



## **Philosophical Memorial: Desires, challenges and life perspectives**

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### **1. INTRODUCTION.**

"As for me, when I wanted to learn, it was to know  
and not just to teach; I have always believed that  
before instructing others one had to start by knowing enough for oneself"  
Rousseau - Emile or Education.

This memorial is a personal and academic draft of my philosophical life, a text with a mixture of sometimes discursive, sometimes descriptive, sometimes narrative that unites several

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thoughts that begin in adolescence and are transformed throughout a personal trajectory of studies, spirituality and work.

In it I will highlight the relevant points of my career, the first as a student since the days of my bachelor's degree at the Institute of Philosophy of the Diocese of Petrolina; my first contact and love for philosophy, going through the validation of a course and degree in the Claretian network, until I reached the professional Master's Degree in Philosophy through the Prof-Filo program at the Federal Institute of Sertão Pernambucano – IF Sertão.

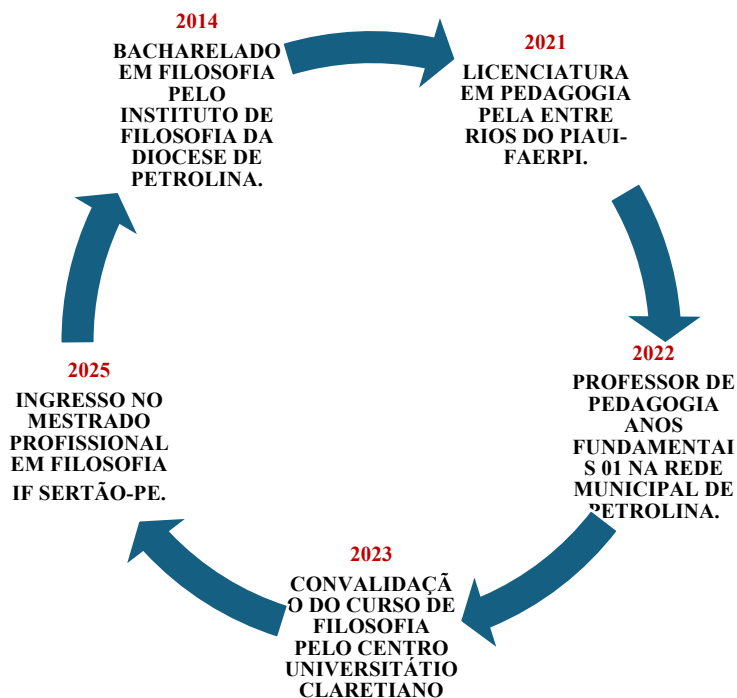
The memorial is divided into six specific points. The first is an introduction with the chronological account of my process of formation since I began the art of philosophizing. The second is a story about me, my family, religious and cultural upbringing, the experiences with the people of Petrolina, because both my relatives on my father's and mother's side came migrating from other lands to here in search of better living conditions. The second is an analysis of these from thematic fields that I have been learning. The third about my history and professional performance as a teacher and other functions that I have assumed and have been assuming inside and outside Philosophy, but all within the area of education, which is where I realize myself and configure myself as a being. In the fourth point I cite my research project, an old monograph on Karl Marx at the time of my bachelor's degree, until I delved into Rousseau, my favorite Philosopher at the moment, because I have been researching and deepening myself in natural education as an educational and philosophical project to form

new ethical, political and virtuous citizens and men for the challenge of living in society. In the fifth point, I mention my entry into the professional master's degree, my first impressions, perspectives, challenges and dreams that I have been going through in this very promising, but at the same time demanding and challenging phase of time. In the sixth and last point, I make my conclusion and final considerations with the desires and fruits that I hope to reap in the new path that is being taken.

The memorial report highlights my projects and challenges – because I believe that they are the ones that best express the movement made so far, all of them were born from real research activities, from courses held and from presentations of work exhibited in groups or individually. They are the result of both research and classes taught, especially in bachelor's degrees, licentiate and now graduate courses.

My memorial, therefore, has as its main objective to listen to the experiences of this teacher who is always in permanent training, who does not consider himself a philosopher, but a lover of educational and political philosophy. It is my life as a student and teacher that is written in experience, writing the world I face. In this report, I document my training and path until the first half of 2025. In it, remarkable experiences and activities that shaped my performance as a student, teacher and researcher are recorded.

## 1.1 CHRONOLOGY



## 2. HISTORY OF THE SELF.

I am a Petrolinense, born in Juazeiro da Bahia, I was only born Bahian by an accident of life, my Mother felt the pains of childbirth in a visit to one of her friends in the city of Bahiana, but my Parents and Grandparents who raised me always lived in Petrolina, I am in love with these two sister cities that even with different cultural styles and peculiar lives, has in common the beauty, the welcome and the progress offered by Velho Chico and the working people, I consider myself a San Franciscan citizen.

My academic life began along with vocational life, in 2011 I was a diocesan seminarian at the Seminary of St. Joseph of Petrolina, and one of the criteria of the formative path is to study Philosophy, but Philosophy in the ecclesiastical dimension tends very much towards Patristics and Scholasticism, a philosophy that embodies and Christianizes Plato and Aristotle through the writings of Augustine and Thomas Aquinas, a philosophy that seeks, within this field of knowledge, to respond to the attacks of agnostics against Catholicity and to give answers to the Enlightenment who saw the dark ages at the height of the medieval Church.

In the study of Philosophy I became interested in knowing the famous and hated Karl Marx, so wronged and persecuted by conservative Catholics, because Marx is one of the inspirers of an ideological theology entitled "Liberation Theology" that at the time of seminary was the subject of deep debates; then moved by the curiosity to know in depth the source and inspiration of this Marxist theology, I began to read Marx's main writings and wrote at the time a monograph on alienation in the view of the aforementioned philosopher, a topic that generated much controversy in the ecclesiastical environment.

After completing the bachelor's degree course at the Catholic Institute, in 2014 I started to study Theology in Maceió, even though it is a very good course for those who intend to pursue an ecclesiastical career, dogmatic Theology took me away from the field of Philosophy, it was four years studying a Theology that cannot answer philosophical and scientific questions when it is confronted with more controversial topics such as the existence of God and the debate between faith x reason, that is, a long course of four years without much logical-rational basis.

When I completed Theology in Maceió in 2018 I transferred to study Pedagogy in Teresina-PI, it was in the Pedagogy course that I began to read and research about Jean Jacques Rousseau, natural education as a pedagogical and philosophical proposal to take man out of the state of corruption that society imposed on him and transform him into an ethical being, political and virtuous (Paiva, 2007, p. 77). The contact with the works: *Emile or Education* and the *social contract* made me fall in love with this philosopher whom I have researched a lot in the process of writing his master's thesis.

In 2022 I started my first professional experience outside the ecclesiastical context, I became a Pedagogy Teacher for students in the final years of Elementary I, children between 08 and 11 years old, for me a frustrating experience, as I dreamed of being a preceptor like Rousseau and forming new Emiles, but the teaching methodology of the public network with its infantilized planning did not allow me to be a revolutionary teacher, for education in Rousseau, must be personalized and particular, a relationship between the educator (preceptor) and the learner (Emile) in various stages, from the age of birth to the stage of marriage. this type of education is practically impossible in the reality of our classrooms (Paiva, 2007, p. 83).

In 2023 I needed to do a process of validation of the philosophy course, because the course taken at the Catholic institute was not valid by the MEC, and to teach for the State, which is one of my life projects, I needed to do a "revalidation" process by taking some subjects and writing a TCC, I wrote the same as pedagogy: *Natural Education in Rousseau*, I deepened and reread all of *Emílio's* book putting new aspects in the course completion work.

I am currently working as a school administrative assistant and substitute teacher in high school when a full teacher puts a medical certificate or license, in April I will return to teach in municipal early childhood education, this time in the irrigated area, I like to be among the simplest, learn from the common sense that they manifest in their daily lives, be a presence among those who ask for help and need opportunity and learning, I will not only teach, but learn from them, I think that perhaps among the simplest I can put some points of *Émile*, because in them there are many traits of natural education, such as spontaneity, openness to the new, kindness (Rousseau, 1999, p. 45), reciprocity, etc...

### 3- TEACHING (TEACHING).

The opportunity to teach in public education has always been one of my life projects, I don't see myself as an intellectual in the areas in which I studied, but I consider myself a scholar striving to always learn new things, I still dream of being hired, whether in the State or Federal network, because high school and higher education attract me. Books III and IV of *Emile's Rousseau* are my favorites, because they deal with training between 12 to 15 years old (Age of passions and strength) and from 15 to 22 years old (age of reason and morals), usually elementary school and high school students have these ages

and I usually make analogies of Rousseau's book with the practical experience of each student at each age in the classroom.

My first experience as a teacher began in 2022 in a private school in Piauí, a 4th grade class of elementary I, children aged 09 and 10 years old, a reasonable experience, as I like contact with children, despite a lot of noise, deviation of attention. But at the same time I suffered a lot from the demands of the Parents and inexperience with pedagogical planning, because early childhood education requires its own dynamics of visual arts, paintings, cuts, dances, music, playfulness, etc... And I can't be very good at producing and integrating myself into these activities, I suffered a little, but I learned a lot.

In 2023, on the occasion of the internship for the validation of the Philosophy course by the Claretian network, I was forced to complete 150 hours of internship in high school, this was a remarkable experience, as the Professors who accompanied me in the internship were teachers in the area of History and Geography and did not master Philosophy. When the time came for the regency, the Professors themselves attended my classes, asked many questions and the debate in the classroom became very constructive with the presence of the professors. The experience was so positive that I began to be called and indicated to several schools as a substitute teacher, when teachers were absent or put certificates and medical licenses I took over philosophy or sociology classes, it was this experience that motivated me to look for a contract or permanent in the state network for high school in the future that I hope will be close.

But high school education in the field of philosophy also has many gaps and challenges; The curricular organization chart of the State of Pernambuco is very different from the History of Philosophy that is sequenced with its specific paradigmatic structure, I even sat down with a Philosophy

Professor to plan the classes, I wanted to use the seven volumes of Giovanni Realle and Dario Antiseri on the *History of Philosophy* divided into the three grades of high school. But the Professor was completely reprimanded by the pedagogical coordination for being decontextualized from the course program offered by the State<sup>2</sup>, that is, we teach a poor philosophy, which is not radical, nor systematic, nor globalizing as we learned in the licentiate.

Today I am hired by the municipal education department of Petrolina as a school administrative assistant, I play the role of secretary, I help in the pedagogical activities of early childhood education, and I support the management and coordination in the administrative part. Next month I will return to teach in elementary school I, this time in the irrigated area, I don't know what challenges await me, but I am excited to have been cast in the countryside, in my point of view, the children daughters and sons of farmers are more adept at work, easier to deal with, because many of them in the after-school shift go to the agrovillages to work in the fields with their parents and feel the harshness of the life, and motivating these children to study more and produce more in the classroom will be my new mission as an educator, I hope to be ready for this new dimension.

#### 4- RESEARCH PROJECT.

As I mentioned in previous paragraphs, my awakening to know and research about Rousseau, happened in the pedagogy course, in Teresina in 2019, preparing me to write my TCC (Course Completion Work) I was guided by a Professor to

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<sup>2</sup> Curriculum organizer for two months. Basic general education in the State of Pernambuco. Available at: [https://portal.educacao.pe.gov.br/wp-content/uploads/2023/08/Organizador\\_Curricular\\_FBG\\_Filosofia.pdf](https://portal.educacao.pe.gov.br/wp-content/uploads/2023/08/Organizador_Curricular_FBG_Filosofia.pdf). > accessed on 03/22/25.

write about one of the philosophers who had the most impact on world education, as I had already studied philosophy in the past, I thought of writing about Plato's republic or Aristotle's Nicomachean Ethics, which has a more ethical and moral nature, but when researching on the internet about philosophers who stood out in education, the page I accessed introduced me to the Philosopher Jean-Jacques Rousseau and his maxim entitled: *The Emile or Education*. I soon downloaded it in PDF and began to savor its delicious reading, I decided that it was that philosopher and that work that I should research and write the TCC.

I wrote thirty pages on natural education in Rousseau's *Émile*, I was enchanted by the proposal to reconfigure man corrupted by society through a natural education, in one of his best known phrases, Rousseau says: "*Man is born good, but society corrupts him*" (Rousseau, 2004, p. 26). For the philosopher researched, only a pedagogical project that develops in man the virtues necessary for living in society will be able to reconfigure him and save him from corruption, this project is natural education, a theme that made me get a good grade in the presentation of the TCC and inspired me to continue researching as a theme for the master's thesis.

During the period of the validation of the Philosophy course, my interest in delving into the research on Rousseau only increased, the team of the philosophy course of the Claretians has a group called "philosophical café" a group with professors, students and former students who have already completed their degree. A fortnightly meeting where researchers in the field of philosophy present their final papers, monographs, dissertations and theses, rich and deep meetings of much knowledge, exposition of ideas, constructive criticism, argumentations, divergences and philosophical convergences.

In one of these philosophical cafes, I participated in a conference with Professor Wilson Alves de Paiva, a specialist and scholar in Rousseau's works who on this day presented his book: *Rousseau's Emile and the formation of the citizen in the world*. Soon after the Professor's presentation, I made contact and was able to buy his book and download many of his articles on Rousseau for my personal studies reading.

At the end of the validation I participated in the ENCIC (Claretian National Meeting of Scientific Initiation) I presented an article remotely (online) where I cited *the five books of Emile de Rousseau*, paraphrasing each phase of the formative stages with emphasis on the adolescence and adult phase of Émile, a stage that most interests future high school teachers; after ENCIC I was one of the exhibitors of the biweekly philosophical café and the research on Rousseau motivated many others students to research and delve deeper into natural education.

I am an enthusiast of the social sciences and humanities and I started studying sociology in the distance learning method through the Claretian teaching network, in the course of the fourth graduation, I participated in the 8th ENESEB (National Meeting for the Teaching of Sociology in Basic Education), I participated remotely in one of the working groups and wrote *about Rousseau and the concept of private property*, emphasizing the episode of the Favas, part in which the preceptor teaches Emilio manual work in the field and how to plant broad beans on land already occupied by an owner and the next day finds his plantation devastated by the owner with a sign threatening to plant again (Rousseau, 2004, p. 67). With this text, Rousseau wants to teach his student that manual work is part of the education that aims to seek his own livelihood and that private property is the cause of inequalities between men, because after seeing his fava beans devastated, Emile would have to learn to work to have his own land, his own plantation.

The Deepening in Rousseau continues, now with the entry into the professional master's degree, I have been starting to take the first steps to write the master's dissertation under the guidance of Professor Dr. Rafael Lucas De Lima, we are already doing our monthly reflections where I will write about: *Natural Education in Rousseau's Emile as a political and pedagogical project for the reconfiguration of the corrupted man*. I will use as subsidies: *The Origin and Foundation of Inequalities Among Men*. *The Social Contract*, *Discourse on the sciences and the arts*. All works by Rousseau and some extras such as: *Rousseau's Emile and the formation of the citizen in the world* by Wilson Alves Paiva and *Natural Education in Rousseau, the needs of the child and the care of the adult*. By Claudio Dalbosco.

These are initial readings to start writing the dissertation and are subject to change according to Prof. Rafael's guidelines, which will be applied in the classroom, I hope until the qualification and exhibition I am already teaching high school to put the dissertation product into practice.

## 5 - MASTER'S DEGREE.

It had never crossed my mind the possibility of studying for a Master's degree, whether professional or scientific. As I mentioned in the first paragraph of item three, I never considered myself an intellectual in the areas I studied, and I always had the concept that masters and doctors are intellectuals and scholars of education, I never saw myself in this profile, my project was to be licensed and effective in the state public network.

In 2024, Professor Cristiano Dias (IFSertãoPE - Petrolina Campus), who is now the coordinator of Prof-Filo at IF Sertão-PE, invited me to enroll in the professional master's degree in the class that would open in 2025-2027, Professor Cristiano Dias had already been my Professor in the past at the Institute of the

Diocese of Petrolina when I was a seminarian and he was a Roman Catholic Priest. The Professor's invitation flattered me, the fact that I was invited means that someone believes in my potential and that I can improve and grow in my studies, I promptly accepted the invitation and signed up.

In the preparation of the project I had many difficulties, because I had never done a scientific research project, at the master's level for approval by a board, I asked for help from Professor Francisco Lima who this year should defend his dissertation, he was my colleague in the seminar and motivated me to write the project, in Professor Francisco's view my project was well prepared and had chances of approval.

On the day of the argument I was tense with nervousness, even though I mastered the topic and knew the philosopher who had researched well, I was apprehensive and did not do very well in the presentation, my frustration was great to see that of the twenty vacancies for admission I had been in 21st and would not enter the course, I was disappointed with myself, Because being in the area of philosophy and knowing the philosopher and the subject well, I should have tried harder, but even so I raised my head and decided to study more at the opening of the next class.

It was my great surprise and joy when Professor Kafure told me that the vacancies were free for those who were placed in 21st and 22nd place, doors were opening for me, now yes, I could even without believing it I could study a professional master's degree in my city and delve even deeper into my favorite philosopher.

The Course has been very successful and challenging, successful because it has helped me to improve in pedagogical planning and give more productive and enriching classes in the classroom when requested, even students already notice a small evolution in my vocabulary and didactics; but challenging

because it requires a lot of reading and research, I have been striving to read and write for 90 minutes a day in the night shift, and I dedicate every Friday when there is no face-to-face class to go to the Petrolina campus of the IF to study in the library and put the activities in days, I pay a person to replace me at work and I go to the library to research and advance activities, Especially the dissertation, which is much more systematic and demanding than the TCC.

My dissertation supervisor is Professor Dr. Rafael Lucas De Lima, a great researcher and connoisseur of Rousseau's Philosophy, which challenges me even more, because I will need to write correctly and present judicious foundations, but I am already happy because I have an attentive advisor available to help me reach the goal by calmly going through all the stages of the process.

I am sure that, until I receive the title of Master in Philosophy, I will be more disciplined, active, dynamic, attentive and above all experienced, I have learned a lot, not only with the Professors, but with the class, very nice and cheerful students, people who like to study, participate and interact, I am still shy in the group debate, but I will work on this limitation, this group of students has a lot to offer Prof.-Filo and even if most are not from the area of philosophy, they seek to know, research and deepen, it will be two years of a very good coexistence that will leave marks on my academic journey, I intend to persevere until the end.

## 6- CONCLUSION AND LIFE PROJECT.

At the end of this memorial, I am invaded by contradictory feelings, with this writing I took a trip back in time and remembered so many challenges, achievements, dreams not yet achieved, uncertainties and life project, especially because in the professional field I am a mere teacher

hired from the municipal network in elementary I, where school manager and the secretary of education itself have made it difficult for me to stay in graduate school, the possibility of locking up the master's degree has generated anguish in my heart as a student and professor, especially due to the difficulty of starting from those who should most support and bet on the professional academic growth of those who are seeking to qualify to serve the area of education even better, the writing of this memorial is a letter to my heart.

Bringing this memorial to my experience of the dissertation that begins to be planned and scribbled, I feel like an Emile in the phase of 02 to 12 years (age of strength and learning) I feel that there is still a lot to learn, that I still depend a lot on others to evaluate me academically, I need a more cultured language and academic level, I need to "loosen" myself more, to move to other shores, to rediscover new horizons, to face my fears with more determination and as Jesus asks his disciples: To advance into deeper waters. Only this time in the field of reading, research and rhetoric (Bible, 1990).

Problematising the contents of the professional master's degree in the classroom will be a novelty for students when I have my high school classes, Prof.-Filo's openness in welcoming students from other areas will enable the art of teaching philosophy to be more dynamic, effective and attractive to students. I think that this area of education only tends to grow with this project.

In view of what has been highlighted in the lines above, about the most relevant aspects that I have selected from my religious, academic and professional trajectory, I consider that I have expressed my intense and dedicated commitment to Education. I also believe that my inclination for social issues, of more progressive left-wing ideologies, for a natural education that reforms public education, not only for high school, but

starting with early childhood education, was explicit in my Research and Teaching activities, because for Rousseau, education is integral, sequenced and programmatic. The present memorial only confirmed what I already knew about myself: I am a utopian of Rousseau's education.

## 6.1 LIFE PROJECT.

*"You know, Sancho, all these storms that happen to us are signs that soon the weather will calm down and that good things have to happen; for it is not possible for good and evil to endure forever, and it follows that, if evil has lasted a long time, good must be near." (Cervantes, 2019, p<sup>element</sup>. 56)*

*As the nobleman De La Mancha said, I feel that in the face of so many difficulties, good things tend to happen in the future. I write here not a conclusion, because philosophers in their writings never concluded anything, but always wrote updated continuities about their thoughts, but I write an epilogue or a see you later, when in the future I may be more qualified after investing more time and resources in philosophical scientific research.*

*The first step is to recognize limitations and seek to improve them, research with more enthusiasm, write down new ideas and thoughts, better organize study, work, family and personal time, and continue dreaming and striving for goals. I dream that soon I will be able to be an effective high school teacher in the state network and I will be able to dedicate myself to other postgraduate courses such as completing this master's degree in Philosophy, taking a bachelor's degree in Psychology or Social Work with which I identify so much and even a Doctorate in the area of education, all these are projects that guide my academic and professional dimension, I am aware of the*

*challenges, but at the same time I am willing to fight and persist in conquering some of the plans outlined.*

*In youth, knowledge must be accumulated. In old age, make use of it* (Rousseau, 1999, p. 61).

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*Submitted in March 2025*

*Approved in April 2025*