

# **Antiracist Education in Non-Formal Spaces: Influence of Early 20th Century Racial Theories On the Education Offered by The Brazil National Museum**

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## **Abstract**

As Brazil entered the 20th century following the abolition of slavery, it was invited to the 1911 Universal Races Congress in London. There, prominent scientists from the Brazil National Museum presented their vision for the nation's future, suggesting that, within three generations, Brazil could transform into the "Europe of the Tropics." This ideal, however, posed a challenge given Brazil's profound racial diversity. A century later, Brazil remains a multiethnic society, yet research on how non-formal education intersected with racial theories during this period remains scarce. This gap hampers efforts to implement laws promoting inclusive and plural education today. This paper aims to investigate how racial theories shaped educational initiatives at the National Museum during the late 19th and early 20th centuries. The study is part of a broader project that examines the intersections of science, history, culture, and society, with a focus on the 60-year period from 1870 to 1930. Through a dense description of historical and scientific developments, the research draws on Bruno Latour's concept of "science in action" to explore how these racial ideas influenced educational practices. While this research does not extend into the 21st century, it highlights how cultural and societal factors shaped the scientific and educational discourse of the time, with implications that still resonate today. By examining this historical context, the study opens pathways for further research into the role of racial theories in shaping contemporary education, contributing to a more inclusive understanding of Brazil's educational history.

**Keywords:** pluralism; science in action; historical context; multiethnic society; Education