methodically the lessons of things, which will generalize rationally to all disciplines; b) [the teacher] will explain this syllabus through the three courses. (BAHIA, 1895, p. 63-64). (Emphasis added) o)
1913	a) Portuguese Language, speak, read and write; (b) Calligraphy; c) Calculations of the fundamental operations, and usual measures; d) notions of general and Brazil's geography, geography of the state; and biography of notable men in Brazil; f) linear drawing; g) occasional lessons of civility, moral and civic education, elementary hygiene, on local agriculture and industry; h) domestic works for girls; I) school chants and anthems; j) Swedish Calisthenics. (BAHIA, 1913, p. 136-137)
1918	a) Portuguese language; (b) Calligraphy; c) arithmetic elements, including metric system; d) linear drawing; e) concepts of general geography and chorography of Brazil; f) elements of the history of Brazil; g) occasional lessons of civility, moral and civic education, hygiene elementary, and of agriculture and industry, applied to the local; h) handicrafts for the girls; I) school chants and anthems; j) Calisthenics. (BAHIA, 1918, p. 151-152).

1925	A) in urban schools: Vernacular language Calligraphy Arithmetic Concepts of Geometry Geography, especially of Brazil and Bahia Notions of Brazil and Bahia history Moral and civic instruction Notions of science physics ... and hygiene Drawing Domestic jobs Manual work and handcraft Gymnastics exercises Singing. (BAHIA, 1925, p. 189)	B- in rural schools: Vernacular language Calligraphy Arithmetic Concepts of Geometry Notions of Geography and History, especially of Brazil and Bahia Local Agriculture and Industry Drawing Domestic jobs Manual work and handcraft Gymnastics exercises Singing. (BAHIA, 1925, p. 189)
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**Source:** elaboration of Rosemeire dos Santos Amaral/Claudinei de Camargo Sant'Ana, based on official data from Bahia (1895-1961) in Amaral (2015)

About this primary school period, we could add that

[...] hence the impossibility of the daily schedule of a few hours, the abbreviated school periods, of the curricula of two or three years, which has universalized in Brazil, under the false justification that all children must be given an opportunity, as the number of schools is not enough for our child population. (MOREIRA, 1955, p. 127).

The same author adds that, in the state of Bahia, they presented the Methodology of the Lessons of Things, in 1895. Then, the school curriculum did not show its importance, which became progressively more evident in school. The subjects of lessons should be taken from the understanding of children, thus the subjects in the classroom should be obtained from the world of things and scenes of children (MOREIRA, 1955).

#### 4. The journals

Following the data collection, we also looked for official publications used and recommended for the development of the classroom activities. In a first analysis Sant'Ana; Santana (2015) present preliminary results about issues of "*Revista do Ensino Primário*" "from the years of 1892 and 1893, which are physically in the State Public Library<sup>16</sup> collection, Department of rare books and which are also available in the repository located physically at the Universidade Federal de Santa Catarina<sup>7</sup>" (SANT'ANA , SANTANA, 2015, n/n)

In a first foray into the analysis of the journals, we observed, for example, that the articles Almeida (1982) published in the journals reinforce the idea of pedagogical and scientific ponderability of the public elementary school teachers. The expectations generated by the creation of the law of August 18, 1890 are also presented. They also discuss the articles by Argemiro Cavalcante (CAVALCANTE 1892, p. 21) and Pedro Celestino (CELESTINO, 1892, p. 4), where we can observe the questioning directed at the pedagogical concerns of the activities developed in schools.

<sup>16</sup> <http://www.fpc.ba.gov.br/espaco-para-conhecer/biblioteca-publica-do-estado-da-bahia/>

In the first one there is the problem caused by the breach of legal regulations concerning the availability of books and the possible negative impacts for schools. The second focus on the situation of the teaching of arithmetic, which, according to the author, translates into a null, insignificant work with late results. The author points out the pernicious problems of abstractions and memorizations (SANT' ANA, SANTANA, 2015).

## 5. Conclusion

During our research, we observed the need to adjust its path. There were changes in the terms of the procedures and collection of the sources. At first we sought the characterization of the practices by privileging the experiences and documents that expressed the practices, but, in the course of our work, we focused beyond the legislation on educational magazines in the state too. In the analyses we carried out, we identified, according to Romanelli (1978), the "the way a school culture is originated defines well the evolution of the educational process." (ROMANELLI, 1978, p. 19).

We are certainly living a new moment of this research, with the raising of new official sources, but now focusing on books that have been used, given or assumed by primary schools in the period of the research, that have circulated in the state of Bahia.

As predicted we still have as goal the "...composition of a *glocal* history. And such perspective should be taken as a proposal to draw up a history where the local and the global can be articulated" (VALENTE, COSTA, 2014, p. 258). We also know that the effort of the group in the development of the research points to the fact that:

To analyze the school culture, we must analyze the set of defining standards and practices of knowledge that society wished to be taught, and the values and behaviors to be imposed. These elements are not always visible in official records (reports, proceedings, newsletters). Often, you need to read these records differently, in addition to find other less formal ones, such as: notebooks, lesson plans, books, and educational materials. (PESSANHA, DANIEL, MENEGAZZO, 2004, p.63)

The works are showing that beyond the conclusions to be obtained in the analysis of the sources (laws, magazines, books) of several states of Brazil, we are still contributing for the preservation of sources in digital format, accessible from any internet access.

## 6. Acknowledgments

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