

NORMALIST JULIA WANDERLEY: DECISION, SENSIVITY AND SOCIAL NEEDS

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NORMALISTA JULIA WANDERLEY: DECISIÓN, SENSIBILIDAD Y NECESIDADES SOCIALES

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ABSTRACT: The purpose of this article is to rescue aspects of the academic-social trajectory of Julia Wanderley, the first woman from Paraná to attend and complete the normal course in the 19th century. To this end, we will highlight the educational formative context and the process of insertion of the female figure in the spaces of power, with emphasis on the formation of teachers in this province, later, the state of Paraná. Julia Wanderley's struggle marks the woman's struggle for the right to schooling, against objections and prejudices, earning the right to attend and graduate from a normal school. Women like her have advanced in the fight against social conservatism and limitations imposed on women's rights and professionalization. Julia Wanderley's initiative brought changes to the educational scenario in Paraná, encouraging other women to seek formation in normal school and become normalist teachers, socially respected and recognized in the communities where they worked.

KEYWORDS: Teaching. Schools. Woman.

RESUMO: O objetivo deste artigo é resgatar aspectos da trajetória acadêmico-social de Julia Wanderley, a primeira mulher paranaense a frequentar e concluir o curso normal no Século XIX. Para tanto, destacaremos o contexto educacional formativo e o processo de inserção da figura feminina nos espaços de poder, com ênfase na formação de professores nesta província, posteriormente, estado do Paraná. A luta de Julia Wanderley marca a luta da mulher pelo direito à escolarização, contra objeções e preconceitos, conquistando o direito a frequentar e se formar em uma escola normal. Mulheres como ela avançaram no combate ao conservadorismo social e limitações impostas ao direito e à profissionalização feminina. A iniciativa de Julia Wanderley trouxe mudanças para o cenário educacional paranaense, incentivando outras mulheres a buscar a formação na escola normal e se

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tornarem professoras normalistas, socialmente respeitadas e reconhecidas junto às comunidades onde atuavam.

PALAVRAS-CHAVE: *Docência. Escolas. Mulher.*

RESUMEN: *El propósito de este artículo es rescatar aspectos de la trayectoria académico-social de Julia Wanderley, la primera mujer de Paraná en asistir y completar el curso normal en el siglo XIX. Para ello, destacaremos el contexto educativo y el proceso de inserción de la figura femenina en los espacios de poder, con énfasis en la formación de docentes en esta provincia, posteriormente, en el estado de Paraná. La lucha de Julia Wanderley marca la lucha de la mujer por el derecho a la escuela, contra las objeciones y prejuicios, ganándose el derecho de asistir y graduarse de una escuela normal. Mujeres como ella han avanzado en la lucha contra el conservadurismo social y las limitaciones impuestas a los derechos y la profesionalización de las mujeres. La iniciativa de Julia Wanderley trajo cambios al escenario educativo en Paraná, alentando a otras mujeres a buscar capacitación en la escuela normal y convertirse en maestras normalistas, socialmente respetadas y reconocidas en las comunidades donde trabajaban.*

PALABRAS CLAVE: *Enseñando. Escuelas. Mujer.*

Introduction

With the expansion of public education in Brazil, arises the need for formation and qualification of teachers to teach primary schools, primary schools. To take on this task, normal schools were created, introduced here in the 19th century, more precisely in the year 1835 (BRASIL, 1835), lasting for more than a century, until the publication of the Law of Directives and Bases of National Education/LDB no. 5,692/71 (BRASIL, 1971), when they were extinguished (MARTINS, 2009).

Normal schools went through countless difficulties to establish themselves on the national scene (MIGUEL, 2008). In the state of Paraná, this type of school was created by Law No. 238/1870 and sanctioned by the President of the Province of Paraná, Antonio Luiz Affonso de Carvalho (MIGUEL, 2008; MIGUEL; MARTIN, 2004). According to Article 9 of the aforementioned Law, "the definitive provision of primary education schools can only be obtained from now on by normalists" (PARANÁ, 1870, p. 170). However, although there was a ban on teachers without normal formation having the definitive provision, lay teachers were essential for the functioning of primary schools, including in the twentieth century, in locations in the interior of the State of Paraná.

Throughout its existence, normal schools have formed girls and boys. However, for women, the curriculum has undergone modifications, adding manual work to teaching

(MARTINS, 2009). Initially, these institutions formed only men, since at the time of their creation, the idea present in aristocratic and conservative society was that the role of teacher, as well as that of many other professions, did not fit well for women. This caused women to be restricted to domestic work and care for their husband and children, that is, they should remain in their homes taking care of the family and protected from the exposure that a job could cause to their image or to the image of the figure responsible for it (ALMEIDA, 2004).

However, over the years, this prejudiced view of not giving women the opportunity get formation as teachers has been modified. In 1882, the report presented to the president of the province Carlos Augusto de Carvalho, by Moysés Marcondes, general director of public instruction in the province of Paraná, already showed change. He welcomed the formation of women for the role of teachers in primary schools and recommended to the provincial president that he encourage the entry of girls into the normal school in Paraná. Marcondes considered that women were, in a natural way,

[...] better equipped than men for the functions of primary education. This truth is intuitive since we consider that, to be a mother, a woman must recognize all the corners of the child's heart and spirit (PARANÁ, 1882, p. 6-7, our translation).

The idea of the care associated with the act of instructing, teaching children the first letters, began to be considered an appropriate task for women.

In the 1870s, a period marked by the birth of the normal school in Paraná, more precisely in 1874, the one that would definitely mark the formation of normalist teachers in Paraná was born, it was Julia Wanderley (1874-1918). This paranaense was known for her trajectory of struggle and persistence, conquering in 1890 the right to attend the classes of the course offered by Normal School of Paraná, until then attended only by boys. The last decades of the nineteenth century and the beginning of the twentieth century in Brazil, brought to the fore the demands of the female public for offering the normal course to women.

In this work, we aim to rescue aspects of the academic-social trajectory of Julia Wanderley, the first woman from Paraná to attend and complete the normal course in the 19th century. Historical time made it possible for Julia's persistence to earn her the right to study in normal school. Her attitude encouraged other women to fight for their space and join the course of formation of normalists. This was decisive so that, currently, teaching in Early Childhood Education and in the early years of Elementary School is exercised predominantly by women.

Amid a period of exclusion of women, who should be submissive to men of the family (single women to parents and married to husbands) and in view of the troubled trajectory of normal school in Brazil and Paraná, we will discuss how the woman from Paraná conquered their space in society and in the teaching profession. The changes in Brazilian society were decisive for the awareness of gender in the educational sphere and the expansion of public education in Brazil. We work in a socio-historical perspective, addressing relevant aspects in changing the behavior of society, which have boosted the feminization of the teaching profession.

The work is organized based on the political-social trajectory of Brazilian normal schools, with emphasis on the institutions of Paraná. Next, we will situate the socio-educational context in which Júlia Wanderley became professional and worked, the social position exercised by women in the late 19th and early 20th centuries, and the consolidation of the female figure in teaching practice.

Teacher formation for primary schools in Paraná

The profession of teacher, in modern society, started as a secondary and informal activity. Initially exercised by religious and lay people in a non-specialized way (NÓVOA, 1995). In colony Brazil, the educational activity of the Jesuits had as main objective the evangelization and the spread of the Catholic faith (ROMANELLI, 2014). However, with the transition from the colonial to the modern period, schooling took on a central role in the consolidation of national states. Regulated by the state, the primary schooling process required a new teacher profile formed in specific schools for this purpose, normal schools.

For Martins (2009, p. 174, our translation), with the institutionalization of education,

[...] the representations conveyed and strengthened in the school environment create fundamental identities for the professional recognition of the teacher, as they serve for the construction of postures of being a student.

Normal schools provided the professionalization of teaching, particularly in primary schools in the country, preparing “those who would work directly with the people” (MIGUEL, 2008, p. 3, our translation). Also, according to the author cited, “the leaders sought in the formation of teachers the help to improve society”, a role attributed to Normal School since its birth (MIGUEL, 2008, p. 3, our translation).

In the imperial period, the first normal school was created in the municipality of Niterói, in the Province of Rio de Janeiro, through Decree no. 10/1835. This law established

the purpose for which the creation of the normal school was intended, what content should be taught, the requirements imposed on the admission of interested parties and the measures to start studies at the institution. Although it established the creation of the Normal School in the Province, the law imposed as a condition for its functioning that there were more than ten enrollments made (BRASIL, 1835). As for the purpose of Normal School, in its first article, the document states that:

There will be a Normal School in the Capital of the Province of Rio de Janeiro to qualify the people, who are destined for the teaching of primary education, and the Teachers currently existing, who have not acquired the necessary education in the Schools of Education in compliance with the Law of fifteenth of October, one thousand eight hundred and twenty-seven, Article fifth (BRAZIL, 1835, our translation).

The first Normal School in Brazil lasted a short time (1835–1851) due to the instability that normal schools went through in the beginning of their existence, which is attributed, according to Miguel (2008) and Castanha (2008), due to the deficiency of their pedagogical model and the lack of interest of people in becoming teachers. Since its creation, the propagation of this model of school has been taking place gradually in other parts of the empire. We cite the example of the Normal School of São Paulo, created in 1846. In the 1870s, schools were created in the regions of Minas Gerais, Espírito Santo, Rio Grande do Norte and Paraná (MARTINS, 2009; STENTZLER, 2018).

Castanha (2008) and Miguel (2008) explain that the Normal School in Brazil underwent reformulations due to the constant doubts on the part of the government, regarding the need for its existence and the type of work that was being developed in it, as it had a weakened curriculum that went a little beyond the contents of the primary school. These questions were permeated by the low demand for candidates to join it and “until the end of the Empire the low frequency occurred, mainly due to the little prestige that teachers and the public education itself enjoyed at that time” (CASTANHA, 2008, p. 30, our translation). Most of the population saw no need to attend primary schools and, for many, teacher formation seemed unnecessary. According to Romanelli (2014), in 1888 there were only 250 thousand students enrolled in primary schools among a population of more than 14 million inhabitants in the Brazilian territory.

As a result, the formation model offered to teachers in normal schools proved to be fragile. Gondra (2018, p. 38) explains that in 1854 the Regulation of Primary and Secondary Instruction of the Municipality of the Court was established by Decree no. 1,331-A, which defined the model of instruction provided to future teachers in the Neutral Municipality, based

on in practice. For this, the class of assistant teachers was established, who were “formed in the art of teaching”, according to the author. It would be enough for them to have a basic knowledge of the contents, to know how to apply the method used in schools in a certain way and, of greater importance, they should privilege the formation of morals in their students. The Decree determined:

Art. 34. There will be a class of assistant professors, whose number will be marked by a Decree, after hearing the Inspector General and the Directing Council. Art. 35. The class of assistant teachers will be formed by students from public schools, over 12 years of age, deemed as ready with distinction in the annual exams, who have had a good procedure, and shown a propensity for teaching (RIO DE JANEIRO, 1854, our translation).

The device also demonstrates that good conduct and morals were essential to the exercise of the profession. Only those who prove their morality would be able to exercise teaching, by means of a document that should be presented to the Inspector General (RIO DE JANEIRO, 1854). The teacher should represent the interests of the Empire, propagating the good customs and values of the time, in addition to encouraging respect for the decisions of the government. Such aspects would function as a way of controlling the population.

From 1870 onwards, we can see the beginning of a different approach to Brazilian education. The demand for proper buildings for schools began and recognition of the importance of the Normal School for the formation of qualified teachers started. The decade also marks the creation of the Normal School in the province of Paraná, which occurred in 1870, as well as the establishment of the Normal School of Court in 1880, for both sexes (MARTINS, 2009; GONDRA, 2018).

With the Proclamation of the Brazilian Republic, on 15 November 1889, literacy and access to education became a social necessity, implicit in the republican regime. Associated with striking changes in the organization of work resulting from the process of urbanization and industrialization, workers were forced to worry about schooling in order to enter the labor market (MIGUEL, 2008). In this context, schools needed teachers formed to provide general education for children, within the principles of the modern school.

The search for an education professional according to the new principles of urbanity, a civilizer, was present in the discussions and educational reforms of the late 19th and early 20th centuries. It was necessary the formation of a new type of educator, in a specific 'locus', the Normal School should have facilities appropriate to its mission, according to the moral and scientific principles that could 'shape' modern and civilized man (MARTINS, 2009, p 180, our translation).

In this context, normal schools started to be more sought after, with a significant change in relation to their candidates, since many were women (CASTANHA, 2008). This was a mark of the transition between the educational model in the 19th and 20th century. Being a teacher gradually became a typically female profession. This change in perspective in the world of work was associated with economic issues and the idea that teaching is considered an extension of maternal care (HAHNER, 2011). And in view of this transformation, the expansion of normal schools was gradually taking place in Brazil.

The Normal School gradually became a necessary institution to the technical formation of the teacher. With the creation of school groups, the creation of grades for teaching, the grouping of students into classes according to their degree of progress and the appearance of the figure of the school principal, it has become increasingly essential to qualify the teacher (MIGUEL, 2008, p. 12, our translation).

The changes also reached the state of Paraná. On 31 August 1895, the Secretary for Interior Affairs, Justice and Public Instruction, Caetano Alberto Munhoz, presented to Governor Francisco Xavier da Silva a report saying that in the previous year the normal school in Paraná had been attended by only six students, but that in the present year the number of students had increased to 14, of which 13 were women and one man. Bearing in mind that during this period the Normal School already accepted the enrollment of men and women, the secretary took the opportunity to request the implementation of a strict inspection among the normalist students, in order to avoid promiscuous attitudes and lack of respect that could harm the school image (PARANÁ, 1895). Gradually, the Paraná Normal School became more sought after.

According to Oliveira (2001), other important transformations occurred in the normal schools of Paraná at the beginning of the 20th century, such as the reorganization of the educational system, directing efforts to expand the formation of teachers and the investment in the construction of a specific building to house the Normal School in Curitiba, opened in September 1922. This building became known as the Palace of Instruction (MIGUEL, 2008; CORREIA, 2013), marking the history of the Normal School in Curitiba. In that decade, two more normal schools were created in Paraná. However, both were normal primary schools: the first was opened in the city of Ponta Grossa (1924) and the other in the city of Paranaguá (1927)⁴.

⁴ The choice of these two cities was because they have a large concentration of population to be teacher formation centers. Due to their location, these cities would radiate modernization to the localities in their region of coverage. Another aspect also considered was the concern to nationalize these regions, spreading national

The reform of the Normal School carried out in the state by Lysímaco Ferreira da Costa in 1922, according to Miguel (2008), concentrated on shaping the values of the population, propagating ideas that dealt with hygiene (basic health care), civic valorization (nationalism) and morals (attitudes aligned with the culture of the period). For that, the teacher should be obedient to the state. He saw this profile of obedience to the state most present in the young graduates of the Normal School, who started to teach in the place of the graduates of the Paraná High School⁵. According to the aforementioned author, despite having a traditionalist nature, the changes brought significant advances to education in Paraná, institutionalizing the formation of teachers in the state.

From childhood to the entry of Julia Wanderley in the teaching of Paraná

From the colonial period (1530-1822) until the second half of the 18th century (1750-1799), the art of teaching was an eminently male practice. Brazilian society did not consider the possibility of inserting women in this field, since domestic and maternal obligations already occupied their time. At the beginning of the 19th century, this started to change gradually. During this period, the girls “studied at home, either on their own or with tutors” (ARAÚJO, 2010, p. 27, our translation) and soon afterwards they could take the “vague exams” to obtain the diploma of normalist.

The changes that were coming were correlated with the process of reorganization of society, changes resulting from urbanization and the presence of other social actors, such as immigrants, who brought educational experiences from their countries of origin. Louro (1997, p. 95, author's highlights) reports that, in that context, teaching becomes a “permitted activity and, after many controversies, indicated for women”. The teaching profession is feminized, transformed to receive students and, in 1870, normal schools were opened for the female public. However, they were closed in the same decade and reopened in the following decade, shortly after the renovation of Leôncio de Carvalho in 1879, as mixed schools (HAHNER, 2011).

In that same decade, more specifically on 26 August 1874, she was born in the city of Ponta Grossa, Province of Paraná⁶, a girl who would later lead changes regarding the

values, with emphasis on Campos Gerais, where Ponta Grossa is located. In the period, it had a high concentration of immigrants from various countries (CORREIA, 2013).

⁵ Acted as the main regulator institution of regular high school in Paraná (RANZI; SILVA, 2009).

⁶ Region located in the province of Paraná. Silvete Aparecida Crippa de Araujo defines the province of Paraná as “a province still young, established on 19 December 1853, which sought to establish itself in the political and economic scenario of Imperial Brazil”. (ARAÚJO, 2010, p. 27).

admission of women to the Normal School of Curitiba. A woman, teacher and paranaense, Julia Augusta de Souza Wanderley lived between the 19th and 20th century. Julia joined the Normal School of Curitiba in 1890 and graduated as a normalist teacher in November 1892. In the following year, “she became the first normalist teacher and was nominated by the state government to the 9th chair in the capital” (ARAUJO, 2010, p. 23, our translation). Years later, the normalist began to exercise the position of director at the Tiradentes School.

The educator is “remembered in Paraná as the first woman to enroll in the Normal School of Curitiba” (ARAUJO, 2010, p. 27). The biographer is also considered the first woman to attend, in person, a normal course. Julia Wanderley's entry into the Normal School of Curitiba made it possible for other women to enter the normal course in the following years, gradually increasing their presence in the normal course.

The representativeness and the memory built around Julia Wanderley made it possible for the society of Paraná to mitigate the image of this normalist over the years, due to her role and decision to be a normalist teacher. Her name is now remembered in libraries and schools, among others. Such action is explained by the concept of memory. The French historian, Jacques Le Goff defines memory as “an essential element of what is called identity, individual and collective, whose search is one of the fundamental activities of individuals and societies” (LE GOFF, 1992, p. 476, our translation). Here, we analyze the image of the normalist from the collective identity, taking as a starting point the principle that:

[...] collective memory is the memory or set of memories, conscious or not, of an experience lived and/or mitigated by a living community whose identity is part of the feeling of the past (NORA, 1990, p. 451, our translation).

This construction is socio historical. As such, memory needs to be reframed and preserved. According to Almeida (2004), in the 19th century and the beginning of the 20th century, men and women had different goals to enter normal schools. To them, society placed different expectations for education:

The fact that they do not have wide access to other professions has made teaching the most appropriate option for women, which has been reinforced by the attributes of mission and vocation, in addition to the continuity of work at home. Therefore, the current social order was maintained, and women would have a school that provided a diploma that would allow them to support themselves in case of need (ALMEIDA; BOSCHETTI, 2012, p. 230, our translation).

Therefore, the option of studying in a normal school was well regarded by the elite of Paraná, since the girls of these families would receive a good education, even if they did not exercise the teaching profession. In addition to formation as a normalist, the young women would also be prepared for marriage with young men from well-placed families and would exercise their roles as wife and mother with excellence.

According to research by Araujo (2010), after completing the normal course in 1892, Julia Wanderley married the gaucho sculptor, Frederico Petrich, in 1895. After the wedding, Julia suffered at least one abortion and chose not to have children. Such a resignation does not mean that the protagonist has abdicated motherhood, on the contrary, the Petrich couple adopted their nephew Julio Wanderley da Costa Petrich, and Julia became a mother in the classroom, since she considered her students as daughters. The character mythologized in Paraná's historiography was the mother of countless intellectual sons and daughters, without even having one in her womb.

We can understand more deeply Julia's trajectory with education going back a few years. It was 1877, when Julia Wanderley's family⁷, including her maternal grandparents, left the city of Ponta Grossa, moving to the capital of Paraná, specifically to the region called Cajuru, a place of little prestige at the time and "far from the city center" (SOUSA, 2013, p. 21). Two years later, the family decided to move to the city center, "where the middle classes and the local elite resided" (SOUSA, 2013, p. 21). When they moved to the central region of Curitiba, her father, a rising merchant, began to frequent republican circles and to establish relations with the local elite.

About to turn seven years old, Julia Wanderley started her student life. Initially, the young woman studied with private teachers, such as Arminda Couto (1881) and Iria Muricy (1884). In the same year that she was a student of teacher Iria Muricy, Julia Wanderley started to study at Oliveira Bello School. In the following year, she "enrolls at Collegio Coritibano, a very well-regarded school, run by Teacher Nivaldo Braga" (SOUSA, 2013, p. 22). In 1886 she went to Colégio Saldanha and, in the same year, she was transferred to Colégio Santa Luiza. Two years later, Julia Wanderley studied at Colégio Nossa Senhora da Glória and, in 1889, she was a student of professor Justiniano de Melo e Silva and the following year of Francisco Guimarães. That same year, she attended the school of professor Miguel Scheleder and "took exams of the constitutive subjects of the 1st year of the Normal Course of

⁷ Julia Wanderley's family consisted of her father, Afonso Guilhermino Wanderley, her mother, Laurinda de Souza Wanderley, the couple's first-born daughter, Julia Augusta de Souza Wanderley, and "eight more children" (SOUSA, 2013, p. 22).

Portuguese, Choreography and History of Brazil” (SOUSA, 2013, p. 32, our translation). In 1891, Julia took two subjects in the Normal, French and Poetic Rhetoric courses.

Nilvan Laurindo Sousa (2013) points out that Julia Wanderley received a quality education. At the time, Julia was a student of prestigious private schools and teachers in Curitiba. In educational institutions, the protagonist related to important figures for regional history, namely: Sebastião Paraná, Luiza Candido Saldanha, Romário Martins, Ermelino de Leão, João David Pernetta and Artur Martins Franco. The researcher also added that the relationship played between her and the aforementioned names of the local elite was “fundamental to the materialization of Julia's professional and intellectual performance” (SOUSA, 2013, p. 24, our translation).

After completing her primary education, she studied the constitutive subjects of the first year of the normal course of the institution in Curitiba and two other non-mandatory subjects. In September 1890, she claimed, with the State of Paraná, the right to enter the Normal School. In November of that year she undertook the preparatory stage of Portuguese. She passed the exams required by the institution for her admission, being approved with distinction. Until then, the school was attended exclusively by male people. After being authorized by the government to attend school and

[...] from 1891, with the participation of Julia Wanderley, the doors will open to the female presence in the Normal Course, which will become promiscuous, consolidating what, in a way, was already being idealized politically (ARAUJO, 2013, p. 21740, our translation).

Certainly the educational opportunities she had in Curitiba and her contacts with prominent intellectuals at the time were decisive for decision-making. After entering normal school, the female demand for formation at the school increased, opening up a specialized work field for women, both in the capital and in promising cities in the interior of the state. Women started to seek teacher professionalization through the normal school, even if they were subject to receiving lower salaries than those of male teachers (ALMEIDA, 2004; HAHNER, 2011).

And for young women who needed to work, teaching came to be seen as a prestigious and socially recognized occupation (LOURO, 1997). In 1882, the director of public instruction for the Province of Paraná, Moysés Marcondes, recommended to the President of the Province to accept women in normal schools. In addition to their ability to educate and care for children,

[...] teaching is a career that offers an honest way of life that can be embraced by many helpless ladies and that will also serve as a guarantee for the domestic happiness of poor families (PARANÁ, 1882, p. 7, our translation).

To encourage the entry of women, he suggested that the province create a “Normal Pension” in the capital, in order to receive poor girls who wanted to be teachers.

Maternal care was one of the aspects that most profoundly marked the identity of primary teachers, and still marks it. This is evident in the life of Julia Wanderley. Although she had no children of her own, caring for the education and life of children from other families was part of her daily life. She acted firmly, but sensitively. According to Almeida (2004), considering the specificities of the research, the idea of the relationship between teaching and maternal care was disseminated. The female figure referred to the mother. Under the precepts of morality, these professionals educated children based on socially valued customs and values.

Louro (1997) argues that the feminization process of teaching was associated with the idea that women, even acting as teachers, could still fulfill their role as wife and mother. Thus, the role of teacher has been incorporated into maternal characteristics. Teaching to young children was seen by society as a natural gift attributed to women.

Since it is understood that marriage and motherhood, fundamental female tasks, constitute the true career of women, any professional activity will be considered as a deviation from these social functions, unless it can be represented to adjust to them. In its feminization process, the teaching profession therefore needs to borrow attributes that are traditionally associated with women, such as love, sensitivity, care, etc. To be recognized as an admissible or convenient profession (LOURO, 1997, p. 96-97, our translation).

Teaching in primary schools in the 19th century was predominantly a male occupation, but in the 20th century it became typically female. Women were interested in the field of work and benefits arising from this profession (HAHNER, 2011). A striking fact, according to the author, was the ban on the enrollment of men in the Normal School in Rio de Janeiro between 1901 and 1907. For women, during this period, teaching

[...] it meant the transit of the invisible to the visibility and the realization of something that was not the only and prestigious domestic service, as a privileged stronghold of femininity. Teaching was intellectual and wage labor without a derogatory connotation (ALMEIDA, 2004, n/p, our translation).

As normal schools changed, so did primary schools. At the end of the 1910s, school houses in promising cities in the interior of the State of Paraná were remodeled for School Groups, according to the São Paulo model. Normalists are increasingly in demand, with school groups being the shop windows of the regions in which they were inserted, especially in those where there was access by the railroad, generating model practices for the countless existing multi-grade rural schools.

In general, these normalists only taught. The direction of the school groups was mostly occupied by male teachers. But, gradually, they also started to occupy positions in the direction of schools, to plan and decide on the direction of education, assuming other functions in the education systems. A process known as the feminization of teaching is consolidated, which in particular in Paraná was initiated through Julia Wanderley's posture to enroll in the Normal School of Curitiba.

Julia Wanderley's legacy for women

For Julia Wanderley, primary school was fundamental to the development of children, enabling them to live in society (SOUSA, 2013). After graduating from Normal School, at the end of 1892, the young woman from Paraná started her professional career as a normalist teacher at Tiradentes School, which she directed. Like Julia, many other normalists took over the conduct of schools in rural cities.

According to the Public Instruction Regulation of the State of Paraná (1901), the didactic-pedagogical organization adopted an intuitive methodology, with:

[...] lesson in things, family conversation, singing, first drawing tests, reading, calculation rudiments, recitation and manual exercises, alternating between mental education and physical exercises, which will consist of games, toys and gymnastic movements (PARANÁ, 1901, p. 95-96, our translation).

During her performance as director, in 1905, she sent the report referring to that school year to the Director General of Public Instruction of the State, Arthur Pedreira de Cerqueira. The report was later published in the journal *A Escola*⁸. It showed the woman's potential to also work with the administrative activities inherent to education.

⁸ The newspaper "A Escola" was organized by some members of the elite from Curitiba, linked to the Clube Curitibano at the time, between 1906 and 1910. In the beginning, the magazine's editor-in-chief was none other than Sebastião Paraná, a colleague by Julia Wanderley at Colégio Curitibano. Subsequently, Dario Vellozo, from Rio de Janeiro, became Sebastião. This visualized education "as the main way to "transform "society towards development and progress" (SOUSA, 2013, p. 72).

The transformations that the city of Curitiba was undergoing, and education required attitudes compatible with the process of socio-educational modernization. The State conceived Education as an indispensable instrument to develop the nationalist spirit, “with the school being able to lead the national population towards “civilization”” (SOUSA, 2013, p. 88, our translation). Here, the student was formed to meet national principles. Education was the way to achieve this goal. For Julia Wanderley, education should promote

[...] the child's physical, intellectual and moral development is undoubtedly the main source of the aggrandizement of peoples. The instruction clarifying the spirit and providing one with the light of knowledge, completes one's improvement, placing it at the height of the highest destinations. In educating the child, developing his faculties, forming his character, perfecting his heart and imparting knowledge to him, therefore, consists the great work of the preceptor. It is up to him, not only for the word he instructs, but also for the example that moralizes, to guide the faltering steps of those who are waiting for our society (WANDERLEY, 1906, p. 18, our translation).

For the Republican State at the time, the school was seen “as a space for disciplining the workforce” (SOUSA, 2013, p. 88). With capitalism on the rise, the State model aimed, through education, to form workers to work in Brazilian commerce and industry. The educator, as an agent of the State, internalized in her teaching practice a teaching methodology that valued the intellectual formation of children, but also the formation of character, so that adults could contribute to the development of the nation.

In 1915, “d. Julia was designated a Member of the Higher Council for Primary Education and, on 27 December 1915, she was also designated a teacher and director of the Intermediate School” (NASCIMENTO; SOUSA, 2011, p. 273). However, the graduate was unable to take advantage of the new functions for a long time, since on 5 April 1918, Julia Wanderley died, at the age of 44. In the death certificate, the cause of death is Pelvic neoplasm.

Julia Wanderley's death provoked innumerable expressions of affection in Curitiba's society. In order to preserve the educator's historical memory, the paranaenses conceived representations of the mythified figure in public and private spaces in the city, such as, for example, the “bust of the educator, carved by João Turin” (NASCIMENTO; SOUSA, 2011, p. 273). The bust is located in Praça Santos Andrade, the same as the historic building of the Federal University of Paraná, in a clear allusion to her significant contribution to education in Paraná. The square and the bust are memory spaces of the struggle of Paraná people who, in

the first decades of the 20th century, spared no effort to put into practice the republican project for education, both in primary school and at the University.

Final considerations

The institutionalization of the Normal School in Curitiba, capital of the Paraná province in the 19th century, occurred at a time when labor relations were changing due to the process of industrialization and urbanization that was beginning. As the needs of the primary school increased/modified, the normal school also needed to adapt to its time. Accepting women on their school benches was the beginning of a transformation that placed normalists as protagonists in the educational process.

The research on the trajectory of this teacher's professional life, in the historical context of the early years of the Republic, shows new social actors that were projected in the period. Opening the Normal School of Curitiba to women was an idea a few years before, but it became a reality in the year 1890, when, under some conditions, Julia Wanderley entered that world that, until then, was exclusively male, breaking with a tradition and opening up opportunities for other students who followed her in subsequent years.

Having a life based on the principles of Christian morality and influenced by the ideals of the republican movement, Julia Wanderley acted based on principles and convictions that guided the educational policies of the time. This strong female figure dedicated her life to education. A century after her death, her trajectory is remembered in the academy. The representative figure continues to be present in the collective memory of Curitiba and in public establishments in the state of Paraná, due to its importance for Brazilian public education, especially regarding the inclusion of women in the role of teacher.

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