

**A LOOK AT THE NORMAL SCHOOL LIBRARY IN BRAZIL: LOCUS OF  
TEACHER FORMATION AND DISSEMINATION OF KNOWLEDGE**

***UM OLHAR SOBRE A BIBLIOTECA DA ESCOLA NORMAL NO BRASIL: LOCUS DE  
FORMAÇÃO DOCENTE E DISSEMINAÇÃO DE SABERES***

***UNA MIRADA A LA BIBLIOTECA ESCOLAR NORMAL EN BRASIL: FORMACIÓN  
DE MAESTROS Y DIFUSIÓN DE LUGARES DE CONOCIMIENTO***

Giza Guimarães Pereira SALES<sup>1</sup>  
Rosane Michelli de CASTRO<sup>2</sup>

**ABSTRACT:** For more than a century in Brazil, the Normal Schools were consolidated as the main institutions of teacher education. In order to understand how the process of formation of Primary teachers in the country occurred, between the mid-19th century and the end of the 20th century, in this text, aspects of the history of these institutions are resumed, and, with this, we seek to identify which importance existed the school libraries existing inside these schools and how they were constituted as a specific locus of training and knowledge. The proposal that demands the conduction of this discussion consists of analyzing specificities in relation to the Libraries of the Normal Schools, considered as centers of production and circulation of pedagogical knowledge essential for the formation of the future teacher.

**KEYWORDS:** Teacher training. School library. Normal School.

**RESUMO:** *Durante mais de um século no Brasil, as Escolas Normais se consolidaram como principais instituições de formação docente. Com o objetivo de compreender como ocorreu o processo de formação dos professores Primários no país, entre meados do século XIX e final do século XX, neste texto, retomam-se aspectos da história dessas instituições, e, com isso, busca-se identificar qual importância possuíam as bibliotecas escolares existentes no interior dessas escolas e como se constituíram como locus específico de formação e de saberes. A proposta que demanda a condução desta discussão consiste em analisar especificidades em relação às Bibliotecas das Escolas Normais, consideradas como centros de produção e circulação de saberes pedagógicos essenciais para a formação do futuro professor.*

**PALAVRAS-CHAVE:** *Formação de professores. Biblioteca escolar. Escola Normal.*

<sup>1</sup> São Paulo State University (UNESP), Marília – SP – Brazil. Doctorate in Education from the Graduate Program in Education of the School of Philosophy and Sciences - Unesp/Marília. Professor at the Centro Universitário Adventista de Ensino de São Paulo (UNASP). ORCID: <https://orcid.org/0000-0002-6452-5047>. E-mail: [gizasales123@gmail.com](mailto:gizasales123@gmail.com)

<sup>2</sup> São Paulo State University (UNESP), Marília – SP – Brazil. Assistant professor at the College of Philosophy and Sciences. Permanent Professor at the Graduate Program in Education at FFC - Unesp/Marília. Post-Doctorate by Carlos Chagas Foundation. ORCID: <https://orcid.org/0000-0002-7383-4810>. E-mail: [r.castro@unesp.br](mailto:r.castro@unesp.br)

**RESUMEN:** *Durante más de un siglo en Brasil, las Escuelas Normales se consolidaron como las principales instituciones de formación docente. Para entender cómo se dio el proceso de formación de los docentes de Primaria en el país, entre mediados del siglo XIX y finales del XX, en este texto se retoman aspectos de la historia de estas instituciones y, con ello, buscamos identificar Existía la importancia de las bibliotecas escolares existentes en el interior de estas escuelas y cómo se constituían como un lugar específico de formación y conocimiento. La propuesta que demanda la conducción de esta discusión consiste en analizar las especificidades en relación a las Bibliotecas de las Escuelas Normales, consideradas como centros de producción y circulación de conocimientos pedagógicos imprescindibles para la formación del futuro docente.*

**PALABRAS CLAVE:** *Formación de profesores. Biblioteca escolar. Escuela Normal.*

## Introduction

Understood as a necessity for the dissemination of culture and instruction, the school libraries that were formed in Brazil in the late nineteenth century and early twentieth century somehow reproduced a European influence that spread through the circulation of Brazilian intellectuals who went to that continent in the mentioned period.

The creation of school libraries was part of a French project, headed by the Minister of Public Instruction Gustave Rouland (1806-1878), which aimed to make reading available to populations "unfamiliar or unfamiliar" with literature and printed matter (HÉBRARD, 2004, p. 17). It is in this context that the first "School Libraries or Libraries-armories" appear, from 1860 on, inside the public elementary school, which would serve not only for the use of teachers and students, but also for the community.

Through this initiative, Minister Rouland intended to promote success and progress in instruction. Among the objectives, the schools were to be equipped with "[...] real classrooms, well lit and ventilated [...]" and "[...] blackboards, tables, quills, paper, but also books. There would be the need to install in schools "[...] the necessary furniture and in the very first place, 'a small Library-room' for the conservation of books, notebooks and printed boards for school use. (HÉBRARD, 2004, p. 17). As time went by, this small cabinet became a "library-cabinet", and later it was called "school-library". Initially, it had two functions: "[...] to safeguard school books and textbooks and to lend to children and families." (p. 25-26).

Understanding the importance given to the school library becomes necessary to compose aspects of the constitution of the school culture<sup>3</sup> that is installed, not only in the

<sup>3</sup> School culture is understood in the sense attributed by Julia (2001, p. 10-11), "a set of norms that define knowledge to be taught and conduct to be inculcated, and a set of practices that allow the transmission of this

Primary School, but also in the teacher training schools, in Europe and also in Brazil. Such libraries are, therefore, understood, in this text, as specialized centers of gathering, systematization and dissemination of a set of knowledge needed to the teacher training for the Primary School, which was focused on "schooling and literacy of children and young people was essential to produce and transmit the new standards of conduct required by the Republican society" (MATOS; FRAGA; MARTA, 2020, p. 634). In this perspective, the Brazilian school libraries that are being formed inside the schools also serve a double function, as in the French case: to serve the students and the teachers.

As the studies about school libraries may be objects of multidisciplinary studies, located in border regions, especially between the fields of Information Science/Library Science and Education, it becomes complex to approach this theme without interfering in issues proper to each area of knowledge, however, the purpose of this text, besides respecting the specificities of each area is to highlight the importance of the library for teacher education from the perspective of the history of education and the history of teacher education, and try to situate the role of the 'librarian' responsible for intermediating between the library and the student in training, through its performance in the acquisition, selection and availability of the collection to its target audience.

As in the French case, the librarian of the Normal School was responsible for the care and maintenance of the collection. As highlighted in Sales (2013, p. 79), the functions of the school librarian are provided in the Regulation of Public Instruction of the State of São Paulo since 1893. "The functions of the Secretary and the Bibliothecary will be cumulatively exercised by one of the teachers, who will receive a bonus of 600\$000 per year" (SÃO PAULO, 1893, article 225, § 1).<sup>4</sup>

For a more precise understanding of this discussion, we introduce, therefore, a reflection based on the studies of Carvalho (2003, 2007), Silva (2005), Toledo and Mogarro (2011), Nery (2009), Vidal (2000), Faria Filho *et al.* (2004), among other authors who analyzed the readings for teachers and that circulated in most of the libraries of the Brazilian Normal Schools. Carvalho (2007) analyzes the French literature that circulated among the São Paulo teachers around 1882 and that, in a certain way, can be considered significant in the production of cultural models disseminated at that time. The author presents pertinent perceptions to start a

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knowledge and the incorporation of these behaviors; norms and practices coordinated to purposes that may vary from time to time (religious, sociopolitical, or simply socialization purposes).

<sup>4</sup> It should be noted that the spelling of the time is preserved in this term and also in the other literal quotations that will be presented in the course of this text.

dialogue about the circulation of pedagogical knowledge that permeated an entire historical-educational context in Brazil, especially regarding teacher education. In this way, the author's conclusions lead us to understand the movement of ideas and theories, considered modern and innovative, which surrounded education in its various moments and culminated in a process of production, circulation and appropriation of educational models and practices considered as hegemonic in the historical moment of expansion and consolidation of Normal Schools in Brazil. Such discussions focus on the analysis of the *Escola Normalista Paulista* and its school library as a privileged locus of formation and dissemination of knowledge, which will be elucidated in the following topic.

### **Republican ideas, educational theories, pedagogical models: bases for the formation and performance of teachers in São Paulo**

When discussing the history of Primary School in Brazil, Carvalho (2003) highlights how the pedagogical model is consolidated since the pombaline reforms until the propagation of modernization ideals in the country, with the introduction of new educational theories disseminated by modern pedagogy. Initially, between the 17th and 19th centuries, the Brazilian pedagogical model was constituted by the *Schools of First Letters*, by the *illustrated Philanthropy* and by the *institutionalization of the order*, which favored the development of institutions of social intervention, such as asylums, orphan seminaries, penitentiaries, houses of correction and hospitals, all of them in the service of containing the insane, the sick, the abandoned and the criminals and take them away from the society's conviviality (CARVALHO, 2003).

Looking at the historicity of the school and its trajectory, Faria Filho *et al.* (2004) emphasize that, in order to understand part of the history of the primary teachers' education that took place in the São Paulo State Normal Schools, it is also necessary to study the libraries of these institutions, understanding them as a specialized center of production and circulation of a set of knowledge needed for the teacher's education. In this sense, we understand that the training model that was consolidated within the libraries of the Normal Schools also spread to other regions of the country.

According to Silva (2005), it is also necessary to observe and intersect the teacher education model that was consolidated from the circulation of a certain set of pedagogical knowledge and cultural models based on the principles of the New School. These cultural

models and pedagogical knowledge have been disseminated since the end of the 19th century, and had relative hegemony in the first decades of the century.

The beginning of the 20th century brought a more consistent consolidation of the Brazilian pedagogical model based on the republican aspirations for the modernization of the country and, consequently, on the pedagogical innovations that came with the educational theories of the new school, influenced by the experiences of other nations, such as the United States and European countries. Moved by republican ideals, since the end of the 19th century "[...] liberals, freemasons, positivists, republicans, and North-American protestants put into circulation new pedagogical models, founding schools, sharing them through the press, and bringing them to parliamentary debate".

Thus, the propaganda in favor of the republic seeks to reinforce these models and to be based on the "[...] inseparability of the trinomial - Education, Republic and Citizenship" (CARVALHO, 2003, p. 336).

After the establishment of the Republic, especially the governors of the state of São Paulo started to invest in the organization of an education system that would become a model for the rest of the country: "Thus, the São Paulo school is strategically erected as a sign of the Progress that the Republic was establishing" (p. 337). Based on this logic, the São Paulo model started to be exported to other states, disseminating an ideal model of education and teaching, based on modern pedagogical methods, which were applied in the Modelo School, annexed to the Escola Normal. With its monumental buildings, serial teaching and homogeneous classes, all this apparatus pointed to the formula of republican success in São Paulo.

This educational model based on modern Pedagogy influenced and motivated certain groups of leaders "[...] to take upon themselves the task of remodeling the imaginary and the political and pedagogical practices in the country. For the author, these characters, as mediating agents in the process of institutionalization of the school, are considered fundamental in the "[...] elucidation of the material processes of production, circulation, and appropriation of pedagogical models in Brazil" (CARVALHO, 2003, p. 338). These observations by Carvalho (2003, p. 269) allow the understanding of a whole political-cultural-educational climate in the country, along a trajectory of almost two centuries.

Thus, according to studies on education historiography, the school model and form are understood as a historical construction "[...] resulting from the insertion of a plurality of scientific, religious, political and pedagogical devices that defined modernity as a schooling society". The author also indicates that in the post-republican period, the leaders, considered distinguished men, occupied positions as legislators, politicians, high state officials, writers,

teachers or journalists, and constituted a generation that "[...] born together with the Republic, actively participated in the so-called *educational renewal movement* in the 1920s and 1930s". Thus, investigating the appropriations that these educators made of the "foreign scholastic innovation propositions, especially relevant in the case of those who became authors, translators and editors of vast pedagogical literature" is of vital importance to the understanding of the process of constitution of the educational field in Brazil.

In this intense climate of movement, according to Silva (2005), the pedagogical literature that constituted the specific library for the training of teachers and future primary teachers was considered a source of dissemination, circulation, and systematization of a certain school culture that disseminated a set of scientific, psychological, and pedagogical knowledge to be used by teachers in the performance of their activities.

In order to understand how the pedagogical literature circulated in the school environment, especially the literature destined to teachers in formation, Carvalho makes evident the complexity and the need to analyze the use of the printed material, either in its prescribed use or in its effective use, and to understand it as a "product", in the middle of the "pedagogical and editorial strategies" that propagate the propagation of certain pedagogical knowledge and the "standardization of school practices" (CARVALHO, 2003).

In the same way, Silva (2005) understands the Normal Schools' libraries as a space destined to gather a set of knowledge especially focused on teacher's training, and indicates that analyzing the pedagogical literature of the late nineteenth century and early twentieth century made it possible to understand the appropriations of readings made by teachers and future teachers, which contributed to the constitution of the formative pedagogical culture of the primary teacher, evidenced in training courses such as the Normal Schools in Brazil and abroad. In this sense, it points out that this literature ends up contributing to organize the constitution of a pedagogical culture necessary for the teacher's school performance.

Moreover, Castro and Lima (2014, p. 907) state that it was a period of Brazilian education in which "[...] different mechanisms were implemented to control the process of training and improvement of public primary teachers, their work and professional behavior as [...] the creation and maintenance of state libraries".

When analyzing the constitution of the collection of the library of the Escola Normal de São Paulo, which occurred through the purchase of books made by the then professor of French, Physics and Chemistry at this school, Paulo Bourroul, during a trip to France in 1881, Carvalho (2007) emphasizes in the text - *Uma biblioteca francesa para a Escola Normal de São Paulo (1882): livros de formação profissional e circulação de modelos culturais* - the "material



supports of production, circulation and appropriation of pedagogical knowledge" (p. 17). 17), in which are related the books for school use, the periodical press focused on education, the school libraries, the collections intended for teachers and other devices prescribed for the use of teachers or future teachers.

Through this analysis, it was possible to evidence the material configuration of books and magazines that dealt with education and teaching, aimed at teachers and that circulated in Brazil between the late nineteenth century and the mid-twentieth century. With this, Carvalho (2007, p. 19) observes that

[...] interested in specifying different styles of configuration of pedagogical knowledge through the analysis of the materiality of the printed materials that put them in circulation, [the research] focuses, in one of its aspects, on a device of constitution of a repertoire of pedagogical knowledge: the assembly of libraries in teacher-training schools. Such libraries, intended for the training and professional reading of already graduated teachers, organize and constitute the corpus of knowledge represented as necessary for teaching practice, concomitantly constituting a pedagogical culture.

In order to understand the materiality of these printed materials, analyze their configurations and show how they produce some meaning, it is necessary to refer to the study of printed materials "[...] as a product of pedagogical and editorial strategies of dissemination of pedagogical knowledge and standardization of school practices" (CARVALHO, 2007, p. 18).

As Chartier (1990) and Certeau (1994) propose, through this kind of research, which takes the library also as collections of books that, intended for the use of teachers, are responsible for organizing and even constitute the pedagogical culture represented as necessary for the teacher's performance, it is also observed through the practices performed by the librarian of the Escola Normal in São Paulo, in its performance in the context of training schools, some aspects that contributed to the dissemination of pedagogical culture in relation to the training of primary teachers, such as reading classes taught by this professional in the library space, selection, organization and indication of purchase of specific literature and ways of conducting the dynamics in that environment.

### **Dissemination of the teacher's culture: in focus the dissemination of the pedagogical culture inherent to the São Paulo primary teacher's training**

Having as prerogative to dive a little deeper into the study of libraries and pedagogical knowledge responsible for the constitution of a certain pedagogical culture for teacher

education, Toledo and Mogarro (2011) discuss aspects of the circulation of printed materials in Brazil that were present and highlighted in the libraries of Portugal, as well as Portuguese books that were also present in Brazilian libraries. This correspondence, especially of books aimed at teacher training in both countries, makes evident the concern with professional training through the installation of pedagogical museums and specialized libraries, present in several countries in Europe and South America, between the late nineteenth and early twentieth centuries. By focusing more precisely on the books of the *Atualidades Pedagógicas* collection, the authors consider that this collection "[...] conveyed a reading and training model strongly marked by the conditions of the Brazilian pedagogical field and by the political options materialized in the reader's training program and the collection itself" (TOLEDO; MOGARRO, 2011, p. 172). Conceived by Fernando de Azevedo, the library project, understood as a collection aimed at teachers and future teachers, "[...] was reached the condition of national reference of the scholasticism, by the mobilized production and diffusion strategies, through innovative typographic and textual devices". The authors (2011, p. 173) conclude that Azevedo sought to install a new pedagogical culture, investing in scientific advances in the educational field, through "[...] translations of texts and authors of the international movement of scholasticism, programming them so that Brazilian and foreign authors would conform a cohesive pedagogical culture designed as renewal". The school libraries are fruits of a conception of dissemination, systematization and circulation of pedagogical ideas, educational theories, school or pedagogical culture that need to be legitimized, either by their relevance or by the implementation strategies that come in the form of legislation, projects or new ideas. Thus, throughout the history of school libraries and teacher education, these spaces are considered privileged spaces for the concentration and propagation of specific knowledge.

Similarly to the libraries in the teacher education courses, Souza (2009), when studying the installation of libraries in the Grupos Escolares, found that both the school groups and the libraries planned to accompany them were results of republican projects instituted from, especially, 1893 on. However, some collections were aimed at the students, while others were for the exclusive use of the teachers, especially the libraries installed in the Normal Schools or in the Teacher Training Centers. According to the author, from the 1920's on, there was a certain re-signification of the library space, possibly due to the influences of the Scholastic Renovationist principles, in which children and their needs were prioritized. With these changes, libraries are no longer for the exclusive use of teachers, but also for elementary school students. This characteristic of the library for the use of teachers, future teachers and elementary school students can also be observed in the São Paulo's Normal Schools, since the first years of



its constitution, since some of these schools also had aggregated to them the Model Schools and Annexes, which attended the primary education, as is the case of the Normal School of the Capital, among others; in these cases, the libraries served both the adult public (teachers and future teachers) and the children (elementary school students).

According to the *Anuario do Ensino* (1911-1912), since 1911 the General Directorate of Public Instruction has created a library for teachers, with books especially for pedagogical purposes:

[...]be a safe source of information, a repository of the best that is said and done in matters of education and teaching, where they can seek, when they need, new knowledge for the good performance of the duties of the profession. This source of information is an indispensable complement to a good school organization, as we have at present, and a necessity for the activity and progress of teachers (ANUARIO DO ENSINO, 1911-1912, p. 29).

Such library was thought as a way to keep the teachers in constant contact with the "[...] evolutionary march of teaching in the most advanced countries [...]", being attentive to the movement of modern pedagogy (ANUARIO DO ENSINO, 1911-1912, apud NERY, 2009, p. 5). By understanding the library as a specific space for the production, circulation and constitution of a pedagogical culture, Nery (2009), when studying the collection of the old Normal School of Piracicaba, takes as object this collection considered historical and points to the importance of this type of study in order to understand the pedagogical culture constituted through the strategies of implementation of a specific library for the use of the teacher of the Normal School and for the training of the student-master. About the composition of a specific library for teacher training, Nery (2009, p. 123) indicates that it adds "[...] a set of materials, especially books that, intended for the use of teachers and for school reading [...]", becoming responsible for gathering and organizing a certain pedagogical culture necessary for teaching practice. Thus, the school library installed in the Normal Schools can be considered a privileged space of activities for the formation of the teacher and of the future teacher.

[...] vocational libraries can be taken as strategies for the circulation of training printed matter to the extent that they constitute repertoires, select, classify and dispose different materials for the realization of the training of new specialized readers (NERY, 2009, p. 125).

Through the analysis of the collection, the author highlights the importance of the library as a space designed to bring together the pedagogical culture that was in line with the republican ideal propagated at that historical moment:

In the search for the conformation of a republican culture that would have in the Normal School the space of learning and dissemination, pedagogical press and civic-patriotic practices are coated with a pedagogical culture. It is visible in the analysis of the periodicals published in the São Paulo Normal Schools, of the printed materials that make up the school library and of practices such as student associativism the confluence of pedagogical knowledge that end up providing the pedagogical training of the student-master (NERY, 2009, p. 164).

The libraries of the teacher-training schools, during their years of existence, both in the Normal Schools and in the Institutes of Education, which came later, always had a prominent position in relation to the importance they had for the proper training of their students or future teachers, as were, in fact, the goals of these institutions.

Through similar procedures, Vidal (2000), when conducting studies on the teacher-training practices installed in Brazil in the 1920s and 1930s - especially in the Instituto de Educação do Distrito Federal, a period when Fernando de Azevedo and Anísio Teixeira were at the head of Public Instruction - found an intrinsic relationship between the school library for teacher training and the Scholasticnovist principles, widely disseminated and disseminated in teacher-training courses. Such findings were made through the testimonies of former students and a set of analyzed documents. For the author, there was a constant appreciation of the library, the reading classes, as well as the acquisition of books and pedagogical magazines, which provided a favorable climate for the acquisition of knowledge necessary for the future teacher's education.

Meeting this desire of educational renewal, [...] "the constitution of libraries, specifically of a library to help in the formation of teachers, agglutinated discourses of excellence and professional improvement" (VIDAL, 2000, p. 12). Such libraries were created in the Federal District<sup>5</sup>, as from Decree No. 2940/28, which, besides establishing criteria for their installation and organization, also created the position of Librarian. Among the duties assigned to this professional were: care for the organization of books; organize the catalog; present a balance of the library's movement; care for the order and cleanliness of the books; assist teachers, students and other people who requested the use of books (DECREE no. 2940, 1928, apud VIDAL, 2000, p. 12).

Besides regulating the constitution of school libraries, the azevediana administration proposed a more rational organization of the Normal School

<sup>5</sup> The city of Rio de Janeiro was the capital of the Federal District from 1763 until 1960. After that date, the federal capital was transferred to Brasília.

library, and created the position of librarian, exclusively to manage the collection intended for teacher training.

Both Fernando Azevedo and Anísio Teixeira contributed to the installation, organization and expansion of school libraries, especially for teachers. Through these initiatives, they outlined strategies that "[...] significantly changed the composition of the library collection and shaped reading practices. Training for the teaching profession was directly related to specific literature on "[...] Pedagogy, Psychology, Sociology, Hygiene, Physical Education, Civics, Morals, and History of education. Works dedicated to women and the family defined a tendency to the feminization of teaching." (VIDAL, 2000, p. 15).

In this way, Vidal (2000, p. 30) concludes that these characters "[...] when intervening in the formation for the teaching in the Brazilian capital, from the 1920s on, [...] were concerned in organizing the school libraries [...] acted in the dissemination and consolidation of a bibliographical referential set as a standard of excellence shared by students and teachers in Rio de Janeiro, which for many years lasted in the Brazilian pedagogical discourse". Based on scholastic modernist principles, "[...] such strategies conformed teacher training practices, in which the book and the library assumed a privileged place in the school's spatial, temporal, and pedagogical relations" (VIDAL, 2000, p. 30).

Continuing the theme, Menezes (2011) brings as a contribution the analysis of the library collection of the former Normal School of Campinas, aiming to understand the movement of the collection, its operating dynamics and aspects related to space and organization, as well as the process of expansion and decline of this institution. For the author (2011, p. 02), it is possible to realize the expansion movement of the school, as well as of the library, through the "[...] proliferation of courses, disciplines, periods of operation, multiplicity of qualified professionals, is also reflected in the movement and organization of its library and the collection accumulated by it, in the several years of operation". The author uses as sources the *Library Reports*, a document written by the librarian, as a practice already well established, since even before the institution of the reports these records were made by means of record books, where all the acquisition and movement of the collection was recorded.

The custody of the collection, the organization and maintenance are strongly linked to the educational purposes of a period and the professionals who then composed the functional staff of the institution, such as the figure of the librarian, in this school a librarian, who remained for many years in school and had, therefore, a thorough knowledge, one can say, very intimate of their sector, as in the specific case of the bibliographic collection. This fact indicates a picture that, when studied, presents difficulties in its understanding, even for professionals trained in the specific area of

librarianship. Even in the documents of the historical archive, in reports, in record books, and in the catalog, or catalogs, the mark of the librarian in charge can be found in the records. We worked with the clues left by her, and that often could only be deciphered with the help of those who lived in the period and somehow could share this knowledge. (MENEZES, 2011, p. 2).

Through the analysis of these documents, Menezes (2011, p. 12) concludes that the study of this library can reveal several important clues that will serve as a basis for other studies of problems encountered in the daily life of schools, such as: "[...] facing problems such as the lack of teachers, religion classes, when students were left without activities and the library was the space to fill these gaps. Besides these aspects, the author also notices the process of decline that both libraries and educational institutions go through:

We verify a thorough professional work, which also shows the decline of teacher training institutions, when the constitution of specialized libraries, with the possibility of buying books, subscribing to periodicals and supplying the existing departments, with a staff capable of taking its services to the various shifts of operation of the institution, also begins to decline and lose staff, material and budget for maintenance (MENEZES, 2011, p. 12).

Menezes (2011) also notes the difficulty in investigating a historical library, since the challenges are immense and testify against time:

This work is a preliminary essay to the study of a library, which operated for decades, with the constitution of a generous and rich collection, showed a movement of consultants, readers, visitors, and activities of great wealth, with sufficient human resources to cover all shifts and courses held by the institution. It is up to us to follow the constitution of this collection, which during the 21 years presented here, in the reports of the librarian in charge, has had a substantial increase and has not counted losses, or misplacements, as announced so well by the responsible librarian. It was not without difficulties that we proceeded to read the reports, especially when it comes to the same library that is trying to save the surviving items, after staying for several years on the cement of the basements, and under the action of humidity and pests of the most varied. Like other documents from the school historical archive, one can, by reading these reports, refute statements that the school archive documents bring only official documents, without records of activities capable of enunciating activities, practices, clashes between subjects, of that particular institution. They are clues, traces, statements, provocations (MENEZES, 2011, p. 12).

Increasingly, through the authors highlighted here, it has been possible to realize the importance that the libraries of teacher education courses have assumed in the period studied. Thus, it is observed the contribution of the researches pointed out in order to highlight the importance of the study of these institutions for the understanding of the teacher education

process in Brazil and to highlight the permanence of the pedagogical practices and culture installed, which lasted for the following decades.

The moment that education in Brazil was facing, especially between the 1920s and the 1930s, was one of intense transformation for the educational reality of the country, both because of the circulation of philosophical, political and educational ideas, and because of the government's investments and the efforts of intellectuals and education professionals to adapt the Brazilian education model to the models of successful countries.

As mentioned, this period was also marked by the passage from a model of education and teaching understood by the *Art of teaching* to a *scientific* based model with influences from Psychology (CARVALHO, 2003). By the way, the foundations of instruction in the nineteenth century characterized what became known as "[...] traditional pedagogy was challenged by the new school, which leaves for a vision of science, in order to create the science of education, contemplating the needs of the child, with emphasis on Psychology" (MORÉS; PANOZZO, 2019, p. 255).

In the conception of Nery (2009), some conferences held in several countries, as well as the visit of teachers and intellectuals of education to the United States and European countries, "[...] created a favorable climate to the circulation of new ideas, in other words, it culturally animated the educational environment in São Paulo" (p. 134).

Confirming the importance that school libraries had been gaining in the educational scenario in Brazil, especially in the teacher education courses, the first decades of the 20th century can be understood as a period of great investment and development of these institutions, since, aiming to raise the level of teacher education practiced in the Normal Schools and to try to bring the primary teacher education closer to the new external educational proposals, many Brazilian intellectuals started to travel to more developed countries in the educational area to bring their innovative ideas, which would be transplanted or adapted to the Brazilian case.

## **Final remarks**

Although the studies of libraries for teacher education have been emerging in Brazil in recent decades, as pointed out by the works evidenced in this text, the researches that focus on the various aspects in which the library and teacher education dialogue are still incipient, thus requiring further investigations to help us understand the processes of teacher education and the constitution of the school culture embodied inside the Normal Schools and their libraries.

It is also noted that this theme is full of a multiplicity of meanings and possibilities of investigation and needs a deeper look from the researcher to try to unveil the various aspects that are intertwined within the complexity of the theme and the relationships it establishes in its surroundings.

In this regard, when seeking an approach to the studies on school libraries, it was possible to realize a multidisciplinary, broad and rich field, however, our goal was to focus on the Normal School library, from the point of view of the history of training, to understand the librarian's role in the mediation and organization of knowledge and how this space was constituting and becoming a specialized locus of teacher training, where it was possible to gather, organize, systematize and disseminate a set of knowledge necessary for the training of teachers and future teachers for Primary School (CARVALHO, 2007; SILVA, 2005).

Therefore, the analyses undertaken in this text showed that, since the discussions of the first republican educators and, above all, of those who became known as *escolanovistas* educators, inserted in an atmosphere of learning "new" and "modern" educational assumptions that were indispensable to the good performance of the teaching practice, efforts were invested in the installation, organization and expansion of school libraries, especially aimed at the formation of teachers.

From what was possible to notice through the considerations pointed out so far, it becomes evident the relevance of the deepening of the studies about the libraries intended for the teachers' education in order to reveal specific aspects to understand the type of education that was practiced in each historical moment. The school libraries of the Normal Schools, we can say, played a unique role in the formation of the Primary Teacher, since it was through the literature that circulated between the classroom and this library that the student, future teacher, accumulated his body of knowledge, which he would use when he would effectively perform his duties.

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