



# Santa Teresinha's Institute in Bragança-PA: changes and permanence in school architecture (1938-1952)

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**ABSTRACT.** This article stems from research on the school architecture of the Santa Teresinha Institute, whose building was constructed in the 1940s in Bragança-PA. The temporal framework spans from 1938 to 1952, period encompassing the commencement of construction of the Institute and the preparation of the verification report requested by the Ministry of Education and Health. The objective is to discuss the architectural characteristics of this establishment by contrasting them with those of similar constructions built during the First Republic, identifying changes and continuities in the production of school architecture in Pará. Methodologically, through the survey and collection of available sources related to the construction of the Institute, including photographs from the period 1938 to 1952 and the Verification Report conducted in December 1952 at the request of the Ministry of Education and Health, we used the technique of documentary analysis from a critical approach (Franco, 2018), developed through bibliographic study of education in the Bragança institution and school architecture at the time. As results, the school architecture of the Santa Teresinha Institute, which materialized in the 1940s, predominantly presents continuities due to the emphasis placed on hygienic and surveillance characteristics, promoting the disciplining of students and teachers. However, the influence of constitutive aspects of the New School ideology is noticeable through the creation of spaces for socializing and interaction such as the auditorium and sports courts, as well as manual workrooms and laboratories, demonstrating that the Institution integrated the transformations that occurred in education over time into its architecture. Thus, the school architecture of the Instituto Santa Teresinha reflects the gradual and ongoing changes driven by educational policies, highlighting features of various dominant concepts from different periods.

**Keywords:** school architecture; Santa Teresinha Institute; new school.

## Instituto Santa Teresinha em Bragança-PA: mudanças e permanências na arquitetura escolar (1938-1952)

**RESUMO.** Este artigo resulta de uma pesquisa sobre a arquitetura escolar do Instituto Santa Teresinha, cujo prédio foi construído na década de 40 do século XX no município de Bragança, no estado do Pará. O recorte temporal situa-se entre os anos de 1938 e 1952, período compreendido entre o início da execução das obras do Instituto e elaboração do relatório de verificação a pedido do Ministério de Educação e Saúde. O objetivo consiste em discutir as características arquitetônicas deste estabelecimento, contrapondo-as àquelas de construções semelhantes edificadas durante a Primeira República, identificando mudanças e permanências na produção da arquitetura escolar no Pará. Em termos metodológicos, a partir do levantamento e coleta de fontes disponíveis referentes à construção do Instituto, encontramos fotografias do período de 1938 a 1952 e o Relatório de Verificação realizado em dezembro de 1952, a pedido do Ministério de Educação e Saúde. Diante disso, utilizamos a técnica de análise documental a partir de uma abordagem crítica (Franco, 2018), desenvolvida a partir do estudo bibliográfico sobre a educação na instituição bragantina e sobre a arquitetura escolar à época. Como resultados, a arquitetura escolar do Instituto Santa Teresinha, materializada na década de 1940, apresenta predominantemente permanências devido à importância dada pelas características higiênicas e de vigilância, proporcionando a disciplinarização de alunos, alunas e professores. No entanto, é perceptível a influência de aspectos constitutivos do ideário da Escola Nova a partir da criação de espaços de convivência e interação, como o auditório e as quadras de esportes, além das salas de trabalhos manuais e laboratórios, demonstrando que a Instituição incorporou em sua arquitetura as transformações que ocorreram na Educação ao longo do tempo. Assim, a arquitetura escolar do Instituto Santa Teresinha reflete as mudanças graduais e contínuas promovidas pelas políticas educacionais, evidenciando características de diferentes concepções predominantes em várias épocas.

**Palavras-chave:** arquitetura escolar; Instituto Santa Teresinha; escola nova.

## Instituto Santa Teresinha de Bragança-PA: cambios y permanencia en la arquitectura escolar (1938-1952)

**RESUMEN.** Este artículo es resultado de una investigación sobre la arquitectura escolar del Instituto Santa Teresinha, cuyo edificio fue construido en los años 40 del siglo XX en el municipio de Bragança, en el estado de Pará. El corte temporal de la situación entre los años 1938 y 1952, período comprendido entre el inicio de la ejecución de las obras del Instituto y la elaboración del informe de verificación a solicitud del Ministerio de Educación y Salud, El objetivo es discutir las características arquitectónicas de este establecimiento, contrastando las problemáticas de construcciones similares. construido durante la Primera República, identificando cambios y continuidades en la producción de la arquitectura escolar en Pará. En términos metodológicos, a partir del levantamiento y recopilación de fuentes disponibles relacionadas con la construcción del Instituto, encontramos fotografías del período de 1938 a 1952 y Informe de Verificación realizado en diciembre de 1952, a solicitud del Ministerio de Educación y Salud, para lo cual se utilizó una técnica de análisis documental basada en un enfoque crítico (Franco, 2018), desarrollada a partir del estudio bibliográfico sobre educación en la institución Bragantina y sobre la arquitectura escolar de la época. Como resultado, la arquitectura escolar del Instituto Santa Teresinha, materializada en la década de 1940, es predominantemente permanente debido a la importancia dada a las características higiénicas y de vigilancia, asegurando la disciplina de estudiantes y profesores. Sin embargo, se limita la influencia de aspectos constitutivos del ideario de la Escuela Nueva a través de la creación de espacios de convivencia e interacción, como el auditorio y canchas deportivas, además de salas de manualidades y laboratorios, demostrando que la Institución ha incorporado en su arquitectura las transformaciones que han ocurrido en la educación a lo largo del tiempo. Así, la arquitectura escolar del Instituto Santa Teresinha refleja los cambios graduales y continuos impulsados por las políticas educativas, evidenciando características de diferentes concepciones predominantes en diversas épocas.

**Palavras chave:** arquitectura escolar; Instituto Santa Teresinha; nueva escuela.

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## Introduction

This article is the result of research on the school architecture of the Santa Teresinha Institute, whose building was constructed in the 1940s in the municipality of Bragança, in the state of Pará. Its objective is to discuss the architectural characteristics of this establishment, contrasting them with those of similar buildings constructed during the First Republic, identifying changes and continuities in the production of school architecture in Pará.

Its motivation stemmed from recognizing the importance of a primary, secondary, and normal education institution, administered by a religious order and located in the state interior, which stands out among the population for its educational, cultural, and religious excellence, as well as the excellent preservation of its facilities, which enabled us to analyze the changes in its architecture throughout the historical process.

According to Rodrigues and Martinez (2018, p. 32), the materiality of the school building “[...] serves as a material structure and support for other symbols, whether religious, patriotic, or images and thoughts of illustrious men, disciplinary, moral, and hygienic norms.” Likewise, Escolano (2001, p. 23), when analyzing the design of school buildings constructed in the Spanish context, observes that they reflected “[...] a system of values — order, discipline, surveillance — as well as modes of representation [...]”, in such a way that all aspects related to the school space are conceived and planned, from its location as a starting point for occupation to the internal elements, with the distribution and use of spaces aimed at the disciplining of bodies and minds.

Viñao Frago (2001) highlights not only the educational dimension of the school space and its non-neutrality, but also important aspects of the spatial dimension of the school, such as its location, the adequacy and occupation of the territory, the built and open areas, and even the internal layout and its various spaces and uses. For the author, every space is a perceived place, and this perception is a cultural process resulting from the representation not only of the material arrangement of such spaces, but also of their symbolic dimension.

To understand the architecture of the Santa Teresinha Institute, seen as a reflection of the institution's pedagogical intentions, as well as how it changed over time in the proposed period, we consulted studies on

school architecture, such as those by Rodrigues and Martinez (2018), Escolano (2001), in addition to works such as those by Azevedo and Stamatto (2012), and Azevedo et al. (2017), to understand school space in the First Republic. We also drew on the studies by Oliveira (2013) to understand the architectural characteristics of the Escola Nova movement's pedagogical space. Finally, to explain the institution's history and its educational objectives, we used as references the publications by D. B. R. N. Silva (2006), Silva (2012), Silva and Oletto (2010), and Colares (1997).

From a methodological standpoint, based on the survey and collection of available sources related to the construction of the Institute, we found photographs from the period between 1938 and 1952, as well as the Inspection Report carried out in December 1952 at the request of the Ministry of Education and Health. We then applied the technique of document analysis from a critical approach (Franco, 2018), developed through bibliographic research on education at the Bragança institution and on school architecture of the time.

## School architecture in the First Republic

The architectural production during the First Republic in Pará was the result of ideas embedded in the educational policy of the then-new regime, which was mainly guided by the principles of positivism and hygienism. These ideologies promoted both changes in the organization of schooling and the modernization of the physical school space, to the point that the buildings intended for public education embodied republican ideals in both their spatial layout and aesthetics.

Positivism was one of the pillars of the political thought of the time and was absorbed as one of the symbols of the Brazilian nation through the motto *Ordem e Progresso* [Progress and Order] displayed on the national flag. In this way, it influenced educational policy by promoting a curriculum<sup>1</sup> focused on technical and scientific training, as opposed to Catholicism's humanistic education, which had been omnipresent during the Empire. In this way, it influenced educational policies by promoting a curriculum aimed at technical and scientific formation. In other words, "Positivists strove to combat humanistic, religious schooling in order to promote the rise of the exact sciences" (Iskandar & Leal, 2002, p. 3), establishing a kind of exaltation of science and reason in contrast to the religious past, as well as a disciplining and civilizing order<sup>2</sup> aimed at achieving progress, composing the features of the architectural design of school spaces built during the First Republic.

Hygienism, another pillar of republican thought in public education, was a doctrine that emerged in the first half of the 19th century and was associated with the rulers' concern for the health and morality<sup>3</sup> of the citizens. According to the miasmatic theory widely accepted at the time, there was a "[...] need for circulation, ventilation, and deodorization of the environment" (Bertucci-Martins, 2005, p. 76), since "[...] during that period, it was believed that the contagion of diseases occurred through communication between the molecules of one individual and another, either by contact or through the air, and that infection took place through the miasmas in the environment" (Beltrão, 2004, p. 98).

This concern was directly reflected in the design of school spaces, prioritizing ergonomically appropriate furniture, environmental comfort, and other aspects related to the hygiene of students and teachers, with the main objectives being:

To eradicate vices, instill healthy habits, disseminate hygienic practices, and educate the population on disease prevention. For this reason, one of the concerns regarding school groups was related to the planning of the school building, with attention to hygiene aspects, such as ventilation and lighting, in addition to concern for the students' own bodies, from their physical posture to the uses made of different individual and school objects (Azevedo et al., 2017, p. 134).

Furthermore, the design of buildings intended for public education was influenced by teaching and learning principles that controlled teachers' time and students' performance, valuing and favoring structural elements that facilitated surveillance, order, and discipline.

Another important dimension in the design of these buildings was their aesthetic proposal, which came to symbolize the political project of modernizing the country with advanced construction techniques

<sup>1</sup> The curriculum should include mathematics, astronomy, physics, chemistry, biology, the emerging field of sociology, and also ethics (based on positivist principles). A general reform of education was advocated that could lay new foundations for society (Medeiros, 2020), in which "Reforming, in the field of education, meant planning a new order, a complete reorganization of knowledge, in search of a new consensus, to place society on new scientific and philosophical foundations" (J. C. Silva, 2006, p. 16).

<sup>2</sup> Positivism sees order as essential for organizing society and achieving progress, since progress requires order, under penalty of falling into anarchy. Therefore, order naturally leads to progress (Seyssel, 2006).

<sup>3</sup> According to Castanha (2006, p. 21), being moral at the end of the 19th century "[...] meant being orderly, respecting hierarchy, accepting authority, and knowing one's place in society."

embellished by the distinctive and imposing architecture of Eclecticism, a predominant architectural style in the late 19th and early 20th centuries.

However, due to its mix of styles, Eclecticism was for a long time not considered a proper style, as it was diverse and heterogeneous, encompassing numerous manifestations and tendencies. It originated from the idea of historicist architecture<sup>4</sup>, which allowed for the blending of various trends—including those in decline, such as Neoclassicism, Neo-Gothic, and Neo-Colonial, among others. In Belém's school buildings, this aesthetic stood out from other public buildings, whose predominant style was *Art Nouveau*<sup>5</sup>, although it was still incorporated into the eclectic mix.

The school space thus became a symbol and object of consolidation of the new regime, and although institutions built for educational purposes had existed since the Empire, it was after the Proclamation of the Republic that the idea of a building planned and constructed with the primary intention of offering public education spread significantly. From that moment on, architecture became a concern and instrument of action for governments that identified it as a way to disseminate republican values, as argued by Azevedo and Stamatto (2012, p. 32), for whom "[...] school buildings were part of the local elites' interpretation of modernity and progress and became one of the favorite targets for the dissemination of republican ideas." Thus, educational institutions would embody republican thinking and lay the foundations for the desired transformation of Brazilian society.

In addition, the inspection and supervision of education began to receive greater relevance in the organization of teaching and in the spaces where it was applied, "[...] so much so that, in addition to the general director of education, there were other figures who collaborated in these tasks, such as the inspector, the principal, and the teacher" (Dourado & Damasceno, 2022, p. 97), individuals who formed

[...] a fundamental and structuring triad for the functioning of the educational system at the time, whose target was the student who, with the help of the family, would be responsible for acquiring good habits of behavior, health, and hygiene, in addition to incorporating and exercising the moral and patriotic values necessary to become a respectful citizen and reproducer of the new republican order (Damasceno & Pantoja, 2019, p. 5).

In political terms, as the foundations of the Old Republic began to crumble, a significant movement of opposition to the federal government gained strength — mainly in the states of Minas Gerais, Paraíba, and Rio Grande do Sul — which would eventually depose President Washington Luís in the early 1930s.

## Education and school architecture in the Second Republic

In 1930, Getúlio Vargas came to power through a coup d'état<sup>6</sup> and, in 1937, he established the so-called *Estado Novo*<sup>7</sup> [New State], accentuating the authoritarian characteristics of his government. According to Medeiros (2020), in order to consolidate the regime and increase his popularity, Vargas intensified propaganda aimed at public opinion by creating the Department of Press and Propaganda. Among other initiatives, this department produced school booklets and enhanced the use of education as a political tool, legitimizing his government and disseminating his developmentalist and nationalist ideals. From this perspective, subjects in the humanities, especially history, were characterized by a nationalistic bias, highlighting figures and events in Brazilian history with exaggerated patriotism and nationalism. In addition, moral and civics education and physical education further reinforced the glorification of the homeland and the valorization of national identity. Schools incorporated busts and illustrations of President Getúlio Vargas as a means of exalting his image and, through reforms, sought to intensify "[...] the qualification of labor for the growing Brazilian industry, with the process of productive modernization initiated by the new political concepts that emerged from the 1929 crisis" (Medeiros, 2020, p. 851-852).

<sup>4</sup> Historicist (or revivalist) architecture is a set of architectural styles that focused its efforts on recovering and recreating the architecture of past times.

<sup>5</sup> This artistic movement began in Europe in the late 19th century, in a period marked by the second industrial revolution and experimentation with new materials. *Art Nouveau* cannot be defined in a single way, as it was eclectic in style. However, some characteristics marked this movement. These were: the presence of organic forms from nature, such as leaves and flowers; emphasis on asymmetrical and undulating lines; concern with aesthetics and decorative elements; and the use of metal, glass, and wood in interior design.

<sup>6</sup> Regarding the "Revolution" of 1930, Silva (2005) argues that it was a period in which "[...] a new mentality prevailed and good Brazilians cooperated with the great revolutionary leaders in the work of rebuilding the country's economy and financial and social order" (Silva, 2005, p. 124). It was not a popular initiative, nor even one of minority classes with social objectives. Luís Palacín and Maria Augusta justify this narrative by adding that social consciousness had not reached such a point, as there was a lack of class organizations. We can therefore understand that the revolution was carried out by heterogeneous groups of the discontented ruling class (Minas, Rio Grande do Sul), the military (the tenentista group), and the middle classes, without a defined and adequate ideological proposal, united by their repulsion for the existing political order (Palacín & Moraes, 1994).

<sup>7</sup> On November 10th, 1937, Getúlio Vargas established the *Estado Novo*, or Third Republic, which remained in force until January 31, 1946. With the 1937 Constitution, he consolidated his power, increasing the prerogatives of the president and ending the parties that competed for the legislature. According to Henn and Nunes (2013), due to the fact that it was established through a coup d'état, the regime needed to legitimize itself in the eyes of Brazilians and reprimand any type of opposition to the *Estado Novo*'s commands. Thus, Vargas made intensive use of propaganda through two channels: the Capanema Cabinet, Ministry of Education, and the Department of Press and Propaganda (DIP).

During this same period, the General Director of Public Education of the Federal District, Anísio Teixeira, carried out an educational reform that also emphasized architecture aligned with the principles of the *Escola Nova* [New School] pedagogy.

The Paraíba Institute of Education, for example — built according to the *Escola Nova* pedagogical principles and regarded as an architectural symbol of the movement — was the result of the political project, social context, ideology, and intellectual trends of an era grounded in rationality and functionality. It sought to adapt the building to the local climate through design decisions that included: positioning spaces to maximize air circulation and minimize direct sunlight; using open corridors in the style of verandas; constructing canopies in areas with large openings to provide shade; and installing horizontal glass windows in classrooms, with dimensions and placement carefully planned to prevent glare on students' desks and on the blackboard (Oliveira, 2013).

In addition to concerns about climate comfort, other characteristics based on the principles of the modern movement related to a spatial organization based on

[...] functionality, creating more dynamic buildings by separating functions into different blocks, a characteristic of modern zoning, in addition to the modulation of classrooms.

The use of reinforced concrete, which allowed for the construction of overhangs, marquees, the upper terrace, and the curved and light ramp of the central building and the piers [...]

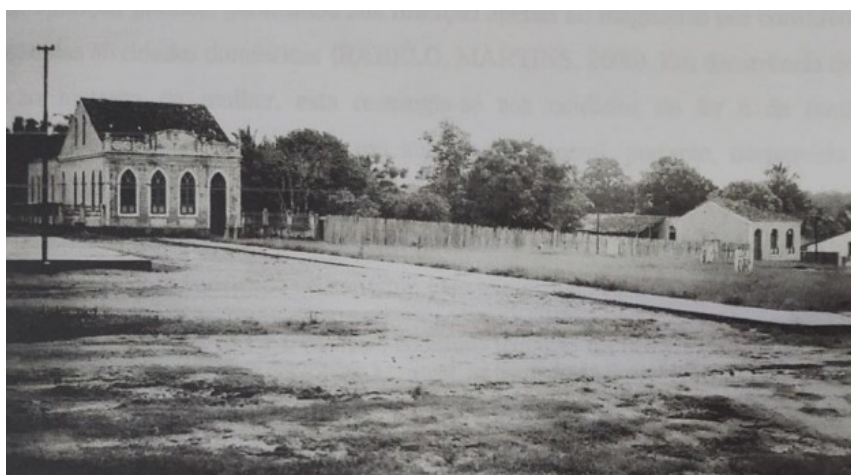
Typical formal repertoire — absence of ornamentation, canopies, horizontal, corner, and circular windows, contrast between straight volumes and curved edges or semicircular forms, and volumes of varying heights" (Oliveira, 2013, p. 179).

The *Escola Nova* school space was also characterized by the inclusion of auditoriums for various purposes and libraries, driven by the "greater appreciation of reading" (Oliveira, 2013).

Due to these qualities and attributes, typical of a republican and *Escola Nova* school, we analyzed some changes and continuities in school architecture, especially based on the building of the Santa Teresinha Institute, a reference institution in public education in the region of Bragança, in the state of Pará.

## History of the Santa Teresinha Institute

The history of the Instituto Santa Teresinha is closely intertwined with the ecclesiastical organization of the then *Prelazia de Nossa Senhora do Rosário do Guamá* [Prelature of Our Lady of the Rosary of Guamá], which was entrusted to the administration of the Barnabite Fathers, under the leadership of Dom Eliseu Coroli, who was concerned with the lack of educational opportunities in that region in the early decades of the 20th century (Silva & Oletto, 2010). The Institute was established in Bragança in 1938, initially as a Normal School, which, in addition to serving as a place for teacher training, also provided space for secondary education. However, before operating on the Institute's facilities, the Normal School operated in a small house that had been donated by a resident to host the newly arrived religious leaders in charge of the administration of the *Prelazia do Guamá* (Figure 1) — now the *Diocese de Bragança* — and the evangelization of indigenous and rural communities (Colares, 1997).



**Figure 1.** House where the 1st Normal School of Bragança-PA operated.

Source: Collection of the Santa Teresinha Institute (1952).

In a small classical-style house, which also served as accommodation for the priests, the first classes of the Normal School were held, beginning in February 1939, with 18 girls and 1 boy in a boarding format (Silva & Oleto, 2010).

The need for an institution to train female teachers in Bragança arose alongside a shortage of catechists in the region. Therefore, as one of his first acts, the apostolic administrator, Father Eliseu, sought assistants to prepare the new teachers and catechists, finding them among the *Preciosinas* Sisters, who were undoubtedly very important in this process (Silva & Oleto, 2010). Furthermore, the Prelate immediately began acquiring furniture, utensils, and materials for the operation of the school; to make this feasible, the organization of a boarding system became a necessary measure (Silva & Oleto, 2010).

To this end, Dom Eliseu<sup>8</sup> relied on the support of Bragança's society, which was also crucial for the growth and consolidation of the institution. Through their social and political influence, the bishop was able to collect donations and offerings for the construction and improvement of the school. On December 1st, 1939, during a meeting of the Barnabite priests serving as consultants to the *Prelazia*, the decision was made to construct a building to house the institution (Diocese de Bragança, 1946). Following this, the apostolic administrator began purchasing the lots on the block where the Institute is currently located. The laying of the cornerstone took place in a grand celebration on July 5, 1940, bringing together a large crowd around the bishop and the city's mayor, Augusto Corrêa (Figure 2).



**Figure 2.** Laying of the cornerstone for the construction of the IST building in July 1940, with the then mayor Augusto Corrêa on the right side of Dom Eliseu.

Source: Collection of the Santa Teresinha Institute (1952).

During World War II, more precisely in January 1943, for reasons that remain unclear, the building under construction for the Institute was occupied by the Brazilian Army. It was returned only in March 1944, upon payment of 300 *contos de réis*, an amount established to cover the costs the army had allegedly incurred to complete the construction<sup>9</sup>.

After the building was returned to the Barnabites by the military, ongoing educational and pedagogical activities were transferred to the new facility. At this time, the local population—especially wealthier families—began to have the opportunity to enroll their children in a school close to their homes (Silva, 2012). In February 1942, a boys' boarding program was created, and in February 1946, the institution was brought under the Organic Law of Normal Schools<sup>10</sup>, with the creation of the junior high school course, which was verified in this same report.

According to the 1952 Evaluation Report, the Santa Teresinha Institute offered primary, secondary, and normal courses, with classes running in two separate shifts. That same year, it had 429 students, a significant number considering that education was offered free of charge, which gives an idea of the social role of the

<sup>8</sup> In 1934, the Prelacy's headquarters were transferred to Bragança, and Father Eliseu, appointed apostolic administrator, arrived in the city on August 5, 1938. Two years later, on October 13th, he was consecrated bishop.

<sup>9</sup> It was only on March 4, 1944, that Dom Eliseu and Father Luís Gonzaga Freire de Almeida, director of Colégio Santa Teresinha, were received at the barracks by General Francisco de Paula Cidade. On that occasion, the bishop handed the general the requested amount via a check, reimbursing the Army for the funds used to complete the construction and thereby securing the return of the school to the *Prelazia*, which had been expropriated for the 35th Hunters Battalion. Twenty days later, a presidential decree issued by Getúlio Vargas annulled the expropriation of the building in Bragança, although approximately three hundred soldiers remained on the premises until February 16, 1945, when they finally left at the end of the global conflict (Colares, 1997).

<sup>10</sup> Decree-Law No. 8,530, dated January 2, 1946, provides in §2 of Article 4 that the Normal School would be the institution designated to offer the second-cycle course of this education, as well as the junior high school cycle of secondary education (Chamber of Deputies, 1946).

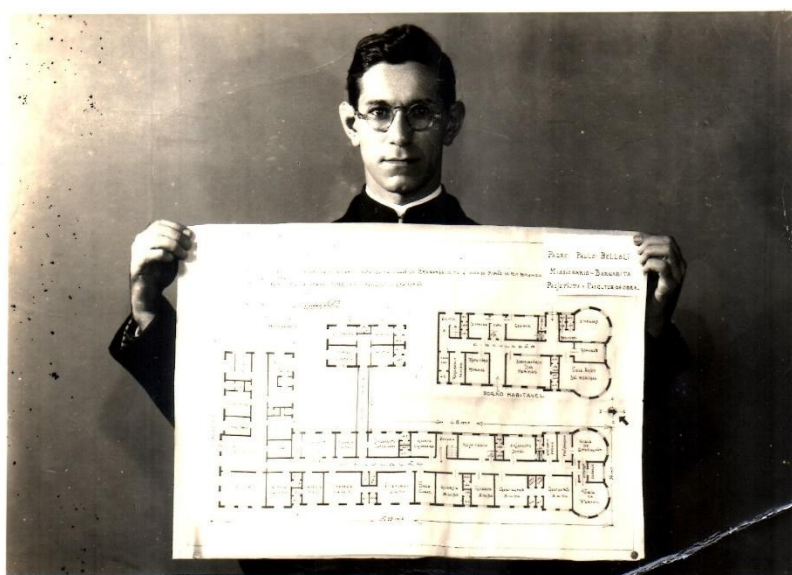


institution and the extent of its impact on the society of a municipality with a population of 5,495 inhabitants (Instituto Santa Teresinha, 1952)<sup>11</sup>.

## The Santa Teresinha Institute and its school architecture in Pará

Since 1938, as a Normal School, the Santa Teresinha Institute has operated under the philosophy that “to educate is not only to instruct. To instruct well is to prepare for life”, a motto that remains to this day (Silva & Oleto, 2010, p. 12) and reflects the goal of not only teaching scientific knowledge, but also influencing customs, duties, and ways of behaving in society, following the moral doctrine established and based on Dom Eliseu's educational proposal for the Institute. The premises of this doctrine followed four directions, namely: catechesis, school education, hospital care, and evangelization of the indigenous people (Silva & Oleto, 2010).

According to Chaves (2021), catechesis was the basis of the pedagogical work, as it was indispensable for the Christian formation desired by the *Prelazia*. School education, in turn, served as a support for building faith through the teaching of the Holy Scriptures, while hospital assistance provided an additional option for basic healthcare for the local population. These directions are reflected in the architectural design conceived by Father Paulo Belloli, a Barnabite missionary who oversaw the construction and was responsible for the building's design (Figure 3). The project was L-shaped, with a 59-meter front and 14-meter width, consisting of three floors and a partially habitable basement. This section was intended for primary education and included a classroom, dining hall, bathrooms, girls' dormitory, pantry, kitchen, storage, and lodging for the sisters. The project also had a wing to care for pregnant women and provide support during labor and postpartum. This wing was located on the first floor and had two dormitories for pregnant women, with bathrooms and hallways, an operating room, a delivery room, a sterilization room, a medical department, lodging for the sisters and nurses, and a waiting room. The sisters' accommodations would be located on the second floor.



**Figure3.** Photo of Father Paulo Belloli, designer and builder of the Santa Teresinha Institute (1938).

Source: Collection of the Santa Teresinha Institute (1952).

However, in practice, the original project was not carried out, and the final building of the institute took on completely different features, as can be seen in the illustration of the facade of the institute built in 1942 (Figure 4). The left wing has not been built to this day, while the hospital wing was restricted to the infirmary, giving way to classrooms in the other compartments, a fact that can be justified by the construction of the Santo Antônio Maria Zaccaria Hospital and the Nossa Senhora da Divina Providência Maternity Hospital, both of which were initiatives of Dom Eliseu, which “[...] would serve as instruments for the realization of the bishop's desire to guarantee hospital care for residents” (Colares, 1997, p. 57).

The basement was designed to accommodate dormitories for female students and rooms for some educational activities. The students' accommodations were located in an isolated area. Thus, although the

<sup>11</sup> Verification Report, carried out in December 1952 at the request of the Ministry of Education and Health (Instituto Santa Teresinha, 1952).

school was co-educational, the spaces were separated and arranged in a way that made it easier to supervise their users. This disciplinary organization was reinforced with the design of dormitories for priests and nuns that would be close to those of male and female students, respectively, in addition to the installation of the secretary's office and the gates in an area between the corridors that separated the wings.



**Figure 4.** Photo of the Santa Teresinha Institute in Bragança (1942).

Source: Collection of the Santa Teresinha Institute (1952).

On the first floor, rooms were built for medical care and food preparation, such as a cafeteria, pantry, kitchen, sisters' dining room, storeroom, and warehouse, as well as four classrooms for primary school, a typing room, bathrooms, a linen room, and an infirmary. The building was laid out in an L-shape, with an open courtyard inside that was surrounded by a veranda corridor overlooking the courtyard area, "[...] which are connected to all the rooms in the building" (Santa Teresinha Institute, 1952, p. 8). The floor of the Institute was tiled, with the exception of the third floor, "[...] which is wooden, which greatly facilitates its cleaning and maintenance" (Instituto Santa Teresinha, 1952, p. 8).

The second floor housed the office, the teachers' room, the visiting room, five junior high school classrooms, the bathrooms, and a chapel. Circulation was also through an open, veranda-lined corridor overlooking the open internal area, as can be seen in Figure 5. The document from the Board of Education describes that the junior high school classrooms had "[...] all doors and windows that open to the outside and to the wide, entirely open balconies that surround the second floor" (Instituto Santa Teresinha, 1952, p. 6), reinforcing the importance of elements that provided good conditions for sunlight, ventilation, and lighting. It adds that this classroom layout would allow for "[...] perfect and easy supervision of students" (Instituto Santa Teresinha, 1952, p. 7), highlighting the panoptic nature<sup>12</sup> of the spatial layout in terms of control over students.



**Figure 5.** Veranda corridor on the second floor of the Institute.

Source: Collection of the Santa Teresinha Institute (1952).

<sup>12</sup> Panoptism, a concept studied by Michel Foucault (1987), refers to an architectural feature whose purpose is to enable the comprehensive surveillance and observation of people in a given environment.



The annex building, constructed next to the main building, complements the U-shape of the facilities, housing the dormitories, some classrooms, a science room, a crafts room, a library, and another chapel — an important feature as it provided a religious environment to reinforce the transmission of the cultural and moral precepts of the Catholic doctrine within the school space.

The open area covered "[...] two neighboring blocks, wooded, flat, not covered with grass" (Instituto Santa Teresinha, 1952, p. 9), where the football field and the volleyball and basketball courts were located. On rainy days, physical education activities were held in the "[...] large gymnasium, located on the left side of the building" (Instituto Santa Teresinha, 1952, p. 10).

The classroom furniture was made of wood and consisted of individual chairs and tables which, due to the limited space, were arranged in pairs, with free circulation between narrow aisles (Figure 6). The lighting in the room, which came from large windows, was reinforced by pendant lamps with incandescent bulbs. The furniture also included a teacher's desk and chair next to a small blackboard supported by easels, which seemed insufficient for everyone to see, given the size of the classroom.



**Figure 6.** Photo of one of the classrooms (1952).

Source: Collection of the Santa Teresinha Institute (1952).

The boys' dining hall was located on the ground floor of the annex building, as was the boys' dormitory — those of the younger boys were on the left wing and those of the older boys on the right wing. The girls' dormitories, meanwhile, were situated on the top floor, while their dining hall was near the food preparation areas on the ground floor. The separation of students by gender and age is a practice that dates back to the schools of the First Republic, when the mixing of male and female students was considered immoral, and architectural elements were used to ensure this type of segregation, along with constant supervision.

Lighting and ventilation in the girls' dining hall were provided by "[...] five windows measuring 1.50 x 1.10 meters; one measuring 1.40 x 2.50 meters; and a door measuring 2.30 x 1.35 meters" (Instituto Santa Teresinha, 1952, p. 8). The boys' dining hall, on the other hand, had "[...] two windows measuring 1.90 x 0.90 meters, providing 3.42 square meters of lighting area" (Instituto Santa Teresinha, 1952, p. 9). The dining hall furniture consisted of "[...] three marble tables measuring 5.10 x 0.80 meters, chairs, and cabinets [each]" (Instituto Santa Teresinha, 1952, p. 9), and "[...] the cutlery and glasses [were] individual, kept in labeled pouches" (Instituto Santa Teresinha, 1952, p. 9). The windows were designed to promote a healthy environment, while the provision of individual utensils reinforced the idea of concern for hygiene — so much so that inspectors praised the good condition of the dining hall in their reports, although they did note the lack of sinks.

The entire structure of the building is surrounded by tall, narrow windows with arched tops, trim with ceramic pieces, and glazing with glass frames. Eclectic architecture<sup>13</sup> predominates in the window design, serving the function of providing good lighting and sufficient ventilation for the interior of the facilities. This trend also stems from the First Republic period, when it was common to follow hygienist guidelines focused on offering adequate and healthy environmental conditions for students' physical and mental development.

<sup>13</sup> An architectural style that began in Brazil in the late 19th century and lasted until the early decades of the 20th century, characterized by a mixture of Gothic, Baroque, Neoclassical, and Neocolonial architectural elements.

The concern for environmental comfort is also evident in the layout of the building, which is U-shaped and surrounded by open areas to facilitate light and ventilation through the window frames. Further regarding the building's salubrity, the 1952 Report Glossary describes that the building was constructed on a "[...] large, dry, wooded plot of land in a good neighborhood for educational and hygienic purposes" (Instituto Santa Teresinha, 1952, p. 8), as it was located in one of the highest areas of the city and that, "[...] even during the hottest hours, a gentle breeze from the Caeté River blows, making the temperature pleasant throughout all areas of the building" (Instituto Santa Teresinha, 1952, p. 9), a reference to the Institute's geographical position — close to the river and constantly ventilated (Figure 7).



**Figure 7.** Site plan of the Santa Teresinha Institute.

Source: Google Maps.

Another legacy from the republican period concerns the presence of stairways at the main entrance, framed by imposing doors that lent grandeur and monumentality to the building, a characteristic inherited from the positivist origins of the previous political regime<sup>14</sup>, which made school buildings stand out from other public structures due to their distinctive architecture.

As for the eclectic style, it was widely used by republicans in establishments intended for public education. Although it was strongly present in the façade of the Santa Teresinha Institute, its appearance blended with various traits of neocolonialism, evoking a connection with the old Brazilian baroque art that was common in colonial religious buildings. The imposing curvilinear pediment<sup>15</sup>, featuring a niche<sup>16</sup> designed to house the image of the institution's patron saint, was a characteristic element of Portuguese baroque<sup>17</sup> reproduced in Brazilian neocolonialism<sup>18</sup>. Additionally, the walls were adorned with neocolonial decorative elements, and their corners<sup>19</sup> were embellished with tiles. The lower portion of the walls, up to one meter high, used a rustic-style masonry<sup>20</sup> base. Tiles, typical of Luso-Brazilian neocolonial architecture, framed the windows, the pediment, and the corners of the Institute's building.

<sup>14</sup> The staircases in republican school buildings signified the rise of students, as by climbing the stairs, they progressed in society on the steps of knowledge and civility transferred by the new education

<sup>15</sup> An architectural feature that usually decorates the top of a building's main façade, marking the main entrance. In neoclassicism, it is triangular in shape, but it was adapted to neocolonialism with curved lines.

<sup>16</sup> A cavity made in the thickness of a wall, usually to hold a statue, vase, image, or any other decorative element.

<sup>17</sup> An architectural style that emerged in Europe during the 16th century as a manifestation of the Catholic religious counter-reformation through art. Baroque architecture is characterized by extravagance, the use of movement and curves, a mixture of painting and sculpture, and the use of theatrical scenographic effects mainly related to the exaltation of God and Jesus Christ.

<sup>18</sup> An aesthetic movement that originated in the early 20th century, which proposed to revive the architecture and decorative motifs typical of the Iberian colonial era.

<sup>19</sup> A vertical strip protruding from the ends of the building's external walls. In general, it covers the base to the top of the building. External and protruding angle formed by the meeting of two converging external walls, serving to protect the corner of the building or to decorate the facade. It is often made of a different material from that used in the masonry of the walls (Albernaz & Lima, 1998).

<sup>20</sup> Ornamental construction detail on external walls and fences, covering the base of the wall up to a few centimeters in height with ceramic materials, stones, or rustic mortar.

All these features allow us to affirm that the architectural design of the building incorporated several elements from the previous political regime, displaying an aesthetic rich in ornaments from different styles — contradicting the simplicity and lack of decorative detail typical of modernism<sup>21</sup>, the stylistic hallmark of the Vargas Era.

## Final considerations

The school institutions built from 1930 onward inherited influences from previous regimes, such as hygienist principles and the disciplinary conception of spaces, which regarded teachers and students as objects of surveillance. Women's education was seen as a strategic factor and, therefore, one of the needs for modernizing society and improving family health, which was always linked to the idea of creating a national sentiment tied to order and progress. Additionally, it was opportune for the Catholic Church to train female teachers who would continue the catechizing work of the *Prelazia*.

The construction of the building for the Santa Teresinha Institute took place during the Vargas government, a period when religious institutions sought to regain their political power, which had been lost shortly after the Proclamation of the Republic. In our study, we observed that the building's design absorbed several characteristics from previous political regimes, such as positivist, hygienist, and disciplinary principles. In the images analyzed, we note the influence of hygienism in the layout of the rooms, all of which are well ventilated, well lit, and spacious. In addition, the eclectic aesthetic is present in the facade, featuring various details of neoclassical and neocolonial art. From the point of view of disciplinary principles, we note the layout of the rooms, designed to maintain the modesty of male and female students and the gender separation, in order to preserve behavior proper to Christian morality.

The school architecture of the Santa Teresinha Institute, built in the 1940s, predominantly reflects continuity due to the emphasis on hygiene and surveillance characteristics, enabling the disciplining of students and teachers. However, the influence of elements from the *Escola Nova* movement is also noticeable, especially in the creation of spaces for interaction and coexistence, such as the auditorium and sports courts, as well as rooms for manual work and laboratories. In other words, its architecture absorbed the transformations that education underwent over the years, materializing the progressive and ongoing changes driven by educational policies and highlighting features from different pedagogical approaches that were dominant in various periods.

In summary, it can be said that the institute's building served very well as a structure and support for a school culture imbued with religious symbolism, based on disciplinary, moral, and hygienic norms. Moreover, its foundation became an important milestone in strengthening the religious intervention project of the *Prelazia do Guamá* in the region's social and cultural process.

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<sup>21</sup> According to Hirao et al. (2010), buildings from this period were characterized by the use of stilts, open floor plans (structures independent of the fence), functional zoning, modular structure, internal gardens, and the use of simple materials such as brick, clay tiles, or fiber cement.

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