



The federalization process of the School of Pharmacy and the creation of the Federal University of Ouro Preto (Minas Gerais, Brazil)¹

O Processo de federalização da Escola de Farmácia e a criação da Universidade Federal de Ouro Preto (Minas Gerais, Brasil)

El proceso de transferencia de la Facultad de Farmacia al ámbito federal y la creación de la Universidad Federal de Ouro Preto (Minas Gerais, Brasil)

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Abstract

This article aims to discuss the creation of the Federal University of Ouro Preto (UFOP) (1969) and analyze the role of the School of Pharmacy in this process. Stemming from bibliographic and extensive documentary research carried out in the Historical Archive of the institution, it is corroborated that the pharmaceutical course aforementioned, in addition to being a pioneer and remaining perennial in the town of Ouro Preto since the 19th century, also played a major role in the creation of the Federal University of Ouro Preto, being, therefore, a center of reference and educational expansion in the region even before its federalization process and after its incorporation to UFOP.

Keywords: Ouro Preto School of Pharmacy. Federal University of Ouro Preto (UFOP). Federalization of Higher Education. Education in Minas Gerais.

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Resumo

Discorrer acerca da criação da Universidade Federal de Ouro Preto (1969) e analisar o papel da Escola de Farmácia nesse processo é o intuito deste artigo. Através de pesquisa bibliográfica e de ampla investigação documental realizada no Arquivo Histórico da instituição corrobora-se que o curso farmacêutico de Ouro Preto além de ser pioneiro e de se manter perene na cidade de Ouro Preto desde o século XIX, também exerceu papel primordial na criação da Universidade Federal de Ouro Preto (UFOP), sendo um centro de referência e expansão educacional na região antes mesmo do seu processo de federalização e mesmo após a sua incorporação à UFOP.

Palavras-Chave: Escola de Farmácia de Ouro Preto. Universidade Federal de Ouro Preto (UFOP). Federalização do ensino superior. Educação em Minas Gerais.

Resumen

El propósito de este artículo es discutir la creación de la Universidad Federal de Ouro Preto (1969) y analizar el papel de la Facultad de Farmacia en este proceso. A través de la búsqueda bibliográfica y de una extensa investigación documental realizada en el Archivo Histórico de la institución, se demuestra que el curso de Farmacia de Ouro Preto, además de ser pionero y mantenerse en la ciudad de Ouro Preto desde el siglo XIX, representó un importante papel en la creación de la Universidad Federal de Ouro Preto (UFOP), y era reconocido como un centro de referencia y expansión educativa en la región desde antes de que se incorporara en la UFOP.

Palabras claves: Facultad de Farmacia de Ouro Preto. Universidad Federal de Ouro Preto (UFOP). Incorporación de la educación superior en la esfera del gobierno federal. Educación en Minas Gerais.

Introduction

In Brazil, the Republic was proclaimed through a coup d'état and, as a result, our first Republican Constitution (1891) symbolizes all the tension surrounding this coup and it is characterized by the confrontation of ideas from the liberal, positivist and monarchist groups of that time. With the advent of the Republic, the old provinces were transformed into states and federalism became the orientation of the new political regime. Regarding the educational field, Cunha (2011) states that the federative regime granted the national government with a significant share of power. Regardless of that, during the first republican decades, there was not a law in the country that would effectively create universities as federal public institutions. When analyzing the 1891 Constitution, Greive (2007) discusses the fact that this document enabled the sphere of control of higher education to remain the Union's prerogative, although it also created possibilities² for state and private initiatives to organize their institutions, which should be subject to central government regulations.

The new republican guidelines, the economic transformations and the growing desire for education arising from the Brazilian landowning elite caused the expansion of the offer and the facilitation of access to higher education in Brazil. The first republican educational reforms established the regime of equalization of higher and secondary education establishments. Accordingly, colleges created and supported by state and/or private governments with the same curricula as the federal ones and that were constantly monitored could grant diplomas, thus legally guaranteeing the professional practice of their students.

Differently from the colonization process in Spanish America, which enabled the emergence of universities since the 16th century, there was not initiative to create universities during the colonial period in Portuguese America. In addition, throughout the 19th century, higher education offered in Brazil was available only in isolated schools. Cunha (2011) reveals that in the period between 1891 and 1910, 27 higher schools from different areas were created in Brazil: Medicine, Obstetrics, Law, Engineering, Dentistry, Pharmacy etc. As a result of the expansion process, diplomas of higher education began to lose their rarity and prestige, a characteristic so much sought after by the elites.

There was not a lack of bills submitted to the Chamber of Deputies aiming at transferring higher education establishments to state governments and private associations. At the same time that it was intended to “emancipate” existing higher schools, it sought to abolish the privileges of academic degrees. (CUNHA, 2011, p. 159)³.

According to Cunha (2011), whereas the access to higher education in the First Republic was being facilitated, a great number of criticisms were made regarding the quality of education offered by the new institutions that had emerged. In such a way that the Rivadávia Corrêa Reform (1911) provided the de-officialization of teaching and the attempt of restricting access to higher education by disabled candidates. In this way, the federal educational establishments ceased to enjoy any privileges when total freedom of education was established, both from a teaching and an administrative financial standpoint. Furthermore, the 1911 reform establishes that state higher schools that had their own resources would not need to be inspected by the federal government. The search for financial autonomy happened through charges paid for the entrance exams, in addition to registration fees, issuance of certificates, among others (CUNHA, 2011).

Since the Rivadávia Corrêa Reform and the end of equalization at the secondary level of education, entrance exams were instituted in the higher education courses themselves.

² It is worth highlighting that in 1892, Minister Fernando Lobo instituted the Code for Higher Education Institutions to regulate the creation of schools.

³ Translator's Note (TN): The translations hereby carried out are the translator's responsibility.

Moreover, curricula started to be organized independently of the official model. According to Saviani (2013), the result of this reform was a total anarchy and the expansion of the number of educational institutions in the period.

In 1915, the Carlos Maximiliano Reform emerged by re-officializing and reorganizing teaching, and bringing back the need for schools to equalize to the official establishments at both secondary and higher education levels. Furthermore, the reform regulated access to courses by introducing the entrance exam to be carried out in the higher education courses, and only candidates with a high school diploma could be submitted to it. With the requirement of the secondary education certificate, it became indeed more difficult to join higher education and a greater control of access to this level was obtained (SAVIANI, 2013).

Cunha (2011) states that the 1915 decree demanded that the entrance exam should be rigorous and that the equivalences should be controlled and follow certain rules. However, the expansion of higher education continued over the next decades. In 1925, ten years later, there was the Rocha Vaz Reform, which formalized secondary education and intensified the selective nature of the entrance exam, establishing that the exam should be classificatory and with the prior definition of a number of openings for each higher education course. Cunha (2011) alludes that under the previous regime, there were not numerical limits for the number of students enrolled in each year. The author states that the control over the number of students was intended at guaranteeing efficiency in certain courses and at the same time it would lead the students who did not pass the entrance exam to other less sought-after courses. Another measure that can be observed is that the new 1925 Reform equated several existing higher education institutions in the country. Such equivalence implied creating conditions of transfer between these institutions and giving national validity to the diplomas, which shaped higher education in the country.

During the Empire period, there were numerous proposals for the creation of universities in Brazil. However, according to Cunha (2011), the first university created in the country was that of Manaus, in 1909, in the state of Amazonas. It was a private initiative and lasted shortly, the university endured while the economic development provided by the extraction of latex occurred, being later extinct in 1926. The policy of de-officialization of education intended by the Rivadávia Corrêa Reform (1911) boosted the creation of other universities. An example of that was the emergence of the University of São Paulo, in 1911, and the University of Curitiba, in 1912. Both were unsuccessful and extinguished in the following decades.

Researcher Cynthia Veiga (2007) points out that after these first attempts at creating a university in Brazil, the aforementioned Carlos Maximiliano Reform, dated as of 1915, rekindled the discussion about the creation of a large and new university. Something that happened only in the year of 1920 with the creation of the first institution that had perpetuity and managed to assure the status of university in Brazil, the University of Rio de Janeiro. Veiga (2007) also affirms that the 1925 Rocha Vaz Reform established that other universities could be created in other states such as Bahia, Minas Gerais, Pernambuco, São Paulo and Rio Grande do Sul, within the same parameters of the University of Rio de Janeiro. For that, it would only be necessary for state governments to compete with a heritage in public debt securities (VEIGA, 2007, 252-253).

The creation of the University of Rio de Janeiro (1920) occurred through the merging of the federal Schools of Medicine and Engineering and the federalization of two private institutions of Law. The new university should serve as a model for all others that would emerge later. *The procedure used for the constitution of the University of Rio de Janeiro was paradigmatic for those that came after it: the merging of pre-existing professional schools* (CUNHA, 2011, 163). In spite of this, Luiz Antônio Cunha (2011) alludes to the peculiarity of the University of Rio Grande do Sul, third to be consolidated after receiving university status in 1934. The creation of this university occurred due to

the differentiation of the Engineering School of Porto Alegre, which, in addition to courses in its own specialty, offered Agronomy, Veterinary and Chemistry.

In the history of Brazilian education, the long journey to the creation of the first university can be noticed. Reflecting on education in the colonial period, Luis Antônio Cunha (2000) mentions the lack of incentive on the part of Portugal to the intellectual development of its colony in America and he justifies it by the fear of the crown in fostering separatist movements within these institutions. Rather than encouraging youth's higher education in American territory, the metropolis encouraged them to go to Europe, since there was a great interest by men, at the time, in carrying out their studies in Portugal, more specifically at the University of Coimbra. However, despite the lack of encouragement, the creation of a university in Minas Gerais was part of the Inconfidentes' political project at the end of the 18th century. However, this objective only came to fruition in 1927, with the merger of the Law, Medicine, Dentistry, Pharmacy and Engineering Schools, in the creation of the University of Minas Gerais, in Belo Horizonte. It is observed that the same technique of agglutinating isolated schools used in the organization of the University of Rio de Janeiro was adopted in the creation of the University of Minas Gerais (CUNHA, 2011).

Nevertheless, despite the fact that the capital of Belo Horizonte was awarded one of the first universities in Brazil, the history of higher education in the Minas region began in the first half of the 19th century, with the creation of the School of Pharmacy in Ouro Preto (1839), the first higher education institution in the province of Minas Gerais, the oldest pharmacy school in Brazil and the first in South America to have a unit unrelated to a Medical School. In addition to the Pharmaceutical course, the town of Ouro Preto also had a Free Law School and a School of Mines at the beginning of the republican period. Certainly, the republican project at the time aimed at expanding education in the Ouro Preto region. The fact is that in the year of 1893, senator Virgílio Martins de Mello Franco presented to the Senate, for consideration, the bill 37, which proposed the creation in the state capital, until then the town of Ouro Preto, of Medical and Pharmacy Schools, profiting from the existing structure of the pharmaceutical course in the region. Among the diplomas awarded by the new School would be those of pharmacist, doctor, bachelor of natural sciences, midwife and dental surgeon. Regarding the Ouro Preto School of Pharmacy, a school inspector, in his report to the President of the State of Minas Gerais in 1893, says:

Assembling the laboratories as they are and once subjects that are common to Pharmacy and Medicine courses are created, only a few courses in medicine and surgery will be enough to obtain such a remarkable improvement. The heavy toll of lives paid by the families of Minas, who send their children to study in coast cities, the need that the State has to facilitate to its children the preparation for all liberal careers, are reasons that fully justify the raising that I remember.⁴

Demonstrating enthusiasm for the creation of the School of Medicine, Antônio Ribeiro da Silva Braga, a tenured professor of the School of Pharmacy, in the *Journal of Sciences and Pharmacy* of the year 1893, declared his support for the creation of the new school, but he warned that the combination of the two courses could harm the School of Pharmacy for the

⁴ Report of the President of the Minas Gerais State. Message 1983, p. 30-31.

benefit of the medical course⁵. Despite the favorable scenario for the foundation of the medical course at the beginning of the republican period, the Public Instruction Commission chose to shelve the project. The project was resumed only in 1911, but then Ouro Preto was no longer the capital and, because of that, the course was created in the new capital Belo Horizonte, being later incorporated into the University of Minas Gerais.

In the work entitled *The Ouro Preto School of Pharmacy: the sublimated memory*, Victor Vieira de Godoy (2019) states that at the end of the 19th century the town of Ouro Preto was considered by the Republicans as unfit to host the State administration because of its peculiar topography composed of countless hills and for representing a stronghold of nostalgic monarchists. After long discussions about the feasibility of moving the capital, parliamentarians meeting in Barbacena decided to approve the move of the capital to the Curral d'El Rei village. This research hypothesizes that the transfer of the capital from Ouro Preto to Belo Horizonte, in 1897, was a fundamental element for the creation of the first university in Minas Gerais, which took place in the city of Belo Horizonte and not in Ouro Preto. Victor Godoy (2019) points out, to such an extent, to the pressure that the Ouro Preto School of Pharmacy underwent at the end of the 19th century to transfer to Belo Horizonte and become a Medical School in the new capital.

Despite all the pioneering and potential of the Ouro Preto region, the creation of a university occurred only in 1969, after the federalization of the School of Pharmacy and its merging with the School of Mines. Therefore, the objective of this work is to investigate the role of the School of Pharmacy in the creation process of the Federal University of Ouro Preto. Through documentary research, it was possible to demonstrate that the pharmaceutical course in Ouro Preto, in addition to being the precursor and remaining perennial in the city, also played a vital role in the creation of the Federal University of Ouro Preto, being a reference and educational expansion center in the region.

The School of Pharmacy of Ouro Preto: creation, equalization and the tutelage of the State.

In the colonial period, pharmaceutical education took place in a practical way within the apothecaries. Only after the medical education reform of 1832, pharmaceutical courses linked to the Medical Schools of Rio de Janeiro and Bahia will be founded. Through this reform, it was established that *no one could "cure, have an apothecary, or deliver babies", without a title granted or approved by the aforementioned schools.*⁶ In 1836, the Imperial Academy of Medicine presented a plan to reorganize pharmaceutical courses and proposed the creation of Pharmacy Schools subordinate to those of Rio de Janeiro and Bahia in the capitals of the provinces of Pernambuco, Minas Gerais, São Paulo, Maranhão, Ceará and São Pedro do Sul, currently the State of Rio Grande do Sul. In view of this context, Law No. 140, dated as of April 4, 1839, was sanctioned in the Legislative Assembly of Minas Gerais, proposing the creation of two Schools of Pharmacy in the region of Minas, one in Ouro Preto and another one in São João del Rei. However, only the first came to light and became the first higher education institution in the province of Minas Gerais. During the 19th century, the Ouro Preto School of Pharmacy worked precariously and occupied different buildings in the city.

⁵ Historical-Biographical Dictionary of Health Sciences in Brazil (1832-1930) Casa de Oswaldo Cruz / Fiocruz - (<http://www.dichistoriasaude.coc.fiocruz.br>).

⁶ Historical-Biographical Dictionary of Health Sciences in Brazil (1832-1930) Casa de Oswaldo Cruz / Fiocruz - (<http://www.dichistoriasaude.coc.fiocruz.br>).

Figure 1: Former Public Instruction building where the School of Pharmacy used to operate



Source: Image taken from the work: “Historical Notes of the Ouro Preto Pharmacy School”, second updated edition, April 1961. Author: Alberto Coelho de Magalhães Gomes.

In the beginning, it was headquartered in the building of the Public Instruction Inspectorate, on Rua São José, along with the Liceu and Ginásio Mineiro; around 1872, it was installed in a townhouse on Rua das Mercês, in Ouro Preto; soon after, in 1882, the course went to a building on Rua Diogo de Vasconcelos, transferring from there to a townhouse on Rua Conselheiro Santa Ana and, at the beginning of the 20th century, it went to the building where the Minas Gerais Constituent Congress was held in 1891, with its façade facing Manoel Cabral street and its left side facing Costa Sena street, former Jangadeiros street, where the Pharmacy School Museum is today (GOMES, 1961).

Figure 2: Building of the former Ouro Preto School of Law and where the School of Pharmacy operated after it was separated from the Public Instruction Board



Source: Image taken from the work: “Historical Notes of the Ouro Preto Pharmacy School”, second updated edition, April 1961. Author: Alberto Coelho de Magalhães Gomes.

Figure 3: Former building of the current Pharmacy Museum of Ouro Preto

Source: Image taken from the work: “Historical Notes of the Ouro Preto Pharmacy School”, second updated edition, April 1961. Author: Alberto Coelho de Magalhães Gomes.

The history of the Ouro Preto School of Pharmacy is marked by financial difficulties, suppression of funds for laboratories, delay or absence of payment for teachers and other employees, lack of a proper building for its operation, among other countless adversities.⁷ In a dissertation developed in 1949 for the governor of the State of Minas Gerais, on the occasion of the VIII State Congress of Students, in Belo Horizonte, the Academic Directory of Ouro Preto alludes to the fact that all these obstacles mentioned above could have caused the extinction of the School of Pharmacy. However, because of the dedication of the professors, teaching at the institution continued to operate without any interruption, since the pharmaceutical class knew that any interruption in the course’s functioning could cause a “death blow” at the School of Pharmacy in Ouro Preto. In its complaints, the Academic Directory of Pharmacy, in 1949, also warns about the low salaries of Faculty members and staff at the institution. The group accuses that at the National School of Mines and Metallurgy of the University of Brazil, also based in the town of Ouro Preto, the doorman has a much higher salary than that of the Pharmacy professors and even the director of the School of Pharmacy. In the same way as the teachers of the technical school (secondary education), attached to School of Mines, also earn much higher salaries than those of the professors of the traditional School of Pharmacy. According to pharmacists at the Ouro Preto School, the low salaries offered by the institution is one of the reasons that justify the lack of encouragement and the small number of teachers who participate in selection processes for university professors at the institution.⁸

In the work entitled *The Ouro Preto School of Mines: the weight of glory*, José Murilo de Carvalho (2010) mentions that when Henri Gorceix was sent to Minas Gerais by the Minister of the Empire, to create a school of mines, he was one of the great defenders of high wages in the institution, since, according to him, without good wages it would not be easy to find good professionals. Additionally, he argued that, for a new school such as the one in Ouro Preto, the quality of the teachers was fundamental.

In addition to financial difficulties, the history of the School of Pharmacy is also marked by a constant struggle in search of recognition and equalization of the course to its counterpart at the Rio de Janeiro School of Medicine. The curriculum and preparatory

⁷ See dissertation developed in 1949 destined for the governor of the State by the Academic Directory of Pharmacy, on the occasion of the VIII State Congress of Students in Belo Horizonte. School of Pharmacy’s Archive: 1949 Requirements, folder 193.

⁸ 1949 Requirements and Correspondence, Box 193.

exams required for admission to the institution underwent profound changes during the first Republic. In 1911, by means of the Federal Decree No. 2,832, dated as of January 4, the School of Pharmacy achieved teaching autonomy and began to issue its own diplomas. In turn, the 1915 Reform (Carlos Maximiliano) was implemented and it aimed at re-officializing education. In 1915, after the publication of federal decree No. 11,530, dated as of March 18, the Pharmacy course was adapted to the new regime and once again equalized to federal counterparts by regulation dated as of 03/01/1916 from the Ministry of Justice and Interior Affairs. Its regulation was issued by state decree No. 4,566, dated as of May 9, 1916. Dias (1989) points out that the pharmaceutical major was then composed of 10 subjects distributed in 7 courses: Physics, Mineral Chemistry, Natural History, Analytical Chemistry and Toxicology, Hygiene and Microbiology, Pharmacology and Bromatology, and Industrial Chemistry. Additionally, according to the new law in force for admission to the institution, it became necessary to pass preparatory exams carried out in official or equivalent gymnasiums, such as: Portuguese, French, Geography, Arithmetic, Physics, Chemistry and Natural History, in addition to taking a required entrance exam. In relation to the Ouro Preto Pharmacy course, analyzing the institution's history, it can be seen that the preparatory and the preliminary exams did not cease to exist immediately after the implantation of the Carlos Maximiliano Reforms (1915) and the following reform - Rocha Vaz (1925).

In 1925, after decree number 1,700 was issued, the Pharmacy course was adapted to federal law in order to get equalized to the official educational institutions. The course started to have a 4-year duration after the implementation of the Rocha Vaz Reform.

Table 1: Subjects offered at the Ouro Preto School of Pharmacy after the 1925 Rocha Vaz Reform.

YEAR	SUBJECTS
First Year	Physics, General and Mineral Chemistry, General and Systematic Botany Applied to Pharmacy
Second Year	Organic and Biological Chemistry, General Zoology and Parasitology, Galenic Pharmacy
Third Year	Microbiology, Analytical Chemistry, Pharmacognosy
Fourth Year	General Biology and Physiology, Toxicological Chemistry and Bromatology, Hygiene and Pharmaceutical Legislation, Chemical Pharmacy.

Source: data taken from DIAS, José Ramos (1989).

In 1931, the Francisco Campos Reform took place, which according to Otaíza Romanelli (2003) organized and centralized higher, secondary and commercial education for the federal administration. In turn, the government of the State of Minas Gerais, by means of the decree No. 9,997, dated as of July 25, 1931, once again followed the rules of federal legislation and adapted the School of Pharmacy to the federal regime, reducing the course to a three-year schedule again.

Table 2: Subjects offered at the Ouro Preto School of Pharmacy after the 1931 Francisco Campos Reform.

Year	Subjects
First Year	Physics, Organic Chemistry and Biology, Botany Applied to Pharmacy, Zoology and Parasitology
Second Year	Microbiology, Analytical Chemistry, Pharmacognosy, Galenic Pharmacy
Third Year	Chemical and Toxicological Chemistry, Chemical Pharmacy, Pharmaceutical Industrial Chemistry, Hygiene and Pharmaceutical Legislation.

Source: data taken from DIAS, José Ramos (1989).

As for enrollment at the institution, Dias (1989) alludes that candidates should submit to the habilitation selection process, after the two-year complementary course taken in gymnasiums or in the higher institutes themselves that would offer it. The author also mentions that through article 17 of decree No. 20,179, dated as of July 6, 1931, which referred to the equivalence of higher education institutes maintained by state governments and the inspection of free institutes, by federal decree No. 2,156, dated as of December 1, 1937, equivalence was granted to the Ouro Preto School of Pharmacy, with teaching and administrative autonomy ensured.

It is evinced that the School of Pharmacy (an institution run and financed by the State of Minas Gerais) has always adopted the necessary measures to keep itself in line with its federal counterpart at the University of Brazil, in Rio de Janeiro. However, the institution was constantly questioned about the validity of its diplomas⁹ and even whether it was maintained by the government of the Minas Gerais State or it was a free institution supported by private initiative. Analyzing a document dated from February 18, 1937 and signed by Jurandir Lodi (rapporteur), Raul Leitão da Cunha and Samuel Libânio, it was found that a commission was created with the purpose of proving that the Ouro Preto School of Pharmacy was a higher education school maintained by the government of the Minas Gerais State. Such measure became necessary since questions were raised about the nature of the institution, confusing it with other free establishments maintained by private institutions. In this way, the group requests that the National Department of Education provide the government of the Minas Gerais State with the necessary clarifications, so that it continues to recognize the diplomas issued by the Ouro Preto School of Pharmacy. In face of the mistake, in 1944, the inspector of secondary and higher education in the State of Minas Gerais¹⁰ sent a letter to Doctor Alberto Coelho de Magalhães Gomes (director of the Ouro Preto School of Pharmacy) alleging:¹¹

As it can be understood from the reading of the aforementioned opinion, there was a serious anomaly when the regulation was sent to the Ministry of Education, since it was carried out by the school supervisor as if it were a free institute, and not by the Department of Education or, in the last case, by this board as a representative of the Minas Gerais State. In view of the conclusions of the National Education Council, for which reason you submit the regulation to a new confrontation with the current legislation, especially with regard to the need for permanent inspection and the official recognition of the diplomas, being this latter apparently conditioned to a requirement on the part of the State of Minas in the sense of the respective concession.¹²

It is observed that despite being maintained by the Government of the Minas Gerais State and fulfilling the need to equalize the curriculum to its official counterpart in Rio de Janeiro, the Ouro Preto School of Pharmacy constantly had to prove the legitimacy of its diplomas. In the 1940s, candidates for admission to the School should have been graduated

⁹ See: PAULA, L. S. de; CARVALHO, R. A. de. As reformas educacionais na Escola de Farmácia de Ouro Preto (1890-1911). *Acta Scientiarum. Education*, v. 42, n. 1, p. e45136, 2 mar. 2020.

¹⁰ Inspector Boeio Auresimeiros [sic] See: 1944 requirements, Folder 185 - The Ouro Preto School of Pharmacy's Historical Archive.

¹¹ 1944 requirements, Folder 185 - Historical Archive of the Ouro Preto School of Pharmacy.

¹² 1944 requirements, Folder 185 - Historical Archive of the Ouro Preto School of Pharmacy.

from Gymnasiums and High Schools to participate in the selection process in the School. This course comprised the following subjects: Physics, Chemistry and Biology.

In addition to the struggle for the recognition of its nature, in a telegram¹³ sent to the president of the Federal Chamber of Deputies, Dr. Samuel Duarte, on May 20, 1948, the director and professors¹⁴ of the institution protested against a resolution (project I5- 49 Pedroza Junior) that granted Pharmacy practitioners the same perks as graduates. It alerts the pharmaceutical class:

such a measure or, rather, exaggeration, can only aim at the humiliation of our civilized people's forums, by placing them in the category of those who do not know how to care for their collective interests, exposing decadence and moral annihilation."¹⁵

Despite all the obstacles faced by the traditional School of Pharmacy, the institution received several accolades throughout the 1930s. In 1939, the first edition of the Ouro Preto Pharmaceutical Journal was published.¹⁶ The journal presents a history of the institution, mentioning the large number of students who came *from all corners of this great Brazil, in search of the knowledge of Galen's science*.¹⁷ Those responsible for the journal¹⁸ also congratulated the fact that throughout the school's existence, it has never strayed from its objective of working for the elevation of pharmacy and the efficiency of its teaching" - *often facing serious difficulties, but always winning, more and more zealous of its glorious traditions*".¹⁹

The journal also brought a transcript of Dr. Cesário de Andrade's testimony, a member of the National Education Council when he visited the institution in May, 1938.

taking advantage of the opportunity hereby offered, I would like to express, in this opinion, for the knowledge of this council, the good impression that I experienced when I visited that educational establishment, in the end of last May. I was very surprised by its teaching facilities and the efficient way in which practical teaching is carried out. Unexpectedly, as my visit was, I had the satisfaction of meeting a large number of professors in their laboratories, all assigned to their teaching duties. I verified that the individual technical education reaches, in that school, a degree of improvement, which cannot be commonly found in similar institutes in our country.

Session room, October 19, 1938. (a) Cesário de Andrade - rapporteur. Raymundo Porchat - Paulo Parreiras Horta - Luiz Camilo de Oliveira Neto.

¹³1949 requirements, Folder 193 - Historical Archive of the Ouro Preto School of Pharmacy.

¹⁴ José Caldeira de Moura - director, professors Gerarde trindade, José Baldini, Silvio Romeiro Peret, Antonio Fortes Orlando Ramos, Leoni Soares, Jair Penna, Vicente Maria de Godoy Ney de Albuquerque Monteiro, José Pedro Ponciano Gomes etc.

¹⁵1949 requirements, Folder 193 - Historical Archive of the Ouro Preto School of Pharmacy.

¹⁶Journal found in the Ouro Preto School of Pharmacy's Archive, document uncatalogued.

¹⁷ Ouro Preto Pharmaceutical Journal, issue 1, number 1, 1939.

¹⁸ Director: Paulo Lisbôa e Costa; editors: Drs. Gerardo Trindade, J. Caldeira de Moura and José Badini; secretary: Custodio Lima.

¹⁹ Ouro Preto Pharmaceutical Journal, issue 1, number 1, 1939.

In the same journal, there is also the testimony of Antonio Caetano de Azeredo Coutinho, a former student at the Ouro Preto School of Pharmacy who, on April 4, 1939 reports *with great emotion, today I visited this school from where I graduated in 1905. I am pleased to see that it continues to preserve its glorious tradition.*²⁰

The School of Pharmacy and the teaching expansion process in the Ouro Preto region

Along with all the efforts mentioned above to maintain the efficiency of pharmaceutical education in the region, the School of Pharmacy also played a large role in the process of expanding and creating new courses in the Ouro Preto region. An example of this was the creation of higher education courses in Dentistry and Obstetrics; and Preparatory Courses.

The School of Dentistry, Obstetrics and Preparatory Courses

According to José Ramos Dias (1989), the pharmaceutical professors of Ouro Preto founded a Dentistry course in the same building as the School of Pharmacy on February 20, 1908. With government authorization, they founded the Domingos Freire Professional Institute in their building, with the purpose of maintaining the Dentistry, Obstetrics and Preparatory Courses. The Obstetrics course lasted only 2 years, while the preparatory courses were terminated in 1915 (lasting only 7 years). It is worth remembering that in the year of 1915, the Carlos Maximiliano Reform took place and, for this reason, the entrance exams carried out for schools or academies were suppressed, which justifies the end of the preparatory courses. The only course that had a longer duration was Dentistry, which became the Ouro Preto School of Dentistry, under the direction of Professor Jovelino Mineiro, the fifth director of the Ouro Preto School of Pharmacy.²¹

Figure 4: Professor Jovelino Mineiro



Source: Photo taken from the book "Historical Notes of the Ouro Preto School of Pharmacy", second updated edition, April 1961. Author: Alberto Coelho de Magalhães Gomes.

²⁰ Uncatalogued document, Ouro Preto School of Pharmacy's Archive.

²¹ 1940 Requirements and Correspondence, folder 180 - the Ouro Preto School of Pharmacy's Archive.

After its creation, the Dentistry course lasted only two years and had eight subjects, four of which were taught by professors from the Pharmacy course.²² From 1912, the course began to operate in a separate building attached to the School of Pharmacy and the laboratories and offices were set up.

Regarding the legitimation of the course, the registration of diplomas took place at the State Hygiene Board, being authorized by state law No. 657 of 9/11/1915 and the linking to the School of Pharmacy for the purpose of recognition was given through state law No. 694 of 11/14/1917. Despite state legislation, the Dentistry course continued under the need to respect the federal regime, which required the presentation of certificates for exams given at official or equivalent gymnasiums and entrance exams. In view of the requirements for admission to the course, the School of Dentistry had its frequency rate reduced and suspended its operation in 1927.

In a correspondence, dated as of June 14, 1940, addressed to the Inspector of Secondary and Higher Education, the clerk mentions that the diplomas of the Dentistry Course had recognition granted only by the state. However, after the end of the Dentistry course, the School of Pharmacy's board was:

authorized to provide to the few students who have completed the Dentistry Course and who are not yet graduated, the respective diplomas, for which a list of the referred non-graduates will be sent to that Secretariat. It is the way of safeguarding the right of some former students of the aforementioned school and who are unable to practice the profession due to lack of a diploma.²³

Through the analysis of the documentation found in the Ouro Preto School of Pharmacy's Archive²⁴, it can also be seen that in 1942 a course entitled *Emergency Nursing: Urgent Aid* was taught at the pharmaceutical teaching institution. Therefore, it is corroborated that during the period in which it was under the tutelage of the state government, in spite of financial difficulties, the School of Pharmacy, in addition to valuing the quality of teaching²⁵, was also an important creator of new courses in the region of Ouro Preto .

The federalization process of the Ouro Preto School of Pharmacy

In order to understand the transition process of the School of Pharmacy from state to federal level, it is necessary to understand the national context of expansion of higher education in the 1950s. During Vargas's New State (1937-1945), Brazilian educational policy was strongly marked by duality (propaedeutic education for the elites and professional education for the less favored classes). Only in the 1950s, the State adopted measures with the objective of producing equivalence between professional and

²² Entry from the Ouro Preto School of Pharmacy - Fiocruz.

²³ Requirements and Correspondence. Referring to the year 1940, folder 180. The Ouro Preto School of Pharmacy's Historical Archive.

²⁴ Correspondence regarding the years of 1942-1943. Box 183 - The Ouro Preto School of Pharmacy's Historical Archive.

²⁵ See several testimonials that corroborate the quality of teaching offered at the School of Pharmacy in the 1930s contained in the Ouro Preto Pharmaceutical Journal, issue 1, number 1, 1939.

traditional secondary courses. Cunha (2011) alludes that such measures were expanded with the Laws of Directives and Bases (LDB) of 1961 and that equivalence increased the demand for higher education courses. In turn, the federal government, in order to meet the increase in this demand, created new institutions of higher education and made it possible to federalize state and private higher schools, which started to be funded and governed by the federal government; being these higher schools later brought together into universities (CUNHA, 2011, 171). Therefore, *the federalization process was responsible for the increase in the public offer of free higher education, as well as for the creation of most of the federal universities that currently exist* (CUNHA, 2011, 172).

Regarding the federalization process of the Ouro Preto School of Pharmacy in the 1950s, Godoy (2019) states that in the previous decades (1930s and 1940s) the institution suffered threats of losing its equivalence in relation to federal schools because of irregularities found in its Faculty's contracts.²⁶ In addition, the financial difficulties of the school and the low salaries of professors persisted. The only institution maintained by the state government in Ouro Preto, the School of Pharmacy also assisted in the inspection of higher education in the town. Through the exchange of telegrams between the Director of Higher Education - Ruy Lima Silva (RJ) and the Director of the School of Pharmacy - Alberto Magalhães (OP), Ruy Lima Silva requests that the director of the School of Pharmacy *inform whether establishments of higher education, including higher education courses in Music and other Arts, operate in this town without federal recognition or authorization.*²⁷ In response to the telegram, the director from Ouro Preto denies any irregularity in the region.

Victor Godoy asserts that in the 1940s, the directors of the School of Pharmacy and the School of Minas discussed the creation of a Federal Technical University in Ouro Preto, which would be achieved through the union of the two educational institutions (GODOY, 2019, 274). However, for the two schools to have equal conditions that would allow them to merge into the new university, it would be necessary to federalize the School of Pharmacy, once the School of Minas was at the federal level since 1931, when it was incorporated into the University of Rio de Janeiro.²⁸

However, only in the 1950s, by decree-law number 1,254, dated as of December 4, signed by President Marechal Eurico Gaspar Dutra, was the federalized school, directly subordinate to the Ministry of Education and Culture, in the higher education division. Dias (1989) points out that a renowned name that contributed to the process of federalization of the School was Senator Fernando de Melo Viana²⁹. Fernando Viana was elected senator for Minas Gerais in 1945, and soon afterwards he became president of the Assembly through the votes of the vast majority of parliamentarians, only without the support of the communists.

In the year of its federalization (1950), small notes were reported in the *Diário de Minas* newspaper saying that the bench of the Social Labor Party (PST) in the Chamber of Deputies

²⁶ Godoy (2019) mentions that there were only 3 full professors at the institution and 9 temporary ones, and federal law required that all the Faculty members be tenured.

²⁷ Requirements and Correspondence for the year of 1940, folder 180, Telegram 1325, The Ouro Preto School of Pharmacy's Historical Archive.

²⁸ See CARVALHO, José Murilo. The Ouro Preto School of Mines: the weight of glory [online]. Rio de Janeiro: Centro Edelstein de Pesquisas Sociais, 2010.

²⁹ <http://www.fgv.br/CPDOC/BUSCA/dicionarios/verbete-biografico/fernando-de-melo-viana>.

presented a bill federalizing the School of Pharmacy in Ouro Preto, since the institution was going through a period of serious financial difficulties.³⁰ On another note, they reported:

Transfer of the Ouro Preto School of Pharmacy to the Union.
The PST bench will present a bill to the Chamber transferring it to the Federal Government and handing over the Ouro Preto School of Pharmacy to the Ministry of Education. The project also says that the current state employees will start to be considered as federal public servers and the necessary readjustment will be done according to the functions they currently carry out. Estado de Minas, 06/06/1950.³¹

Therefore, it is observed that one of the factors that culminated into the federalization of the School of Pharmacy was the financial crisis that the institution was going through. *In the new situation, the Ouro Preto School, which had a state grant of Cr \$ 500,000.00 in 1947, started to receive Cr \$ 1,901,580.00 of federal funds for its maintenance* (GODOY, 2019, 281). It also appears that the federalization of the School of Pharmacy was in the interest of the PST, as can be corroborated in a document signed by the president of the state directory of the party - José Lopes Cruz - who, on May 29, 1950, in Rio de Janeiro, sends a statement to Deputy Requião (leader of the PST bench in the Chamber of Deputies). I can affirm to my dear friend that the State Directory of the PST in Minas Gerais has great interest in the approval of the referred project, reason why I take 3 of our bench to defend it in plenary with all the effort and fervor.³² In parallel with the actions of Senator Melo Viana, who led the federalization movement of the School of Pharmacy, other institutions also demonstrated their support for the federalization of the pharmaceutical course in Ouro Preto, as was the support granted by the Veterinary School of the Rural University of Minas Gerais, which urged everyone to:³³

to act actively with the competent bodies in the sense of the approval of the federalization project No. 1-106 of 1949 reaching our universities and higher schools under way in the chamber of deputies we believe that the simultaneous performance of all interested parties will certainly reflect more efficiently sense.³⁴

In the documentation that was requested to the secretariat of the Ouro Preto School of Pharmacy and addressed to Senator Levindo Coelho to organize a federalization project in May 1949, the dispatch to the repair works in the School of Pharmacy building on 27/05/1949 was sent. The size of the land occupied by the school was also reported to be 10,000 m², part of which 8,000 m² was of built-up area, with a base for another floor and land for new constructions.

³⁰ Requirements and correspondence of 1950, folder 195, The Ouro Preto School of Pharmacy's Historical Archive.

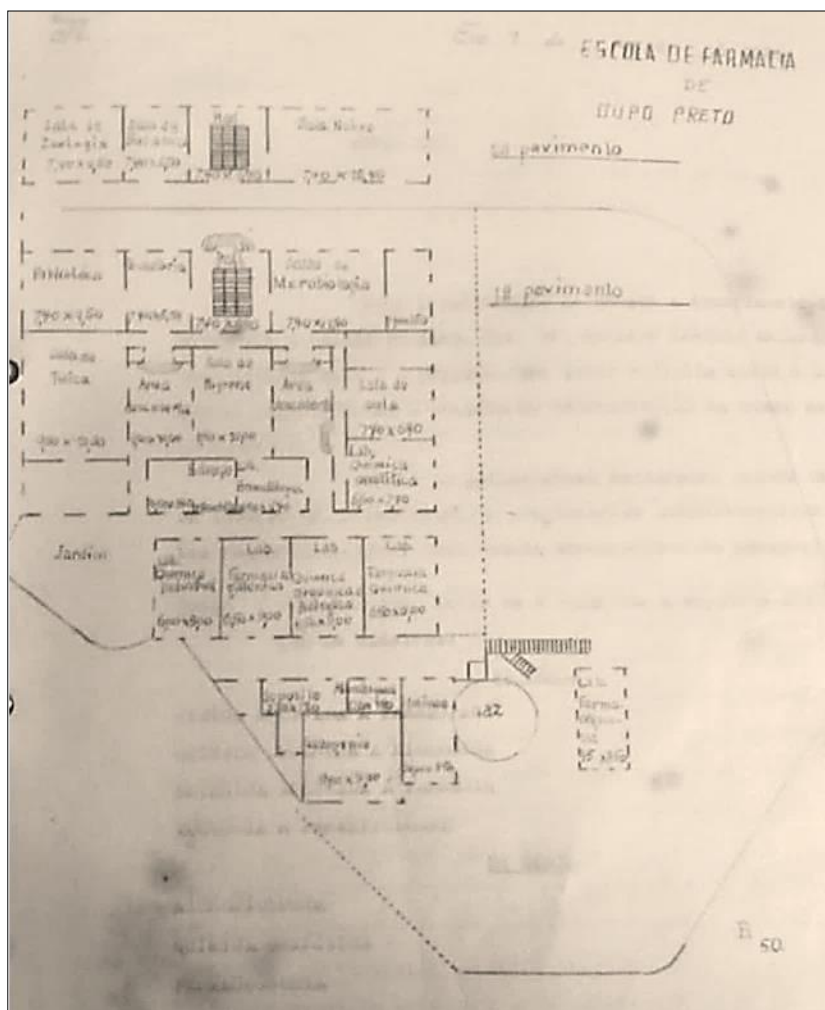
³¹ Requirements and correspondence of 1950, folder 195, The Ouro Preto School of Pharmacy's Historical Archive.

³² Requirements and Correspondence regarding the year of 1950. Folder 195, The Ouro Preto School of Pharmacy's Historical Archive.

³³ Requirements and correspondence of 1950, folder 195, The Ouro Preto School of Pharmacy's Historical Archive.

³⁴ Requirements and correspondence of 1950, folder 195, The Ouro Preto School of Pharmacy's Historical Archive.

Image: Land occupied by the Ouro Preto School of Pharmacy in 1949.



Source: Image taken from the 1949 regiments and correspondence, folder 193. The Ouro Preto School of Pharmacy's Historical Archive.

In addition, charts of the Faculty members, administrative staff, course subjects, equipment and permanent and consumable materials were sent; and some considerations regarding the low salaries of the School's Faculty. *Most striking is the case of primary teachers who, with their five-year periods, most of them receive salaries higher than that of professors in this old and traditional teaching house.*³⁵ After the federalization of the school, more specifically in 1955, the institution's classrooms and laboratories were expanded. In 1960, the School entered into an agreement with COSUPI (Institutional Plan Supervisory Commission) in order to modify the structure, the subjects and the teaching career plan. The partnership made it possible to deepen the research developed and enabled the education of specialized professionals. According to Dias (1989) the improvements developed at the institution in the 1950s and 1960s were thanks to teachers José Baldini (director of the school at the time) and the support of Professor Clóvis Salgado da Gama, member of the Federal Education Council and Minister of Education and Culture in the JK government.

In 1962, the Federal Council of Education approved a new curriculum for the Pharmacy course, extending its duration to 4 years, and after a three-year pharmaceutical course it was essential that students take the fourth grade, in which education of biochemical pharmacists

³⁵ Requirements and correspondence of 1949, folder 193, The Ouro Preto School of Pharmacy's Historical Archive.

would be available, in a specialty that could be: 1- Pharmaceutical and food industry; 2- Medication control and food analysis; 3- Therapeutic chemistry; 4- Public health laboratory.

The School of Pharmacy organized its curriculum in order to offer the title of pharmacist, thus enabling specialization according to the following distribution.

Table 3: Subjects offered at the Ouro Preto School of Pharmacy in 1962.

Year	Subject
First year	Analytical Chemistry I, Organic Chemistry I, Physics applied to pharmacy, Botany, Anatomy and Histology, Mathematics and Statistics
Second year	Organic chemistry II, Parasitology, Biochemistry I, Physiology, Pharmacognosy, Microbiology.
Third year	Biochemistry II, Physical Chemistry, Analytical Chemistry II, Pharmaceutics, Hygiene and Public Health, Pharmaceutical Chemistry and legislation.
Fourth year	Phytochemistry, General Technology, Industrial Microbiology and Enzymology, Bromatology and Toxicology, Chemotherapy and Radiochemistry, Pharmacodynamics, Parasitological, Microbiological, and Hematological Exams.

Source: Data taken from DIAS, José Ramos (1989).

Table 4: Specializations and Subjects offered in the fourth year

Specializations	Subjects
Pharmaceutical and food industry	General Technology, Bromatology, Pharmaceutical Technology, Food Technology, Industrial Microbiology and Enzymology.
Public Health Laboratory	Legal and toxicological chemistry, Bromatological chemistry, parasitological, microbiological and hematological exams.
Therapeutic Chemistry	Pharmaceutical chemistry, Phytochemistry, Pharmacodynamics, experimental chemotherapy and toxicology.
Medication Control and Food Analysis	Bromatological analysis and Chemical and Biological Control of Medicines.

Source: Data taken from DIAS, José Ramos (1989).

In 1968, in correspondence addressed to the director of the School of Pharmacy (Vicente Helena Tripto), three students from the institution requested authorization to operate a pre-entrance exam course in one of the rooms of the educational establishment. The request was approved and the director made available the room in which the subject of (Theoretical) Bromatology used to be taught, so that Physics, Chemistry and Biology classes would be taught by the School of Pharmacy's students. In the preparatory course operating plan³⁶, it is stated that it is an intensive course and that the School of Pharmacy lent the necessary teaching materials for the completion of the pre-entrance exam.³⁷

³⁶ Documents 12 of 1968, Box 310, School of Pharmacy's Historical Archive.

³⁷ Documents 12 of 1968, Box 310, School of Pharmacy's Historical Archive.

The creation of the Federal University of Ouro Preto

During the period of the Military Dictatorship, profound changes in Brazilian higher education were made. Among them, it is possible to highlight the abolition of the subject system, administrative rationalization through departmentalization, among others. According to Godoy (2019), the changes caused by the University Reform of 1968 aroused insecurity in the federal Schools of Pharmacy and Mines in Ouro Preto. There was a fear that isolated schools of higher education would become extinct in Brazil or be attached to universities belonging to other cities. Godoy (2019) states that it will be in this context of changes and uncertainties that the pressure for the creation of a new university in Ouro Preto, which will encompass the two centenary institutions of the town, will be intensified. The fact is that on November 28, 1968, a law which determined that isolated establishments should be incorporated into universities or congregate with other isolated establishments in the same locality was enacted (Law number 5.540, of 11/28/1968, article 8th). In view of the new law, on August 21, 1969, by Decree No. 778, the Federal University of Ouro Preto was created, under the form of a foundation of public law, taking as its university units the Ouro Preto School of Pharmacy and the School of Mines.

It is important to highlight that at that time there were uncertainties regarding the incorporation of the School of Mines to the University of Ouro Preto. In the Minutes of the meeting of the Congregation of Professors of the Ouro Preto Federal School of Pharmacy and Biochemistry held on 11/30/1968, it appears that *Professor José Ramos Dias stated that he found little possibility in the fact that the School of Minas would accept the University of Ouro Preto.*³⁸

According to Godoy (2019), the initial proposal for the creation of the new university would encompass several teaching units: Institute of Mathematics, Institute of Physics and Chemistry, Institute of Geological Sciences, Institute of Biological Sciences, Institute of Human and Social Sciences, School of Dentistry, School of Mines and Metallurgy, School of Pharmacy and Biochemistry. However, only a few initiatives were taken in the first years after the foundation of UFOP, with the university being supported mainly by the two-century-old teaching institutions in Ouro Preto (School of Pharmacy and School of Mines).

The Nutrition and Medicine courses in Ouro Preto

After the creation of the new university, another initiative to expand higher education in the region was provided by the pharmaceutical group. This is the creation of a new higher education course to compose the Federal University of Ouro Preto: Nutrition.

The Ouro Preto School of Pharmacy, on the date it celebrates 140 years of existence, is proud to add to its wealth of benefits aimed at education in our country, another segment of specialized schooling, creating the Nutrition course, which will operate along with this teaching unit at UFOP.³⁹

Proving once again the countless contributions that the Ouro Preto School of Pharmacy offered for the education in the region, in the year of 1978, the course of Nutrition was born by the initiative of professor Jair Pena. José Ramos Dias (1989) alludes that the creation of the Nutrition course was thanks to the acute vision of Professor Jair Pena, who sought effective action with government agencies for the consolidation of this teaching area at UFOP.

³⁸ Documents 6 of 1968, box 304, the Ouro Preto School of Pharmacy's Historical Archive.

³⁹ Uncatalogued document, the Ouro Preto School of Pharmacy's Historical Archive.

For a small duty of justice, the name of prof. Jair Pena, creator and consolidator of this achievement. Fought by many and supported by a small number of young idealistic teachers, Jair Pena had, after enormous and determined efforts, his goal reached, but unfortunately not inaugurated, because the inexorable parka did not allow it.

Ouro Preto, April 18, 1979.

Professor Vicente Maria de Godoy,
Director.⁴⁰

After its creation, the Nutrition course became part of a Department of the School of Pharmacy and was coordinated by the teacher-student council of the pharmaceutical course. Therefore, it appears that the Nutrition course used the basic structure of the pharmaceutical course, although it had an exclusive physical area on the Morro do Cruzeiro campus. For the operation of the course, the help of professors from the Federal University of Viçosa was needed. It was a four-year course and, little by little, it reached its autonomy by creating its own department and teacher-student council.

Victor Godoy (2019) is also a researcher who defends the thesis that the Ouro Preto School of Pharmacy would be the birthplace of new higher education courses after the creation of the Federal University of Ouro Preto. Godoy (2019) mentions that in addition to the Nutrition course, which was linked to the Pharmacy course for a few years, in 2007, the institution also housed the UFOP Medical Course as one of its departments.

Later, in 2007, it would fulfill the opposite role to that intended by Silviano Brandão, Aurélio Pires and others, and, instead of being attached to a medical course, it would house as one of the departments the Medical Course at the University, until the creation of the School of Medicine at UFOP, in 2012 (GODOY, 2019, 232).

In this way, it becomes solid the idea that the Ouro Preto School of Pharmacy was an important reference center in the health and educational fields, and it played a fundamental role in the creation of UFOP, since this institution, in addition to remaining perennial for centuries in the town, was also the spreader of new higher education courses such as Dentistry, Obstetrics, Nutrition and Medicine, which resorted to the help of the School of Pharmacy's Faculty and infrastructure. In other words, the Ouro Preto School of Pharmacy played a major role in the educational expansion of the region even before its federalization process and also after its incorporation into UFOP.

In the 1980s, there was a project⁴¹ to create a Dentistry course at UFOP, which should consist of 12 quarterly and continuous teaching units, following a scheme implemented⁴² in nine schools in North America. It was also intended to implement for the graduates a fourth year of professional practice, which should be carried out in pilot laboratories located in the town of Ouro Preto and on its outskirts, where University employees and, especially, the needy population, would be served by means of agreements with city halls in the region. The original idea was to offer 50 vacancies to be filled in the July 1981 entrance exam.⁴³

⁴⁰ Uncatalogued document, the Ouro Preto School of Pharmacy's Historical Archive, 1979.

⁴¹ Project designed by Maurílio Torres. Uncatalogued document. The Ouro Preto School of Pharmacy's Historical Archive, 1981.

According to Maurílio Torres, responsible for the project, the suggested scheme obtained extremely positive results in North America.

Program of intentions - Writings of Maurílio Torres, uncatalogued document.

In addition to the Dentistry course, the 1981 entrance exam was planned to offer: 30 vacancies per year for Industrial Pharmacy; 50 vacancies per year for Pharmacy Analyst and 60 vacancies for Nutrition. Despite the ideals and practical experience of housing a Dentistry course in the region, the project was never implemented and the Federal University of Ouro Preto does not have this course until today (not graduating dentists in the region).

Conclusion

After carrying out this research, it is evinced that the Ouro Preto School of Pharmacy played a fundamental role in the expansion of higher education in its surroundings. Several courses in the health area were created thanks to the personal investment of professors and directors of the institution, and the new majors took advantage of the pharmaceutical institution's infrastructure to consolidate themselves. Additionally, it is verified that the federalization process of the Ouro Preto School of Pharmacy occurred because of countless interests that encompassed since the intention of creating a university in the town, spanning the desire to solve financial difficulties of the school, to solving the question of low Faculty salaries and involving political and party inclinations. The fact is that the federalization of the School of Pharmacy was of utmost importance for the creation of the Federal University of Ouro Preto in 1969.

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