



Journal of pedagogy and its teaching conception for education in the Paraná state (1957 to 1966)

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ABSTRACT. The goal of this study was to investigate concepts published in the Journal of Pedagogy (1957-1966) related to the definitions on the objectives and intervention strategies in isolated schools located in the state of Paraná. The Journal of Pedagogy was led by the intellectual and educator Erasmo Pilotto (1910-1992), considered by history of education as one of the main organizers of the New School in Paraná. The journal was published by the Association of Pedagogical Studies (1956-1970), an institution that mainly focused on the education of elementary school teachers, seeking to discuss plans, proposals and methodologies for teaching, especially designed for isolated schools, published mainly by the Journal of Pedagogy. The theoretical support of this research was based on Bourdieu's considerations about the concept of intellectual and his praxiological theory to analyze the contribution of Pilotto to the educational field. The journal, which had five volumes and 22 issues, is the main source of this work alongside with the works of Pilotto and Dottrens. In the sources mentioned, we analyzed Pilotto's conceptions and how he took the contributions of education individualization present in the work of Dottrens.

Keywords: history of education, intellectual history, press media, teacher training.

Revista de Pedagogia e sua concepção de ensino para a educação paranaense (1957 a 1966)

RESUMO. O objetivo do presente trabalho é investigar as concepções veiculadas na Revista de Pedagogia (1957 a 1966), no tocante às definições sobre os objetivos e estratégias de intervenção nas escolas isoladas, localizadas no Estado do Paraná. A Revista de Pedagogia teve à sua frente o intelectual e educador Erasmo Pilotto (1910-1992), considerado pela história da educação um dos principais articuladores da Escola Nova no Paraná. A revista em questão foi publicada pela Associação de Estudos Pedagógicos (1956-1970), instituição que teve como principal objetivo a formação de professores primários, buscando discutir planos, propostas e metodologias de ensino, especialmente pensadas para as escolas isoladas, divulgadas principalmente pela Revista de Pedagogia. O aporte teórico desta investigação baseia-se nas considerações de Bourdieu sobre o conceito de intelectual e de sua teoria praxiológica, a fim de analisar a contribuição de Pilotto para o campo educacional. Constituem-se como principais fontes deste trabalho a revista em questão, que contou com cinco volumes e 22 edições, ao lado das obras de Pilotto e Dottrens. Nas fontes citadas, foram analisadas as concepções de Pilotto e como esse se apropriou das contribuições sobre individualização do ensino, presentes na obra de Dottrens.

Palavras-chave: história da educação, história intelectual, impressos, formação de professores.

Revista de pedagogía y su concepción de enseñanza para la educación Paranaense (1957 a 1966)

RESUMEN. El objetivo del presente trabajo es investigar las concepciones difundidas en la Revista de Pedagogía (1957 a 1966), en lo que se refiere a las definiciones sobre los objetivos y estrategias de intervención en las escuelas aisladas, ubicadas en el Estado de Paraná. La Revista de Pedagogía tuvo frente a sí al intelectual y educador Erasmo Pilotto (1910-1992), considerado por la historia de la educación uno de los principales articuladores de la Escuela Nueva en Paraná. Esta revista fue publicada por la Asociación de Estudios Pedagógicos (1956-1970), institución que tuvo como principal objetivo la formación de profesores primarios, buscando discutir planes, propuestas y metodologías de enseñanza, especialmente pensadas para las escuelas aisladas, divulgadas principalmente por la Revista de Pedagogía. El aporte teórico de esta investigación se basa en las consideraciones de Bourdieu sobre el concepto de intelectual y de su teoría praxiológica, a fin de analizar la contribución de Pilotto para el campo educacional. Se constituyen como

principales fuentes de este trabajo la revista en cuestión, que contó con cinco volúmenes y 22 ediciones, al lado de las obras de Pilotto y Dottrens. En las fuentes citadas, fueron analizadas las concepciones de Pilotto y cómo este se apropió de las contribuciones sobre individualización de la enseñanza, presentes en la obra de Dottrens.

Palabras-clave: historia de la educación, historia intelectual, impresos, formación de profesores.

Introduction

The present work seeks to analyze the educational conceptions present in the *Journal of Pedagogy* (1956-1970) published by the intellectual and educator from Paraná, Erasmo Pilotto (1910-1992). This publication was part of Pilotto's educational intervention strategy at the Association of Pedagogical Studies [Associação de Estudos Pedagógicos] – AEP (1956-1970), a private institution whose main objective was to provide assistance to the government of the state of Paraná, formulating investigations and proposing methodologies to be applied in isolated schools.

Pilotto's professional trajectory and his contributions to the education of Paraná were the object of our investigation (Silva, 2009, 2014a), which sought to trace the relations established by the intellectual in different fields of activity (artistic, educational, literary and political) and brought as its theoretical support Bourdieu's praxeological epistemology contributions and the concept of trajectory. Bourdieu's praxeological epistemology (1994, 1996, 2004) is a theoretical conception that associates field, habitus and capital, resulting in a certain practice associated with a social world analysis that breaks up with the phenomenology and objectivism approaches. Practice, that is, what really takes place in a given historical and social time, does not depend only on the subject in the sense of an individual choice, but takes into account the field as a whole. The field as a society constituent element can be interpreted as what is offered as a possibility to the individual, who, in turn, according to the amount of available 'capital', can assume or not positions of power and prestige in different spheres of activity. In this sense, such assumptions allow us to establish the role of Pilotto in the fields of activity. Another concept used in this research is the trajectory.

In the text *The Biographical Illusion*, Bourdieu reflected about the life history narrative problems, especially about the tendency of biography and autobiography to create a coherent text, transforming life into a logical series of events. The author draws attention to the way in which the individual, bipartite in concrete individual and constructed individual, escapes this traditional notion of historical writing. As a way to overcome

this perspective, he proposes the notion of trajectory as a possible way of reconciling the analysis of life, as a trajectory followed by the concrete and constructed individual. Unlike traditional biography, trajectory stands "[...] as a series of positions successively occupied by an agent (or even a group) in a space that he himself is someone to become, being subject to incessant transformations" (Bourdieu, 2006, p. 189). For Bourdieu (2006, p. 190), biographical events are defined as "[...] placements and displacements in the social space, that is, more precisely in the different successive states of the distribution structure of different kinds of capital that are at stake in the field considered". In this sense, to understand a trajectory is to establish the successive states of the fields in which the agent acted, analyzing together the relations between the other agents acting in the field. So to trace Pilotto's trajectory means to bring out his relationship networks, theories analysis and interpretations debated during his time, observing their relation with different agents and their fields of action.

Pilotto was one of the main articulators of the Movement for the New School – MEN in Paraná, and his work was broad and varied, a common trait of the intellectuals of that period who transited in several fields simultaneously. In the educational field, he worked at the School for Teachers [Escola de Professores] (1933-1947), promoting the dissemination of his thought linked to the MEN and prioritizing culture and art as teacher training principles. He founded in 1943 the *Pestalozzi Institute* [Instituto Pestalozzi], an experimental school for preschool students, in order to put into action his educational project.

In the artistic and literary field, his work began in 1927 with the foundation of the Philosophical Culture Center [Centro de Cultura Filosófica] – CCF, a group interested in discussing arts and literature modernization in Curitiba. He also participated of the foundation and creation of the Artistic Culture Society Brasília Itiberê – [Sociedade de Cultura Artística] SCABI, working with the group of intellectuals and artists linked to the institution in his projects, such as the presentation of popular music concerts, the creation of the Fine Arts Hall of Paraná [Salão Paranaense de Belas Artes] and the foundation of the School of Music and Fine Arts of Paraná – [Escola de Belas Artes e Música do

Paraná] Embap. His insertion in the literary and journalistic field happened in the early 1940s, with the participation in the Paraná Renaissance Editorial Group [Grupo Editorial Renascimento do Paraná] – Gerpa, in which he published his first book entitled *Emiliano* (1944). He participated in the press in *Diário da Tarde* and *O Dia newspapers*, in which he published chronicles and art criticism, and also in the magazine *Joaquim*, in which besides publishing essays and interviews with artists, he worked as a director.

His relationship with the political field has started in the beginning of his teaching activity and it is evident through the positions he was selected to occupy during his career, as well as his indication to assume the Secretary of State for Education and Culture [Secretaria de Estado da Educação e Cultura] – SEEC (1949-1951) during Moyses Lupion government. In this position, Pilotto was able to confront his methodologies and educational conceptions formulated in the School of Teachers and in the *Pestalozzi Institute* with the reality of isolated schools of the interior of the state, establishing a distinction between pedagogy and educational policy, which was an important topic for the guidelines and actions carried out in AEP.

After leaving SEEC, Pilotto began to act out of the public sphere, or rather was tangent to this sphere, as many of his actions after the SEEC, although announced as autonomous, presented governmental incentives. Another point of tangency with the public sphere lies in the fact that his actions and part of his work were devoted to discuss state public education, rethinking the educational systems both in the national and in the Latin American context, showing the continuity of his intervention in the educational and political field with the creation of AEP.

According to Puglielli (1996), the intellectual was transferred to the State Accountability Office during this period, to the position of auditor, that was considered by the author a compensation for his professional career, allowing him to receive a 'fair wage'. About the transference of Pilotto to the State Accountability Office in the end of Lupion government, there is the following evidence found in the *Diário da Tarde* newspaper, criticizing the former governor for transferring some of his political allies to the office. In the newspaper report, the following reference to Pilotto is found:

As far as we know, only two of the officials affected by the law have stability – Messrs. Pinheiro Jor and Erasmo Pilotto. But both were irregularly invested, since according to the Public Employees Statute, they could not be transferred

to another career as they were. Thus it is almost certain that both will return to the previous positions, of police commissioner and teacher, respectively. In this sense, the current government makes clear its purpose to fulfill the law with a human sense, safeguarding law apostolate as the primary concern of common greatness (*Diário da Tarde*, 1951, p. 1-6).

In the periodical later editions, no new references were found about the case and, considering Puglielli's comment, we can conclude that Pilotto remained in the position until his retirement. It is possible that, even after leaving SEEC, the intellectual has maintained certain autonomy, as he was able to travel to Europe in 1951 with his wife Anita Pilotto, returning to his activities in 1952 at the Modern School Dario Vellozo [Escola Moderna Dário Vellozo]¹. The creation of this school indicates that Pilotto had good relationships with the new SEEC administration, as he had permission to create the institution attached to the INP Institute [Instituto Neopitagórico], even officially being at the State Accountability Office. Between 1953 and 1956, he created the Pedagogy School of Paraná [Escola de Pedagogia do Paraná], which, according to testimony, had as purpose to act as:

[...] a school of practical methodology, for primary schools throughout the state, particularly in the interior, classes are given by correspondence. I have written the lessons, taking advantage of those experiences mentioned before; mimeographed and sent them, checked correspondence; advertised (Pilotto, 2004, p. 92).

The experiments to which Pilotto refers are the Experimental Programs² and the Modern School Dario Vellozo, experiences that resulted in the written works *Education is a Right of All* (Pilotto, 1952) and *Organization and Teaching Methodology in the first year of elementary school: a way for the improvement of the public school in developing countries* (Pilotto, 1964). Continuing the actions promoted at the Pedagogy School of Paraná in 1956, Pilotto created the AEP when Lupion returned to the government. The institution was responsible for the publication of eleven of his works, besides the periodical called *Journal of Pedagogy*. The institution remained active from 1956 to 1970 and concentrated its activities in the production of educational research and consultancy, as well as

¹ The Modern School Dario Vellozo was a primary school institution that worked as a pedagogical laboratory of Pilotto's teaching experiments in the isolated schools.

² The Experimental Programs for pre-primary and primary education were the curricular guidelines established by Pilotto, as Secretary of Education and Culture.

conferences and courses directed to the teachers training.

Pedagogical studies association

[...] It is urgent, it is urgent. To create new schools, to disseminate them, to have experience with them in different ways, and use them to train our specialists. To have an intensive policy related to this. I am saying this, but I know that once again, reactionism, indolence and superficiality will not hear me. I acknowledge that, for the most part, I was not heard because I, personally, due to my sincerity, did not know how to make myself heard (Pilotto, 2004, p. 100).

Pilotto describes with these words the Pedagogical Studies Association [Associação de Estudos Pedagógicos] objectives, as well as justifies the non-implementation of his ideas as educational policies in the state. Although he attributed this failure to his personality, it must be considered that at the time of AEP's operation (1956-1970), the educational field of Paraná had a very different configuration from the one of the 1940s and 1950s.

If, in a first moment, in the 1950s and early 1960s, the configurations of the educational field, inspired by the modernized and developmental conceptions were permeated by the Deweyan pragmatism represented by Anísio Teixeira, INEP's director, and were translated by Pilotto in his formulations of Paraná's educational system organization based on Dottrens; in a second moment, with the beginning of the civil-military dictatorship in 1964, there were formulations that followed the Superior School of War [Escola Superior de Guerra] – ESG, precepts supported by the same modernized and developmental base.

In the state context, in the 1960s, Paraná began to organize its political-economic proposal starting from the ESG propositions, which had an emphasis on industrialization. According to Gonçalves and Gonçalves (2012, p. 26), these ESG development planning directives predicted that this would be accomplished by the state direct, modernized, rational and dynamic action. For this author, these guidelines oriented the educational policies of Paraná, associating education with the development of the state, based on two basic arguments:

1) considering that there are also justifications for the modernization process, that aims to ensure social welfare, expanding access to school becomes part of the state development process; and (2) this expansion is necessary for the formation of more skilled workforce in the new economic scenario that is sought to be built, the industrialized one (Gonçalves, & Gonçalves, 2012, p. 28).

For the author, these arguments would lead the state public policies to emphasize the need to expand the education system, besides linking education with the training of skilled workforce, in order to ensure complete conditions for industrialization.

In this context, there was AEP that had as its main objective the teacher's methodological formation, searching through periodicals and publications to discuss plans, proposals and teaching methodologies to continue Pilotto's activities, as a teacher and educational administrator. The institution was a strategy for Pilotto to remain in the educational field after he left SEEC in 1951.

The strategy of a research agency creation for public policy advisory was one of the ways in which intellectuals started to act in the public sphere, as since the 1950s education had begun to be thought as a determinant factor for democracy and the country development, starting with the 'planned modernization'. Thus, "[...] the mobilization within the intellectual field was marked by the commitment to create institutions and to open a proper market for advisory services to conduct public policies, having as its guiding principle the rational and scientific planning" (Xavier 1999, p. 82).

As a private body, AEP was intended to discuss educational methods and policies for the public school. According to Puglielli (1996, p. 28), the association was often funded by Pilotto himself, although when describing his collaborators, he asseverated that these were placed at his disposal by the state government: "[...] the Association had a staff composed by teachers, my former students³, formed in the spirit of the Normal School, who had been placed at our disposal by the state government" (Pilotto, 2004, p. 96). According to the intellectual, AEP counted on this group until 1960. It is important to mention that the period mentioned by Pilotto corresponds to the second term of Moyses Lupion government (1956-1961), which would indicate that, although he did not integrate the SEEC team during this period, he had the state sphere collaboration.

Pilotto (2004, p. 99) mentions the names of Orlando Chaves, Alir Ratacheski, Antonio Weinhardt, Saul Lupion Quadros and Benedito Cordeiro as AEP'S support team. Among those mentioned, we highlight the journalist Saul Lupion, a member of the Lupion family, which was another way for the intellectual to get support for his company.

³ Although he does not mention these former students, who were his collaborators, through the list of the Journal of Pedagogy collaborators, it is possible to know who were AEP's participants.

Besides the Journal of Pedagogy, AEP published a series of monographs on the state of Paraná education scenario, related in the Table 1.

Table 1. AEP'S publications.

Titles	Authors	Year
<i>Study of cultural areas of Paraná as education foundation</i>	Samuel Guimarães da Costa	1956
<i>Open problems in the study of school systems for Brazil</i>	Erasmus Pilotto	1958
<i>Brazilian development situations and education</i>	Erasmus Pilotto	1959
<i>Curitiba Dearborn test scale</i>	Zélia Milléo Pavão e Ailema Luvizon Frank	1959
<i>Financial priorities for Paraná's education</i>	Erasmus Pilotto e Wilson Martins	1960
<i>Study of resistance to social change hypotheses and guidelines, considering education and public education as condition or factors</i>	João Roberto Moreira	1960?
<i>The Right to Education</i>	Erasmus Pilotto	1960
<i>Technology and Education</i>	Ernesto Luiz de Oliveira Jr.	1960
<i>School evasion in Curitiba</i>	Agar Klingelfus e Elba Ravaglio	1961
<i>Organization and Teaching Methodology in the first year of elementary school: a way for the improvement of the public school in developing countries</i>	Erasmus Pilotto	1964
<i>Graal</i>	Erasmus Pilotto	1965
<i>Education Problems</i>	Erasmus Pilotto	1966
<i>May a dream be exalted in each Master</i>	Erasmus Pilotto	1967
<i>For an individualistic humanism</i>	Erasmus Pilotto	1968
<i>Theodoro De Bona</i>	Erasmus Pilotto	1968
<i>Dario Vellozo</i>	Erasmus Pilotto	1969

Source: The autor.

Observing the publications list, we have noticed that after 1961 all the publications were written by Pilotto, unlike the previous period, in which the intellectual had the state sphere support to AEP. Through the characteristics of the works published by AEP after 1961, we see a different strategy in the publications. Between 1956 and 1961, the main focus of the publications was the discussion of the political and organizational aspects of public education of Paraná, while after 1961, with exception to the work of *Th. De Bona* (1968) and *Dario Vellozo* (1969), the titles refer to publications of Pilotto's pedagogical thought, in an attempt to crystallize his work before the new configurations of the state educational and political fields.

When analyzing AEP's publications authors list, we have found that most of them were connected to the Federal University of Paraná - UFPR. Among these, we have Ailema Luvizon Frank, Ernesto Luiz de Oliveira Jr., Samuel Guimarães da Costa and Zélia Milléo Pavão, this indicates the proximity of Pilotto to the institution, which began to assume a predominant role in the education specialists qualification, gradually supplanting the role of the Normal School.

According to Puglielli (1996, p. 28), guidance given to AEP was based on Pilotto's interlocution

with the work of the Swiss pedagogue, Robert Dottrens⁴, whose method application the intellectual had personally observed in Europe on his trip of 1951. Dottrens' work is characterized by the experimental configuration and the need for teaching individualization, whose method is based on the use of individual cards of work. When conducting the research of Dottrens' titles in the UFPR library, we discovered that of the eight works⁵ found, just one belonged to Pilotto's private library⁶ Progress in school: selection of students or change of methods (1936), which may indicate that the method application performed by the intellectual was guided more by the observation during his period in Europe than by Dottrens' work reading. From the eight titles found, four are previous to 1956, date of AEP's foundation, what would allow the contact between Pilotto and the author.

Dottrens' card or file system [*cartes*] is one of the main features of his proposal. In the work belonging to Pilotto's library, there are descriptions and objectives of three types of student control charts. For the author, this control should be operated "[...] not by means of school grades, but by a set of maps and control charts showing graphically and instantly the work done by each student in each discipline"⁷ (Dottrens, 1936, p. 121). The cards or files would be of three types: the first one, the student's card [*la carte de l'élève*]; the second one, the experience or laboratory card [*la carte de laboratoire*], and the last one, the class card [*la carte de classe*]. So the students' classification would consider the joint analysis of these three charts.

The student's card would be divided into daily activities and weekly activities that would be evaluated by the teacher. If the student concluded with sufficiency the unit work, he could move on to

⁴ Robert Dottrens (Carouge, Geneva, 1893 - Troinex, 1984) - Pedagogue, professor (1924) and co-director (1944) of the Institute of Educational Sciences (J.-J. Rousseau Institute) of the University of Geneva, where he lectured from 1944 the cathedra of Experimental Pedagogy and, from 1952, the cathedra of Pedagogy History; He is especially well-known for having designed and implemented a 'method of individual cards of work' for primary education aid (Treccani, 2015). "Professore (1924) e condirettore (1944) dell'Istituto des sciences de l'éducation (Istituto J.-J. Rousseau) dell'univ. di Ginevra, dove dal 1944 insegnò anche pedagogia sperimentale e dal 1952 pedagogia e storia della pedagogia; fu il fondatore, nel 1928, di una scuola sperimentale, l'Ecole du Mail. D. è noto specialmente per aver ideato e realizzato un 'metodo di lavoro individuale per schede', come aiuto e correttivo dell'insegnamento primario collettivo" (Treccani, 2015, p. 1).

⁵ Among Dottrens' works are: The class in action (1974), The crisis of education and its remedies (1973 and 1976), How to improve school programs (1961), Didactics for primary school (1973); The problem of Inspection and New Education (1935), We must change education: reflections, responsibilities, perspectives (1946), Individualized teaching (1959); and Progress in school: selection of students or change of methods (1936).

⁶ After Erasmus Pilotto's death, his wife Anita Pilotto, donated his bibliographic collection to the UFPR. According to Miguel (1995, p. 81), 13,000 works belonging to the private library of the intellectual were donated.

⁷ "[...] no par le moyen de notes scolaires mais par un jeu de cartes et de tableaux de controle montrant graphiquement et instantanément le travail effectué par chaque élève dans chac une branches (Dottrens, 1936, p. 121).

another subject; in case of insufficiency, he would go back to the activities. The experiences chart, in turn, would be carried out by the teacher⁸, and in it the progress of each activity developed was traced, seeking “[...] to intervene, to encourage, to stimulate, to better fulfill the ‘head of the work’ function, the table will immediately refer to the position of each one in relation to their peers of the same age”⁹ (Dottrens, 1936, p. 122). Finally, the class chart would allow the teacher, better than the grade system, to observe the position of each student in order to be able to intervene in the class in a more complete manner. For Dottrens, this system acts as an intervention tool that allows “[...] the teacher to perceive, through the advance in some disciplines the facilities, tastes, aptitudes; and through the delay, on the contrary, it reveals deficiencies, difficulties, which can play a useful role in advising and helping”¹⁰ (Dottrens, 1936, p. 122).

In the Journal of Pedagogy 3rd edition, the cards of work design is explored as a form of activities disposition carried out by the students and the teacher’s work organization. Conceived as a proposal of teaching individualization, the grammatical activity cards of Franciliza X. S. Vallente and Sara Sartori and the article of Ivete Torres Ribeiro about teaching individualization are presented. The following observations were made about the system:

1) Based on the observations made and the tests results, we can asseverate that the future great experience on the individualized cards system will be successful, provided that: a) the cards do not contain errors of any kind and are properly graded; b) the student has enough space to work; c) the teacher is prepared for the cards application, he does not neglect the exercises verification and be alert to guide well the students; 2) The system of cards (properly used) is superior to the current system in our schools because: a) attends the child individually; it is more active; c) contains motivation in the card itself; d) leads to a deeper knowledge, dispensing recapitulation, generally required by other systems; e) develops reading, which has been one of the great problems of primary school (Ribeiro, 1957, p. 32-33).

For Pilotto, individualized education is a methodological aspiration, able to give each child the education appropriate to his/her ability to learn,

being extremely useful, especially in the context of isolated schools, and it is easily used by teachers with lack of specialized training. So in the individualization system, Pilotto’s position on the roles of teachers is showed, as those who would apply the cards and who would produce them, or the teachers who would be the educational leadership and those responsible for the direct work in the school¹¹. The cards would operate both as a teacher control system for the student, as well as a control over the teacher’s work.

According to Dottrens, the education individualization has as its base to teach how to learn. For the author, the problems of education are summarized in:

[...] essentially to establish specific relations between the children emerging individuality and those who should influence them to develop [...]. Education consists of rationally organize these relationships, initially assigning the role to the internal forces. Individualize education is to count on self-education resources of each one, that is, in essence with his/her individuality¹² (Dottrens, 1959, p. 15).

Agreeing with the author, Pilotto conceives the system of cards as a method of work that must take into account the child self-educative capacity, but unlike Dottrens, Pilotto’s system provides classes in the open air and activities that develop the child creative force of the spirit, among which are drawing, painting, modeling and manual work¹³.

As an advisory body to AEP, it worked (who?) to develop teaching methodologies especially designed for isolated schools, disseminated by the Journal of Pedagogy, while discussions about the public policy were conveyed by the books edited by the association. The sources did not allow to understand AEP’s scope of action in the local context, considering that since 1952 the state had already had a research and advisory body linked to SEEC and INEP, which was the Center for Educational Studies and Research [Centro de Estudos e Pesquisas Educacionais] – CEPE, with similar function as the one created by Pilotto.

According to Pilotto’s autobiographical notes, the association remained active until 1970, nevertheless

⁸ Dottrens uses the term ‘maître’, which in direct translation means master, but can be used to designate teacher or bearer of higher education.

⁹ [...] intervenir, encourager, stimuler, mieux remplir la fonction de ‘chef de travaux’, le tableau se referera immédiatement à la position de chacun par rapport aux camarades de même âge (Dottrens, 1936, p. 122).

¹⁰ [...] le maître se rend compte, par l’avancée dans certaines branches, des facilités, des goûts, des aptitudes; par le retard, au contraire, il découvre les insuffisances, les difficultés; il peut alors intervenir utilement pour conseiller et pour aider (Dottrens, 1936, p. 122).

¹¹ During Pilotto’s work in the School of Teachers and in the design of the Normal Regional Courses, instituted during his administration of SEEC, the intellectual planned, based on his rereading of Gentile theories, teacher trainings into two groups: those who would act as an ‘educational elite’, whose role would be the planning and creation of teaching methodologies, and those that would be linked to the school routine, applying the methodology created by the former ones.

¹² [...] esencialmente a establecer relaciones concretas entre la individualidad naciente de los niños y aquellos que deben ayudarles a desarrollarse. [...] La educación consiste en organizar racionalmente esas relaciones, asignando el primer papel a las fuerzas interiores. Individualizar la enseñanza es contar con los recursos autoeducativos de cada uno, es decir, en el fondo, con su individualidad (Dottrens, 1959, p. 15).

¹³ An analysis of the role of art in experimental programs can be seen in Silva (2014b).

a reduction of AEP's activities is perceived after 1966, with the interruption of the Journal of Pedagogy publication and the change of the publications focus that have stopped discussing educational policy. This change may have occurred due to changes in the political configurations of the state sphere, established since 1964 with the civil-military dictatorship. According to Saviani,

Under the hegemony of new ideas, the 1960s were fertile in educational experimentation. The schools of application were consolidated, the vocational schools emerged and great impulse was given to the renewal of Mathematics and Science teaching. But in the same decade, the decline of the innovative ideas is observed: the experiences mentioned end in the late 1960's, when the Brazilian Center for Educational Research and the Regional Centers connected to it were closed. After the military coup, consummated in April 1964, all the country education was reoriented (Saviani, 2005, p. 35).

Although AEP was a research body not related to the state structure, changes in the political and educational context may have led Pilotto to reduce the association's actions after 1966, until its closure in 1970. According to Nadia G. Gonçalves and Sandro A. Gonçalves (2008, p. 144-152), the Brazilian educational and political context had presented since the 1950s a strong presence of developmental ideas, fostered by institutions such as the Economic Commission for Latin America and the Caribbean (ECLAC), the Higher Institute of Brazilian Studies [Instituto Superior de Estudos Brasileiros] – ISEB and, especially after the advent of the civil-military government, the Superior School of War – ESG. Developmentalism unfolding¹⁴, according to these authors, led the educational field in the 1960s to a school system duality, conceiving a distinctive education in a school for the elites (secondary and higher) and a school for the popular classes (primary and professional). Another issue pointed out by the authors is the Human Capital Theory¹⁵ entrance into the political and educational settings, linked to the idea of developmentalism, conceptions that were questioned by Pilotto in his works published by AEP.

It is important to observe that the civil-military dictatorship persecuted educators linked to the MEN, among them Anísio Teixeira, who was pulled back from INEP, in addition to leading others into exile. In this context, it is possible that the repression increase established, which had its apex with the implementation of AI-5 (1968), may have led Pilotto to change the association work plan and finally to end its activities.

Journal of pedagogy

Among AEP's actions was the Journal of Pedagogy creation. It was published between 1957 and 1966 and had 5 volumes and 22 editions¹⁶, of which we had access to 20 issues¹⁷, belonging to the Paranaense Section of the Public Library of Paraná. The first edition, of May 1957, brings the following description of its objectives:

First of all, we must make the following very clear: what is the pedagogical preparation that should be given to our rural teachers so that they can succeed in teaching? It seems to us that for now, more than a technical preparation in pedagogy, sociology, psychology, etc., we need to give them a practical preparation in fundamental things, so that they become efficient teachers in their class, that is, practical preparation for the class regency. It is useless to be dreaming about lyrical or ideal solutions at the present moment. [...] In this issue, we will try to tackle the problem of teacher preparation in the Regional Normal Courses to teach efficiently the 1st primary grade. This is a problem of utmost gravity. The number of disapprovals annually in primary grades goes up to alarming numbers (Revista de Pedagogia, 1957, p. 1-2).

As announced in the journal's presentation, there was the intention to constitute it (who?) as a continuity of actions of the intellectual in the Regional Normal Courses¹⁸ and to assist in the isolated schools teachers training through practical activities and not theoretical foundations. We must remember Pilotto's position in relation to the two classes of teachers, the leaders and those linked to more 'earth' activities. While the first would be in charge of the great themes and pedagogy theorists

¹⁴ Developmentalism "[...] presupposes a virtuous circle, of education contributing to development, as far as it gives access to the population to culture and work, among others; and development, understood as resources and social and economic conditions, raising the level of education of the population, consequently, promotes National Security" (Gonçalves, 2012, p. 16).

¹⁵ His proposition was coordinated by Theodore W. Schultz in the United States in 1950 and aimed to explain the factors that caused the different levels of socioeconomic development between countries. One of its main arguments is that there is a direct relationship between qualification, workforce and economic growth (GONÇALVES; GONÇALVES, 2008, p. 152).

¹⁶ The editions numbers are distributed as follows: Vol. 1 (1957): May No. 1, July No. 2 and August No. 3; Vol. 2 (1958): February No. 1, April No. 2, June/August No. 3 and 4, October No. 5; Vol. 3 (1959): February No. 1, April No. 2, June/August No. 3 and 4, October No. 5; Vol. 4 (1960): March No. 1, May No. 2; Vol. 4 (1962), November 5; Vol. 5 (1963): February No. 1; Vol. 5 (1965): February No. 2, September No. 3; Vol. 5 (1966): February No. 4.

¹⁷ No copies of Vol. 3 and 4 of issue No. 4 of the journal were found, they were possibly published between 1960 and 1962.

¹⁸ The Regional Normal Courses were created by Pilotto, during his administration of SEEC, and sought to extend the scope of the state Normal Schools, preparing teachers to work in isolated schools.

discussion, the others would be in charge of practical and precise instructions of easily applicable methods, as we can observe in the following presentation.

So analyzing the life of the 1st grade classes, from a realistic point of view, in their current situation in the state, with all the framework that gives them configuration, we find that failure is linked to teachers difficulties in teaching three fundamental issues: a) Teaching initial reading and writing; b) Teaching numbers multiplication (multiplication table); Teaching formal division. The present issue of this journal intends to give extremely practical suggestions, true effective 'recipes' for teaching these three points, in the 1st grade (Revista de Pedagogia, 1957, p. 1-2, emphasis in original).

The subject exposed by Pilotto of working with reading, multiplication and division teaching methodology goes until the 2 issue of vol. 2, complemented by the explanation of Dottrens methodology of individualized cards. According to Pilotto's testimony, mentioned before, the magazine had the former student's collaboration, who were put at AEP's disposal by the state government until 1960. After this period, Pilotto indicates that the journal stopped publishing pedagogical articles, starting to discuss educational policies. In Table 2 are presented the authors of the journal articles. We consider that unsigned presentation articles were written by Pilotto, who signed the editorial of all the issues found.

Table 2. Journal of Pedagogy Authors.

	1957 vol. 1	1958 vol. 2	1959 vol. 3	1960/62 vol. 4	1963/65/66 vol. 5
Erasmio Pilotto	8	7	4	6	11
Franciliza X. S. Vallente	1	1			
Sara Sartori	1	1			
Ivete Torres Ribeiro	1	1			
Olga Kolody		1		1	
Lúcia Rysicz		1			
Leda Grein Santos		2	1	1	
Ailema Luvison Frank		2			
Nahyr F. Cavallin		1			
Maria Eulina dos Santos Schena		1			
Rosa Kolody			1		
Odette de M. Cid				1	

Source: The autor.

Considering Table 2, we observe that Pilotto published the largest number of articles in the journal, a total of 36 articles, while Leda Grein Santos, the second author in published articles, wrote 4 articles. This leads us to realize that Pilotto's former students were collaborators, but the intellectual was the the journal master line.

Table 3. Articles subjects published in the Journal of Pedagogy from 1957 and 1960.

Subjects	1957 vol. 1	1958 vol. 2	1959 vol. 3	1960 vol. 4
Pedagogical Guidance and Organization	5	3		
Reading Teaching	3	2		1
Arithmetics Teaching		6	1	1
Science Teaching		5		
Brazil and Paraná's Studies Teaching		1	2	
Drawing Teaching				1
Kindergarten Teaching			3	
Educational Policies and Programs			2	

Source: The autor.

In Table 3 are the publication's subjects, considering the issues from 1957 to 1960, before the magazine editorial has changed. We perceived that a great number of articles aimed to teach reading and arithmetic, as well as general methodological guidance, such as environment organization and individualized education. All the proposals presented are based on Dottrens cards methodology and were carried out or observed by Pilotto's collaborators and, although intended for isolated schools, these activities were carried out in the capital or urban schools. The orientation given to the journal did not give any privilege to the physical education activities, singing, drawing, manual work, an exception was the experimental programs republishing. Apart from the programs publication, there is only one article on drawing teaching, written by Odette de Mello Cid, teacher of the Youth Center of Plastic Arts and the Course of Improvement in Drawing [Centro Juvenil de Artes Plásticas e do Curso de Aperfeiçoamento em Desenho]¹⁹, offered in 1954 at the Institute of Education of Paraná [Instituto de Educação do Paraná].

The reason for not including these themes may have been the journal methodological orientation, inspired by Dottrens cards system, as in his works the teaching of drawing, physical education, music and manual works are not mentioned. Another point is Pilotto's teaching conception in isolated schools, which should initially choose painting instead of drawing and modeling instead of manual work, since both drawing and manual work should be taught by specialized teachers.

As emphasized before, the Journal of Pedagogy editorial line (Nov. 1962, Feb. 1963, Feb. 1965, Sep. 1965, Feb. 1966) changed after 1960. The journal stops publishing methodological guidelines and

¹⁹ The Course of Improvement in Drawing was created in 1952 and had as its objective to prepare teachers to work with drawing in the public schools; their action was stimulated by courses of a similar nature, created by Pilotto during the administration of SEEC.

begins to publish texts related to public policies and some of these texts were retrieved by Pilotto in his works published by AEP. The absence of other commentators and the publications irregularity indicate that the journal was directed and written only by Pilotto, who after the end of Lupion government may have stopped having other teacher's collaboration and possibly would no longer rely on state funding for the newspaper. Another important matter was the fact that in 1964 the journal had no issue published, what would indicate some precaution of Pilotto due to political field alteration with the country political regime change as civil-military dictatorship had started.

In the issue of November 1962, the following articles were published: A theoretical debate based on the appreciation of the Law Guidelines and Bases of National Education Documents: Lagevin Plan for Teaching Reform (France, 1946) and the section Through the Pedagogical Press, in which Pilotto reviews published works and articles on education. In this issue, he reviews J. E. Heyde's article Science, Education and Technique, published in the German magazine *Bildung und Erziehung* (Oct. 10, 1957) and the Argentinian work *Psychoanalysis and Materialistic Dialectic* (1958) by José Bleger's.

In the following issue of February 1963, he published the following articles: *Around the Problem of Secondary School*, *The Study of History and Documents: for the school unit*, The last article refers to a discussion about the relationship between education and technology, in which Pilotto mentions three French publications: *Technology as an Education Subject* (1950), by George Friedmann, *Technology of the General Education Program of the Learning Centers of France* (Ed. Foucher, n.d.); and, finally *General Technology for Mechanics* (1954), by A. Campa. After a break of two years, in the February 1965 issue, he published *New Facts and Expectations in Latin America Education* and *Through the Pedagogical Press*, section with review of the work *The Eistemological Problem in Contemporary Pedagogy* published in issue 2 of the School of Pedagogy and Psychology [Escuela de Pedagogia y Psicologia] (Argentina, 1960). In the September 1965 publication were the following articles: *The Brazilian High School Crisis*, *Economics and Education*, *Documents: structure of a Normal School*, referring to the document constituted at the 5th meeting of the Unesco Intergovernmental Advisory Committee for the Major Project on the Extension and Improvement of Primary Education in Latin America (March 1964).

Finally, in the journal last issue, in February 1966, in which he does not mention the end of his activities, the following articles are published: *Simple*

and generalizable solutions, *Return to the theme of New Education* and *Documents: education and national development*, in which he mentions the Revolutionary Government Action Program (1964-1966), elaborated by the Extraordinary Cabinet for Economic Planning and Coordination.

The analysis of the Journal of Pedagogy last issues, mentioned above, indicates that the periodical profile changed and would no longer disseminate methodologies addressed to elementary schools teachers, but the wider discussion of the educational field and its political organization, in addition to the sections 'Documents' and 'Through the Pedagogical Press'. So the journal proposes a broader reflection about the educational field conceptual themes and perspectives in an international context. Maybe Pilotto was directing his publication to the 'educational elite' of the state and no longer to the isolated schools teachers, as it had been the journal objective in most of its issues.

An indication of the institutional position reached by Pilotto and AEP is the intellectual participation in the Summer Course, promoted by UFPR in February of 1966, about the topic Education Methods. Participated of this course Angel Oliveiros and Angel Diegues Marques, experts of the Unesco mission in Brazil; Samuel Pfromm from the Regional Center for Educational Research of São Paulo [Centro Regional de Pesquisas Educacionais de São Paulo], Leônidas Hegenberg from the Technological Institute of Aeronautics [Instituto Tecnológico da Aeronáutica], Eny Caldeira, from the University of Sciences and Languages of Paraná [Faculdade de Ciências de Letras do Paraná], and Erasmo Pilotto, as the representative of AEP. Pilotto's participation in this group demonstrates that his association had in the local educational field a position of recognition for his actions and conceptions.

According to the article *Simple and generalizable solutions*, published in the Journal of Pedagogy, which brings the conference held by Pilotto in the aforementioned event, the "[...] director of this journal tried to situate the question under study from the point of view of administrative decisions in the Brazilian case" (Pilotto, 1966b, p. 1).

In his speech, Pilotto situates his activity and, therefore that of AEP, in the sense of proposing effective solutions for the 'school we have'.

Everybody who knows my activities in the education filed in recent years knows that I have been insistent and I am concerned, in a more administrative sense, with simple and generalizable solutions. To obtain the efficacy of the school we have (not from another, but from the school or from the schools we have,

from the schools we can have), with the elements we can count on and in our circumstances (Pilotto, 1966b, p. 1).

In the sequence of his speech, Pilotto calls attention to the distance between the methods proposed in experimental schools and the educational reality of most isolated schools and small urban areas, showing that it is not possible to expect economic development and its consequences to then act on this reality. For the intellectual, the propositions that were elaborated by the experimental schools would not achieve what he called 'real teaching'.

I have severe suspicion, easily verifiable, objectively, that the methods we teach in Normal Schools, with surprisingly frequency, do not work in their hands. And it is not a simple matter of teaching practice in these Normal Schools. It's a matter of complexity level and a development issue. And within this, I have to myself that to the same degree as the Normal Schools commonly seek to 'improve' the methodology they teach, nevertheless it is far from an objective solution, [Normal Schools] need to adjust to the level reality, not of the perfect primary school that we desire, but of the primary school we can maintain (Pilotto, 1966b, p. 2, emphasis in original).

Pilotto summarizes in these lines the objectives of his work in AEP and as a consequence of the Journal of Pedagogy of developing possible methodologies for 'real teaching' and for the level of most isolated schools and small urban areas. This subject, which has appeared since the beginning of the Journal of Pedagogy, was expanded in books published by AEP. So in spite of discussing issues important to the developmental theories, such as technical training and economic development, it maintains an ambiguous position by questioning the supremacy of technique and economic development as a fundamental factor to the governmental actions and proposing an adequacy of educational methods, which should set aside the European and North American propositions ideality. Criticism is explored more forcefully in the book *Problems of Education* (Pilotto, 1966a), in which he retrieves the article *New Education Theme*, relating the New School to the Integral School, and deepens the issues about simplifying isolated schools objectives, pointed out in his works *The Right to Education* (Pilotto, 1960) and *Organization and Teaching Methodology in the first year of elementary school: a way for the improvement of the public school in developing countries* (Pilotto, 1964). The ambiguity about the relationship between education and developmentalism can be related to the configurations of the educational and political field, which, as already mentioned, from the

1950s and mainly in the 1960s adopts developmental theories as a public actions theoretical support.

Final considerations

After leaving the position of secretary, Pilotto was appointed auditor of the Accounting Office of Paraná. In 1951, when traveling in Europe, he was in contact with Dottrens pedagogical conceptions, adapting his theory to actions carried out in AEP. He founded the Modern School Dario Vellozo in 1952, researching a new educational model able to face the difficulties of isolated schools of the state interior. In the same year he published the book *Education is a Right of All*, in which he synthesized the experiences of his administration at SEEC.

As a strategy to remain in the educational field, he founded AEP (1956-1970), an entity that although private, was intended to assist public education. At AEP, Pilotto was able to continue his investigations, having as analysis objects the educational policies and the education objectives. In the association, he founded the Journal of Pedagogy, which in the first moment disseminated Pilotto's interpretation of Dottrens system and, in a second moment, with the end of the government subsidy, began to discuss broader questions related to educational policy. Unfortunately, the available sources did not allow us to find clues about the Journal of Pedagogy diffusion in the educational field, although considering that in its first editions (1957-1960) the periodical have had governmental support, maybe it was distributed to the public schools of Paraná.

It is important to observe that during the period of AEP, Pilotto published a large number of works, which like the Journal of Pedagogy, sought to conceptualize education objectives, formulating educational theories for the isolated schools development, seeking to maintain their action in the educational field and to disseminate the pedagogical conceptions.

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