

Technical schools in the state of São Paulo

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In the 19th century in Brazil, with the expansion of the European economy due to industrialization and international trade, society started to consume and show signs of its recent economic empowerment, through new ways of living, dressing, and living. The aesthetic values linked to bourgeois life were highlighted, most of the time, by women's hands and by manual work for domestic use. In the early 20th century, instigated by the idea that popular education should be professionalizing, the province of São Paulo began the process of organizing and implementing Public Instruction through Decree No. 7,566 of 1909, issued by President Nilo Peçanha, which authorized the creation of technical schools in each of the 19 states of the country. In São Paulo, due to the common aspiration of having an education system that would allow the improvement of urban life by entering the job market, besides the participation in the development of industry, Professional Education gained a more objective meaning within the production system. The Technical School for Women and the Technical School for Men, both created in 1911, in the district of Brás, started an extensive network of technical schools that spread to the interior of São Paulo, and that are still references nowadays, such as the ones from Sorocaba, Franca and Ribeirão Preto.

The Reform of Teaching Schools, which took place in 1890, was a milestone, giving the Republic the merit of having begun not only the reorganization of education in São Paulo, but also of having inaugurated public instruction itself in the country. It began with the reorganization of Teaching Schools, with the installation of Caetano de Campos Teaching School in 1892. In the same period, school groups were founded throughout the state, replacing the old elementary school, also called grade school. In 1892, Law No 88, passed by Bernardino de Campos, on the Reform of Public Education in São Paulo, introduced the organization of secondary education to be offered in high schools, which were called gymnasiums. Three secondary schools were created for external students: one in the capital, another one in Campinas and, later, a third one in Ribeirão Preto. They brought the prospect of university entrance, something that for many years had only been allowed for the children of the elite.

In the Educational Reform of 1894, domestic chores were replaced by Manual Work in the Teaching Schools' curriculum, which suggested the difference already felt in the training of men and women. In the case of future female teachers, Manual Works would be reserved for needlework: crochet, knitting, filet and filo embroidery, embroidery in white and taupe, tapestry and leatherwork. Thus, one can see in the program for these future teachers the social need to form "the new woman". In the case of the domestic economy subject taught to the girls, it was the equivalent of political economy for the boys. On the other hand, the expectations created for a boy and the desirable ones for a girl were admitted, accentuating, from an early age, not only the gender difference, but the distinction between subjects. During the implementation period, from 1911 until approximately 1950, Technical

Schools for Men presented a great production of cultural goods, especially commercial, domestic, school and religious artistic furniture, driven by the geometric and ornate design as a pedagogical axis, an inheritance of the evident leadership exercised by the Vocational High Schools in the beginning of the 20th century.

The Mixed-Sex Technical Secondary School of Sorocaba (SP) was created in 1921 and installed on June 9, 1929. In the end of the 19th century, due to the urban growth and the industrialization of the city, the textile sector gained projection, needing workers specialized in weaving. To meet this market demand, the weaving course started in 1929. In the same year, the school offered courses in Domestic Arts, Cutting and Confection, Embroidery, Flowers and Hats, Turning, Carving, Carpentry, Foundry, Metalwork and Railway in cooperation with Sorocaba Railroad. It went through several reformulations and changes of location until 1982, when it was installed in its own building and had its Technical Courses adopted by Centro Paula Souza, of which it is now part, called ETEC "Fernando Prestes".

In 1887, with the arrival of the Mogiana Railroad in Franca (SP), all this important coffee producer region in the Northwestern of São Paulo State, became the springboard for planting and harvesting the grain for internal supply and for the external market, consolidating itself as a commercial warehouse. Not only that, but in the last decade there were already 17 saddleries and several shoemakers, with the installation of 9 shoe workshops. The coming of wealthier families to the city brought along the concern with education. In the 1920's, when the city had only one school group, the creation of the Franca's Technical School, in April 1924, was an advance for both the city and the region, which presented, at that time, a significant urban growth. In its first period of operation, it acted as Technical School for Men becoming Mixed-Sex School in 1928, and, from 1933 on, Mixed-Sex Technical School of Franca.

The Mixed-Sex Professional School of Ribeirão Preto had its construction started in 1922, as part of the celebrations for the first centennial of Brazil's Independence. Initially called Professional School of Arts and Crafts of Ribeirão Preto, it was inaugurated in 1927, in the Campos Elíseos neighborhood. The first offered courses were mechanics, carpentry, foundry, electricity, drawing and women's sewing (cutting and sewing, lace and embroidery, flowers and hats). The society, in the first decades of 20th century, incorporated some French habits evidenced in the Capital of the Republic, by the Belle Époque, characterizing the innovative and progressive spirit appreciated in the "capital of coffee", known as *Petit Paris*, a rich society eager to show its power externalized in the aspects of modern life. As of 1994, the Mixed-Sex Technical School was renamed ETEC José Martimiano da Silva, which stands for Technical State School José Martimiano da Silva, when it became part of the Paula Souza Technological Education Center.

In the wake of the civilizing project, the unlimited belief in progress through instruction, in the late 19th century and first half of the 20th century, school appears as a social space for the individual in which female education and the social role of women could not be left out. The professionalizing education, focused on the formation of labor for the new job market demanded by the 20th century, gave birth to the creation of Technical Schools through the efforts of Nilo Peçanha. Also known as Apprentices and Artisans School and mirroring the model of Vocational High Schools, the personal competence for the industry supported by Drawing, as the backbone of several courses, structured professional learning in a way that general culture and technical skills were not excluded. Professional education, in the end, harmonized general and technical culture, linked making to the activity of art where execution and invention went hand in hand. In this sense, textiles, furniture, metal and ornamental iron, embroidery and lace, were forms of a professional “making” by the hands of the craftsperson that, by breaking boundaries between art and design, in the consolidation of women’s and men’s trades and skills from Technical Education, are certainly found today, in the formation of Fashion Design.

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