

Indiscipline and power relationships: a historical perspective in Brazilian schools

Joyce Mary Adam

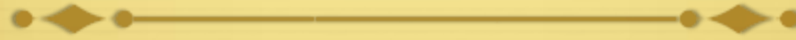
Universidade Estadual Paulista-Unesp/Brazil

joyce@rc.unesp.br



International Conference
The Future of Education



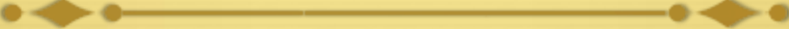


- ✦ meaning of indiscipline in school.
- ✦ historical perspective of what would be the concept of indiscipline and behaviors that were either accepted or not accepted in educational institutions both by pupils and teachers.

METHODOLOGY



- ✦ methodology of data analysis used was the *critical discourse analysis* (Van Dijk, 2010; Fairclough, 2012).
- ✦ Critical discourse analysis is an analytic research method that seeks to understand and show the domination and inequality that are represented and reproduced by written texts in each social and political context.



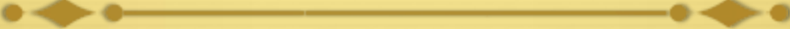
✦ *Art. 81: Pupils won't be allowed, in the school facilities, to be engaged with writing journals or any other types of activities that can distract them from their regular class activities, and they are prohibited from reading materials that are harmful to good costumes and their collegial duties*

Punishments to pupils

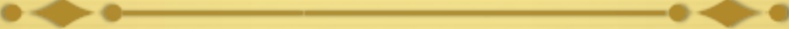


- ✦ *Deprivation of some or all of their recreational activities; deprivation of their break time, with work, and pupils are obliged to write about a subject that is conducive to their intellectual and moral development; reprehension outside or inside the classroom; reprehension before a group of pupils; reporting pupils to their parents so that they are admonished; Exclusion from the Gymnasium.*

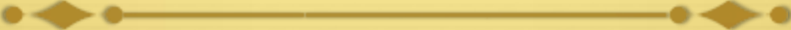
Code of Public Education of the Province of São Paulo - 1857



- ✦ *Art. 75. Brazilians can only be provided with life tenure in primary education chairs when they prove to be capable of the following capacities to the General Director:*
- ✦ *1. Civil capacity*
- ✦ *2. Moral capacity*
- ✦ *3. Professional capacity*



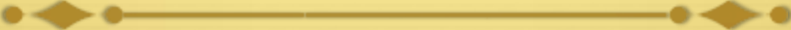
✦ After reviewing the colonial period, we went to the 60s by emphasizing that the rules have not changed significantly from the 19th to the 20th century, as can be seen by Decree 47404/66 | Decree number 47404 of December 19, 1966 in São Paulo

- 
- ✦ Decree 10623/77 which approved the Common Regiment of the Schools of First Degree of the State of São Paulo .
 - ✦ One can note that there was some openness with a type of "watched" participation, in which pupils could be organized, but only for actions that were "approved by the headmaster."

CONCLUSIONS



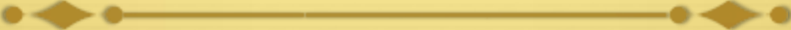
- ✦ What can be detached from the analysis of the documents is that the discipline of the bodies and the importance of obedience to the rules established by the school is reinforced in the documents, as well as the punishments laid down for the “unruly”.
- ✦ As I stated at the beginning of this article, at first, historicity of social processes modify the conceptions and practices, but the weight of tradition and culture of the institutions often maintain the same standards, hindering the advance.

- 
- ✦ Finally, it is observed that, despite the appreciation of the participatory processes in the present day, is predominant the disciplinary practices from the rules established unilaterally by the school, where the punishments have a privileged place. Such aspect highlights main objective is the preservation and non-institutional collective learning.

References



- ✦ ADAM, J.M.; SCOTUZZI, C.A.S. School Protection System: protecting who, from whom? *Procedia - Social and Behavioral Sciences*. 55, 2012.
- ✦ CÓDIGO DE INSTRUÇÃO PÚBLICA DO ESTADO DE SÃO PAULO (1857). Arquivo publico do estado de São Paulo. Disponível em <http://www.arquivoestado.sp.gov.br/upload/revistas/CI1857.pdf>.
- ✦ FOUCAULT, M. *Vigiar e punir: nascimento da prisão*. 29ª ed. Tradução de Raquel Ramallete. Petrópolis, RJ: Vozes, 2004.
- ✦ GODOY, M.F. *Civilização e educação: As Leis da Corte e das Províncias*. Anais do IX Simposio Internacional Processo Civilizador: tecnologia e civilização. Londrina-Pr. Editora UTFPR, 2005.



✦ Thank you.