

RESEARCH REPERTOIRE ON RURAL EDUCATION IN PARANÁ THROUGH THE PRESS (1930-1961)

REPERTÓRIO DE PESQUISA SOBRE A EDUCAÇÃO RURAL NO PARANÁ POR MEIO DA IMPRENSA (1930-1961)

REPERTORIO DE INVESTIGACIÓN RURAL EN PARANÁ A TRAVÉS DE LA PRENSA (1930-1961)

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ABSTRACT: The present text is the result of post-doctoral research and had the general objective of locating, cataloging and analyzing newspapers, magazines and newsletters dealing with rural education in the state of Paraná made available at the National Library from 1930 to 1961. For this purpose, articles on about rural education that appear in scientific periodicals considering thematic recurrences were mapped, which was presented in the form of a repertoire. As main results we can highlight that the central themes found were rural teacher formation, events aimed at rural education, the role and representation of rural education and the permanence of men in the field. In the periodicals there is a relative concern with the rural (or the lack of approach to this theme) linked to the political movement, indicating whether the ruler was a typical ruralist or a defender of industrialization.

KEYWORDS: History of education. Rural education. Paraná press.

RESUMO: O presente texto é resultado de pesquisa de pós-doutoramento e teve como objetivo geral localizar, catalogar e analisar jornais, revistas e boletins que tratam da educação rural no estado do Paraná disponibilizados na Biblioteca Nacional no período de 1930 a 1961. Para tanto, foram mapeados os artigos sobre educação rural presentes em periódicos científicos, considerando as recorrências temáticas, o que foi apresentado em forma de repertório. Como principais resultados podemos destacar que as temáticas centrais encontradas foram na formação do professor rural, em eventos destinados à temática da educação rural, na função e representação da educação rural e a permanência do homem no campo. Nos periódicos há uma relativa preocupação com o rural (ou a ausência de abordagem desta temática) ligada ao movimento político, indicando se o governante era um típico ruralista ou um defensor da industrialização.

PALAVRAS-CHAVE: História da educação. Educação rural. Imprensa paranaense.

RESUMEN: *El presente texto es el resultado de una investigación posdoctoral y tenía el objetivo general de localizar, catalogar y analizar periódicos, revistas y boletines informativos sobre educación rural en el Estado de Paraná, que se pusieron a disposición en*

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la Biblioteca Nacional de 1930 a 1961. Para este propósito, se mapearon los artículos sobre la educación rural que aparece en publicaciones periódicas teniendo en cuenta las recurrencias temáticas, que se presentó en forma de repertorio. Como resultados principales, podemos destacar que los temas centrales encontrados fueron en la capacitación de docentes rurales, en eventos dirigidos a la educación rural, el papel y la representación rural y la permanencia del hombre en el campo. En las publicaciones periódicas existe una preocupación relativa por lo rural (o la falta de enfoque de este tema) vinculado al movimiento político, lo que indica si el gobernante era un ruralista típico o un defensor de la industrialización.

PALABRAS CLAVE: *Historia de la educación. Educación rural. Prensa paranaense.*

Introduction

The state of Paraná was a predominantly rural state until the mid-1960s, and this indicates the importance of education in rural areas, allowing us to problematize the role of the school in this scenario, its organization and the formation of its teachers. Generally speaking, the schools located in the countryside, at that time, had the function of educating the rural people, having as one of the purposes to keep them there, that is, it would be a school that serves its environment.

At that time, both in the state of Paraná and in other parts of the country, there was a movement of pedagogical ruralism, which proposed, among other things, the school integrated to local conditions, and for that it encouraged the establishment of man to the countryside.

The phase of (re)occupation of the territory of Paraná implied settlement, migratory movements, construction of the road network, which together with coffee production wanted to consolidate the state as the largest producer and exporter of coffee in Brazil, therefore, the economic expansion of the state did not it gave for the industry, but for the farming, with coffee as the main protagonist; in the words of Schelbauer and Correia (2013, p. 3, our translation): “agricultural and school expansion is strongly linked to the performance of the state government in a close relationship with the federal government, especially in the governments of Manoel Ribas and Moysés Lupion”.

The colonization of rural areas and the other characteristics listed above are part of the discourse that was conjectured by the people of the time, indicating a period of development linked to the idea of progress and modernization, in which education was highlighted as one of the factors of this modernity. The author understands that primary school in rural areas was structured as a state policy because it was concerned, firstly, with the “formation of new

generations that could guarantee the wealth of the State and, secondly, civilize the population that lived in rural areas, teach not only reading, writing and counting, but hygiene habits and valuing life in the countryside” (SCHELBAUER, 2014, p. 79, our translation).

Industrialization in the state favored the expansion of primary school to the interior, through various modalities. However, this expansion was not accompanied by the necessary formation of teachers to work in built schools: such formation² had to be sought in the capital, Curitiba, or in other states, such as Santa Catarina, as discussed by Correia (2013).

It is important to point out that the expansion of primary school occurred in different ways and increasingly, supported by different ideological bases, as stated by Schelbauer and Correa (2013). In educational terms, it takes place under the guidance of *Educação Nova* (New Education), from 1930 onwards.

In 1942, the VIII Brazilian Congress on Education took place, held by the Brazilian Association of Education (ABE) in the city of Goiânia/GO, which leveraged the discussion on the duality of teacher education, whether formation for acting in a school should be prioritized in single or in a diverse school.

Given this expansion of rural primary school in the state of Paraná, in line with the economic and political extension, a more detailed investigation into the representativeness of rural education in schooling in Paraná is necessary. We can do this from many biases, in this text specifically we opted for the press' view.

Working with the press allows for at least two research guidelines: we can see them as a horizontalization and verticalization of investigation, delineated with and from the press, which justifies our option for the repertoire:

[...] on the one hand, the establishment of repertoires intended to inform about the content of periodicals, classifying them, organizing their thematic index and recording their life cycle. Such repertoires provide basic materials: starting data that allow the location of information for research on the history of education, school practices or the education system. Evidently, from that point onwards, another work guideline takes shape and the study of the journals themselves allows us to situate the movement of groups of teachers, map different actions, detect disputes and, thus, explain in part the functioning of the educational field. (CATANI; SOUSA, 1994, p. 178, our translation)

Also, according to the authors, working with mapping and repertoire research helps to locate and systematize data or information that help to overcome the limits of research in

² It is important to point out that the Regional Normal Course was established by the Organic Law of Normal Education, Decree n. 8,530, dated 2 January 1946, and had a duration of four years. This law also affected the formation of teachers to work in rural areas. To learn more, see Thais Bento Faria's thesis (2017).

Brazil regarding access, cataloging and conservation of sources. This type of research also avoids the duplication of work between researchers, encouraging continuity in investigations and also enhancing the use of materials already explored (CATANI; SOUSA, 1994; 2001).

The initiative to create repertoires came from the Frenchman Pierre Caspard³ (1991) and the Portuguese António Novoa⁴, who published the results of their research in the book “The education and teaching press: Analytic Repertory (19th and 20th centuries)”, published in Lisbon in 1993, and also in the chapter published in the book “Educação em Revista” organized by Denice Barbara Catani and Maria Helena Câmara Bastos (2002).

In Brazil, at the 15th Annual Meeting of the National Association for Postgraduate Studies in Education, held in Caxambu (MG), Catani and Sousa (1992⁵), already proposed the organization of analytical repertoires and reference catalogs⁶ to advance the limits of access to research sources. The authors pointed out that:

[...] the possibility of developing the work with and from the periodic pedagogical press, guided by two guidelines. The first of them is constituted by the investigation that aims to establish the serious history and analytical repertoires intended to inform about the content of the periodicals, classifying them, recording their life cycle, predominance and thematic recurrences and information about producers, collaborators and readers, among other data. Such repertoires can provide basic materials, data that work as a starting point for locating information for research on the History of Education, practices and school subjects in education systems. In addition, another work guideline is configured by the specific and “internal” study of the journal itself and its production [...] (CATANI; SOUSA, 2001, p. 242, our translation).

The repertoire that was constituted from the post-doctoral research is intended to facilitate access to the Paraná press as a research source, taking as a cut the issues related to the rural universe.

³ **Repertoire Analytique**, investigation carried out by Pierre Caspard in France, entitled **La presse d’éducation et d’enseignement. Repertoire analytique XVIII siècle – 1940**, it deals with what he calls the teaching press (and not the pedagogical press), and can be taken as a pioneering work indicating to other researchers the material wealth present in the printed material.

⁴ Inspired by French work, he created a Portuguese analytical repertoire, and used the same nomenclature – education and teaching press. Both works aim to expand the corpus of the education and teaching press, not being restricted to the pedagogical press.

⁵ This work was later published as an article in the *Revista do Instituto de Estudos Brasileiros*, 37, 177-183, 1994. Available: <http://www.revistas.usp.br/rieb/article/view/71310>. Access: 10 June 2020.

⁶ Regarding the catalogs, we have the work of CAMARGO, Ana Maria de Almeida. **A imprensa periódica como objeto de instrumento de trabalho**: catálogo da hemeroteca Júlio de Mesquita do Instituto Histórico e Geográfico de São Paulo, 1975. Dissertation (Master’s in History), University of São Paulo.

Methodological Theoretical Framework

For the construction of this investigative study, documentary research was adopted as a methodological procedure, carried out through the periodicals available in the Digital Hemerothek of the National Library, circumscribing the time frame to the state of Paraná.

According to Gil (2002, p. 62-3), documentary research has some advantages for being a “stable rich source of data”, this translates into a type of research that does not imply high costs, does not require contact with the subjects of the research and allows an ingrained reading of the sources. It approaches bibliographic research, however what differentiates them is the nature of the sources.

The search in the Hemeroteca's database was carried out through the search words linked to the rural: rural education, rural school, rural teacher. The materials found were cataloged and classified considering some concerns that appeared more frequently in the press: teacher formation to work in rural areas; function and representation of the rural school; organization of rural education, events related to the theme and the importance of rural people staying in the rural environment. The content of the articles is presented and discussed in the following session and underlines the concern with the rural issue in the state of Paraná, between the 1930s and 1960s, when this territory was predominantly rural.

Studies that use the press as a reference to understand education and society, in general, have increased a lot in recent years, specifically in the field of History of Education. By dedicating themselves to this new type of source, historians of education broaden the understanding of the educational field about the production of knowledge about education, the circulation of ideas and educational models, through many perspectives. As Nóvoa (2002, p. 30-31, our translation) points out:

In fact, it is difficult to find another documental corpus that reflects with such richness the debates, anxieties, disappointments and utopias that have marked the educational project in the last two centuries. All actors are present in newspapers and magazines: students, teachers, parents, politicians, communities... Its pages reveal, almost always “hot”, the essential issues that cross the educational field in a given era.

The same author emphasizes that it is through the press that it is possible to perceive changes in the field of education over historical periods. This is evident in the way information appears in journals, which somehow express the school reality, providing analyzes of different components and protagonists of the school. The press brings data that make up school practice, as "it is difficult to imagine a more useful way to understand the

relationship between theory and practice, between projects and realities, between tradition and innovation [...]" (NÓVOA, 2002, p. 31, our translation).

We are aware of the importance of formal institutions in the transmission of culture from generation to generation, but it is undeniable that other instances also participate in the educational process, such as novels, newspapers, magazines, theater, painting etc., and indicate that they have a lot to say about how cultures are produced, conserved and/or transformed (PALLARES-BURKE, 1998). The same author emphasizes that the periodical press, first in Europe and then in the rest of the world, took on a cultural rather than news-oriented approach and thus assumed the role of cultural agent, mobilizing opinions and disseminating ideas.

The use of the press as a source and object of research has been gradually expanding, mainly due to its immediate nature, as the reflections that appear in the prints are very close to the events. The press, specialized or not, can also be understood as a stage for collective demonstrations, where debates, discussions and disputes of a given period can be identified. The daily and popular periodical press can be written by laymen, even if it deals with educational themes, and still serves as a source for historical research, as it presents political projects, debates in society and the problems of each era.

By analyzing the press, it is possible to identify discourses that articulate theories and practices, which we can situate at the macro level of the system. The change of perspective is also important, turning the eyes to the micro plane of concrete experience (NÓVOA, 2002). This analysis, which expands and retracts, allows us to understand the historical movement of the paths that education has taken in Brazil, and which were recorded by the press.

The diversity of sources linked to the press is enormous, but the most promising are those that deal specifically with publications directly focused on educational issues. The study of the periodical press specializing in education always brings profuse material that allows us to compare school practices and subjects, as it presents useful subsidies for the historical understanding of the education system, putting Brazilian school culture in the focus of investigations.

In addition, this investigative bias reveals issues related to teaching work, the appropriation of law and government policies, teaching practice, methods and techniques used in the school environment, as well as the organization of the school. Catani (1996, p. 117, our translation) systematizes the scope of the study of the pedagogical press as follows:

[...] journals specializing in education, in Brazil and in other countries, in general constitute a privileged instance for the apprehension of the modes of functioning of the educational field while circulating information on pedagogical work and the improvement of teaching practices, the specific teaching of disciplines, the organization of systems, the claims of the teaching category and other themes that emerge from the professional space. On the other hand, following the appearance and life cycle of these journals allows us to know the struggles for legitimacy that are taking place in the educational field. It is possible to analyze the participation of the periodical producing agents in the organization of the education system and in the elaboration of discourses that aim to establish exemplary practices.

Within the theme of the press, therefore, we have a specificity linked to educational issues. The pedagogical press is the one that provides guidance to the teaching profession, as a practical guide for everyday educational and school life, “[...] they circulate information about the pedagogical work and the improvement of educational practices, the specific teaching of subjects, the organization of systems, the demands of teachers” (FERNANDES, 2008, p. 16, our translation). Some of the researchers who have dedicated themselves to the study of the Brazilian pedagogical press are: Maria Helena Camara Bastos (1994), Marta Maria Chagas de Carvalho (1994), Decice Barbara Catani (1989, 1996), among others.

Denice Catani's doctoral thesis (1989), entitled *Educadores à meia-luz: um estudo da Revista de Ensino da Associação Beneficente do Professorado Público de São Paulo (1902-1918)*, is a landmark among the works that look at the journal through its “internal” side, based on the reconstruction of its life cycle, verticalizing the analysis.

The pedagogical press as a source helps in the knowledge of the organization intended for the school universe, its subjects, practices and knowledge put into circulation. It can be recognized for allowing researchers to question and reflect because:

It highlights the official guidelines that the school receives and needs to comply with and, at the same time, allows the identification of other factors that are part of the construction of what we call school space, that is, the points of confluence that make up the various facets recorded in the print. Based on what is recorded in the print, it is possible to broaden the understanding that has been built about the school universe, entering teaching and its characteristics from perspectives other than those considered consolidated (RODRIGUES, 2010, p. 313, our translation).

In this way, the researcher must be aware of other elements related not only to the construction of the text that he is analyzing, but to external issues, such as the constitution of the printed matter, the historical context in which the printed material is inserted, the circulation, the spelling used at the time, the political climate and the consuming public. The

use of printed material as a source implies analyzing them as objects that have their own materiality, contexts and contents.

Another way of working with printed material is the constitution of repertoires, and the reference work here in Brazil was organized by Denice Barbara Catani and Cynthia Pereira de Souza (1999), entitled *Catálogo da Imprensa Periódica Educacional Paulista* (1890-1996). Previously, outside Brazil, this work was already being done, as mentioned above in the French and Portuguese repertoires.

The book entitled *Educação em revista – a imprensa periódica e a história da educação* was edited by Denice Barbara Catani and Maria Helena Camara Bastos and published in 2002; demonstrates the result of national and international research that analyze journals from different perspectives, as a source for research in the History of Education.

During the analysis of periodicals, we took as theoretical reference the contributions elaborated by Cultural History through the concept of representation (CHARTIER, 1990) about rural education that appears in periodicals, sustaining the circulation of ideas on the subject in the state of Paraná.

Results and discussions

The option to present the research results in a repertoire format indicates at least some considerations: the need to produce an instrument that facilitates access to sources; the recognition of the press as an important object/source for the historiography of education and the intention to contribute to the expansion of the epistemological field of the History of Education.

The repertoire allows for a glimpse of the wealth of articles on the rural issue in the state of Paraná, published in newspapers without necessarily being biased by the pedagogical press, and organizes a set of printed materials that constitute a privileged access route to sources whose object is the press.

The material that was compiled in the repertoire confirms the possibility of approaching themes related to the rural issue⁷ from many perspectives: rural teacher formation, events dedicated to the theme, function and representation of rural school, the organization of rural education, fixation of man to the countryside, the concern with the rural

⁷ In some periodicals analyzed in the period, nothing was found on the issue of rural education, they are: *Ilustração paranaense* (1927-1981); *A Tarde* (1930-1960); *Joaquim* (1946 - 1948); *União* (1948); *Gran-Fina* (1940-1942); *Maestro Bento Mossununga* (1898-1979); *Correio da Noite* (1959-1960); *Última Hora* (1959-1964).

(or the lack of approach to this theme) linked to the political movement, indicating whether the ruler was a typical ruralist or a defender of industrialization. These are some of the categories that we are going to explore for the presentation of the repertoire.

Frame 1 – synthesis of the repertoire of collected data, 1930-1953

Category	Periodical	Year/report
Rural teacher formation	O Dia	1932 – Renewal of teaching staff, Bases for the organization of complementary, normal and higher education
	Diário da Tarde	1930 – Rural professional course 1934 – The school agricultural clubs of the society of friends of Alberto Torres
	Rio Negrener Zeitung	1943 – Professorinha
	Diário do Paraná	1947 – Rural and Technical University of Paraná
Events	O Dia	1934 – Rural Education Congress 1937 – Rural education congress promoted by the Luiz Pereira Barreto Society
	Rio Negrener Zeitung	1942 – Eighth Brazilian Congress on Education
	Paraná Norte ⁸	1948 – Ruralist Week in Londrina
	A Tarde	1950 – Rural Education Seminar
	A Divulgação	1953 – II Brazilian Rural Conference
Role and representation of the rural school	O Estado	1936 – The role of the rural school
Organization of rural education	O Dia	1932 – Agricultural education in rural schools, Rural education, The new education in action 1934 – Rural education 1935 – Rural education in Brazil 1938 – Rural education in the illiterate campaign
	O Estado	1936 – The reason of rural education 1937 – How has the school for rural workers done?
	A Divulgação	1948 – Rural education in Paraná
	Diário do Paraná	1946 – Agreement to Aid Rural Schools 1947 – Commentary on the Organic Law on Agricultural Education
	Paraná Norte	1949 – The Rural Adult Education Campaign 1950 – A rural school for Londrina
	Paraná Esportivo	1953 – Sport in rural workers' schools
Establishment of man to the field	O Dia	1930 – The farmer's education needs the help of the entire nation; The Education Week 1937 – Create schools and open roads
	Paraná Norte	1950 – True survey of the needs of rural populations

Source: Devised by the author

Regarding rural teacher education, we have explained in the newspaper O Dia (1932 edition no. 2606) where there is an ever-present discussion in the educational scenario of

⁸ About Paraná Norte, there is a dissertation that discusses the newspaper specifically in the region of Londrina, it is the work of CAMARGO, Fernanda Silva. **Educação no jornal Paraná-Norte da cidade de Londrina (1934-1953)**. Dissertation (Master's in Education). State University of Londrina, Londrina, 2018 and also an article published in the journal *Cadernos de História da Educação*, v 19, n1 de 2020, titled **Jornal Paraná-Norte: educação na cidade de Londrina (1934-1953)**, Available: <http://www.seer.ufu.br/index.php/che/article/view/52702/28155>

Paraná, which is the *Renovação dos quadros do magistério* (Renewal of teaching staff), an article written by Raul Rodrigues Gomes⁹. With the intention of renewing the teaching staff and replacing lay teachers with normalist teachers, there is a proposal to avoid accusations of abuse in the provision of chairs, the difficulty was mainly because there was a shortage of graduates, and those that existed preferred the "delights from the asphalt to the harshness of rural existence".

The article indicates that there were made girls, without the least amount of intellectual or technical preparation, or girls "hardly out of the third or fourth grades", with this profile they could only harm teaching, discipline and even morality. The behavior from then on would be to prefer the normalists, following hiring criteria, as the exchange was not so simple and direct, as we can see in the following excerpt: "[...] the State would commit an outrageous injustice if it summarily dislocated, elements of that order, driven by a general rule of exchanging lay women for graduates".

One of the possibilities for thinking about the training of rural teachers was published in the same newspaper O Dia (1932 edition no. 2452), the *Bases for the organization of complementary*¹⁰, *normal and normal higher education*, where a specialization appears for the rural school where 2nd year students must take at least one semester. This specialization includes: a) Agriculture and rural industries; b) School organization, methods and processes applicable in rural schools; the rural school and the environment and c) Teaching practice in a rural school.

In the newspaper Diário de Tarde (1930 edition no. 10735) we have an indication of a *Rural Professional Course* that will be given to young daughters of farmers in the interior of the state, knowing the need to support the intense practice of agriculture in a country supported by the "healthy country" life. It also emphasizes that systematized and valued agricultural education should deserve special care from our leaders.

In mid-1943 we have a poem about the rural school teacher portrayed as a hero. We know that, for a long time, teaching represented as an exclusive career, open to women, with nursing as a second option, since women's responsibilities should not exceed the boundaries of the home, nor aim for a salary. The difficulty of broad access to other professions made

⁹ Journalist and professor who contributed a lot to the Paraná press and was one of the signatories of the Manifesto of the Pioneers of New Education of 1932. For more information, read the article by Eliezer Feliz de Souza titled **Trajatória e discursos educativos do jornalista e professor Raul Rodrigues Gomes na imprensa Paranaense (1907 – 1975)** Published at IX ANPEd Sul, 2012.

¹⁰ Also, according to the Organization's Basics (Art. 26), each Normal School will have annexes or subordinate to it: a kindergarten, a school group, an isolated rural school, a rural school group, a complementary school, a carpentry workshop, suit and modeling, a culture field for agricultural work and small industries and a canteen for providing lunch to students at a minimum price..

teaching the most appropriate option for women, and this was enhanced by the attributes of mission and vocation (ALMEIDA, 2006).

Little teacher of the rural school... Pretty girl who gets up earlier than the sun, who follows the roads damp with dew towards the white lime house where the kids from the neighboring farms form a row of rags, patches and rounded bellies of ankylostome .

Boy! I already told you to take medicine.

An obscure everyday heroine, a crucified youth, a premature mother of other children who sticks a wooden ruler in the sleepy air of the lazy classes, in a symbolic gesture against illiteracy. We will! Open the book!...

Beautiful girl with dreamy and taciturn eyes who dreams of tropical romances, poisoned by the dangerous heat that seeps into the blood, that moves the muscles that vibrate in the flesh, that sings in the soul, that lulls you in the long nights, populated by the buzzing of mosquitoes...

He seems to see me, in front of the desk, the dark figure, with a hot gaze, glowing, his flight soft, tired, asking a bit about the mathematics. One and one?

And, in a long, intimate retreat, just like someone who dreams awake, she sees the garden, the band that plays in the garden and her boyfriend.

Pretty teacher, obscure everyday heroine, I wanted, but I really wanted, to erect a statue for you...For you...for me...because I've also asked many times. One and one? (RIO NEGRENSER ZEITUNG, 1943, edition n. 816).

This vocation means that the “teacher aimed at there does not seem like a real being, flesh and blood, with concrete needs, desires and ambitions. The attributes credited to her allow her to be imagined as an almost divine being” (FISCHER, 2009, p. 327, our translation). There is also a relationship between the teacher and the mother of other people's children, and the major problem with this very direct connection between teaching and motherhood lies in the stereotyped conceptions regarding women, which end up reinforcing myths and prejudices, reinforcing the naturalized social place of women.

There is little mention in the mid-1930s of the formation of rural teachers, and this only appears again in the newspapers investigated after 1943 in the form of a caricature of a rural school teacher, and also the defense of the creation of a Rural and Technical University in Paraná that did not take effect.

With regard to events, it was possible to identify some congresses, weeks, seminars and conferences dedicated to the rural issue. In the newspaper *O Dia* (1934, edition no. 3322) *Congress of Rural Education*, where he presents the event with the theme of rural education that took place in Bahia, with the absence of Paraná, which did not send a direct representative; this event was promoted by the Sociedade Amigos de Alberto Torres.

In the matter, the first statement is that rural education is a little problem, poorly or not studied, and rural schools throughout Brazil are characterized more or less useless for the very

high function it should play for being “merely verbalist, it is unplanned. And her teacher carelessly occupies her, having her meager income as a mere earner”.

In the same newspaper *O Dia* (1937, edition n. 4101) there is an article about the *Rural Education Congress promoted by the Society "Luiz Pereira Barreto"*, which was inspired by the orientation of the Society of "Friends of Alberto Torres", which organized the Congress of Rural Education held in Bahia in 1934. The problematizations and discussions of the Congress revolve around the following questions: What difference is there between rural and urban schools? Is there a difference between schools designed to prepare the rural population, the agricultural and pastoral areas? Beach and river? Does the health problem in rural areas deserve special care? Should our primary school be a working school or not? How to organize the normal school for the formation of teachers in regional schools?, expressing a clear concern with the formation of teachers for rural areas.

In the *Jornal Paraná-Norte* (1948, issue n. 892), published on 4th of June, there is an article about the *Ruralist Week of Londrina*. Such Ruralist Weeks have been promoted throughout the national territory by the Agricultural Information Service and aim to improve the living conditions of farmers. During the Ruralist Weeks, short courses are also carried out for primary teachers, in the interest of facilitating, as much as possible, the organization and orientation of School Agricultural Clubs, the basis for formation of future farmers in Brazil. In these courses, the following topics are covered: home-made rural industries, games and toys for rural childhood, the task of rural education, combating ants, domestic and school orchards, school agricultural clubs and sericulture.

In the newspaper *A Tarde* (1950, edition n. 136, our translation), when dealing with the *Rural Education Seminar*, “[...] they conceptualize Rural Education as being that which adjusts to the reality of rural life, with the rural school characterized by the nature of the teaching rather than the location”. In addition, they included what they called the social and economic objective of rural education, that is, to contribute to the fixation of people in the countryside, raising their standards of living, showing them how to live happily and usefully in their own environment and bringing them to the rural environment, without deforming its essence, the achievements of technique and progress.

Regarding the function and representation of the rural school, we have the newspaper *O Estado* (1936, edition 19) with an article on *The function of the Rural School* which indicates that for the rural school to be able to perform its essential function, it is necessary that it radically transforms. “It is quite true that, among us, there is no real rural school. What

there are are schools only called rurales, due to the fact that they are located on sites, farms or villages”.

This issue is not, of course, about the ruralization of 'rural' schools, of assembly, installations, etc. This is nothing more than an external and material aspect of the problem, demanding money. What must be taken care of, mainly, with flair and enthusiasm, is the spirit that needs to vitalize the farming school. It is necessary to give this a rural soul, which has unfortunately been lacking.. [...] (O ESTADO, 1936, edition n. 19).

The so-called 'farm school', according to representations in this newspaper, lives up to the pejorative meaning of this name because it is characterized as being very close to the urban model and with even more precarious facilities.

Regarding the organization of rural education O Dia (1932, edition n. 2669) there is an article on Rural Education written by Raul Rodrigues Gomes that deals with the problem of this type of teaching that “they find it simple, childlike, elementary and they think it removes it, creating and promoting isolated schools”. According to the report, the creation of isolated schools would not solve the problem, as the reality contrasts and “[...] each rural school, deserted of activity, absolutely eradicated from ambience, mechanically and precariously performs its very rudimentary function of teaching ABC, miser spiced of traces of calculation and hieroglyphic writing”.

The solution for rural education would not only be in the opening of schools, multiplying their number throughout the State and the country, but also in the professional improvement of the teaching staff for rural areas; this implies a double action “[...] on the one hand, to raise the intellectual and technical level of teaching, and on the other hand to provoke, stimulate and expand the spiritual and moral improvement of peasant societies, immersed in the most deplorable mental misery”. Also, in the newspaper O Dia (1938, edition n. 4623) there is another report on *Rural Education in the campaign to eliminate literacy*, defending that it will only be possible to make teaching efficient among the children of settlers by preparing a specialized teacher.

Professor Sud Mennucci¹¹ was a well-known figure in the newspapers, he appeared in the newspaper O Dia (1935, edition n. 3587) to address the conference he held at the university on the theme 'Because I am a ruralist', weaving his main ideas about the problem of rural education in Brazil. He also appeared in the following year in the newspaper O Estado

¹¹ Born in 1892 in Piracicaba, he was an educator, sociologist, journalist and writer and one of the greatest defenders of rural causes. To learn more, read the thesis of SANTOS, Fernando Henrique dos Santos. **A vida do pensamento e o pensamento da vida**: Sud Mennucci and the formation of rural teachers, advocated at the University of São Paulo in 2015.

(1936, edition n. 29), justifying *The Why of Rural Education* (Sud Menucci), where he presents the plan for ruralization of education based on three cardinal points:

- a) the recognition of the existence of human groups differentiated in terms of their activities, groups which, due to their location, characteristics and contrasts, establish the balance of the social masses of a nation;
- b) the need to prevent and avoid the intercurrency of these various groups among themselves, so that none of them prefers or aspires to the other's way of life;
- c) that of giving each of these social groups the notion of the need for their own existence as it is (our translation).

The first point will require that each of these clusters be given the type of education best suited to their environment. According to him, a standard school was invented, that of the city, and this was spread throughout all areas in the defense that the school should be unique, without considering the specificities of each space, because the same treatment is given to the countryside. given by the cities, so that the rural area does not have obstacles to obtain, for example, electricity, we will have assured the fixation of men to the land. With that, we will give the opportunity to “make it more and more attractive and more charming and we will have suppressed the feeling of inferiority, of almost envy, that drives the peasants and coasters in search of the big cities” (our translation).

In the newspaper *A Divulgação* (1948, edition n. 3-4), *Rural Education in Paraná*, we have data from the Department of Agriculture, Industry and Commerce, referring to the 1940s, which indicate the maintenance of 9 Rural Schools, of which 7 are Workers Rural and 2 Fishermen, all of them supervised by the Department of Higher, Technical and Professional Education.

We also have the record on the installation of supplementary education classes on farms and farms at the initiative of the owners, which appears in the newspaper *Paraná Norte* (1949, issue n. 948) in the article on *The Campaign for Adult Education in the Rural Zone*, the objective it would be to set up special courses so that those who at their proper age could not attend primary school can be enrolled. The professor was a more experienced settler, named Pedro. He takes care of his chores in the morning and after lunch he devotes himself to literacy work. According to the article, Pedro, who has only completed primary school, is alive and intelligent, has already achieved appreciable results in his class, thanks to the interest his students have, the teacher's effort and the farmer's goodwill. “Thanks to this spontaneous and patriotic cooperation, illiteracy in that region is being fought”.

There are also claims about installations of Rural Normal Schools, as shown in the newspaper Paraná Norte (1950, edition n. 986) in the report *A Rural Normal School for Londrina*, where it informs that the Ministry of Education intends to found 17 Rural Normal Schools, spread across by several states, and Paraná will be one of those contemplated, since its population has increased considerably, mainly in the North region, where the city of Londrina stands out and that is why it justifies the request to install a school in this space.

Regarding the fixation of man to the countryside, there are several mentions about the fundamental importance of forming a rural youth capable of understanding the needs of the countryside, offering an education that can contain the rural exodus and keep the rural population where it is needed. This can be seen in the newspaper O Dia (1930, edition n. 2630) in the article on *The education of the farmer needs the help of the entire nation* – where he presents an interview with Dr. Carlos F. Chardon (Director of the Department of Agriculture and Labor of Puerto Rico).

To keep the rural population where it is needed, in the newspaper O Dia (1930, edition n. 2568) published in the morning edition of Sunday, 8th of June, Leôncio Correia¹² wrote an article entitled *The Education Week* where he addresses the three principles fundamental to which the great systems of school organization conform: the principle of community, the single school and the school of work. And he defines the school as follows:

[...] the principle of location of teaching or its adaptation to the environment, which orders primary schools to be molded to the singularities of the area they serve, without breaking its fundamental unity, in its human and national bases. The primary school, with its workshops for small industries, in the urban area, with its fields of agricultural experiences in rural areas, or with its modest museums of fishing gear, in the maritime region, far from diverting from farming and fishing to the manufacturing centers or industries for the letters, the child population that welcomes, thus goes towards what should be, at the same time as education, its main purpose: to root the worker in the workshops, the farmer in the land and the fisherman in the beaches, making them understand and love, with the productive work, the intense life of the factories, the peaceful rural life or the valiant life of the big fisheries [...] (O DIA, 1953, edition n. 2568, our translation).

The speech for the construction of a road network in the state appears in the newspaper O Dia (1937, edition n. 4308) with an emblematic title: *Creating schools and opening roads* – this is the main concern that has characterized the administration of Manoel

¹² Lawyer, writer, journalist and politician born in Paranaguá – PR and was director of the Public Instruction of Rio de Janeiro, director of Pedro II school, director of the National Press, director of the Education Institute of Rio de Janeiro, federal deputy and state deputy for Paraná.

Ribas¹³ in a speech delivered to the mayors gathered in Curitiba. He says: “[...] I can tell you that my constant concern is to create schools and open roads, linking all the municipalities together, for a perfect communion of ideas and for the greater grandeur of Paraná” (our translation).

Manoel Ribas, as well as Moysés Lupion later, prioritized issues related to rural areas in his administration. In his speech, Manoel Ribas assures that “[...] the wealth of a country, or a State, comes from the land. Hence my ruralist predilection. And it is this land of araucarias that will provide the economic emancipation of Paraná in the very near future” (our translation).

Final considerations

One of the motivations for the construction of this repertoire lies in the intention to contribute to the area of History of Education in the State of Paraná, specifically regarding rural issues, considering that this State was predominantly rural until 1960 and this rural past is still little explored in terms of schooling, structure, teacher formation and educational practices for the rural environment.

The repertoire on rural education in Paraná exposes a vast educational heritage to be explored through the press, and these sets of materials presented are an important way of accessing the most varied information that can be addressed in different ways: the meaning that rural education took over in the state of Paraná throughout the 20th century; how rural education was prioritized (or not) and how this had an impact on the state's development; the diverse objectives of rural education, presented in different periodicals; the way in which the state met the demand for rural education, its structure and teacher formation for rural areas.

In this repertoire, rural education was presented divided into five sections: rural teacher education; events; function and representation of the rural school; organization of rural education and settlement of man in the countryside, cataloging reports on the subject in nine different newspapers (O Dia; Diário da Tarde; Rio Negrener Zeitung; Diário do Paraná. Paraná Norte; A Tarde; A Divulgação; O Estado e Paraná Esportivo) between 1930 and 1961. During this period there is a defense of an education specific to rural people, who can have an adequate structure and teachers prepared to deal with the rural issue, this tripod would contribute to the fixation of man on the land.

¹³ Manoel Ribas was an interventor appointed by Getúlio Vargas to administer the State of Paraná. He remained from 1932 to 1945 at the head of the government of Paraná, sometimes as interventor (1932-1934), sometimes as governor of (1935-1937), and again as interventor (1937-1945).

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