

MATHEMATICAL AND PROFESSIONAL KNOWLEDGES: TEACHERS TRAINING IN MINAS GERAIS, OFFICIAL ORIENTATIONS, 1930.

Martha Raíssa Iane Santana da Silva
martharaissa@hotmail.com

Wagner Rodrigues Valente
wagner.valente@unifesp.br

Universidade Federal de São Paulo

ABSTRACT

The constitution of the primary teachers training curriculum has always been a result of several strengths for the definition of reference professional knowledges, i.e., definition of which knowledges of the curriculum training should characterize and specify the teacher's profession. In the present text, we point out elements of indicative tension that exists between the providing of a basic and general training, therefore wide and a professional one, directed to the teacher practice specific demand, as it turns to the curriculum establishment to train a primary teacher. We prioritize the propositions for the structuring of the Normal School curriculum from the state of Minas Gerais, from an analysis of the *Decree n. 9.450/1930*. The chosen documentation for the construction of this text is from official nature and reveals us a movement that gave away little by little, a meaningful place to the untitled professional knowledges. The mathematical knowledges offered were of three natures: mathematical knowledges belonging to the part of the curriculum responsible for guaranteeing a general training of the primary future teacher; mathematical knowledges resulting from the elaborations of "how to teach", produced with the legitimacy of educational sciences; and the approach with the school mathematical knowledges.

Keywords: Teacher Training; Mathematical knowledges; Professional knowledges.

RESUMO

A constituição do currículo da formação de professores primários é sempre fruto de diversas lutas pela definição dos saberes profissionais de referência, ou seja, definição de quais saberes do currículo de formação devem caracterizar, especificar, identificar a profissão do professor, no nosso caso em específico, do professor primário. No presente texto apontam-se elementos indicativos da tensão existente entre a oferta de uma formação básica geral, portanto, ampla, e outra profissional, direcionada às demandas específicas do fazer docente, quando do estabelecimento do currículo para formar o professor primário. Foram priorizadas as proposições para a estruturação do currículo da Escola Normal do estado de Minas Gerais, a partir das análises do Decreto n. 9.450/1930. A documentação privilegiada para a construção desse texto é de natureza oficial e revela-nos um movimento que cedeu, pouco a pouco, um lugar expressivo aos saberes ditos profissionais. Os saberes matemáticos ofertados eram de três naturezas: saberes matemáticos pertencentes à parte do currículo responsável por garantir uma formação geral do futuro professor primário; saberes matemáticos resultantes das

elaborações do “como ensinar”, produzidos com a legitimidade das ciências da educação e, finalmente, os saberes matemáticos escolares.

Palavras-chave: Formação de professores; Saberes matemáticos; Saberes profissionais.

1. Introduction¹

The constitution of the primary teachers training curriculum has always been a result of several strengths for the definition of reference professional knowledges, i.e., definition of which knowledges of the curriculum training should characterize and specify the teacher’s profession, in our specific case, the primary teacher. In the present text, we point out elements of indicative tension that exists between the providing of a basic and general training, therefore wide and a professional one, directed to the teacher practice specific demand, as it turns to the curriculum establishment to train a primary teacher.

In particular, we emphasize that in the definition of the primary teacher reference knowledges, which varies between a general and a professional training, it is possible to identify the presence of mathematical knowledges that also vary between both training models. The authors Borer (2009), Hofstetter & Schneuwly (2009) dedicate mostly of their researches on clarifying the struggle waged in the constitution of the teacher’s profession reference knowledges, turning themselves to identify which knowledges characterize the teacher’s practice. They conclude about the existence of differentiated knowledges within this profession. For example, they state that what mostly characterizes the secondary school teacher is his affiliation to the disciplinary field: Mathematics, Geography, History, etc., while for the initial-stage teacher it is the knowledges of pedagogical nature, from the Educational Sciences.

The History of Education studies (TANURI, 2000; CARVALHO, 2000 ; PINTO, 2006), as well as the History of Mathematical Education (VALENTE, 2010) in Brazil, points out the existence of a displacement, between 1920 and 1930, in the propositions for the teachers’ training. This displacement represented an increasing attention to the aspects turned to the professional preparation in the Schools of training, aspects that were previously present in the idea that a good teacher would be that one who dominates the contents of the subjects they were responsible for: what mattered was knowing more than his students in order to teach. An indicative of such conclusion is the minimal space set aside to the pedagogical subjects such as methodology, didactics, pedagogy, etc., in the course curriculum, restricted to the last year of training along with the pedagogical internships (VALENTE, 2010). In the face of these remarks, we are interested in the format of the mathematical knowledges offer to the primary teacher training, in official documents from Minas Gerais.

The year 1930 was preceded by intense changes in the educational scenario, invaded by new ideas, set aside its specificities, shared by most part of the education scholars, subjects that communicate speeches related to the schooling democratization, to the need to a teaching system construction, as well as in relation to the methods, school programs and, why not, to the teachers training.

¹ This article presents results of the doctoral research being developed under the project "The Constitution of Mathematics Elementarys Knowledge: Arithmetic, Geometry, and drawing in primary school in historical and comparative perspective, 1890-1970".

The teacher training was institutionalized throughout the nineteenth century, a movement that had its place due to the role that the school played in the western societies, as a means of transmitting an increasingly complex culture, and in which the student turns to be a subject of law (HOFSTERRER & SCHNEUWLY, 2009). In parallel to this, it was registered a meaningful development of educational sciences:

Thus, there is a quite important growth in a multi-disciplinary field of educational sciences due to the universities, but which becomes essential at the end of the period studied, notably for its contribution to the different formations of the teaching and the education (BORER, 2009, p.49, our translation)².

Borer (2009) studied the period from the late 19th century and the middle of the 20th century. In this context, the teacher training turned out to be more demanding, since teachers started to be fundamental agents for the good operation of the educational system (BORER, 2009).

The Normal School was considered in many countries, as well as in Brazil, an icon of teacher training institutionalization (BORER, 2009; CARVALHO, 2000). Targeted to the primary school training, it was, throughout many years, the main locus for such task. One of the main features of this Normal School was to offer teacher training at high school, even though, since the thirties, it was aimed at raising this training to the high education level.

In the present text, we prioritize the propositions for the structuring of the Normal School curriculum from the state of Minas Gerais, from an analysis of the *Decree n. 9.450/ 1930*. Such choice is justified in the context of a research development that investigates the offering of mathematical knowledges to train a primary teacher, taking into account the variety of Brazilian states. The chosen documentation for the construction of this text is from official nature and reveals us a movement that gave away, little by little, a meaningful place to the untitled professional knowledges, aspect that will be explored in the following section.

2. Orientations for the structuring of elementary teacher training in minas gerais, 1930.

The normal training structure presented in the text of the *Decree n. 9.450/ 1930* from Minas Gerais, “Approves the Regulation of Normal Teaching, reviewed and modified”, was of high school and certifies teachers on primary and secondary levels. This latter totalized seven years of training, divided into three steps. The first one, a two-year adaptation course, with a training that aimed at complementing the elementary school studies and preparing the student for the preparatory course, organized in disciplines

² In the original text in portuguese: “Se desenvolve assim um campo pluridisciplinar das ciências da educação que observa um crescimento mais ou menos importante em função das universidades, mas que torna-se essencial no final do período estudado, notadamente pela sua contribuição às diferentes formações do ensino e da educação (BORER, 2009, p. 49).

distributed in the following order: 1st: Portuguese and French; 2nd: Arithmetic and Natural Sciences; 3rd: Geography, History of Brazil and Civic Education; 4th: Design and Crafts and Modelling, in which are included the subjects: Portuguese, French, Arithmetics, notions of the History of Brazil and Civic education, notions of Natural Sciences, Geography, Design, Physical education, Music and Choral singing, Crafts and Modelling (MINAS GERAIS, 1930, p.27).

After the adaptation course, the second step was a three-year preparatory course, which aimed at offering a general training, considered essential to the future primary teacher. The course was organized in the following disciplines: 1st: Portuguese; 2nd: French; 3rd: Arithmetic; 4th Brazil's Geography and *Chorographia*; 5th: Geometry and Linear Design; 6th: Figured Design; 7th: History of Brazil and Civic Education; 8th: Physics and Chemistry; 9th: Natural History; 10th: Crafts and modelling; 11th: Music and Choral singing; 12th: Physical Education. Here we can observe the growing number of disciplines. Arithmetics appears in the first two years, while Portuguese is offered throughout the three years of training; Geometry is offered in the second year and Design is offered in the second and third years (MINAS GERAIS, 1930).

The first two steps of the teacher training were basically constituted by disciplinary knowledges. We used here the term adopted by Borer (2009) to designate the subjects of the Normal School program, or of the Institutes, that were directly related to the disciplinary fields, that had their origins or demands independent on the school environment, for example, Mathematics, History, Geography, etc., subjects that, although originated from school demands, had already been constituted as disciplinary fields with their own demands.

The third step of teachers training, then, in the secondary level, was the Application Course, with a two-year training, aimed at the professional training of the future teachers. The minimal age for the entry in this step was 16, and at the end they would be 18. As an extension of the steps described previously, normalists who had elementary level training and wished to get a secondary level diploma could also enter, "independent of any other test" (MINAS GERAIS, 1930, p.27, our translation)³.

The Application Course disciplines were: 1st: Educational Psychology; 2nd: Biology and Hygiene; 3rd: Methodology; 4th: History of the Civilization, "particularly history of educational methods and processes"; 5th: Professional practice. The 21st Article of the Decree n. 9.450/ 1930 stated that the diploma enabled the normalist to work in any Primary Education institution, and was also a requirement to be a teacher of methodology and Professional practice in the Normal School. It is worth mentioning that the secondary school normalist could teach the subjects of Methodology and Professional Practice, which are necessarily a part of the teaching of primary school subjects, including Arithmetic, but they could not teach, for example, Arithmetic and Portuguese etc., in the Normal School. But then, who taught those subject matters? We differentiate here the offer of two kinds of mathematical knowledge.

The primary teaching normal training could also be in the elementary school, carried out in three years at official or private institutions, but it was necessary their acknowledgement and its supervision. The training in this level was mainly for the

³ In the original text in portuguese: "independente de qualquer outra prova" (MINAS GERAIS, 1930, p.27).

provision of secondary school teachers (MINAS GERAIS, 1930, p.28), since the secondary school normal training allowed the teaching in the Normal School.

The following statement, from the Article 23 of the Decree studied here remit to Hofstetter & Schneuwly's (2009) conclusion:

The normalists who graduated through the elementary schools, who have effectively performed in the Primary Teaching for a year, and will be able to get the diploma of secondary school normalists after taking French, educational psychology, methodology and professional practice exams (MINAS GERAIS, 1930, p.28, our translation)⁴.

The authors, in a work in which they analyze the knowledges that are reference to the constitution of the teachers training (from several levels and nature), quoting Tardiff, Lessard & Lahaye (1991) state that the teacher profession is finally characterized by the experience and the practice. We decide to draw a parallel with the previous statement, with the decree that regulated the teachers training in Minas Gerais. The training in secondary school carried out in seven years could be replaced by the training in elementary school of three years (plus two years of the adaptation course, required for the enrollment in the elementary school training course), plus a year of teaching experience and the success in the French, educational psychology, methodology and professional practice exams.

The concession granted by the elementary school normalist to acquire the secondary school diploma, replacing two years of pedagogical subjects by the favorable results in the exams seems to be a movement of training level rising. Borer (2009) emphasizes that there is an onstant movement for the training extension when it is done in the secondary level. In Minas Gerais, for example, the Decree n. 2836 of May 31st, 1910 (twenty years before the decree analized here) organized the primary teacher normal training in four years, having as one of the prerequisites the primary teaching diploma, three years less than the 1930 decree.

The possibility of obtaining a diploma of secondary level normalist by elementary school normalists reveals, on the other hand, a prediction of self-teaching in relation to the subjects of professional nature, since they were offered throughout two years of training, in the application course (in the secondary school training, after a minimum of five years of general culture training) and they could be replaced by a year of teaching with the approving in french exams, educational psychology, methodology and professional practice. Such concession went against, in a certain extent, to the theoretization of knowledges in educational sciences, in full boiling in the period.

The chairs of teachers training in the elementary school were:

- 1- Portuguese and French;
- 2- Arithmetic and Geometry;

⁴ In the original text in portuguese: “Os normalistas diplomados pelas escolas do primeiro grau, que houverem exercido effectivamente o magisterio primario pelo tempo de um anno e poderão obter diploma de normalistas do segundo grau, mediante exames de francez, psicologia educacional, metodologia e pratica profissional” (MINAS GERAIS, 1930, p. 28).

- 3- Geography, History of Brazil and Civics education;
- 4- Natural sciences, Child Psychology and Educational Hygiene;
- 5- Design, Crafts and Modeling;
- 6- Methodology;
- 7- Music and Physical Education (MINAS GERAIS, 1930, p. 28).

These subjects were distributed throughout three years and Portuguese and French were offered during the whole training; Arithmetic, Design and Crafts were offered in the first two years; Notions of Geometry, only in the second year, and the Professional practice in the third year, together with other three subjects. A reduced number of professional content in relation to the offering of two years in the secondary school application course, exclusive to the subjects of professional content, as presented formerly (MINAS GERAIS, 1930, p. 28).

The programs of two training levels were distributed as follows:

Table 1 - Minas Gerais Normal School curriculum - Elementary and Secondary

Normal School – Elementary School	Normal School – Secondary School
Adaptation Course (two years)	Adaptation Course (two years)
1st Portuguese and French; 2nd Arithmetic and Natural Sciences; 3rd Geography, History of Brazil and Civic Education; 4th Design and Crafts and Modelling;	1st Portuguese and French; 2nd Arithmetic and Natural Sciences; 3rd Geography, History of Brazil and Civic Education; 4th Design and Crafts and Modelling;
Training Course in elementary school (three years)	Preparatory Course (three years)
1st Portuguese and French; 2nd Arithmetics e geometria; 3rd Geography, History of Brazil and Civic Education; 4th Natural Sciences, Child Psychology and Educational Hygiene; 5th Design and Crafts and Modelling; 6th Methodology; 7th Music and Physical Education;	1st Portuguese; 2nd French; 3rd Arithmetics; 4th Geography and <i>Chorographia</i> of Brazil; 5th Geometry and Linear Design; 6th Figured Design; 7th History of Brazil and Civic Education 8th Physics and Chemistry; 9th Natural History; 10th Crafts and Modelling; 11th Music and Choral singing; 12th Physical Education;
Elementary school normalists could obtain the secondary school diploma through the proof of a teaching year and approval in the French, educational psychology, methodology and professional practice exams or if they get enrolled in a two-year Application course.	Application course (two years)
	1st Educational Psychology; 2nd Biology and hygiene; 3rd Methodology; 4th History of civilization, “particularly, history of education methods and processes”; 5th Professional practice;

Source: Minas Gerais, 1930.

In the official text we found the warning: the training in the normal schools is not only a intellectual training, of a general culture, but it aims to the transmission and learning of a technique; it constitutes a training to allow the future teacher to the comprehension of the mechanisms needed to teach, therefore, the teachers must be attentive to their own methodology, how to conduct their subject and also, they must know and be in line with the primary teaching programs, since they would be the object of work of the future teachers, so it states: “in a way that their classes constitute actual models, on the one hand, under a scientific or literary point of view; on the other hand, under a methodological point of view” (MINAS GERAIS, 1930, p. 33, our translation)⁵.

In the text of the Decree we found detailed orientations to the conduction of the classes in the Normal School, such as, for example:

For this aim, the teacher will notify pupils the applications to be done, reading assignments, experiences to try, reducing himself to orientate the pupils' free work, suggesting a path, an approximation or useful comparison of facts or ideas or indicating a generalization or a view of comprehensive set of facts and things in study (MINAS GERAIS, 1930, p. 33, our translation)⁶.

A compendium or a manual was recommended to help the teacher and the pupils in moments when they could not count on his orientation. “The teacher will complete, simplify or rectify the recommended manual, by means of notes or remarks, in a certain order, to adapt the compendium to his teaching” (MINAS GERAIS, 1930, p. 33, our translation)⁷. The Normal School teachers of Minas Gerais were orientated to avoid expositive classes and were encouraged to propose situations that motivate pupils' activity as an essential element for their professional training.

The Decree n. 9.450/ 1930 establishes a series of elements for the works organization, which also reveals the necessity of supervising these works, as for example, the existence of pupils' notebooks that, divided by discipline studied, had to be inspected by the teachers once a month; there was also notebooks for teachers, in which they had to register their classes that, in turn, would be inspected by the directors; the supervision was also a responsibility of the Normal School directors that had to write reports to be analyzed by the inspectors at the time of their visits (MINAS GERAIS, 1930, p. 33).

The methodological aspects were presented as a sensitive problem and a “unit of methods and processes to the teaching of several subjects” was proposed. For such, it was previewed a reservation of moments for differentiated activities such as conferences and excursions; establishment of an objective “scale” for evaluation; “organization of a psychological experiences plan to be done in class for the pupils' better knowledge”; issues related to the treatment of tests; assessment of the pupils'

⁵ In the original text in portuguese: “de maneira que as suas aulas constituam verdadeiros modelos, já, de uma parte, sob o ponto de vista científico ou literário, já, de outra parte, sob o ponto de vista metodológico” (MINAS GERAIS, 1930, p. 33).

⁶ In the original text in portuguese: “Para esse fim, o professor assinalará aos alunos aplicações a realizar, leituras a fazer, experiências a tentar, limitando-se a orientar o trabalho livre dos alunos, sugerindo um caminho a seguir, uma aproximação ou comparação útil de factos ou de idéas ou indicando uma generalização ou uma vista de conjunto compreensiva dos factos e das coisas em estudo (MINAS GERAIS, 1930, p. 33).

⁷ In the original text in Portuguese: “O professor completará, simplificará ou rectificará o manual recomendado, por meio de notas ou observações, em ordem a adaptar o compendio ao seu ensino” (MINAS GERAIS, 1930, p. 33).

adaptation process to the teaching of the training course subjects, in relation to the potentialities and weaknesses. All of these points were listed as suggestions of discussions in monthly meetings among the teachers' training, which counted on the presence of the school director and the secretary, who would write down a minute, as well as an ordinance of timesheet to be signed by the teachers present (MINAS GERAIS, 1930, p. 35).

3. What does minas gerais documentation reveal in relation to the mathematical teaching?

According to the decree, the subjects Methodology and Professional practice should take a central stage in the teachers training. They were responsible for the communication among the mathematical knowledges throughout five years of training, previous to the application course and the mathematical knowledges that would be taught in the primary school. The Methodology teachers must propose conferences to better explain topics already investigated, preferably. These classes must constitute models so that the future teachers organize their own classes in the internships. The pupils would present lectures on simple subjects to their classmates, since every three months the grade of these lectures would be scored by the Methodology teacher and they would be added to the Professional practice grade.

The Professional practice was carried out throughout two years of the Application course in the Normal School of secondary school, and the last year of elementary normal schools had the purpose of favouring situations in which the pupils-teachers acquired the "methodological technique" and "practice of primary teaching processes and methods" (MINAS GERAIS, 1930, p. 33, our translation)⁸. This subject established that the pupils had model classes and gave classes or other works related to the school environment. In the last year of Application Course, the pupils would be orientated by teachers of the Educational Psychology discipline to carry out a work observation of primary school pupils of the classrooms attached, based on the topics developed and on all the issues linked to the Educational Psychology of the period. The pupils-teachers should also participate in the application of psychological and pedagogical tests, obligatorily, in the classrooms (MINAS GERAIS, 1930).

The Professional practice discipline was structured in two model classes that should be taught by the Methodology teacher or by the teachers of other subjects of the Normal School; didactic activities, carried out by future teachers in the classrooms attached⁹, which were submitted to the classmates' criticism that were also future teachers and the Methodology teacher, taking into account the processes employed; the didactic activities should be organized and leadered by the Methodology teacher and attended by the teacher of the classroom attached and the Normal School teacher of the same subject approached (MINAS GERAIS, 1930, p. 33).

⁸ In the original text in Portuguese: "technica methodologica" and "prática dos processos e metodos do ensino primário" (MINAS GERAIS, 1930, p. 33).

⁹ Primary classrooms, in the same format as a primary school (four-year training), attached to the training school; in Minas Gerais and Juiz de Fora schools they were added to the Kindergarden and Anormal classrooms (MINAS GERAIS, 1930, p.43).

The Methodology teacher was a central figure in the Professional practice; he should be present in all the model classes, along with the Application course director (in case there was one) or the Normal School director, and the model classes, that could be taught by the Methodology teacher or by the teacher of other subjects, should always be submitted to the Methodology teacher.

The organizational proposal of this subject seems to aim to an exhaustive practice activity, for example, the Article 72 of the Decree 9.450/ 1930 establishes that each normalist should give, at the very least, three thirty minute-classes per week and these classes/lessons should be taught by the Methodology teacher (MINAS GERAIS, 1930).

It is possible to observe an attempt to establish a dialogue between the Normal School teacher, responsible for the subjects to which the pupils gave lessons: Arithmetic, Portuguese, French etc., and the teacher of the classrooms attached, who was responsible for indicating to the Methodology teacher which content should be taught by the normalists in the didactic activity. The latter should also evaluate the class plan to the normalist's didactic activity, before he performed it, taking into account "form, back, method, and language correction", and the Methodology teacher himself that would organize these work sections and would assess the training teachers classes at the end.

In this context, we highlight a training which firstly provided mathematical knowledges that had the Mathematics disciplinary and academic field as a reference, knowledges that secondary school normalists could not teach in the Normal School (as pointed out before, the secondary school normalist diploma would enable for teaching Methodology and Professional practice); secondly, mathematical knowledges that came from a pedagogical elaboration, considering the need for a method, did not constitute school knowledges, but rather a theorization of mathematical teaching practice with all the demands that the Educational Sciences announced, in full development; and thirdly, the attempt of school mathematical knowledges inclusion in the teachers training curriculum. We decided to state this, anchored in a perspective that defends a school culture existence, producer of knowledges that sometimes do not owe to the external demands (CHERVEL, 1990).

It is worth pointing out the importance attached to the role of the Methodology teacher, which would be appointed by the government, in the case of officially recognized schools. The referred decree predicted the acknowledgement of private training institutions for the purpose of diploma emission, among the underlined aspects for the achievement of this acknowledgement, the statement that the teaching of methodology would be prioritely supervised or "inspected", as well as the orientation that it should be responsibility of professionals of recognized competence. The Methodology teacher could also be the technical director of the Application course, upon certification exam, organized under the Secretary of Interior¹⁰ judgement. These teachers received 40% more than the other primary school teachers.

¹⁰ Wage belonged to the General Inspectorcy of Public Instruction. The secretary was responsible for inspecting the functioning of normal school, as well as authorizing the acknowledgement of private normal schools (MINAS GERAIS, 1930).

4. Final remarks

The teachers training model proposed in the Decree n. 9.450/ 1930, of Minas Gerais state, reveals, in a certain way, the desires for a professional training. The professional issues could be assured with studies in educational psychology, pedagogy, methodology of teaching subjects of primary school, etc. We can conclude that the mathematical knowledges offered in Minas Gerais Normal School curriculum were of three natures: mathematical knowledges belonging to the part of the curriculum responsible for guaranteeing a general training of the primary future teacher, demand what Borer (2009) understands as being a feature of high school training; mathematical knowledges resulting from the elaborations of “how to teach”, produced with the legitimacy of educational sciences, presented in the subject Methodology; and, finally, the approach with the school mathematical knowledges, through the presence of teachers of the classrooms attached presenting demands, assessing didactic activities, etc.

The statement that there were three Mathematics in the teachers’ school curriculum in Minas is justified historically. In the teachers training organization the general training was emphasized, expressed in the understanding that a good teacher was the one that knew well the contents of the disciplines he/she taught. Lourenço Filho, an important Brazilian educator, responsible for the educational reform in Ceará (from 1922 to 1923), claimed in the forties the necessity of professional nature knowledges in the training schools curricula, criticizing, at the same time, that sometimes secondary school institutions that offered a classical teaching, was not very professional (LOURENÇO FILHO, 1945, p. 33).

The legitimization of the Pedagogy studies during the late nineteenth century, with the support of auxiliary disciplines such as psychology, history, sociology, biology (all of them with “educational” natures) drove the defense of specific knowledges for the qualification to teaching (MONARCHA, 2009; HOFSTETTER & SCHNEUWLY, 2009; VIDAL, 1996) which, in turn, affected the organization of knowledges regarded as necessary for the training schools programs. This impact reveals itself in the increased time in the disciplines of pedagogical nature. Valente (2010) states, for example, that when the first Normal Schools were created, pedagogical issues were restricted in some schools to the inclusion of a Pedagogy discipline to the curriculum. In the proposal for the primary school training in Minas, it had turned to be two years, with disciplines of pedagogical nature.

It is important to emphasize that throughout the Decree n. 9.450/ 1930, of Minas Gerais state, we find several recommendations to the training school teachers, therefore they should be the first examples, mainly in relation to the methodological treatment of the subject matters for which they were responsible. Another concern was that, as the teacher training final purpose, even the subjects that “do not have direct relation to the teaching training” had to be aimed at this purpose. Thus, they pointed out the importance of not being confusing or in the whole content that was dispensable, recognizing that the programs, most of the times, were full of points to handle, the trainers had to treat them with balance (MINAS GERAIS, 1930, p. 32).

In the training course curriculum there is not explicit mention to mathematics for teaching such as: mathematical methodology, mathematical special didactics, etc., but

the work with the set of documentation within that period easily makes possible to conclude that this mathematics certainly was in the subject Methodology. And what was Methodology as a school subject? In general, it was a subject addressed to the work with methodological aspects of each subject from the primary teaching, the ones which the future teachers would teach.

We can see, in this way, a movement in which the contents of the mathematical knowledge of the primary teacher training in the secondary level were still largely of a more general, classical nature. However, the demand for skills to teach mathematical knowledge becomes official with the insertion of the disciplines of methodology and professional practice, in addition to the school mathematical knowledge, which were included in the training formation practices that future teachers held in the classes involved.

5. References

- Azevedo, Fernando de. (1958). *Novos Caminhos e Novos Fins*. 3ª ed., São Paulo: Edições Melhoramentos. Vol 7.
- Borer, V. L. (2009). Les savoirs : un enjeu crucial de l'institutionnalisation des formations à l'enseignement. in Hofstetter, R. et al., *Savoirs en (trans)formation*, Raisons éducatives, p. 41 – 58.
- Carvalho, M. M. C. de. (2000). *Modernidade Pedagógica e Modelos de Formação Docente*. São Paulo em Perspectiva, v.14, n.1. São Paulo. Jan/Mar. Disponível em: <http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0102-88392000000100013>. Acesso em: 13 maio 2014.
- Chervel, A. (1990). *História das Disciplinas Escolares*: reflexões sobre um campo de pesquisa. *Teoria & Educação*, 2. 177 – 229.
- Hofstetter, R. & Schneuwly, B. (2009). Introduction. *Savoirs en (trans)formation*. Au coeur des professions de l'enseignement et de la formation, in Hofstetter, R. et al., *Savoirs en (trans)formation*, Raisons éducatives, p. 7 – 40.
- Lourenço Filho, M. Bergstrom. (1934). A Escola de Professores do Instituto de Educação. In: *Arquivos do Instituto de Educação*. Rio de Janeiro. V. I, n. 1. Jun. Disponível em: <https://repositorio.ufsc.br/bitstream/handle/123456789/116770/A%20escola%20de%20professores%20do%20Instituto%20de%20Educa%C3%A7%C3%A3o%201934%20RJ.PDF?sequence=1>. Acesso em 20 de jun. de 2014.
- Lourenço Filho, M. Bergstrom. (1945). Prática de Ensino. in: *Arquivos do Instituto de Educação*. Rio de Janeiro. V. II, n. 4. Dez.
- Minas Gerais. (1930). Secretaria do Interior do estado de Minas Gerais. Decreto n. 9.450 de 18 de fevereiro de 1930, MG. *Regulamenta o ensino normal*. Disponível em: <https://repositorio.ufsc.br/bitstream/handle/123456789/125158/Decreto%209450%20de>

%2018%20feve%201930%20MG.pdf?sequence=1&isAllowed=y Acesso em: 26 de jul. 2015.

Minas Gerais. (1910). Approva o regulamento que reorganiza as escolas normaes do Estado. Decreto n. 2.836 de 31 de maio de 1910, MG. Disponível em: <https://repositorio.ufsc.br/bitstream/handle/123456789/122290/Decreto%20N.%202836-%20de%2031%20de%20maio%20de%201910%20-.pdf?sequence=3&isAllowed=y> . Acesso em: 06 de ago. 2015.

Monarcha, C. (2009). *Brasil Arcaico, escola nova: ciência, técnica & utopia nos anos 1920- 1930*. São Paulo: Ed. UNESP.

Pinto, K. P. (2006) *Por uma nova cultura Pedagógica: Prática de Ensino como eixo da formação de professores primários do Instituto de Educação do Rio de Janeiro (1932-1937)*. 379 f. Tese de Doutorado (Educação: História, Política, Sociedade) – Pontifícia Universidade Católica de São Paulo, São Paulo. Disponível em: http://www.sapientia.pucsp.br/tde_busca/arquivo.php?codArquivo=2206. Acesso em 24 de mai de 2014.

Saviani, D. (2009). Formação de professores: aspectos históricos e teóricos do problema no contexto brasileiro. *Revista Brasileira de Educação*. v. 14, n.40, jan/abr. p. 143-155.

Souza, R. F. (2009). *Alicerces da Pátria: História da Escola Primária no Estado de São Paulo (1890 – 1976)*. Campinas – SP: Mercado de Letras.

Tanuri, L. M. (2000). História da formação de professores. *Revista Brasileira de Educação*. n. 14, mai/jun/jul/ago. p. 61-88.

Valente, W. R. (2010). *A Matemática na Formação do Professor do Ensino Primário em São Paulo (1875-1930)*. São Paulo: UNIFESP.

Vidal, D. G. (1996). *Ensaio para a Construção de uma Ciência Pedagógica Brasileira: o Instituto de Educação do Distrito Federal (1932-1937)*. *Revista Brasileira Estudos Pedagógicos*, Brasília, v 77, n. 185, p. 239 – 258, jan./abr. Disponível em: <http://rbep.inep.gov.br/index.php/RBEP/article/viewFile/265/267> . Acesso em 26 de mai de 2014.