

## The training of Normalistas at the State Normal School in Campina Grande (1960-1971)

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### Resumo

The aim of this study is to identify the curriculum formulated for the Campina Grande State Normal School, in Paraíba, which was created in 1960 and was the first public institution in this city to train normalist teachers, within a historical context of consolidation of normal schools in the 20th century. The methodological support for this documentary research is the Indicative Paradigm, through which we selected the sources - Individual Enrollment Sheets - and identified a significant number of traces that bring us closer to the history of the curriculum for training female teachers. The research was limited to the period from the creation of the school in 1960 until 1971, when normal education was dismantled under Law 5.692/71. An examination of the records from this period revealed that female education at the Campina Grande State Normal School focused on the naturalization of women and their improvement with some traces of a scientific approach to educating children.

### Keywords

training; normalista; curriculum; professional training; 20th century.

### A formação das normalistas na Escola Estadual de Campina Grande (1960-1971)

### Resumo

Este estudo tem como objetivo identificar o currículo formulado para a Escola Normal Estadual de Campina Grande, na Paraíba, criada em 1960, sendo a primeira instituição pública dessa cidade para a formação de professoras normalistas, dentro de um contexto histórico de consolidação das Escolas Normais ainda no século XX. A pesquisa de cunho documental tem como suporte metodológico o Paradigma Indiciário, por meio do qual se selecionaram as fontes – fichas individuais de matrícula – e se identificou uma quantidade significativa de vestígios que nos aproximam da história do currículo de formação das normalistas. A pesquisa se limitou ao período de criação da escola, em 1960, estendendo-se até 1971, quando o ensino normal foi desconfigurado a partir da Lei nº 5.692/71. Ao examinar o corpo de fichas desse período, constatou-se que a educação feminina na Escola Normal Estadual de Campina Grande teve como foco a naturalização da mulher e o seu aperfeiçoamento com alguns traços de uma cientificidade para a educação com crianças.

### Palavras-chave

formação; normalista; currículo; formação profissional; século XX.

## La formación de normalistas en la Escuela Pública Campina Grande (1960 a 1971)

### Resumen

El objetivo de este estudio es identificar el currículo formulado para la Escuela Normal Estatal de Campina Grande, Paraíba, creada en 1960 y primera institución pública de la ciudad en formar profesoras normalistas, en el contexto histórico de la consolidación de las escuelas normales en el siglo XX. El soporte metodológico de esta investigación documental es el Paradigma Indicativo, a través del cual se seleccionaron las fuentes – fichas individuales de matrícula – y se identificó un número significativo de trazos que nos aproximan a la historia del currículo de formación de maestras normalistas. La investigación se limitó al período que va desde la creación de la escuela, en 1960, hasta 1971, cuando la enseñanza normal fue desconfigurada por la Ley nº 5.692/71. El examen de los registros de este período reveló que la educación femenina en la Escuela Normal Estatal de Campina Grande se centraba en la naturalización de la mujer y en su perfeccionamiento, con algunos rasgos de un enfoque científico de la educación de los niños.

### Palabras clave

educación; normalización; plan de estudios; formación profesional; siglo XX.

## 1 Introduction

In Brazil, teacher training is a consolidated field of research in the History of Education. The investigations undertaken with the object surrounded in the Normal Schools became the first specialized institutions for the preparation of teachers. According to Tanuri (2000), the first Normal Schools trained male teachers, masters for teaching. As time passed and the profession became less prestigious, women began to take over this space. Therefore, here, at this moment, we refer to male teacher training. The first of them emerged during the imperial period, in the city of Niterói, in the province of Rio de Janeiro (RJ), in 1835. The consolidation of the other schools for this purpose took place in the transition from the 19th century to the 20th century, going through numerous changes, the most significant being the feminization of teaching. Following the course of expansion of normal education, the first of these schools to be established in the Northeast was in Salvador, Bahia (BA) - 1836, then in Teresina, Piauí (PI) -1864, Those in Aracaju, Sergipe (SE), were also built in 1870; Natal - Rio Grande do Norte (RN), in 1873; Fortaleza-Ceará (CE), in 1878; João Pessoa-Paraíba (PB), in 1884; and São Luís - Maranhão (MA), in 1890 (Araujo et al., 2008).

The educational commitment of these schools was marked by directions from the states and the Catholic Church, often generating distinctions between the institutions. In this way, the national normative curriculum that organized normal education underwent

different interferences and interests. The absence of a national curriculum for Normal Schools is explained by the decentralization that occurred in the Empire, with the promulgation of the First Letters Law, on October 15, 1827, which delegated the responsibility for creating and regulating their school institutions to the provinces. Although there was no national curriculum to guide these institutions, they promoted women's access and permanence in their facilities, also becoming environments marked by a discourse of the ideal of a female teacher and a woman that circulated there and in society in general, reproducing and maintaining the normalist image.

It is understood in the field of studies that Normal Schools began to constitute essentially feminine spaces, in Brazil, in the transition from the Empire to the Republic. These institutions that already reached a significant number of women, to the detriment of men's enrollment, emerged and triggered the process of feminization of teaching (Kulesza, 1998). In the province of Paraíba, the formation of the Normal School occurred on April 7, 1885 (Kulesza, 2008). Since its creation, this school already had a significant presence of female students. According to the author, the lack of uniformity in primary and normal education accentuated the weaknesses of education. In this sense, the Normal School in Paraíba became known as a place of distinction for some girls in society. As in other provinces and states, the institution in Paraíba was a model for other normal courses in the locality, such as those that operated in Campina Grande-PB, preceding the creation of the Escola Normal Estadual de Campina Grande (ENECEG) – at the Pedagogical Institute –, where The first normal course in the city, equivalent to the Escola Normal da Paraíba, operated.

When focusing on ENECEG, the time frame is from 1960 to 1971, covering the first decade of its operation, since its creation in 1960, through State Law No. 2,229/1960, through installation in its own building, when it was called A Milésima (The Thousandth), as a result of this being its position in the order of works delivered to society, in 1970, by the State Government of João Agripino, until 1971, with the promulgation of Law nº 5,692, which characterizes vocational education and changes the conception of training in teaching. This information can be found in the newspaper *Diário da Borborema*, in the news of May 10, 1970, on the second page, year XIII, nº 4,067, as well as on the delivery sign posted on the building of the Escola Normal Estadual Padre Emídio Viana Correia. In this section, many questions instigate the historiographical work on the formation of

normalists; At this moment, we will stick to the curriculum, through the subjects studied by the students that are registered in their individual registration forms.

The creation of ENECG was motivated by national development policies, which had an impact on local governments, in addition to being identified as one of the social and cultural demands of the population (Agra do Ó, 2006). As presented in the preliminary project (Paraíba, 1959), the creation of the School met the guidelines of the educational policy adopted by the government, which was committed to the expansion of normal education, thus increasing the number of qualified teachers.

Given these initial data and the content present in the individual forms of the normalists, we asked: how was the school curriculum for teacher training developed at this Normal School? How were school subjects organized? To this purpose, aiming to identify the curriculum formulated for ENECG, which triggered the school practices and cultures developed at this school in the first decade of operation (1960-1971), we analyzed Law nº 850, of December 6, 1952, which defines the organization of normal education in the state of Paraíba; and individual registration forms, as already mentioned.

We understand that discussing particular, unique and historical aspects of teacher training is the sine qua non for understanding practices experienced in education and society, particularly in Paraíba, some of which are already outdated, ineffective, but still seen as natural or legitimate by those who make *curricula vitae*.

## 2 Normal Teaching in the State of Paraíba

The State Normal School of Paraíba was inaugurated during the imperial period, following the promulgation of Law No. 761, on December 7, 1883, regulated on June 30, 1884 (Kulesza, 2008). The social, cultural and economic characteristics of the state of Paraíba context distinguished this Normal School from its counterparts, whether due to the autonomous creation that defended the school as a specific space for teacher training, or due to the didactic, pedagogical and administrative differences.

Consisting of two levels: 1st and 2nd grade, and divided for males and females, its educational purpose was to guarantee new directions for primary education in the province of Paraíba. Enrollment in the female school was successful, while there was no

demand for the male school (Araújo, 2010), clearly marking the presence of normalists in the context of Paraíba, since the establishment of the first Normal School.

Although this institution was the place par excellence for training teachers, its activities were restricted to preparing good girls and future housewives. The Escola Normal began to be conceived as “[...] a female school aimed at the upper classes, [...] serving much more to prepare the mother and wife, necessary for a changing society, than to train a future teacher” (Kulesza, 2008, p. 270).

Other institutions for normal students, linked to the Catholic Church, also marked teacher training in Paraíba. Research on these institutions highlights examples of the norms, conduct and pedagogical projects that involved these schools. An example of this nature is the Colégio Nossa Senhora de Lourdes (CNSL), which was created in the city of Cajazeiras, located in the backlands of Paraíba, in 1928, by the nuns of the Congregation of the Sisters of the Institute of Santa Doroteia (Sousa, 2018). According to the author, the institution provided primary educational and normal courses, on a boarding, semi-boarding and day school basis. “[...] Both Primary and Normal catered exclusively to girls, most of the time, daughters of the wealthiest families in Cajazeiras and the region, who sought relevant training for their girls at a religious school” (Sousa, 2018, p. 18).

Francisca Mendes Normal School, in the city of Catolé do Rocha, hinterland of Paraíba, according to an investigation carried out by Sousa (2012), was created in 1939, meeting social perspectives of a political and economic nature. Furthermore, it contributed to the education of surrounding cities, under the responsibility of repairing the educational backwardness of the inner regions of Paraíba.

The absence of other educational institutions in the most remote areas of the state made it possible for female students to have access to the Normal School, but this did not guarantee that primary schools would have a significant number of female teachers. Another study involves the normal regional course of Mamanguape, created in 1949, investigated by Soares (2016). The author highlights that the creation of this institution involved social characteristics related to the economic project, which defended education as redemptive, thus access to school would provide advancement and social control.

Regarding the establishment of Normal Schools during the 1940s and 1950s, Saviani (2008) states that it was the constitutive milestone of these institutions. During

this period, the courses mainly catered to female audiences. Regarding the establishment and restructuring processes, Soares (2016) concludes that there were, in the interior of northern Paraíba, strategies that were related to the federal government's proposal to reduce the high rates of illiteracy; in order to achieve this, normal courses were restored and created. In the city of Mamanguape and Catolé do Rocha, the Escola Normal Regional trained teachers, including for the surrounding cities: Rio Tinto, Bahia da Traição, Jacaraú, Itapororoca and Marcação.

When considering the development pact and the high illiteracy rates of the 1950s, the state government of Paraíba intensified the Educational Plan for the Restructuring of Normal Education. Between 1951 and 1956, Paraíba, under the government of José Américo de Almeida, had 19 Normal Schools (Sousa, 2012).

After Law No. 8,530, on January 2, 1946 (Organic Law of Normal Education), between 1949 and 1955, Normal Education in Paraíba had the creation and approval of six laws that were directly related to schools that offered this training, they were: Law nº 608, on November 13, 1951, which restructured the career of technical teaching inspector; Law No. 722, on January 4, 1952, which created the Superintendency of Normal Education; Law No. 850, on December 2, which corresponds to the Organic Law of Normal Education of Paraíba; Law No. 867, on December 30, 1952, which organized the teaching staff of the Institute of Education; Law No. 1,172, on March 28, 1955, which created 55 positions of educational inspectors; and Law No. 1376, on December 12, 1955, which appointed the founding teachers of the existing chairs at the Teacher Training School (Soares, 2016).

Law No. 1,635, on December 14, 1956, which "Creates the Division of Normal Education and makes other provisions", the State Department of Education, the Division of Normal Education, with the objective of administering, guiding, planning and supervising normal education, abolished the position of superintendent of normal education. It also created, within the state's permanent staff, the positions of director of the normal education division, director of the Institute of Education, general inspector of normal education, secretary and archival librarian. Also according to the Law, in its article 4, the Regulations for the Normal Education Division would be drawn up by the Executive Branch.

These laws demonstrate a structuring of Normal Education, an organization that served a project to organize and restructure teacher training. According to document GG/484 – Letter on October 26, 1959.

[...] the guidelines of my Government's educational policy, committed to expanding normal education with the aim of increasing the number of qualified teachers in the State. In this sense, private education establishments spread across the interior of the State have been encouraged to install, restore or reinvigorate their normal courses, which has not translated into a mere suggestion/or appeal [sic], but also technical assistance to the teaching, as was done with the training course for teachers in private normal schools (Paraíba, 1959, p. 1).

The “Government” mentioned in the quote above concerns the administrative period of Pedro Gondim, who forwarded the letter to José Fernandes de Lima, deputy who served as president of the Legislative Assembly of Paraíba, informing about the creation of ENECG. It is worth noting that this restructuring movement extended to all teacher training institutions, private or public. We can assume, based on the information on the improvement course, that, possibly, the number of private schools/normal courses stood out in relation to public schools. Furthermore, the guidelines presented themselves as something beyond mere guidance, as the change was necessary and imposed.

With an emphasis on the expansionist project of structuring and restructuring normal education in Paraíba, the following official documents were published: Bill No. 543/1959, which “Creates the Escola Normal Estadual de Campina Grande in 1959”, and Law No. 2,229, on March 31, 1960, inaugurating the first Public Normal School in Campina Grande-PB, the object of our study. On the basis of the creation of this School, the prerogatives of the national developmentalist political moment during the 1950s coexist, which saw education as a necessary stage for the development of society/state.

Regarding the installation of the school, we found, in document GG/484 – Letter on October 26, 1959, the presence of specificities regarding the curricular organization of ENECG, as per the transcription below:

Comparing the administrative organization and the curriculum of its pedagogical course, it appears that the preliminary project [sic] of the Escola Normal Estadual de Campina Grande presents an identical structure to [sic] the Institute of Education, a name that, however, in all [ sic] the units of the Federation, is reserved for the standard normal school, which is not restricted to the normal course, which is why it must promote permanent or periodic improvement and specialization courses for secondary and elementary school teachers and promote other extracurricular needs related to the improvement of normal and

primary education, serving as a model for similar institutions. This is what can be seen from Law nº 850, of December 6, 1952 (Paraíba, 1959, p. 2).

According to the reading of article 4 of Law No. 1,635, on December 14, 1956, which provides the creation of the Normal Education Division Regulations by the Executive Branch, we can interpret this attitude in the organization of the ENECG curriculum as a state action, from which it is understood that the power mechanisms appropriated by the State determine who dominates the discourse (Foucault, 2014).

This discourse gives legitimacy to the pedagogical and training actions to be developed by the School, guaranteeing it a place for the production of training culture and representation of the teaching profession and the construction of this professional identity. Based on Chartier (1991, p. 183), we understand this construction as a result of the relationship of forces “[...] between the representations imposed by those who hold the power to classify and name and the definition, acceptance or resistance, which each community produces of itself”. The School is seen with an identity, therefore with privilege and power over extracurricular content, and, in the improvement of normal education, seen as an example to be followed and a guide for other institutions, giving it a prominent position in the inner parts of Paraíba state.

From this perspective, since the creation of the first Normal School in Paraíba, still in the imperial period, until the implementation of ENECG in the 20th century, in 1960, we perceive the State as a structure that organizes the curricular and sociocultural contents of teacher training, which adapts to the political model and the transition from governments from the 19th to the 20th century, always reinventing itself. The studies presented here demonstrate some representation models established as a result of the teaching profile, as well as similar characteristics in the process of creating schools in favor of economic development. The relevance of these analyzes points to the significant field of study that unfolds with the object of Normal Schools.

### **3 Time of development and the sociocultural contents of the Normal School in Paraíba**

Time and organization are instruments that facilitate pedagogical action, so that school activities, regulations, norms and laws aim to guarantee organization through



devices that regulate, instrumentalize, identify and monitor the particularities of teaching. By legitimizing themselves as a teacher training institution between the 19th and 20th centuries, Normal Schools consolidated the idealization of teacher training.

From the 1950s onwards, in Paraíba, new legal provisions were created in order to regulate and guide this level of education. The content taught at the Escola Normal followed the organization defined in Law No. 850, of December 2, 1952 – From the organization of Normal Education in the State of Paraíba. This law possibly resulted from the guidelines established, at a national level, by Decree-Law No. 8,530, of January 2, 1946, guidelines that were not strictly followed by all states. In agreement with Moraes (2014), the states that chose to develop their own standards ended up not differing from the Decree-Law.

With the project to restructure normal education from 1950 onwards, we assume that Paraíba organized an education system based on standards, regulations and guidelines that outlined the execution of teacher training, managing the time of activities, the form of internal organization of institutions and other forms of framework that would define teaching. This regulatory standard, even if based on more economic than intellectual interests, has value, as stated in Foucault (2014, p. 165): “[...] Techniques that are always detailed, often intimate, but have their importance: because they define a certain mode of political and detailed investment of the body”. The educational policy in this context invested in techniques forged by social symbolism, accepted as something natural in the female universe, which justified the regulations that controlled the training of teachers.

Law No. 850, of December 6, 1952, is a document that regulates all normal education in Paraíba, being defined as the Organic Law of Paraíba. This Law was structured according to the bases and organization of Normal Education, acting on educational establishments, own and similar institutions, controlling the entry and permanence of teacher trainers, also regulating the purposes of normal education, the structuring of disciplines, composing school life, that is, school work and activities, training time and school subjects to be developed for training courses for teachers and teaching directors, that is, it is a law that covers the entire organization of Normal Education Paraíba, complementing national guidelines.

Divided into five titles that are made up of complementary chapters: a) the purposes of normal education; b) normal education and free education; c) normal education establishments; d) the education institute; e) of similar establishments, this Law provided for surveillance over different training aspects: the instruction of the normalists, the conservation of morality and the definition of the salary of the teachers who would carry out the education of the normalists. According to Moraes (2014, p. 88), “[...] until the 1940s, the creation and operation of Normal Schools did not yet meet the [sic] demand of training teachers for the initial years of schooling”.

The developmental projects underway in Paraíba, linked to the socioeconomic change in society, also led to a change in the educational curricula of primary schools. And the training of teachers, which did not have a more organized systematization of teaching, but correlated women's schooling only as a moment of improvement in domestic activities and the representation of wives and mothers, became, with the establishment of the Laws, to give teaching the character of a viable profession for women, who would easily accumulate their domestic duties, with the advantages of obtaining a diploma and, perhaps, entering higher education (Moraes, 2014).

Among the determinations of the Organic Law (Law nº 850, of December 6, 1952), the second section specifies more precisely the guidelines for Official Education and Free Education; the first can be taught both by public authorities units and by private free enterprise units (private education network), as long as the latter's units comply with the standards contained in state laws and regulations. Free Education was offered in normal courses in schools attached to private institutions, equivalent to the Escola Normal da Paraíba, a situation in which Campina Grande-PB found itself until the creation of ENECG, in 1960.

Equivalent institutions had to meet minimum requirements, defined in the Law, as to: have appropriate buildings and facilities, laboratories, museums, library, auditorium and equipment necessary for physical education; have sufficient and appropriate teaching material, in addition to the financial capacity to maintain the full functioning of the school; maintain the organization of teaching and observation of the school program regime in accordance with the specific instructions in the law in force; establish teaching staff with indispensable moral and technical integrity; promote teaching of Portuguese, Geography and History of Brazil by native Brazilian teachers; grant remuneration

according to the bases issued for secondary education by the Ministry of Education and Health; ensure the operation of attached primary schools, where teaching practices should be developed; guarantee the maintenance of the Gym, recognized by the Federal Government and its internal regulations.

Although it is not our objective to discuss the specificities of the institutions that offered normal education, we highlight the organizational concern, defined in Law No. 850, of December 6, 1952, for private/similar institutions. Almost to the same extent, public schools would also operate under the supervision of the Law, but could be opened in spaces on loan, until the construction of their building. This happened with the Escola Normal in Paraíba, in the imperial period, and with the Campinense Normal School, in 1960.

The Institute of Education, which operated under the day school regime, would be limited to females and would serve two-cycle secondary courses, with training for primary teachers, specialization in normal education and primary school administration courses. Attached to the Institute, there should also be an Application School, aimed at primary and pre-primary courses, in addition to promoting the teaching practice carried out by normalistas students at training.

In this way, we understand that normal education in Paraíba was organized based on a body of instructions and recommendations that guided the representations of the normal course itself, the training teachers and the contents to be applied, and paid attention to the need to comply with teaching practices that materialized these representations.

These initial considerations subtly discuss the idealizations of normal education. Based on a proposal for pedagogical training aimed exclusively at women, the course followed the determination of precepts that differed depending on the institution that offered it, that is, there were distinctions between that of the public institution and that of the private organization. The Church was part of these offers, as we identified the presence of these Normal Schools, in Paraíba, most of the time, under the control of the Catholic Church, which gave the understanding that the teaching was confessional and/or private. The established precepts also define the ideological intentions linked to this type of training in these educational establishments.

General teaching orientation programs are defined as simple standards for subject programs, and must always be in accordance with the methodological guidelines of the Ministry of Education and Health. Regarding Moral and Civic Education classes, the orientation is not defined in any way. specific program. Methodology classes, that is, those involving teaching practices, according to Law No. 850/1952, should systematically follow primary education programs, which, when necessary, should be revised. The practice of having the Normal School curriculum associated with primary education was recurrent. This practice reduced the quality of teacher training and limited the educational plans of Normal Schools (Tanuri, 2000).

When analyzing the subjects taken by ENECG normal students, we evidence that these first three years are equivalent to the structuring proposed by the Organic Law of Normal Education (Decree-Law 8,530/1946) and by Law nº 850/1952 – From the Organization to Normal Education of the State from Paraíba.

The training of normalists, in the Institution's curriculum as well as in the laws, points to the nature of the course with a maternal perspective, that is, a preparation to perfect the feminine vocation, in this case, educating young children, contributing, in general, with the construction of citizenship, whether at home or at school.

**Chart 1 – ENECG Subjects (1960-1962)**

1st Term	2nd Term	3rd Term
1960	1961	1962
Portuguese	Portuguese and Portuguese Literature	Educational Psychology
Mathematics	Educational Biology	History of Education
Physics	Philosophy of Education	Educational Sociology
Chemistry	General Psychology	Hygiene and Childcare
General Biology	Hygiene and Health Education	Methodology
Physiology and Anatomy	Methodology	Teaching Practice
Music and Orpheonic Singing	Music and Orpheonic Singing	Music and Orpheonic Singing
Physical education	Drawing	Drawing
Drawing	Applied Arts	Applied Arts
Applied Arts	History of America	Physical education
Geography of America	Physical education	
Geography and History of Paraíba		

Source: Research Data (2022).

This perspective is evident in the identification of some disciplines, namely: Music and Orpheonic Singing, Drawing, Applied Arts and Hygiene and Childcare. According to Kulesza (2014), these disciplines made up a set specific to the exercise of the profession.

It emphasized the feminine mission towards the home, to be a mother or to be a teacher of children, since it was in line with their natural affections. The other subjects, according to Kulesza (2014), were General Training.

We also identified subjects focused on the scientificity and/or practice of teaching, such as: Educational Psychology, Educational Biology, Teaching Methodology and Practice. According to Moraes and Santos (2015), the Brazilian historical context interfered with the curriculum of Normal Schools. Thus, we understand the profusion of these disciplines as an emphasis also on the technical period – in the establishment of teaching as a notably feminine profession, the medical-scientific discourse was also part of the educational curriculum for teacher training (childhood and education are themes pertinent to the scientific) (Louro, 1997).

Furthermore, Drawing, Applied Arts, Music and Orpheonic Singing and Physical Education, Recreation and Games classes were also present in the normalists' training curriculum. The guidance in this document is therefore based on the fulfillment of these activities already present in primary education. According to Tanuri (2000), this is one of the first techniques used for teacher training: repeating what should be taught in primary schools. We believe that the training of normal students was subject to the adoption of techniques, created in the reproduction of what was already developed in primary education.

Throughout the training curriculum of the normalists in Campina Grande, we see the activities of Drawing, Applied Arts and Music. Reference to these activities was present in the students' individual records, as in the articles published in the local newspaper - Diário da Borborema, which announced the school practices and cultures developed by the students. This newspaper had daily circulation, belonging to Diários Associados network. Its operation in printed form took place from 1957 to 2012. Currently, issues of the newspaper are available at the Átila Almeida Rare Works Library, at the State University of Paraíba (UEPB). As well as the propagation of religious practices, which, although they did not constitute disciplines, were normally associated with normalists through religious solemnities and the dissemination of activities in the newspaper.

The national law (Decree-Law No. 8,530/1946) and the state law (Law No. 850/1952) do not define religious education as mandatory, but consider that it can be

included as a subject in normal education courses, without constituting an obligation for students. teachers or forced attendance of students. Even after the definitions of Decree-Law nº 8,530/1946, some institutions maintained Religious Education in their curricula, mainly schools run by the Catholic Church, as, even in the 20th century, women's education was intensely marked by the imagetive notion of their moral preservation (Moraes, 2014).

When analyzing Law No. 850/1952, we identified in its content an argument for naming and establishing Normal Schools. Their constitution and denomination were understood as centers of school and extra-school culture, where moralizing actions should be developed in favor of the dignity of the primary teacher's career. Analyzing this perspective, we understand that the “[...] constitution of a group’s identity, understood [...] as a multifaceted dimension, must be analyzed within the framework of the construction of representation processes” (Villanova, 2008, p. 73).

Within a set of activities developed inside and outside the school, the representation of becoming a teacher is fulfilled. This construction becomes visible to society, which, in common sense, stimulates, from the past, in the projection of the future, the perception of permanence in the representations of teaching (Villanova, 2008). The reproduction in the Normal School of primary education activities, as well as the teaching of morals through religion, guarantees, for a long period, that the function of teaching children is a simple activity to carry out and is associated with motherhood, action and unavoidable condition of women.

Considering the prerogative that normal courses should adopt subjects in their curriculum that make reference to the primary school program, we understand that there was an emphasis on teaching Portuguese as well as Drawing, Orpheonic Singing and Physical Education, Hygiene and Health Education, standing out issues already highlighted by Louro (1997), regarding the naturalization of some activities involving female affections.

The modernization, order and progress of society depended on the hygiene of the family and young citizens, with the teacher – mother – being responsible for the physical and emotional development of children. From the perspective of Moraes and Santos (2015, p. 17), when dealing with the subjects of Physical Education and Childcare in normal education courses, they emphasize:

[...] hygiene habits capable of creating in the Brazilian people the ideal health awareness that is so necessary for the physical, mental and racial improvement of future generations. School education was the best way to achieve these objectives, in addition to ensuring the health of children [sic] by correcting possible deviations, the school contributes to the development of appropriate standards of behavior, cultivating in children habits of morality, honesty and hygiene.

The curriculum for teacher training then assumes a dual purpose, as women were educated to play an important role in society, that is, they had outlined their professional conduct, which would culminate not only in their family actions but also in their school education – she educated herself and, consequently, educated others. To this end, “[...] a good teacher should understand the possibility of social transformation through education and the importance of activity and interest to guarantee an efficient educational process” (Viviani, 2005, p. 210).

The composition of ENECG disciplines was configured in accordance with legal regulations. In Chart 2, we analyze the subjects that made up the curriculum for the training of normalistas.

**Chart 2 – ENECG Subjects (1964-1966)**

1st Term	2nd Term	3rd Term
1964	1965	1966
Portuguese	Portuguese	Portuguese
Mathematics	Statistic	Fundamentals
Psychology	C.F. Biológicas	Science Didactics
Metodologia	Psicologia	Teaching Practice
C.F. Biol.	Childcare	Drawing
Sociologia	Methodology	Language Didactics
Atividade Artística	Language Methodology	Psychology
Educação Física	Drawing	
Drawing	Fundamentals	
Hygiene	Geography and History	

Source: Research Data (2022).

Portuguese is present in a large part of the school curriculum, in addition to Portuguese Language Literature, but the predominance remains in Drawing, Applied Arts, Music and Orpheonic Singing, Physical Education, Recreation and Games classes. Such instrumental subjects have existed in the curriculum of Normal Schools since the beginning of the republican period. The inclusion of these disciplines did not only concern the inclusion of arts in the context of Brazilian culture, but developing aspects of modernization and new directions for society. This discourse lasted until the 20th century,

and the subjects began to be defended in the normalists' curriculum because it “[...] offered teaching methods that would result in the well-being of students; music, in this sense, assumed a balancing function, calming them and resting the spirit to face exhaustive reasoning activities” (Moraes; Santos, 2015, p. 15).

Subsequently, the classes from 1968 to 1970 studied subjects with the same instrumental and training content. In addition, we identified the subjects of Moral and Civics and School Administration, in the year 1970. Even so, the emphasis on Didactics and Teaching Practice is present throughout the training, which constitutes the teaching practice.

**Chart 3 – ENECG Subjects (1968-1970)**

1st Term	2nd Term	3rd Term
1968	1969	1970
Portuguese	Portuguese	Portuguese
Mathematics	Mathematics	Fundamentals of History and Philosophy of Education
Psychology	Science	Civic and Moral Education
Methodology	Psychology	Teaching Practice
Science	Teaching Practice	School Management
Sociology	Geography	Educational Psychology
Teaching Practice	Language Didactics	General Didactics
Geography	Mathematics Didactics	Language Didactics
Physical education	Fundamentals of History and Philosophy of Education	Mathematics Didactics
History	History	Didactics of Social Studies
	Physical education	Physical education
		Science Didactics
		Singing and Music

Source: Research data (2022)

Recreation and play are part of activities for children's development; the subjects related to Drawing, Arts, Music and Singing also seem to us to be quite valued – as well as the subjects already mentioned above, present in the curriculum of the three series –, as they define a cultural ideal that could be visualized externally through cultural presentations and exhibitions. of school activities. Thus, both instrumental subjects and general training subjects standardize the way the primary teacher profession is established.



**Chart 4 – ENECG Subjects (1969-1971)**

1st Term 1969	2nd Term 1970	3rd Term 1971
Portuguese	Portuguese	Portuguese
Mathematics	Mathematics	Fundamentals of Education
Psychology	Physical and biological sciences	Moral and Civic Education
General Didactics	Psychology	Teaching Practice
Physical and biological sciences	Teaching Practice	School Management
Sociology	Hygiene	Visual Fine Arts
Practice	Musical education	Educational Psychology
Geography of Paraíba and Brazil	Language Didactics	Science Didactics
Physical education	Fundamentals of Education	Language Didactics
History of Paraíba and Brazil	Science Didactics	Mathematics Didactics
	Moral and Civic Education	Didactics of Teaching Practices
	Physical education	Physical education
	Didactics of Social Studies	Recreation in Primary Education
	Sociology of Education	Singing and Music

Source: Research data (2022).

Law No. 850/1952 proposes the organization of a set of subjects that were not presented in Law-Decree 8,530/1946, National Decree, the first Law that defines the organization standards and purpose of normal education in Brazil. They are: in the 1st grade, Geography and History of Paraíba, General Biology, Music and Orpheonic Singing and Geography of America; in the 2nd grade, Portuguese and Portuguese Literature, Philosophy of Education, Hygiene and Health Education and History of America. When analyzing the individual ENECG registration forms, we observed uniformity with the organization of the Law. In the tables presented previously about the subjects, there is an alternation of subjects according to the sequence in which they were offered, but the recommendations of the laws in the 1960s period were followed. to 1971, the context of this research.

Subjects such as Hygiene and Childcare, General/Educational Biology, Anatomy and Physiology and Psychology build up a corpus of conditions and functioning of the discourse (Foucault, 2014) about the teaching profession. The Brazilian school also stems from a medical matrix, defining that hygiene and body disciplining habits should be incorporated into the school environment. By prescribing measures for organizing space, controlling the time of activities, standards of posture and morals, school practices absorb medical discourse, thus configuring the school as a place of health (Gondra, 2004). In

this sense, teachers should intervene in their pedagogical practice, which were configured as sanitary measures.

The intervention of hygiene should not seem strange to educators, even in relation to issues today considered to be of an eminently pedagogical nature, and it is up to them to rethink their work in terms of hygienic precepts, insofar as the articulation between hygiene and education would result in a balance between physical and intellectual development of students (Rocha; Gondra, 2002, p. 503).

Regarding the model proposed by Decree-Law no. 8,530/1946, article 8, understands that the subjects are recommendations, that is, the minimum proposed to build up Normal Education, so that Paraíba Law (no. 850/1952), by including other subjects, was not violating the national standard. Such subjects encouraged the minimum curriculum set out in pedagogical needs that can be understood from two dimensions: a) the curriculum necessary for hygiene intervention and b) the female curriculum for normal students, considering the need to include the subject Hygiene and Childcare, since the training of teachers based on the primary education curriculum would not be covered by the content relating to the child's first years of training, that is, newborns and very young children. As described in Law 4,024/1961, article 27, "Primary education is mandatory from the age of seven and will only be taught in the national language". In this way, Hygiene and Childcare studies were focused, notably, on educational practices beyond the school environment, that is, on family and social education.

Even so, when taking as a reference the surplus subjects in the Paraíba project, we identified signs of the Paraíba educational proposal for teacher training. In the three terms of the normal course, the subjects of Music and Orpheonic Singing, Drawing and Applied Arts and Physical Education, Recreation and Games – these last two subjects also appear in the three terms of the Organic Law – are part of the proposal for the training of normal students. School subjects follow pre-established rules – in this case, the subjects aimed to guide and regulate ways of acting and behaving.

With the analysis of this Law, we identify it, in Paraíba, as a corpus of circulation and dissemination of the organization of Normal Education. The Law, in its extension, defines parameters that must be followed, assuming itself as doctrine, establishing a hierarchy of social functioning (Foucault, 2014). The subjects thought of as instrumental make up the construction of the representation of a teacher; the Escola Normal trains girls who know how to draw, produce artistic objects, who sing and play instruments, that

is, who have the training required for teachers – women. The appreciation of social behavior also defines the requirements for certificates of good conduct, in order to highlight the moralism that is present in this educational curriculum.

Following the Law of Guidelines and Bases – 4,024/1961 – the Normal School curriculum underwent minor changes. The most significant of these is that it consisted of mandatory subjects of the secondary school course plus the pedagogical preparation subjects, in addition to ratifying religious education as optional.

In the analysis carried out on the Individual Enrollment Forms of ENECG students, we did not find religious education as a school subject; however, this component appears in the activities developed by the school, such as: Easter, Thanksgiving Church Service, Blessing of rings, among others. Possibly, these activities also seek to preserve women's morals and education through religion.

#### 4 Final considerations

The laws and decrees cited throughout this text constitute one of the possible sources to bring us closer to the curriculum proposed for the normal course, specifically in Campina Grande-PB. The design and organization of details reveal a type of vigilance in the teacher training. In symmetry with the national developmental period, the state of Paraíba constructed its own guidelines, which did not differ substantially from the national law, but possibly demonstrated its internal control, by standardizing rules for the construction of normal education.

Regarding the set of sources consulted for this research from the perspective of the theoretical framework, it allowed us to identify that the curriculum, as well as the pedagogical practices and school culture developed at the Normal State School of Campina Grande, in the period from 1960 to 1971, were based on the ideas of moral and civic responsibility of the normalists to play the role of mother, wife and daughter for the city education.

This statement brings us closer to the constructions surrounding the training of normal students and teachers in our history. It is worth remembering that ENECG was created in 1960, in the course of a national developmental policy and under the practice of Paraíba policies that boosted literacy as a result of development. Despite economic

concerns appearing as a tangent to development, education occupies a place in the discourse and, although the training of teachers was understood as necessary, in the example of ENECG, it ended up being relegated to slowness. The school was created, but it operated on the premises of other institutions, weakening the development of educational practices.

Regarding the curriculum of normal education in Campina Grande, we concluded that it was composed of instrumental training subjects – Hygiene and Childcare, Drawing – suitable for the exercise of the profession, and general training – Portuguese and Mathematics –, providing the basis for the training of normal teachers (Kulesza, 2004), thus defining that female training would accentuate their practice at home, motherhood and, in some cases, teaching young children, as it combined with the girls' natural affections.

Being and becoming a teacher constitutes, then, an intertwining situation. This is not a mission for which women, specifically, are born ready, otherwise a curriculum would not be necessary to shape or perfect them in such circumstances. In this case, the curriculum fulfills the role of imposing on the school, with its administrative agents, to act, through power relations, and to confer legitimacy on the curriculum designed externally for the training of normal students. It is worth noting that, although still external, the curriculum is influenced by the internal, cultural and social, therefore leaving marks, shaping bodies and behaviors.

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