

Approaches to the training of women teachers at the Institute of Education in Belém (PA) and at Escola Franciscana Imaculada Conceição of Dourados (MS) (1974 - 1991)

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Abstract

This article analyzes the training of teachers in the Teaching Courses at the Institute of Education in Belém, in the state of Pará, and at Escola Franciscana Imaculada Conceição of Dourados, in the state of Mato Grosso do Sul, to understand the participation of women in these two courses, from 1974 to 1991. The core of the guiding questions is whether or not there was the presence of women and the consequent feminization of teaching in these courses. Methodologically, it was bibliographic and documentary research. The results indicated that the presence of women in both courses was significant, which allows us to conclude that, although in different numbers, training in both institutions simultaneously follows and extends a trend that has been ongoing since the first decades of the 20th century.

Keywords

teacher training; teaching course; women teachers.

Aproximações sobre formação de mulheres professoras no Instituto de Educação em Belém (PA) e na Escola Franciscana Imaculada Conceição de Dourados (MS) (1974 a 1991)

Resumo

Este artigo analisa a formação de professores nos cursos de magistério do Instituto de Educação em Belém, no estado de Pará, e da Escola Franciscana Imaculada Conceição de Dourados, no estado de Mato Grosso do Sul, com o intuito de compreender a participação das mulheres nesses dois cursos, no período de 1974 a 1991. Tem como cerne das questões norteadoras se houve ou não a presença de mulheres e consequente feminização para o magistério nesses cursos. Metodologicamente, o trabalho foi realizado por meio das pesquisas bibliográfica e documental. Os resultados indicaram que a presença de mulheres nos dois cursos se deu de modo significativo, o que permite concluir que, embora em números diferenciados, a formação nas duas instituições acompanha e, ao mesmo tempo, alarga uma tendência em curso desde as primeiras décadas do século XX.

Palavras-chave

formação de professores; curso de magistério; mulheres professoras.

Enfoques para la formación de docentes en el Instituto de Educación de Belém (PA) y en la Escola Franciscana Imaculada Conceição de Dourados (MS) (1974 a 1991)

Resumen

Este artículo analiza la formación de docentes en los cursos de magisterio del Instituto de Educación de Belém, en el estado de Pará, y de la Escola Franciscana Imaculada Conceição de Dourados, en el estado de Mato Grosso do Sul, con el objetivo de comprender la participación de mujeres en estos dos cursos, de 1974 a 1991. El núcleo de las preguntas orientadoras es si hubo o no presencia de mujeres y la consecuente feminización de la docencia en estos cursos. Metodológicamente, el trabajo se realizó a través de una investigación bibliográfica y documental. Los resultados indicaron que la presencia de mujeres en ambos cursos fue significativa, lo que permite concluir que, aunque en números diferentes, la formación en las dos instituciones sigue y, al mismo tiempo, extiende una tendencia que se viene manteniendo desde las primeras décadas del siglo XX.

Palabras clave

formación de profesores; curso de docencia; mujeres maestras.

1 Introduction

The entry of women into teacher training schools in Brazil increased with the creation of Normal Schools at the end of the 19th and beginning of the 20th century, when teaching in primary education was no longer attractive to men. In addition to basic education schools for girls, as provided for in the First Public Instruction Law of 1827, there should also be an option for the professionalization of women, with a “[...] job that did not go against the representations about her domesticity and motherhood. Teaching fell perfectly well into this category, at least that was what the official discourse at the time said” (Almeida, 1998, p. 55, our translation). In this way, Normal Schools in Brazil became “[...] one of the few opportunities, if not the only one, for women to continue their studies after primary school” (Demartini; Antunes, 1993, p. 6, our translation).

The entry of women into Normal Schools allowed female recruitment for primary teaching and was seen as a solution to the problem of the workforce in elementary schools, in addition to enabling them to enter a socially accepted profession for the female universe, because teaching, as Louro (1989, p. 35, our translation) states: “[...] is more suitable for women, as it requires childcare; being a teacher is, in a way, an extension of the role of a mother. Furthermore, teaching is seen as good preparation for the future mother”. The entry of women into Normal Schools also triggered, from the end

of the 19th century, the process of feminization of teaching, which served to give more defined contours to the teaching profession, since this entry represented a path for women who needed to work, as well as for those who wanted to study a little more (Louro, 1989, 2000; Sousa, 2000).

Despite the insertion of women in Normal Schools and the job market, which ended up meeting interests, as previously discussed, there were no changes in the condition of equality between men and women. Even though women had gotten the right to study in Normal Schools and teach, female teachers would teach girls and men would teach boys. It even affected their salaries, as men earned/earn much more, have different training objectives, and evaluate in different ways (Louro, 2003).

Although the process of creation and consolidation of Normal Schools was slow, it was in the Republic that they became training centers, especially for women teachers – women who saw possibilities for expanding their social insertion through this type of profession. In this process, the Normal Schools, despite having been highlighted in the Organic Laws of Normal Education of 1946, as well as receiving distinction in Law No. 4024/1961, did not reach, in terms of teacher training, the Brazilian needs of the time (Fusari; Cortese, 1989). For these authors, there were many setbacks and difficulties. They also add that the Normal Courses, protected by the Organic Laws, were marked by the duality in training, by establishing the training of teachers for the elite offered to the popular classes; the first cycle was destined to the training of the class teachers to perform in the rural area; and the second cycle had diversified characteristics, which provided conditions for continuing studies and conditions to work in the urban area.

Both under Organic Laws and under Law No. 4024/1961, teacher training courses, until the 1970s, already had a female presence, a characteristic that gradually intensified since the middle of the First Republic. In the 1990s, this process culminated in the absolute majority of women in teaching, which, according to Vianna (2013, p. 165, our translation), was related, “[...] albeit indirectly, to the dynamics of the job market and, within it, the gender division of labor and the configuration of so-called female professions”.

Given these considerations, a problem emerged and guided the development of this article: how was the presence of women in teacher training courses, especially in two teaching courses, one located in Belém, in the state of Pará, in the North region of the

country, and another located in Dourados, an inland city in the state of Mato Grosso do Sul, in the Central-West region, in the period from 1974 to 1991? This problem raised other questions: was there a feminization of teaching within the scope of these two teacher training courses? If so, why were women the majority? Would there be common aspects in the teacher training process of these two teaching courses located in different Brazilian regions and states that would make it possible to infer approximations between them? What would they be?

To respond to the guiding problem of the research, a study was carried out to analyze the training of teachers in the teaching courses at the Institute of Education of Pará in Belém, in the state of Pará, and at Escola Franciscana Imaculada Conceição of Dourados, in the state of Mato Grosso do Sul, to understand the participation of women in these two courses, from 1974 to 1991.

The year 1974 marks the implementation of specific qualifications for teaching by Law No. 5692/1971, and 1991 corresponds to the closure of one of the teaching courses researched, in this case, the one at Escola Franciscana Imaculada Conceição, in the municipality of Dourados, in the state of Mato Grosso do Sul.

From this perspective, this article is part of research in the History of Education, in particular in the History of Teacher Training in Brazil, dealing with women in teaching courses, established through Law No. 5692/1971, focusing on teaching courses in two Brazilian states belonging to two different regions. Thus, this study can contribute to expanding the understanding of the history of teacher training in Brazil, especially concerning the presence of women in the process of teacher training in teaching courses, in the period from 1974 to 1991.

We use bibliographic, documentary, legal sources, and other materials – among them, a graduation invitation containing lists of graduates of the teaching course at the Institute of Education of Pará, Belém, from the year 1977, with a record of 18 classes of students graduating that year, as well as graduation invitations for the classes of the teaching course in Dourados from 1979 to 1984, Diploma Records Books (1974-1991), Minutes of Final Results from Escola Franciscana Imaculada Conceição (1974-1991), among others. These documents were analyzed and interpreted based on references linked to history, history of education, and history of teacher training, among others.

2 The specific qualification for teaching in the history of teacher training in Brazil

In Brazil, the history of teacher training had three important periods, according to Saviani (2005). The first occurred with the reform of the Normal School of the state of São Paulo, in 1890, inspired by the republican model, which spread throughout Brazil. The second period was characterized by the teaching reforms inspired by the *Escola Nova*, carried out in the Federal District, in 1932, under the direction of Anísio Teixeira. In the state of São Paulo, in 1933, Fernando de Azevedo was at the head of these actions. The third period was a consequence of the Educational Reform, included in Law No. 5692/1971, with the creation of specific qualifications for teaching (Saviani, 2005).

The first Brazilian Normal School was established in the province of Rio de Janeiro, in 1835. In the years following the creation of this first Normal School, specifically between the years 1835 and 1846, similar institutions were installed in other provinces, such as in Minas Gerais, created in 1835, but installed in 1840; in Bahia, created in 1836, but installed in 1841; and in São Paulo, created and installed in 1846 (Tanuri, 2000). However, in 1849, during the imperial government, the Normal Course was closed in the existing Normal Schools, and replaced by the regime of adjunct teachers, that is, assistants to teachers. However, in 1859, the creation of Normal Schools was resumed, one in Niterói and four more in the 1860s: one in Pernambuco and one in Piauí, in 1864 (both installed in 1865); another in Alagoas, in 1864 (installed in 1869); and another in São Pedro do Rio Grande do Sul, in 1869 (Saviani, 2005; Tanuri, 2000).

The creation of Normal Schools was not stable during the imperial government until 1870. From 1870 onwards, the other Brazilian provinces that had not yet received Normal Schools created and installed their institutions. The provinces of Goiás and Paraíba were the last to have their Normal Schools, respectively in 1884 and 1885. Later in the republican period, this process of creating and installing Normal Schools was consolidated (Tanuri, 2000). Thus, the Normal Schools expanded and operated until the reform of Law No. 5692/1971.

It is important to clarify that Law No. 5692/1971, which reformed primary and secondary education, was part of the I Education and Culture Sector Plan (PSEC) launched by the government of President Emílio Garrastazu Médici (1969-1974). Thus, this law modified primary and secondary education, introducing the designation “first and

second degrees”. Instead of the primary course previously developed in four grades, followed by secondary education, divided into a junior high course of four grades and a high school course of three, they organized first-grade education of eight years and second-grade education of three to four years, including vocational education. In this new structure, concerning teacher training, the Normal Schools disappeared, with a specific second-degree qualification being instituted to exercise first-degree teaching (Brasil, 1971). On the subject, Ayache (2020, p. 23, our translation) points out that, “[...] among the changes described in the guidelines that guided teacher training, was the gradual replacement of Normal Schools with Specific Qualification for Teaching”.

With the educational reform, granted by Law No. 5692/1971, the Normal School lost its status, as teaching was established by this law as a qualification¹, not necessarily referring to a course, as was the Normal course, as stated in Chapter V, article 30, about teachers and specialists. The minimum training requirements for teaching are detailed in this article in letter ‘a’: “[...] in primary education, from 1st to 4th grades, specific 2nd-degree qualification”² (Brasil, 1971, our translation).

Teachers whose training corresponded to that specified in this letter “a” could teach from the fifth to the eighth grades of the first degree if the qualification obtained lasted four grades per year and, when in three years, by taking additional courses in “[...] colleges, centers, schools, institutes or other types of establishments created for this purpose” (Brasil, 1971, sole paragraph, art. 31, our translation). Opinion No. 349/1972³, issued by the Federal Council of Education, specifies that “[...] additional studies would correspond to one academic year, and could include pedagogical training” (Brasil, 1973, p. 85, our translation).

Thus, this law introduces the idea of qualification for teaching and, at the same time, suppresses the Normal courses carried out in Normal Schools, as well as not referring to the training institution (Fusari; Cortese, 1989).

¹ There were three qualifications: “a) for the 1st degree education, from 1st to 4th grade, specific 2nd degree qualification; b) for the 1st degree education, from the 1st to the 8th grade, specific qualification of higher education, at undergraduate level, represented by a degree in 1st degree education, obtained in a short course; c) for the 1st and 2nd degree education, specific qualification obtained in a higher education course corresponding to a full degree” (Brasil, 1971, art. 30, our translation).

² According to Law No. 5692/1971, with Law No. 4024/1961, education was organized into primary education (four years) and secondary education (elementary and high school, lasting eight or nine years), which changed titles to first and second degrees.

³ Opinion signed by: P. José de Vasconcelos, Maria Teresinha Tourinho Saraiva (rapporteur), Valnir Chagas, and Edília Coelho Garcia.

The transformation of the Normal School into Qualification for Teaching was based on the decharacterization of secondary education. For the elites, it was still assured high-quality propaedeutic education (in public and private schools) or even vocational education (mainly in the 20 federal industrial technical schools located in the states' capitals); for the majority sections of the population (mainly the working class who attended high school in the evening), low-quality education began to be offered, thus not providing competent professionalism or preparation for university entrance exams, much less for transformative social practice.

There were several official justifications for the change, which can be summarized according to Opinion No. 349/1972 - Normal courses were not professionalizing, which made it difficult for graduates to enter the job market due to the academic nature of these courses, allowing only admission to universities, due to the general culture they provided; these negative aspects would be corrected by Law No. 5692/1971.

Under the argument that education is an art of teaching and that, to do so, it would be necessary to experience, practice, and, therefore, develop specialized and technical knowledge, this training should overlap with general training. Having this direction of teaching courses in mind, this text will focus, in the next section, on the two courses researched.

3 Teaching courses in Belém, Pará, and Dourados, Mato Grosso do Sul

3.1 Women in the teaching course at the Institute of Education of Pará, in Belém, Pará – 1977

The Institute of Education of Pará (IEP) results from a long historical process of creation and recreation of the Normal School and Normal course in Belém, established in the imperial period, with the creation of the first course in 1871, extinguished the following year and resuming in 1875, but undergoing reformulations in 1877 and later in 1880, which happened in a scenario of comings and goings of annexation to the Liceu Paraense.

After the end of the empire, there were many criticisms of the Normal School and the resulting training. It was only at the beginning of the republican period that the Normal School, following the ideas of pedagogical renewal, had curricular changes, suffering criticism for its encyclopedic nature. However, by the end of the 1920s, it already had its own building and had acquired social recognition and prestige.

The training of primary teachers at the Normal School changed as a result of the Organic Laws of Normal Education of 1946. “The Normal course was divided into two cycles: the primary conductor course lasting four years and the primary teacher training course lasting three years” (Rego, 1972 apud Lobato, 2022, p. 470, our translation). That year, the Normal School was called Instituto Paraense de Educação and in the following year, IEP, having new regulations for teacher training. With the changes resulting from Law No. 4024/1961, teacher training in the IEP underwent three proposed curricular changes⁴, the last is presented below.

Thus, in this item, we will deal with the teaching course that was developed in Belém, Pará, in the 1970s, with data from classes graduating in 1977, which may point to the fact that it followed the prescriptions contained in Law No. 5692/1971. However, Lobato (2022) indicates that this was not the case. We corroborate this idea by considering two aspects. The first, that the course adopted by the Institute, from 1970 onwards, and whose classes we bring data below, corresponded to:

[...] the third proposal adopted by this institution within the third phase of the validity of Law 4024, whose subjects were: Portuguese, Mathematics, History of Pará, Geography of Pará, Physical and Biological Sciences, Moral and Civic Education, Didactics, Educational Psychology, Educational Biology, Educational Sociology, Pedagogical Design, Brazilian Social and Political Organization, School Administration, Physical Education, Recreation and Games, History and Philosophy of Education, Physical Education, Audiovisual Resources (Lobato, 2022, p. 473, our translation).

It allows us to infer that, given the number of 19 subjects, the course should correspond to three years in duration. In this sense, it could meet the workload indicated in the requirements of Opinion No. 349/1971, but the Brazilian Literature component was not included in the general education, nor was it included in the indications for teaching courses.

⁴ Regarding the first two proposals, see Lobato (2022).

The second aspect lies in the fact that the adaptation to Law No. 5692/1971 was only carried out in 1976, a consequence of difficulties in implementing the model, which can be summarized, based on Lobato (2022), in the lack of infrastructure and qualified people. Thus, the curricular structure that began to be developed according to the guidelines of Law No. 5692/71 consisted of:

Portuguese Language, Brazilian and Portuguese Literature, Mathematics, Physical and Biological Sciences, General Geography, General History, Basic Drawing, Moral and Civic Education, Artistic Education, Foreign Language, Brazilian Social and Political Organization, Occupational Guidance Program, Physical Education, Educational Biology, Educational Psychology, Educational Sociology, Structure and Formulation of the 1st-degree education, General Didactics, Teaching Practice, Health Program, History and Philosophy of Education (Lobato, 2022, p. 476, our translation).

Considering again what is stated in Opinion 349/1971, this curricular organization seems to be closer to what the opinion indicates in the curricular typologies for teaching qualification with a workload above 2,205 hours, lasting more than three years, having advanced in aspects that deserve to be nominated, such as Foreign Language, and Portuguese Language and Literature.

Considering what we referred to previously about the fact that compliance with Law No. 5692/1971 was only made in 1976, IEP's teacher training curriculum was that of the third proposal from the third phase of Law No. 4024/61, so the classes graduating in 1977 did not follow the prescriptions of the new legislation. This allows us to reflect, based on Certeau (1996), on what people do with the objects that are imposed on them. Although there was time for curricular adaptation, everything indicates that, in this case, it was not done. Between 1971 and 1977, this teacher training institution taught other classes outside the auspices of the 1971 Law.

The graduation invitation for the 1977 teaching classes is a brochure measuring 16.5 centimeters wide by 22 centimeters high, containing, in addition to the cover, 31 pages – a relatively long document, considering its nature. The opening is made up of a four-line text, which describes the invitation to the families of the graduates. It contains program, patron, keynote speaker, orator, allegiance, official tributes, great tributes, special tributes, administrative tributes, posthumous tributes, gratitude, longings, class representant, and 18 lists containing the names of students, which we quantitatively bring in Chart 1, below.

Chart 1 – Numerical categorization of classes and number of students

Class number	Discrimination in the original	Quantity	Women	Men
301	F	42	42	-
302		37	37	-
303	F	42	42	-
304	F	40	40	-
305	F	42	42	-
306	F	44	44	-
307	F	45	45	-
308	F	42	42	-
309		41	41	-
310	F	41	41	-
311	F	40	40	-
312	F	56	56	-
313	F	52	51	1
314	F	50	50	-
315	F	50	50	-
316	F	48	48	-
317	F	47	47	-
318	F	48	48	-
Total		807	806	1

Source: Graduation invitation (1977).

It is shown in Chart 1 that the 18 classes are made up of women. Only class number 313 contains one man, which corroborates the findings of Lobato (2022) that the IEP reproduced the national phenomenon, with the intense presence of women in teaching training. According to her, “[...] the percentage was almost 100% of women teachers in the years 1970 to 1979, and more than 95% in the 1980s” (Lobato, 2022, p. 475, our translation). The smallest number of female students is observed in class number 302, with 37 women, and the maximum number of 56 students, in class number 312.

This is because the state of Pará expanded the number of places, which caused this institution to consequently increase the number of classrooms, building an extension, whose architecture differs from the original. The expansion of places in teaching training courses in the 1970s was strictly linked to the so-called democratization of access to primary schools, formerly primary schools, corresponding to the demands of the intensification of the urbanization and industrialization process.

Everything indicates that the feminization of teaching was already observed at the beginning of the Republic. Lobato (2022, p. 465, our translation), based on Rego (1972), states that:

[...] Over the years, Normal education in Pará was almost reduced to females, so much that, in the year 1900, of the 211 students enrolled, only 18 were male and 193 were female. This trend was confirmed, as in 1929, of the 435 students enrolled, 2 were male and 433 were female.

Women were also patronesses, paranympths, orators, and those who pledged allegiance. They made up the majority of the teaching staff. Among the 63 teachers who taught the course, 39 were women. In the Institute's management body, all tributes paid that year of graduation were to women. Among the 12 administrative tributes, 11 were to women.

It is important to mention that the training of these women teachers occurred during the military regime, established in Brazil in 1964, and this is an excerpt from the allegiance: "Trusting in God, I promise to faithfully comply with Brazilian Laws, consecrating myself to the formation of citizens useful to the FAMILY [*sic*], the PATRIA [*sic*] and HUMANITY [*sic*], and defenders of the ORDER and the CURRENT CONSTITUTIONAL REGIME" (Graduation Invitation, 1977, p. 12, our translation). Everything indicates that the institution, although not immediately embracing the curricular indications promulgated by Law No. 5692/1971, in its teaching training, made use of the discourse established by the Military State of the time.

3.2 The presence of women in the teaching course at Escola Imaculada Conceição of Dourados in Mato Grosso do Sul

Escola Franciscana Imaculada Conceição, created in the municipality of Dourados, in the 1950s, was established by the Sisters of St. Francis of Penance and Christian Charity⁵, one of the female religious congregations belonging to the

⁵ On May 10, 1835, the Congregation of the Sisters of St. Francis of Penance and Christian Charity was founded, after Catarina Daemen's visits to the bishopric to authorize the opening of the congregation, a reflection of a scenario dominated by male power, since such opening depended on the support of priests and bishops. After the officialization of this congregation, assistance to children with manual work was improved. In the same year, in Heythuysen, the boarding school's work began, which configured it as a school organization. Catarina Daemen worked with the congregation for 23 years, dying in 1858 at the age of 71 (Brito, 2021).

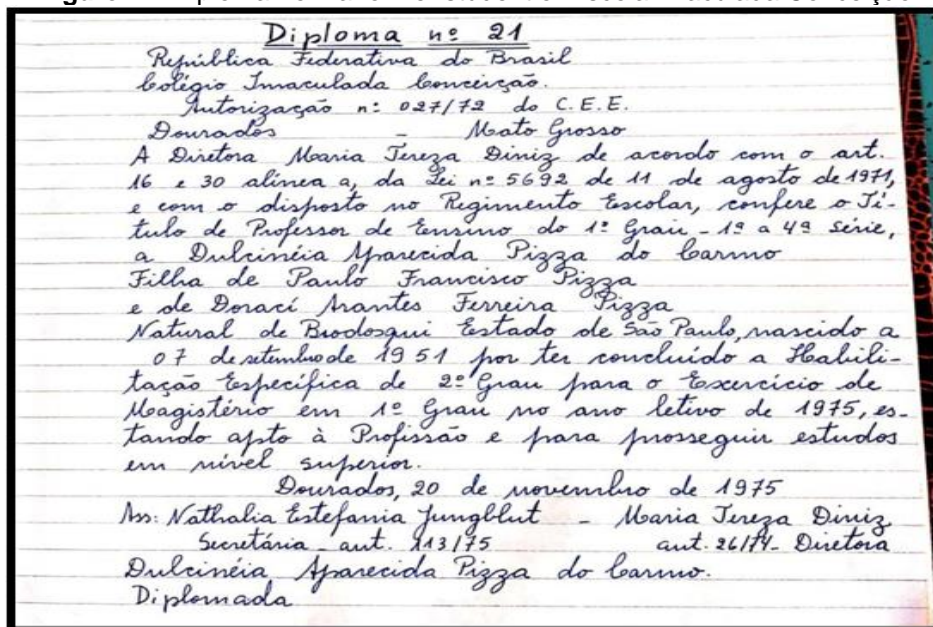
Franciscan Order. These sisters arrived in Dourados from Santa Maria, in Rio Grande do Sul, intending to work in catechesis and primary school, according to the report found in Chronicles 5 of Escola Franciscana Imaculada Conceição, dated February 9, 1955 (Amaro, 2018). Gradually, the Sisters of St. Francis of Penance and Christian Charity gave prominence to their roles in the area of education, demonstrating their possibilities, and internal and external difficulties within the society of Dourados.

With the increase in the service for school-age children, the lack of teachers became a problem for the sisters. Seeking to solve this, in 1959, they implemented the Normal Regional and Normal Colegial Courses for female education and teacher training, aiming to reach young women in the region. Thus, the Normal Course operated at Escola Franciscana Imaculada Conceição of Dourados until the implementation of Law No. 5692/1971, which reformulated first and second-degree education, as previously discussed.

It is worth remembering that, during this period, the state of Mato Grosso was not yet divided, since it only occurred at the end of the 1970s, when President Ernesto Geisel signed Complementary Law No. 31/1977, dividing Mato Grosso and creating the state of Mato Grosso do Sul (Queiroz, 2006). In the territory of Mato Grosso, the specific qualification for teaching followed the same path as in other Brazilian states, being installed at the beginning of the 1970s, resulting from Law No. 5692/1971, which extinguished the Normal Schools and, instead, implemented the specific qualification and second degree to teach the first degree.

In the case of Escola Franciscana Imaculada Conceição of Dourados, as in other Brazilian educational institutions, Law No. 5692/1971 was implemented in 1974. It was during this period that, in this Franciscan school, teaching was restructured, and the Normal Course in operation at the institution since the end of the 1950s was extinguished, demanding specific qualifications for teaching. This is confirmed by the record of the diploma of a former student of Escola Imaculada Conceição from 1975, as shown in Figure 1.

Figure 1 – Diploma from a former student of Escola Imaculada Conceição



Source: Book No. 1 (1975).

In the Diploma Registration Book, it is possible to see that the student was qualified by Escola Franciscana Imaculada Conceição of Dourados to teach as a teacher from first to fourth grade, in primary education, thus complying with the prescriptions of Law No. 5692/1971.

At Escola Franciscana Imaculada Conceição, the specific qualification for teaching operated in a reserved manner in comparison to other courses available at the institution, in rooms that were located in the school building, on the upper floor. As it was a course made up of women, the sisters distanced the young girls from the boys.

Between 1974 and 1991, the teaching course at Escola Franciscana Imaculada Conceição taught 17 classes. In Table 1, we present the number of graduates, according to their gender.

Table 1 – Data regarding the number of graduates (1974-1991)

Years	Women	Men
1974 to 1979	77	0
1980 to 1984	92	0
1985 to 1989	103	0
1990 to 1991	23	0
Total	295	0

Source: Prepared by Pizatto (2022) in accordance with the Annual Results Minutes of Escola Franciscana Imaculada Conceição (Pizatto, 2022).

The data presented above allows us to understand that the teaching course at Escola Franciscana Imaculada Conceição trained only women as teachers. In this regard, authors in the field help us reflect that women were able to become professionals through teaching because society understood that school education was an extension of the education received by children in their homes. Thus, “[...] the role of mother in the family was extended to the school through the teacher. [...] Women, mothers and educators by nature, now began to extend their role to schools in the profession of teachers” (Schaffrath, 2000, p. 10-11, our translation).

Other data, which reinforce the fact that the teaching course at Escola Franciscana Imaculada Conceição of Dourados became a training course for women teachers, were found in the personal files of former students of the course. As recorded by Cunha and Almeida (2021, p. 1, our translation), personal files:

[...] store materials and documents on various supports that contain traces of the individual's history and, at the same time, of the networks they are part of, that is, they allow the identification of other social actors and the interrelationships established within these subjects.

In this sense, the personal files of some former students of the teaching course were important for locating various materials and documents, including the teaching graduation invitations from the classes of 1979 and 1984.

As graduation invitations represent the completion of a stage in the schooling process, these invitations bring information about the name of the educational institution, the authorities who were present at the ceremony, the patrons, paranympths, speakers of the training course, and the list of graduates, thus being important historical sources for the history of education. Therefore, it can be said that these invitations from the years 1979 and 1984 of the teaching course at Escola Franciscana Imaculada Conceição allow us to understand and reinforce that, in this Catholic confessional teaching institution in Dourados, only women teachers were trained, since, in 1979, 11 female teachers were trained and, in 1984, 25 female teachers, which represented more than double the number of female teachers trained in comparison to 1979.

Thus, it appears that the two institutions have the common aspect that, although in different numbers, they trained women teachers. The first totaled, in 1977, 806 teachers, and the second 295, between 1974 and 1991, thus having a smaller number of

students per class in comparison to the first, as can be seen, respectively, in Chart 1 and Table 1.

4 Final considerations

Considering the question that guided this study, namely: how was the presence of women in teacher training courses, especially in two teaching courses, one located in Belém, in the state of Pará, in the North region of the country, and another located in Dourados, in an inland city of the state of Mato Grosso do Sul, in the Central-West region, in the period from 1974 to 1991? The results indicate that, although the study sources provide data on the particularities of the teaching courses at both institutions, despite the approximation we attempted to achieve, we understand that we have answered the question since there was a majority of women in both teaching courses. This is a common aspect and, at the same time, a link between the two courses researched.

Thus, everything indicates that women were the majority, and we can no longer speak of a trend, but of the consolidation of the feminization of teaching, which began in the 1920s. In Pará, it already occurred at the beginning of the Republic. However, what draws attention is the significant number of IEP female graduates, nearly 100%, which points to the massification of female training in teaching in that place and time, similar to Mato Grosso do Sul. In the case of southern Mato Grosso (current Mato Grosso do Sul), although the Normal Schools were installed late, since the first educational institution of this nature and second in the entire Mato Grosso state was installed in Campo Grande, in 1930, already at the end of the First Republic, the feminization of teaching had already started since the beginning of the installation of this first Normal School in Campo Grande and intensified from the end of the 1940s, with the expansion of Normal Schools triggered in the state of Mato Grosso, between the years of 1948 and 1970. However, the significant number of female graduates in the teaching course at Escola Francisca Imaculada Conceição of Dourados was also surprising, reaching a percentage of 100% between 1974 and 1991.

Despite the limitations of this article, a work of this nature allows us to reflect and understand the presence of women in teacher training courses. It also opens paths for new research on their presence in teacher training courses.

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