



“New routes” of movement of primers at the southern end of Mato Grosso¹

“Novas rotas” de circulação das cartilhas no extremo sul de Mato Grosso

“Nuevas rutas” de circulación de folletos en el extremo sur de Mato Grosso

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Abstract

In this study, the movement of literacy textbooks, also called primers, in primary school in the region known as National Agricultural Colony of Dourados, located in the extreme south of the State of Mato Grosso, between the decades of 1950 and 1970. To this end, a qualitative research of documentary base, in which documents were examined from the 6th primary schooling delegacy of Dourados and some primers. From the investigated documents, sought to understand the movement of primers located only in this region of the State. The results obtained indicate that the circulation of these artifacts in this region differentiated from the others due to the influence of the Federal Government, reflecting in education, culture and local development.

Keywords: History of literacy. Movement of primers. Literacy textbooks.

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Resumo

Neste estudo, analisa-se a circulação de livros didáticos de alfabetização, também denominados de cartilhas, na escola primária da região conhecida como Colônia Agrícola Nacional de Dourados, localizada no extremo sul do estado de Mato Grosso, entre as décadas de 1950 e 1970. Para tanto, realizou-se uma pesquisa qualitativa de base documental, na qual foram examinados documentos da 6ª Delegacia de Ensino Primário de Dourados e algumas cartilhas. A partir dos documentos investigados, buscou-se compreender a circulação de cartilhas localizadas apenas nesta região do estado. Os resultados alcançados indicam que a circulação destes artefatos nesta região se diferenciou das demais devido à influência do Governo Federal, repercutindo na educação, na cultura e no desenvolvimento local.

Palavras-chave: História da alfabetização. Circulação de cartilhas. Livros didáticos de alfabetização.

Resumen

En este estudio, analizase la circulación de los libros de alfabetización, también llamado cartillas, en la escuela primaria en la región conocida como colonia agrícola nacional de Dourados, situado en el extremo sur del estado de Mato Grosso, entre las décadas de 1950 y 1970. Para ello, una investigación cualitativa de base documental en que fueran examinados los documentos de la 6ª Delegación de educación primaria de Dourados y algunas cartillas. De los documentos investigados, se intentó comprender el movimiento de cartillas sólo en esta región del estado. Los resultados obtenidos indican que la circulación de estos artefactos en esta región se distingue de los demás debido a la influencia del Gobierno Federal, repercutiendo en educación, cultura y desarrollo local.

Palabras clave: Historia de la alfabetización. Movimiento de cartillas. Libros didáticos de alfabetización.

Introduction

Literacy textbooks, also called literacy textbooks or booklets, bring with them the history and speeches that marked each stage that education has gone through in our country, being important artifacts for the development of studies and research.

Mantovani (2009) explains that the examination of the textbook involves economic, social and pedagogical aspects and it is through them that it is possible to see how important this instrument has become to communicate, produce and transmit school knowledge in at least the last two centuries. However, the instrumental character of the textbook and its modesty in relation to other books, made it, for a long time, an object of little attention and, consequently, an object of research that is often difficult to access (PUELLES BENÍTEZ, 2000). As Tiana Ferrer (2000) recalls, despite the long history of the textbook in the educational field, this material was conceived as eminently instrumental. The fact that it was relegated to a second category object, which perhaps justifies the few researches developed involving this object of study.

Moreira (2014), when analyzing a period from 1957 to 2013, points out that the references of the history of school subjects and the history of books began to gain space in educational historiography only in the 1990s. However, the academic production that uses the textbook as a source in Brazil is much more recent. The first year with more than one work within the theme is that of 2000, with almost 95% of production concentrated in the 21st century. In a balance made about the presence of the textbook as a source in research on the history of education in the Midwest, the author notes the existence of research in the history of education with the textbook as the theme, however, there are still few works with this perspective and there was no growth in production between 2008 and 2013. With regard to the most investigated historical period in the research, first, according to the author, are the years 1970 to the present day, corresponding to the history of the present time, with more than 60% of the works located.

Batista and Rojo (2008), when conducting a study on the State of the Art involving the textbook theme on the national scene, between 1975 and 2003 already warned of the low production involving the theme. They also pointed out that, within the analyzed period, there are no works on the topic produced by researchers that the authors consider experienced, since, in the thesis of professor or in the competitions of a professor, they found a small number of authors who privileged the topic textbook in their studies - only three, in a universe of 226 researchers. They also found that only 26 of the 197 supervisors of these academic works supervised more than one production addressing this theme, all of which suggests that the institutionalization of this research field in Brazil is still fragile.

It is necessary, in view of this set of indicators, to raise the hypothesis [...] that, as they progress in their university career, researchers become disinterested in the subject of the school book, perhaps, among other factors, due to the small importance of this theme in the hierarchy of research themes (BATISTA; ROJO, 2008, p. 28).

If we look at the field of literacy, the conclusions reached by the authors are even more worrying; of a total of 229 theses and dissertations produced on the topic of school textbooks, in our country, in the analyzed period (1975-2013), only 16 of them deal with the subject of literacy, which corresponds to a percentage of 6.99% of the total.

Silva (2012), when expanding the research done by Batista and Rojo (2008), for the period from 2004 to 2012, using the CAPES Portal as a source of search and using the same descriptors used by the authors mentioned, identified a total of 19 theses and 31 dissertations on textbooks. Regarding literacy books or booklets, he identified eight theses and 11

dissertations. Although the field has been gaining visibility within academic research, there is a lot to be studied, mainly due to the scope and the various nuances that involve the textbook production and circulation circuit.

In view of this scenario and understanding the textbook as an object of written culture that brings with it the set of knowledge legitimated at a given time, cultural, social and pedagogical knowledge, this article aims to investigate the circulation of textbooks for literacy in schools of the region comprising the National Agricultural Colony of Dourados (CAND), located in the extreme south of the state of Mato Grosso², between the end of the 1950s and the beginning of the 1970s, a period in which the Colony experienced its peak and decline. From the survey of these booklets, it is possible to perceive which discourses about literacy circulated and disputed space in the newly created municipality of Dourados³, drawing a profile and contributing, in a particular way, to the history of education in this state and, in general, to the history of literacy and textbooks in Brazil.

The time frame is due to the fact that this is the period marked by major methodological disputes in literacy, and the textbooks present in schools, as shown, provide clues about which pedagogical current was adopted at the time and, in addition, perhaps the more importantly, this is a moment of demographic expansion, significant for the extreme south of the state of Mato Grosso, with the arrival of waves of migrants from various regions of Brazil and immigrants from other countries, which led to an increase in the number of schools and of people with access to it⁴.

The investigation carried out here was based on documents, in which documents from the 6th Precinct of Elementary Education in Dourados were analyzed, with an examination of the booklets that were cited in the documents located. In this exam, we privilege those that were not found by Amâncio and Cardoso (2006), when they performed mapping and analysis of booklets that circulated in Mato Grosso, thus considering “new routes” of circulation of these textbooks in the state.

The theoretical contribution that guided this investigation was based on the assumptions of New History, specifically in the area of New Cultural History. This way of thinking and researching history is defined by Pesavento (2005, p. 42): “[...] the proposal of Cultural History would be, therefore, to decipher the reality of the past through representations, trying to arrive at those ways in which men express themselves and the world”. According to this author, in this theoretical field, the researcher knows that his narrative can report his version about a historical fact, but that this same fact can be the object of multiple interpretations. In this sense, even if the truth is a goal to be achieved, it is known that this will never be an absolute certainty.

This new way of looking at the field of historiography in Brazilian education, causes “new truths” to be emerging in the face of previously studied data, providing the emergence of other theoretical and methodological contributions in research in the history of education, also privileging new objects and new themes. In view of this scenario, documents are taken as a starting point for knowing a historical fact, a means of revisiting the past, giving new interpretations about it.

Supported by the theoretical contribution and aiming to fill part of the many gaps that surround the history of literacy in the state of Mato Grosso, we launched this investigation.

² We refer to the space that today corresponds to the region of Grande Dourados, located in the Center-South of the state of Mato Grosso do Sul. In the period covered by this study, however, this was not yet a state, which occurred only in 1977, by Complementary Law No. 31.

³ On December 20th, 1935, with areas separated from the municipality of Ponta Porã, through Decree No. 30 of the then Governor of the State, Mr. Mário Corrêa da Costa, the municipality of Dourados was created, one of the cities that make up today considered the region of Grande Dourados.

⁴ According to the Guidelines for Education of Mato-Grosso, in 1940 the illiterate population of the state reached 99.5%, being reduced to 55.6% in 1950 (MATO GROSSO, 1965).

The National Agricultural Colony of Dourados: new directions for education

The current region known as Grande Dourados located in the southwest of the state of Mato Grosso do Sul - extreme south of the old Mato Grosso - was the stage for the colonization project of the New State of the Government of Getúlio Vargas (1930-1945), known as *Marcha para o Oeste*, which culminated with the implantation of the National Agricultural Colony of Dourados.

Created in 1943, by Decree-Law No. 5,941, of October 28, it had its real implantation on July 20, 1948, by the then President of the Republic, Eurico Gaspar Dutra (1946-1951), when the demarcation of his lands by the Federal Government, through Decree-Law No. 87, which reserved an area of approximately 300,000 hectares where the municipalities of Dourados, Fátima do Sul, Vicentina, Jateí, Douradina, Glória de Dourados and Deodápolis are currently located. (PONCIANO, 2006).

The government project that created CAND was subordinated to a developmental economic plan, which aimed to make the country an economic-industrial power, in addition to a concern with the consolidation of Brazilian identity and territory, since, according to Moreira (2014), there was a concern with the colonization policy, since in Mato Grosso there was a concentration of properties on behalf of foreign groups.

Since its creation, the Colony has started to receive migrants mainly from the northeast and south regions of Brazil and immigrants from countries like Paraguay, Japan, among others on the Asian continent, attracted by the campaigns promoted by the government aimed at rural workers interested in the lands that would be donated. In the 1950s, during the second Vargas government (1951-1954), in a new political moment, migration took off and reached its peak, providing the region with demographic expansion and economic, political, cultural, social and educational transformations. From then on, a new scenario emerged, breaking with the hegemony of Companhia Matte Larangeira⁵, responsible for much of the local development until then, bringing significant changes to the rural and urban scenario (MENEZES, 2011).

Concerning to school education in Colony⁶, it provided for the creation of the first urban schools, the emergence of agricultural schools and the expansion of rural schools, since the Federal Government paid for primary education classes financially. Until the creation of CAND, education in Dourados was still incipient⁷, being in charge of the family, the private sector and after the government. In this first moment, education took place, mainly, in the region's farms, or in the homes of teachers or students (IRALA *et al*, 2014). Regarding the beginning of formal education in Dourados, Irala *et al* (2014, p. 6) point out that this,

begins in the first two decades of the twentieth century marked by private initiative. Firstly, the teaching carried out by the families themselves: literacy, reading, first general notions and calculus. Then,

⁵ Initially called Empresa Matte Larangeira, Companhia Matte Larangeira was a company that emerged from an imperial concession to the merchant Thomaz Larangeira, for services provided in the Paraguayan War, and which operated in the exploration of yerba mate in southern Mato Grosso. The Company was responsible for the foundation and development of several cities, and for a long period the economic and social development of the region was linked to it. To get an idea of its economic power, at its peak, it had a profit six times higher than the tax collection of the entire state of Mato Grosso. (QUEIROZ, 2015).

⁶ Although we have not found specific data for the CAND region, it is important to mention that, according to Mato Grosso (1965), in 1954, the state network was responsible for 69.7% of schools, the private (20.7%) and the municipal (9.6%). In 1960, the state network reduced its expansion, being responsible for 63.5% of educational institutions and the private and municipal networks expanded their coverage to 24.5% and 12% respectively.

⁷ A survey carried out by the State Department of Education points out that in 1964 Dourados had 42 classrooms under the responsibility of the state government, with the need to build another 278 classrooms in urban and rural areas.

going to the farm school for primary education with the itinerant teacher or, in the village, going to the private school at the teacher's own home.

The first schools arose in the urban area, only from the 1930s, initially functioning in the teachers' own homes, with mixed classes, and few resources for the acquisition of didactic materials and for the maintenance of schools. These were mostly private. Only in the late 1940s, with the creation of CAND, public action began to offer primary education. This was due to the requirement established by Municipal Decree No. 70, of 1946, that all children of settlers residing in the Colony should have access to free primary education, with attendance being mandatory, which, if it did not occur, would generate a fine of Cr \$ 100.00 for parents, in addition to mandatory attendance by the police authority. (GRESSLER; SWENSSON, 1988).

Given this new scenario, there was an increase in the number of schools in the state, mainly rural ones, which were already the majority. About this Irala *et al* (2014) consider that, although the debates on rural education started in 1910, in Brazil, it was from the 1930 Revolution, in the Vargas Government, that rural education gained prominence, due to the consolidation of the current of thought called pedagogical ruralism. This defended the school integrated to the local conditions with the objective of fixing man in the field.

Analyzing messages from Governors and Public Instruction Reports referring to the National Agricultural Colony of Dourados, the author notes that between the 1940s and 1950s, both urban and rural education networks expanded and in the 1970s urban schools surpassed rural ones, due the increase in urban centers. In the period, the emancipation of several municipalities occurred, which caused the population and the territory corresponding to Dourados to undergo a reduction.

New circulation routes for booklets

Having as a reference the study developed by Amâncio and Cardoso (2006) on the circulation of booklets in the state of Mato Grosso, we noticed some ruptures in relation to this state movement with regard to the reality experienced at CAND.

It seems to us that the territorial extension of the state of Mato Grosso at the time, the regional differences that made up the state, as well as the specificities of each of them - often marked by the incisive presence of the Federal Government in the region -, made the circulation of booklets and teaching materials differed in terms of their circulation according to the proximity of the capital, Cuiabá, even though there was a whole government policy that tried to unify the methodologies and materials to be adopted and used in schools (SILVA; BERTOLETTI, 2017).

In addition to the materials cited by Amâncio and Cardoso (2006), we found in the Regional Documentation Center of the Federal University of Grande Dourados (CDR / UFGD) in the collection called Regional Directorate of Teaching of Dourados (DRE), mentioned in letters of thanks, request for materials, notice of receipt of materials the following booklets: *Cartilha ABC, Siga Aprendedo e Vamos Sorrir*.

Regarding the *Cartilha ABC*, the copy we found is dated 1962, with no edition number, with a diagram of Aloisio Magalhães and drawings by Gilvan Samico and Ellen Sporer, prepared by the Ministry of Education and Culture (MEC) and "O Cruzeiro" and published by O Cruzeiro S / A. This was part of a program called "Língua Pátria – programa de emergência" for free distribution to schools across the country.

According to information obtained on the website Espaço Aloisio Magalhães (2009), the *Cartilha ABC* was accompanied by the *Manual do Alfabetizador*, which in addition to reproducing each lesson, explained how each one should be taught, since the material could be used in the training of teachers lay people or any literate person wishing to teach others to

read and write. It was a material suitable to the reality of Mato Grosso, which at the time had few formal schools and still informal literacy practices. The very name given to the Manual that accompanied the booklet evidences this principle since it is not a Guide, Book or Teacher Manual, but a manual for any literate person who could undertake the literacy of another person, child or illiterate adult.

A *Cartilha* was elaborated during the Government of João Goulart (1961-1964) that defended the emergency literacy of the Brazilian people, since at that time only the literate ones could vote and a significant portion of the population was illiterate, being the literacy a political project of democratization of the parents. At that, measures were proposed to make any Brazilian citizen literate as a potential literacy teacher, being the mission of the entire population to collaborate to eradicate illiteracy.

The website also presents the considerations made by Professor Darcy Ribeiro, Minister of Education and Culture in 1962, who informs that the booklet and books that were part of the collection resulted

of a research undertaken in 1958 by a group of linguists from the Linguistic Institute of the University of Oklahoma, headed by Dr. Sarah Gudschinsky, professor at the University of Brasilia and one of the world's greatest specialists in literacy problems, so much so that UNESCO consultant on these matters. These linguists were hired by the Brazilian Center for Educational Research in order to develop a booklet that would serve both the child and the illiterate adult and that contained the basic sounds and the most common words of the Portuguese language in all regions so that it could be adopted all over the country. For this reason, we are looking for a region in which popular speech is not very marked and vocabulary is the most usual. The choice fell on the city of Leopoldina, in Minas Gerais. The field research focused on the language spoken by rural and urban residents of the lower classes and specifically by the illiterate. We picked up that language by recording conversations with the man on the street. We conducted an intensive study of the language of a base family. All this material served to prepare a list of words by which we were able to determine the frequency in which they occurred and the fixation of the phonemes used spontaneously in that language (RIBEIRO, 1962, *apud* ESPAÇO ALOISIO MAGALHÃES, 2009).

The same website also says that in the final stage of preparation, the *Cartilha* e o *Manual do alfabetizador* were revised aesthetically and orthographically by Carlos Drummond de Andrade. The composition, illustration and graphic presentation were the responsibility of a team of artists headed by Aloisio Magalhães who selected the drawings and chose a special type of letter, according to him, of great clarity, which is close to both handwriting and typography.

Also according to the website, the Ministry of Education, in a speech given at the launch of the *Cartilha ABC*, advised that Brazilian culture should be proud of the beautiful work produced, and points out that Darcy Ribeiro pointed out a single restriction to it: that of not containing no message to the civic character nor motivation of a utilitarian nature, the justification for this is that the primordial function of the booklet was to literate people regardless of age. According to Ribeiro (1962, *apud* ESPAÇO ALOISIO MAGALHÃES, 2009), the booklet should allow

that the literacy teacher is able to introduce not only the motivation to keep students' interest in work alive, but also to give, through the course in each class, the complementary information that must be assured to the illiterate, in the literacy process that goes beyond teaching to read and write - it also includes the total recovery for social life integrating in the nation's community, whole masses of Brazilians, today considered marginal.

According to Ribeiro (1962, *apud* ESPAÇO ALOISIO MAGALHÃES, 2009), the Federal Government's objective was to enroll all young people who are not yet literate until the age of 18, aiming in five years to eradicate illiteracy among those under 23 years of age. The government has invested around one billion cruzeiros to publish booklets and adult literacy manuals. The magazine "O Cruzeiro" was a partner in this offensive, launching an editorial venture with MEC aiming at distributing four million literacy books and one hundred and fifty thousand copies of the literacy preparation and orientation manual. It is important to highlight that in the state of Mato Grosso it was not common to distribute booklets. Bertolletti and Silva (2016) show the official presence of School Boxes for the purchase of textbooks in Mato Grosso⁸, however, in this study, the name of this booklet was found in a letter issued by the Interim Delegate of Education of the 6th Police Station of Primary Education from Dourados - Mato Grosso to the Teaching Delegate of Campo Grande, Marina Couto, in 1967, thanking for the receipt of school materials, among them, 80 *Cartilhas ABC* and requesting the sending of a new shipment of this material. This represents that the Federal Government's project for the large-scale distribution of the booklet reached its objective, considering the circulation of this booklet in CAND, since in this space the Government had a strong influence due to the fact that it was a "community" idealized by him and, as already mentioned, intervening in the educational policy of the region and expanding the network beyond the existing one that was in charge of the state, due to the mandatory provision of education to the colonists who came to occupy the region.

The booklet *Siga Aprendendo* had its name located on a list that guided the adoption of books by schools in the year 1973. In addition to the booklet, the other books in the collection are cited in the list, *Leitura é comigo* - 1st book, *Lendo e Aprendendo* - 2nd volume, *Viva aprendendo* - 3rd volume and *Always Sempre aprendendo* - 4th volume, the first two being destined for the first year. According to Silva (2014), the strategy of linking a work to a collection had, in addition to a didactic bias, a commercial nature, used successfully by French publishers in the 1980s and adopted here in Brazil, since when adopting a book from collection the school was automatically making the choice for the other books that comprised it, guaranteeing the commercialization of the material and making its production cost cheaper.

We located a copy of the booklet, dated 1971 and a 1968 Teacher Guide, both without an edition number, authored by Alayde Marcozzi, Eurilete Jacome, Gilda Marra, Léa Lima, Marlene Blois, Nair Adell, Ruth Dana and Tito Avilez, with cover illustrated by Marius Lauritzen Bern - who according to Hallewell (2005) contributed to the graphic progress that Editora Civilização Brasileira had in Brazil in the 1950s - and drawings by Kempner, with technical supervision by Roberto Pontual and published in the 1968 edition, by Civilização Brasileira and, in the 1971 edition, by Companhia Editora Nacional / MEC.

We received little information about the publisher Civilização Brasileira. The foundation year was 1932, aiming to combine tradition and critical thinking through its productions, being incorporated into the Record Group in 2000. Companhia Editora Nacional was created in 1925 by José Bento Monteiro Lobato and Octalles Marcondes Ferreira. According to Bragança (2004),

⁸ The School Boxes consisted of raising funds from society to pay for uniforms, books and other didactic and working materials from public schools in the state of Mato Grosso.

this publisher grew significantly competing for space with the largest bookstores of the time, among them, Livraria Francisco Alves. In 1943, it gave rise to Editora do Brasil, which became important in the edition of teaching materials (HALLEWELL, 2005).

We found traces of this booklet in the 1968 National Exhibition Release Book in the National Library and in the Official Gazette of the Executive Branch of the State of São Paulo, of February 10, 1971, as a book recommended for circulation in the state school system.

We found little information about the authors of the booklet. In addition to the other materials that make up the collection, Alayde Marcozzi published the book *Ensinando a Criança*, the oldest edition located in 1965. It is a technical book in the area of education, demonstrating that besides being a didactic author, she was a researcher. We found reference to Nair Adel in a study by Peres (2008) who mentions her as one of the members of a group of Brazilian teachers who traveled to the United States, within the scope of the policy of the Technical and Didactic Book Commission (COLTED) in the MEC agreement / USAID (United States Agency for International Development), to carry out studies on the production of textbooks, in 1969, representing Rio de Janeiro. This group participated in didactic authors appointed by publishers, and technicians from the State Education Departments. We did not find information or other publications by Eurilete Jacome, Gilda Marra, Ruth Dana, Tito Avilez, Léa Lima and Marlene Blois, in addition to the books that make up the collection to which the *Siga Aprendendo* booklet belongs.

Unlike the *Cartilha ABC*, this one was mainly intended for teachers. The very title of the copy that accompanies the booklet is called the *Teacher's Guide*, directing the audience to which it is intended. The first page of the *Guide* also gives indications about who it is assigned to

A teacher with experience in literacy knows very well that the adoption of a process to teach a child to read is only important as a starting point. [...] It will also try to use the most varied resources, not only for fixing the words that are gradually being presented to the students, as well as to achieve success in the phonetic analysis and syllable isolation exercises. [...] We are sure that colleagues will do so. We have known since our first contacts with the teaching profession, that the effort and idealism of teachers are always factors in the task of teaching. (MARCOZZI *et al.*, 1968, p. 01).

The fragment shows that the authors assumed that the literacy teacher who would use the booklet should have technical, theoretical and pedagogical knowledge in the area, not being thought and indicated for people willing to read and write, such as the *Cartilha ABC*. However, there is a sentence at the end of the section “The process” that allows us to infer that this material can be used by lay teachers: “There are those who do it, with greater or lesser resources for scientific application and those who use instruction Natural. The truth is that they do it” (MARCOZZI *et. Al.*, 1968, p.02).

The number of lay⁹ teachers was significant in the state of Mato Grosso during the period studied. Furtado and Moreira (2015) explain that they were responsible for a large portion of education at the time and that those hired to work at CAND received much more structured in-service training than those hired by the state government.

The texts in the booklet and the *Teacher's Guide* give evidence that this is a material designed for literacy only for children. The texts and illustrations belong to the children's universe and the technical guidelines describe how child development happens and how playfulness is an important factor for learning. In the section “Starting a reading program,

⁹ In 1960, 78.7% of the teachers who taught in Mato Grosso were lay people (MATO GROSSO, 1965).

children need ...” are mentioned among several strategies: “[...] birthday celebrations, dramatizations, rhythmic band, games, sung games, storytelling and poetry, memorization of comic books, walks, interviews [...]” (MARCOZZI *et al*, 1968, p.6).

Once again we believe that what explains the circulation of this booklet in this region of the state, not being found in other regions already investigated, is due to the fact that it has the MEC seal, since the second booklet cover, edited in 1971, brings the information: Companhia Editora Nacional in partnership with the National Book Institute of MEC. As Silva (2012) points out, the National Book Institute (INL) was a specific body created in 1929 to legislate on national textbook policies. It aimed to contribute to the legitimation of the national textbook and to help increase its distribution. As previously explained, the Federal Government had an active role in the education of the National Agricultural Colony of Dourados and probably caused the books adopted by MEC to be distributed in the region.

The *Vamos Sorrir* booklet was written by Maria Braz and is part of a collection that starts with the booklet and accompanies five other books destined from the first to the fifth year. The books that follow keep the same title *Vamos Sorrir* and were written in partnership with Candido Oliveira. The cover and illustrations of the booklet were made by Stúdio Ito. The issue we had access to is from 1973 and is in its 10th edition.

Vamos Sorrir was published by FTD, a publisher founded in Brazil in 1902 that since its origin has been dedicated to the publication of schoolbooks. These over times were organized into Didactic Book Collections, which stimulated the production of these works in all disciplines. The booklet was published according to a standard called FTD Method FTD, which included the publication of the publisher always accompanied by the Master's Book (FTD, 2017).

The Master's Book came to be seen as a safe guide that saved teachers time and plenty of material for students to work; therefore, FTD books have been adopted by most colleges. It was difficult to find a Brazilian school that did not adopt several FTD books, both on the private and public networks. (FTD, 2017).

As can be seen, as well as the *Siga Aprendendo* booklet, *Vamos Sorrir* was written for use by teachers. The manual that accompanies the booklet is called the Teacher's Book, but the copy we found does not inform either the year or the edition, but comparing the guidelines and the pagination, we realized that this is a different edition to the one we found. This provides technical and didactic guidance on the booklet as well as supplementary activities and guidance on how to proceed with each lesson. *O Livro do Professor* presents the objectives of learning to read, the methods and processes of learning and how assessment and recovery of learning should take place. The book does not bring any indication that the material was designed for lay teachers, on the contrary, the importance of teacher training is always demonstrated so that a good job is developed. At the end of the manual, the “Bibliographic Recommendations” are presented, which guided the preparation of the booklet and are suggested for teachers to read.

we present the “Teacher's Book” with the purpose of collaborating in order to promote the best use of the booklet [...] It is necessary, however, that the teacher is attentive to all the opportunities that present himself, taking into account the peculiarities of your class, adapting the suggested activities, finding new ways, complementing, adjusting, deepening so that your teaching is truly integrative. (BRAZ, s.d, p.03).

The booklet is intended only for children. This is possible to perceive through the texts, images and guidelines contained in the *Livro do Professor*.

Teaching how to read consists in the development of the reading mechanism, through the expansion of experiences, rich and stimulating, that allow the child the growth of his abilities to understand and feel what he reads, making his learning an emulation for new discoveries (BRAZ, sd, p.03).

The method indicated by the booklet is the analytical-synthetic one, which makes us think that this was an indication of the Government of the State of Mato Grosso, since the pedagogical guidelines of the time defended the use of this methodology. Amâncio and Cardoso (2006) explain that since 1915 the Government of Mato Grosso defended the use of the analytical method. This option was made official in Decree nº 759, of April 22, 1927, which regulated primary public education in the state of Mato Grosso. Although many teachers still used empirical methods, that one persisted in the face of the methodological silencing of the Organic Law of Primary Education of the state of Mato Grosso, of November 24, 1951, which replaced the Decree of 1927¹⁰, and which only came to be changed in 1961 with the promulgation of the first LDB, Law No. 4,024, of December 20, 1961, which sets the National Education Guidelines and Bases. Although LDB preached methodological diversity, leaving space for each unit of the federation to choose which to follow, according to Amâncio and Cardoso (2006), the state of Mato Grosso started to adopt the synthetic-analytical method from then on, giving a new direction literacy and the circulation of booklets in this state.

Another hypothesis raised for the circulation of the booklet is the strong influence that São Paulo had on the educational policy of Mato Grosso. Bertoletti and Silva (2016), when analyzing the report of the General Director of Public Instruction of 1942, Francisco Alexandre Ferreira Mendes, show this influence.

With regard to the circulation of textbooks, the rapporteur's complaints seem to reflect the reality of the primary school in Paranaíba, in which case the books were not only purchased in the state of São Paulo, due to the total absence of bookstores in the municipality, as they were also, for the most part, from São Paulo authors, graduated from the Escola Normal de São Paulo (BERTOLETTI; SILVA, 2016, p. 386).

In addition, Mortatti (2000) clarifies that since 1930 the booklets produced and in circulation in the state of São Paulo have already adopted analytical-synthetic methods - also called mixed or eclectic. What leaves us in doubt is why these booklets were not located in other regions of the state in studies by Amâncio and Cardoso (2006) and by Bertoletti and Silva (2016). We had developed the hypothesis that this booklet could have reached the CAND region through migrations made by miners, gauchos or northeasterners, but when revisiting studies by Peres (2006), Frade and Maciel (2006), among others, we did not find no evidence to confirm our suspicion.

However, we consider that these phenomena played a predominant role in the choice and circulation of localized booklets that characterize a certain rupture in relation to other locations in the state of Mato Grosso, driven by the settlement project undertaken by the Federal Government, which enabled the creation of “new routes” circulation of booklets.

¹⁰ A study on policies for circulating literacy methods in the state of Mato Grosso can be found in Silva and Bertoletti (2017).

Conclusion

With this article we intend to trace “new routes” of circulation of literacy booklets in the extreme south of the state of Mato Grosso. In this sense, we mapped the ruptures in relation to the rest of the state, that is, what circulated through CAND and was not indicated in other studies on the subject, seeking to identify the origin of circulation of these materials.

This study becomes relevant if we take the textbook not only as an artifact for school use but observe it as a product and producer of cultures, ways of seeing and thinking about education, the market, culture and society. Given this, we can think that the circulation of these materials made education in the region of the Agricultural Colony different from the others, since the booklets were the result of a Federal Government policy that entered the space that in other locations was governed only by State government. Before this perspective, we can summarize the results of this investigation as follows:

1. At the primary school of the National Agricultural Colony of Dourados, a variety of booklets circulated, some of which were present in all regions of the state, others were identified only in this region.

2. Although the State Government had prescribed guidelines as to the books to be adopted in the state, it seems that, in this region the strength of the Federal Government prevailed over the choices and distribution of the books, since some of the books that were located circulated only in this one region.

3. The origin of the exclusive materials from this region was restricted to São Paulo and Rio de Janeiro, causing us to abandon the hypothesis that some of the booklets would have reached CAND through the migratory flow to the region, although we realized that the group of migrants and the government project had influenced the production and circulation of many of these materials.

4. The booklets had a distinct audience, both with regard to those who learned, sometimes thought for adults and children, now only for children, and those who taught the first letters, being able to be trained teachers, lay teachers or just literate people willing to teach.

In short, contrary to what we thought, it is the strong arm of the State that determined the different circulation of booklets in the region analyzed, an interference that marked not only the circulation of material, but the education of CAND, the training of teachers and all the economic and social context.

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