



**Photography as a gateway to school culture:
images of schools in the city of Londrina, Paraná (1950-1985)¹**

A fotografia como porta de entrada para a cultura escolar:
imagens de escolas da cidade de Londrina, Paraná (1950-1985)

La fotografía como puerta de entrada a la cultura escolar:
imágenes de escuelas en la ciudad de Londrina, Paraná PR (1950-1985)

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Abstract

We present the results of a research carried out in the collection of the Museu Escolar de Londrina – MEL, whose objective was to identify the typologies of photographed actions and the possibilities for the study of School Culture. Eleven collections were analyzed, totaling 669 photographs dated from 1950 to 1985. The theoretical framework brings the concept of School Culture closer to the field of History of Education. The results indicate in five typologies: political actions, school routine, celebrations, commemorative dates and municipal management. It is concluded that the study makes it possible to enter the field of School Culture and understand the school in its most complex dimensions, that is, through the perception of what the school keeps beyond its official curriculum, as well as knowing the always present relationship between the School Education and the city's movements in all its aspects.

Keywords: School; School Culture; Photography.

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Resumo

Apresentam-se os resultados de pesquisa realizada no acervo do Museu Escolar de Londrina – MEL, cujo objetivo foi identificar quais são as tipologias de ações fotografadas e as possibilidades para o estudo da Cultura Escolar. Foram analisadas onze coleções, totalizando 718 fotografias datadas de 1950 a 1985. O referencial teórico aproxima o conceito de Cultura Escolar do campo da História da Educação. Os resultados indicam cinco tipologias: ações políticas, cotidiano escolar, celebrações, datas comemorativas e gestão municipal. Conclui-se que o estudo possibilita adentrar no campo da Cultura Escolar e compreender a escola em suas dimensões mais complexas, isto é, por meio da percepção do que a escola guarda além do seu currículo oficial, assim como permite conhecer a relação sempre presente entre a Educação Escolar e os movimentos da cidade em todos os seus aspectos.

Palavras-chave: Escola; Cultura Escolar; Fotografia.

Resumen

Presentamos los resultados de una investigación realizada en el acervo del Museu Escolar de Londrina – MEL, cuyo objetivo fue identificar las tipologías de acciones fotografiadas y las posibilidades para el estudio de la Cultura Escolar. Se analizaron once colecciones, totalizando 669 fotografías fechadas entre 1950 y 1985. El marco teórico acerca el concepto de Cultura Escolar al campo de la Historia de la Educación. Los resultados señalan en cinco tipologías: acciones políticas, rutina escolar, celebraciones, fechas conmemorativas y gestión municipal. Se concluye que el estudio posibilita adentrarse en el campo de la Cultura Escolar y comprender la escuela en sus dimensiones más complejas, o sea, a través de la percepción de lo que la escuela guarda más allá de su currículo oficial, así como conocer la relación siempre presente entre la Educación Escolar y los movimientos de la ciudad en todos sus aspectos.

Palabras clave: Escuela; Cultura Escolar; Fotografía.

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Introduction

Keeping and preserving the documentation and memory of School Education is a major challenge for cities. In Londrina, city located in the state of Paraná, until the year 2018, all the documentation of the municipal schools, under the custody of the Municipal Secretary of Education - SME, was allocated in cardboard boxes stacked in a housedeposit, whose structural conditions were not suitable for the protection of the material. The existence of leaks, humidity, animals and lack of ventilation put at risk the preservation of documents and, above all, the place did not offer infrastructure for conducting searches. It was in this context that the partnership between the State University of Londrina - represented by the Study and Research Group Places of Learning: relations between school, city, culture and memory and the Research Group Civilizing Processes - and the SME for removal, cleaning, identification, cataloging and digitization of documentation, in parallel to the construction of the *Museu Escolar de Londrina* – MEL.

The researchers and researchers of the aforementioned groups advanced in carrying out their research, assuming the condition of developing them concomitantly with the process of building the archive and the adventure of opening the boxes, one by one, and knowing their content, since it was unknown even to EMS personnel. In this sense, after choosing to work with photographs, the delimitation of the images addressed in the present study was done in two ways: first, within what is now known to be a rich photographic collection, we chose to work with the images deposited in a single cardboard box, of which the importance of school records had already been announced in the Yamashita survey (2019); the second cut was made in the process of analyzing the photographs of this box when we identified that, among the 1,094 photographs, 718 were organized in eleven albums and dated from 1950 to 1985. We understand these albums as closed collections and choose to advance in research investigating the images contained in them. We established the hypothesis that they could provide us with clues about a particular school or subject, that is, we would be facing a collection. However, in the course of the research, this hypothesis was partially realized, because we identified that part of the collections was not organized in schools, but rather by the staff of the SME, and gather images on various topics.

In this article, we present the results anchored in the theoretical perspective of Cultural History. Aware that historical knowledge is constructed from sources and that photography as a source is not a copy of reality, nor is it subordinated to an incontestable logic of truth, being always subject to investigation, we sought to understand how the images with which we worked were organized in the box, forming the collections. In addition to the introduction, the article consists of three parts. In "Photography as a source for research on school", we advance the understanding of photography and its purposes as a rich instrument for the analysis of History, and we analyze the School Culture, field of knowledge that has been contributing to the studies that aim to understand the school universe. In "What is elected of School Culture to be registered through photography?" characteristics, contents and particularities of the collections. In the final considerations, we answer the main question of this investigation: "what are the types of actions photographed and what are the possibilities for the study of School Culture?"

Photography as a source for research about the school

Canabarro (2015) points to photography as invaluable for the reconstruction of interpretations of history. Photography is seen by the author as a social product, and it is up to the historian to constitute the discourses from the inference about the scenes understood as historical fragments. Thus, all photographic images can be studied, as they are references to the reading codes of society.

Photography as a cultural product is an alternative means of reading. For Canabarro (2015), the researcher who seeks to understand the social history of photography, first, must reconstruct the history of that photograph, which means situating it in time and identifying the languages used. Therefore, to study a photograph, it is necessary to consider the intentions, the historical context and the technological conditions of image production.

Moreover, Canabarro (2015, p. 19) states that photography is a product and a form of expression, a mediation between technology and the dimension of looking, "(...) is a way of circulation of culture that enables the constitution of comparative elements between our daily life and the distant world, is the relationship with the other that constituted us as beings of cultural otherness".

The reading of the images was carried out through typologies that identify the actions, seeking to understand what they were trying to register. From the authors Boris Kossoy (2007) and Roland Barthes (1984), one can understand that the images recorded are clippings of a larger reality. In this research, the photographs worked expose several actions of school practices, both the City Hall of Londrina and several municipal schools in the city. According to Barthes (1984), photography is unclassifiable, however, it is due to the work of the historian who, with each new look at the photographs, promotes separations and organizes them by themes, that in-depth studies can be carried out from various theoretical references. Boris Kossoy (2001) reaffirms that a photograph is a record with a pre-intention. The reflection that should prevail from photography is that each person that the research will have a different look. However, by the time the photos move from the collection to the research, there is already a selection based on the researcher's intentionality (KOSSOY, 2007).

Kossoy (2007) points out that the photographic source is tangible proof that this fact existed. In this sense, even though there is a need for inquiries and questions, a photographic record already provides an answer: that the event happened. Kossoy (2007) then works on the concept of first and second reality: the first reality is the particular history of the object of record; the second reality is about the dates, the time, and everything that understands the moment that the photograph was recorded. The first reality is the result of the photographer and depends on the perception and interpretation of the researcher, being able to represent or not a historical object, because this also brings the cultural filters. The second reality is the context.

Peter Burke (2004) worked on the relationship between cultural history and image. For the author, when it began to be used, it was presented in the historical context always accompanying texts and testimonies, which underlined the tendency to work with these images as illustration, that is, without exploiting them. Thus, the historian already arrived at the answers by another means and did not seek in the image new questions. Burke (2004) points out that, over time, the use of the image has changed. It began to be used in studies; but with an "innocent look", as if the image was free of any influence, as if it were not built.

Burke (2004) puts that the investigation of documents begins from the moment they are questioned. Thus, the images, when questioned, consolidate as a source. The author demonstrates how the image is important "as evidence of the material culture of the past" (BURKE, 2004, p. 29), which indicates the importance of the researcher performing a critical reading of the photographs. Bloch (2001) contributed to the reflections on the partial condition of the source, emphasizing the importance of questioning what was given and not passively accepting what was said. This is what history is all about. The material culture can be analyzed from the images, because "the images can testify to what cannot be put into words" (BURKE, 2004, p.38).

After capturing the image that becomes a photograph, according to Mauad (2006), "nothing will be like before", a process of mediation and interpretation of the image is initiated. The senses that a single photograph produces are multiple. Drawing on the theory of Jacques Le Goff, Mauad emphasizes that photography is image/document and image/monument.

Ana Mauad advances in the studies of image, either as illustration or as source, because, according to the author, the image as illustration also offers a wide field of approach. As we approach the discussion of photography, a typology of image, many questions arise, such as the technique of the photographed image, the very act of photographing and the message that is contained in the images. To answer these questions, it is necessary to take a proposal, according to Mauad (1996), transdisciplinary. The author questions the position and role of photography in history and defines that photography is a message that was elaborated in time as a direct or indirect witness to the past. Initially, when photography emerged as an object associated with technique, technology and opportunity, it was considered extreme reality. However, in the interpretative scope of Cultural History, photography gained its space. In this sense, Mauad (1996) argues about the independence of the image from written sources and, with this, historians saw the need to problematize the image as a source. Then, the studies of themes on private life, daily life, social relations, among others, are expanded, verifying the lack of dialogue with other sciences, such as Sociology and Anthropology, making the historian a detective for "decode sign systems and decipher traces" (MAUAD, 1996, p. 6).

For Oliveira and Tambará (2004, p. 5), "not only do photographers manipulate photographs but, to some extent, researchers establish what should be seen". The study of image contributes greatly to the understanding of the multiple points of view that men and women build about themselves and others, their behaviors, thoughts, feelings and emotions, in different times and spaces (OLIVEIRA; TAMBARÁ, 2004).

By preserving an instant in time, the image points to a memory that is intrinsic to itself, but also involves an external memory, that of the spectator. The realization of these interpretations part of the researcher, but needs a methodology to be chosen to trace the parameters of analysis of the document.

The photographs work in two realities: one before and another after the click of the machine. Researchers Oliveira and Bittencourt Jr. (2013) place that, in order to make the iconographic analysis, it is necessary to make criticisms before the source and the document. Photographic records allow us to observe more carefully the continuities and disruptions in social, cultural and urban environments at various times.

Among the existing historical sources there is a consensus that photographic records are of pertinent importance for allowing the careful observation of ruptures and continuities in urban, social and cultural environments at different times, making it possible to understand these processes by the information that the photographic material provides (OLIVEIRA; BITTENCOURT JR., 2013, p. 1).

Raquel Discini de Campos (2007, p. 25) indicates that the particular representations of the world, and here we include photography,

relate to each other, and are shared, socialized, and resized by collective representations of the world, by what circulates in the social world and is common in culture; by what is beyond individuals: practices, rites, concepts, ideologies or morals.

Rachel Abdala (2013, p. 27), in strengthening the relationship between photography, the history of education, and school culture, argues that "the school produces images represented by photographs that, while reflecting its practices, maintain a pattern of social representation that articulates the school culture to social conditioning". When seeking to answer whether there

is a pattern for school photographs, it assumes the limits found regarding research in school archives and justifies the choice of working only with one file (ABDALA, 2023, p. 290) which, in one way or another, circumscribes the field of answers when dealing with such a broad theme as School Culture.

The photos stored in the box show several actions of the schools. It should be noted here that we are dealing with photographs taken at a time when they were revealed a posteriori, and each click could not be undone with just a touch of the screen, as is the case today. Therefore, we are dealing with carefully chosen scenes that allow us to know about the School Culture of the time.

In addition, we assume polysemy when defining the concept of School Culture with which we work. In the field of History of Education, "the School Culture category has been subsidizing historical analyses and assuming visibility in the structuring of rural events" (FARIA FILHO; GONÇALVES; VIDAL; PAULILO, 2004, p. 142). The authors, from the studies of Dominique Julia, Jean Claude Forquin and António Viñao Frago, highlight the invitation to "education historians to ask themselves about daily practices, about the internal functioning of the school" (FARIA FILHO; GONÇALVES; VIDAL; PAULILO, 2004, p. 144), indicate the importance of moving away from an understanding of School Culture as a "second-rate" culture, building the understanding of school as a locus producer and creator of peculiar ways of making the world and being in it (FARIA FILHO; GONÇALVES; VIDAL; PAULILO, 2004, p. 147); also highlight the issue of time and school space as effective dimensions in the field of education for the definition of cultural practices. The authors conclude that:

The notion of School Culture has undoubtedly meant a methodological and analytical refinement of our research and has enabled the strengthening of dialogue, on the one hand, with Historiography and, on the other, with other areas and educational sciences (FARIA FILHO; GONÇALVES; VIDAL; PAULILO, 2004, p. 153).

To strengthen this dialogue, it is necessary to build questions that highlight the actions of those involved in the effectiveness of everyday school. The photographs constitute a rich arsenal of research and can be used as a key to enter the field of School Culture. The photos mark a moment, a part is cut out to be recorded. Although every photo has an intentionality, this record becomes a document in the hands of the researcher who stands in front of the source, interrogating it.

Rosa Fátima de Souza (2000) points out that the use of images has been expanded in the study of the History of Education and indicates that:

There are two difficulties in using these iconographic sources for the historical study of School Culture; on the one hand, the collection and location of the photographs; interpretation of images (SOUZA, 2000, p.18-19).

During the process of construction and research, the problems indicated by Souza (2000) were experienced. Certainly, the fact that we faced with a large proportion of documents has accelerated the search for images related to schools; on the other hand, we ran into the difficulty in advancing the interpretation of a significant amount of photographs. Therefore, we chose to work with the 718 images that were organized in eleven albums, called by us "closed collections", and postponed for future research the analysis of the 376 photographs found loose in the box.

Among the eleven collections, we identified a certain standardization in nine: they are pastes with hard cover in black and blue colors, which pack plastic bags, inside which are the photographs pasted on the front and back of sheets of sulfite paper. On the cover of seven folders there are titles printed on adhesive tape produced by a device called "labeller".

The remaining three collections, that is, that are not organized in folders, are of the same typology of family albums, two of sheets of cardboard in gray color, separated by sheets of tissue paper. In one of them, the photographs are glued; in another, paper angles were used to fix the images. The third of these albums are self-adhesive cardboard sheets, accompanied by a transparent adhesive plastic that protects the photographs.

Table 1: Data from collections

Collection name	N° of photos
Collection 1 - Escola Municipal Lisimaco Ferreira da Costa ¹	16
Collection 2 - André Rebouças Municipal School	75
Collection 3 - Carlos de Almeida Municipal School (Albums 1 and 2)	73
Collection 4 - Inaugurations in the Countryside	136
Collection 5 - Miscellaneous	51
Collection 6 - Album 5	19
Collection 7 - Reforms in schools	17
Collection 8 - Municipal Department of Education and Culture - Photo archives of the management of A.C Belinati	40
Collection 9 - Mayors Fernandes Sobrinho and Milton Menezes	178
Collection 10 - Personal S.E.C ²	65
Collection 11 - Promotions of S.E.C	48
Total	718

Source: elaborated by authorship.

One of the particularities of this study is that, as mentioned, it was developed amid the construction of a documentation center, and the results contributed to the decisions to be made on how to store and catalog the photographs in order to be used in future research. Collection names came from titles found in folders or albums. Namely, we intend to keep this format in the organization of the entire collection, respecting as much as possible the original groupings found in the boxes.²

What is elected from School Culture to be registered through photography?

The photographs worked expose various school practices, both the Municipal Education Department of Londrina and several municipal schools in the city. Collection 1, "Municipal School Lisimaco Ferreira da Costa", may become one of the most complete collections of MEL in terms of a record of everyday actions not linked to commemorative events. It is without cover, but thanks to the careful organization, the photographs are in excellent condition. Before each page of paper-cardboard in dark gray color, which already presents the yellowing of time on its edges, there is a sheet of tissue paper, and the photos were not glued on paper, but fastened by angles. Some photographs are worn and eroded at their edges, which emphasizes the need for preservation. The images represent the overview of the classes, which we understand, by inference, to be from a rural school. They are records of classroom situations: students and

² At the end of the writing of this article, approximately 3 thousand photographs have been identified in the collection that we are organizing at MEL, and there are still several boxes do be opened.

students sitting in desks while the teacher develops an action. As all the photographs are accompanied by subtitles, we could conclude that they are Arithmetic and reading classes; centre of interest; an activity called "flower growers"; the school football team, "The Ball Wizards"; activities with a student dressed as a nurse, among other topics.

The analyses that can be made from the images begin with the similarities and differences of space that we understand as a school. Children wear white: girls sometimes wear dress; in others, apron or white coat; and the boys always wear the same jacket style, in shirt format. One observation is that all children are well-groomed, with extremely clean and aligned clothes. The teachers also wear white coats, with length below the knee and long sleeves. The school desks are made of wood and, from the information contained in the album, we can conclude that, in this school, there were separate classes between boys and girls and mixed classes, because when boys and girls appear in the photos, the caption brings the term "mixed".

All photographs contain captions, but none make inferences to dates. We suppose, by the style of the clothes, the album and the furniture, which are images of the 1950s or 1960s. A few months after the examination of defense of this research, our assumption was confirmed, because it was located in another box a folder with the rest of the album, which is noted, the date: "1950 - 1960". Regarding the images analyzed, it is inferred that there was a preparation for the photo shoot, because everything is very organized, and all children wear perfect uniforms. Only one girl is in slippers, the others are wearing shoes. Despite the preparation, we understand that we sought to portray the daily life of the school, the poses were clicked to highlight the actions performed in the environment. The collection shows the reality of a single school, because it portrays the same teachers, environments and students, being a record of that specific place. The school operated in two periods and, in the collection, there are records of the morning and afternoon periods.

One specificity that can be recorded is the large number of plants in the classrooms, all in pots and being of different varieties. The children in the photographs are recorded taking care of the plants present in the space. We found several records of activities with plants, such as the care of vegetable gardens and gardens, which leads us to assume the significant importance of these activities in the daily life of that school. It is necessary to advance further investigations to verify if these records are more constant in rural schools or if they are also present in urban schools. What we can conclude so far is that several photographs record school activities carried out outside the scope of the classroom and, as we are dealing with a period in which access to the photographic record was not so facilitated to all, the importance given to these activities.

The photographic record whose caption brings "Center of interests" (Figure 1) refers us to the pedagogical assumptions of the New School, mainly of Ovide Decroly (1871-1932), defender of the methodology based on the centers of interest. As stated by Menezes (2001, s/p), Decroly:

developed the idea of "centers of interest" that would be a kind of ideas-force around which converge the physiological, psychological and social needs of the student. For Decroly, there would be 6 centres of interest that could replace discipline-based study plans: a) the child and the family; b) the child and the school; c) the child and the animal world; d) the child and the plant world; e) the child and the geographical world; f) the child and the universe. It was Decroly's child psychology research that led the educator to the creation of a new primary education system, whose purpose would be to prepare the child for life. Thus, he conceived the ideal school, which should be located in an environment that would make it possible for the child to observe, daily, the phenomena of nature and the manifestations of all living beings.

In Brazil, this methodology was applied in schools in the context of renovations resulting from the movement of the New School in the 1930s.

Figure 1: Center of interest



Fonte: MEL. Location code in the collection: AA2G1P1F15, 2019.

In Collection 2, entitled "André Rebouças Municipal School", there are pages with a single image, others with two, three and even four records, all in black and white. It is inferred that the years of recording the images are from the 1950s, because in the legend of two photographs are dates: one in 1959, another in 1955. The album resembles the traditional albums that families kept - or still keep - at home; however, in this case it was used to keep school records. The action of time was present in this collection, because the leaves are detaching and the first photo suffered damage in the image, since it is well deteriorated. Some leaves are separated by silk paper, which helped preserve many photographs, but in others the silk paper no longer exists. The photographs were pasted on the pages that make up this album, which prevents you from viewing the back, which may - or may not - contain information.

The photographs in this collection show schools in specific situations and moments, highlighting the number of records made at events considered important. At the time, the Mayor of Londrina was Antônio Fernandes Sobrinho, a character in much of the photographs, especially on commemorative occasions, such as the delivery of certificates to students. The students, in these ceremonies, are well-dressed: boys in suit and tie and girls in full-skirt dresses, showing a concern for the event that is going on.

The main activities recorded in the collection are the students in front of the school with the teacher, and certification ceremonies, with delivery of papers that we infer to be diplomas. We conclude, from the analysis done, that the photographs were not performed in a sequence,

but in a punctual way, because we located few repetitions of people or scenarios. Photography in front of the school, bringing students together with the teacher (Figure 2), suggests that this is an important record for which everyone prepared. As Souza (2000) points out, it is a classic image that was recorded in a school environment, a photograph mounted with the students and the teacher. In the photo, the students are in white clothes: girls in dress and boys in shirt. Some children are wearing shoes, others are barefoot.

Figure 2: Students in front of the school



Source: MEL. Location code in the collection: AA2G1P2F20, 2019.

In this collection, in the photographs of the school in question, boys and girls appear, most often separated, and the records emphasize the boy students as "male students". One of the peculiarities is record of religious activities. Currently, it is emphasized that this dynamic has changed due to questions about the importance of religious diversity in our country being taught in schools. In addition, there are records of civic events such as Flag Day, parades and various records made in front of the school, which leads us to elaborate the idea that the place - the school in its materiality - was understood as important, respected and worthy of record.

The specificity that we observe from the photographic records of this collection is related to management. We could define that they want to pass on to us, spectators that students participate actively in school management, because a photo records students in the functions of secretary, undersecretary, treasurer and sub-treasurer, in the company of the teacher. Another photograph brings the record of the student who would be the president of the school, accompanied by the students responsible for cleaning.

Collection 3, with the name "Municipal School Carlos de Almeida", is composed of two albums with hard cover, spiraled and with self-adhesive sheets covered by a transparent thick plastic, which kept the photographs preserved. This is the newest photographic group of all the collections we work with. They are color photographs dated 1985, 1986 and 1987. The record appears on the sides of the photos, which refers to the date of development, but not the one of taking the image. However, when considering the collection's analyzed data set, we understand that these dates can also be understood as very close to the record date.

The main activities recorded are the events experienced at school, such as June parties,

school trips and student presentations. There is the complete photographic record of a June party held at school, with images, mainly, of the dances performed. Other celebrations with presentations were also recorded, such as rhythmic gymnastics. At the end of one of the albums were included eight black and white images of the inauguration of the "Carlos de Almeida Municipal School". In these records, we visualize people from the community who are waiting for the inauguration. On the plate, we can identify the year of inauguration, 1984, being present the then Mayor of Londrina, Wilson Moreira. Thus, we observe that the records show the school in its early years of operation.

The specificity that we identified was that it is a school that can be understood as an environment in which there was a concern to record the moments considered special in everyday life. In the second album of this collection, there are records of walks in the streets (Figure 3) and activities carried out in the courtyard. Through the clicks, we can perceive part of the daily school life and conclude that the schools give prominence to some actions, such as the June parties, graduations and outings to external activities.

Figure 3: Children on the bus of the Municipal Department of Education and Culture of Londrina



Source: MEL. Location code in the collection: AA2G1P5F1, 2019.

Collection 4, named "Inaugurations in the Countryside", is organized in a folder-catalog in black. Inside it are plastic bags with photographs pasted on bond paper and with caption below the image. In addition, it is possible to observe that the collection does not belong to a single school, as they are records gathered from several municipal schools. This fact leads us to infer that these are images that were gathered by the staff of the Municipal Secretary of Education of Londrina.

The images depict the schools in the rural environment and an indigenous school. The captions were written on a typewriter and some contain minor spelling errors that were tried to correct by typing the right letter over the wrong one. It is noticed that it was a well-organized collection, because there was care to describe with full captions the situation of each image. The records, in large part, are from schools that are being opened (Figure 4). From the data found, we can delimit the periodicity as being the years between 1969 and 1975.

Figure 4: People in front of the Municipal School "Joaquim Bernardes Martins"

Source: MEL. Location code in the collection: AA2G2P11F3, 2019.

The schools opened were wooden and resemble in architecture. The photos emphasize, in addition to the new buildings, the renovations and expansions that were made in the schools. Through these representations, schools record their festivities and mark important dates.

The School can be perceived as an institution that was in the process of expansion in the city of Londrina in the 1970s, because, as mentioned, there are several records of inaugurations. People from the community with their children are observed in the images, which suggests that they were looking forward to these new spaces. At various times, the faces of children are recorded looking curiously at the school structure. The political authorities are represented several times in these photographs, denoting the clear intention of those who photographed to register these presences in these situations. The photographs were taken with well-defined interests, such as the marking of the event, for the reader/observer to understand the registered action.

Collection 5, entitled "Miscellaneous", has the same characteristics as Collection 4. It is an album assembled in an organizing folder, following the pattern of photographs pasted on bond paper and with caption underneath. The collection records activities dating from the 1960s and 1970s, but we highlight that not all photographs contain date reference. At times, following the logic of the presentation sheets, some photos seem to be in the wrong place, so we do not know if they were exchanged or if other photographs were inserted after the assembly.

In this collection, possessions of the first supervisors of the schools, meetings between directors, Mayor and Secretary of Education of the time are portrayed. The records also show visits made by authorities, mainly Mayor and Secretary, to municipal schools and scenes of the first positions for normalist teachers. In a sequence, cutting, sewing and cooking classes were recorded, which were offered by the normalist teachers at the Municipal School "Jardim do Sol", according to information contained in the captions. In addition, the album presents images of the training and specialization courses offered by the city hall to teachers. A photograph (Figure 5) that draws attention in this collection is the record of a "sick" teacher, terminology that appears in the caption in reference to the parturient woman. She is lying on a bed and, apparently, some managers take flowers to give.

Figure 5: Teacher "sick" (childbirth) during the training course - Subtitle in the album



Source: MEL. Location code in the collection AA2G2P12F42, 2019.

The School can be understood, from the photographs, as a space that was consolidating itself in the municipality with the definition of standards, the realization of the first positions, the possession of the first directors and supervisors and training courses, which shows an intention of the municipality to align the interests and build the basis of this structure. The various positions opened also indicate the increase in demand for teachers, proportional to the large number of school registrations being inaugurated in other collections.

Collection 6, naming "Album 5" is arranged in a black cover catalog folder with a white paper label with the album numbering. Among the 19 photographs, 18 contain date in the legend, which allowed us to delimit its periodicity as being from the 1970s. The actions recorded, for the most part, are Children's Day parties, having seven records made in three different years: 1971, 1972 and 1976. There are several images about the inauguration of the Municipal School "Bento Munhoz da Rocha Neto" in 1976. Noteworthy are also the enrollment campaigns carried out in the neighborhoods of Londrina, in which a personalized Volkswagen Beetle was used to alert the need to enroll children in school (Figure 6).

Figure 6: Early enrollment campaign in the neighborhoods of Londrina - December 1970



Source: MEL. Location code in the collection: AA2G1P10F51, 2019.

We could assume that this collection was organized after the events portrayed in it. What leads us to this conclusion is the grouping of similar situations, but carried out on different dates, a fact that signals that those who organized the collection approached the related themes. The School we know through this collection can be understood as a space for integration with the community, with a school calendar based on commemorative dates, such as the Children's Day parties, held in a space called "Colossinho", the Philadelphia Institute Gymnasium, demolished in the early 1980s. As the records show, we understand that these events require previous actions, which print a special movement in the city.

Collection 7 is called "Reforms in schools". It is also a catalog folder in black. Inside the plastic sheets, the photographs are glued to bond sheets. It is well organized, being a small collection compared to the others found in this folder-catalog format. The recorded actions show constructions being carried out from agreements with the state of Paraná, such as the construction of the School Group "Jardim do Sol" and the School Group "Benjamin Constant". The images record the process of delivery of materials purchased for the reform of schools (Figure 7). One of the photos shows the school before its reform. There are also records of expansions in the buildings, as in the case of the Municipal School "Anita Garibaldi", images about the Brazilian Movement of Literacy - Mobral Cultural of the shed of Lake Igapó and about the collective effort for education made in the Municipal School "Garden Paradise".

Figure 7: Shipment of school reform material



Source: MEL. Location code in the collection: AA22G2P14F1, 2019.

The collection does not portray the daily environment of schools, but the policies involving the construction and improvement of schools in the 1970s. What stands out in this collection is the concern to register the works, the materials purchased and how the achievements in the municipality were taking place regarding the investment in School Education. We conclude that the photos were made for this purpose. The projects with the state government are very present, pointing out that the organizer wanted to emphasize this action.

Collection 8, entitled "Municipal Department of Education and Culture- Photo Archives of³ the management of A.C Belinati", is organized in a folder-catalog with the cover in blue, following the same pattern as the other collections: the photographs are glued to bond paper and packed inside plastic bags. From the information contained in the subtitles, we infer that it is an album with records from the 1970s.

The registered actions begin with the possession of the then Secretary of Education and Culture, Daniel Hatti (Figure 8). Another record to be highlighted is the II Jogral Competition, in which the initial organizer indicates in the caption is an action involving the municipal schools of the urban area. It is striking in the collection the characteristic of separation of schools between urban and rural areas. In addition, there are photos of administrative training courses for schools and tributes to employees at the time of retirement, also having celebration actions between the staff of the Secretariat, at the event on Easter. The visit of a Turkish painter is also recorded in some photographs, including when he gives to the city one of his paintings.

Figure 8: Office of the Secretary of Education and Culture, Professor Daniel Hatti.



Source: MEL. Location code in the collection: AA2G2P15F42, 2019.

This collection has images that record the visit of the Japanese Imperial Family to Londrina. It is observed that the organizer took great care to put the names of those present and their actions. There are also records of the visit of the Secretary of Education of Kyoto, Japan, to Canada College. According to the newspaper "Tribuna Paraná", the visits of the Japanese Imperial Family to Londrina occurred in 1958 (for the first time) and then in 1978.⁴

Collection 9, entitled "Mayors Fernandes Sobrinho and Milton Menezes", is divided into two phases: one of the management of Fernandes Sobrinho (1955-1959) and another of the management of Milton Menezes (1951-1955). Management is separated by a title sheet. The collection is organized in a black cover album, in folder-catalog format. The actions that were registered are classes taught by teachers, vacation courses offered to teachers, parades of September 7, photographs of the students of the School "Mother of God" in the years 1950, 1951, 1952 and 1954, girls in ballet classes (Figure 9) among other situations.

³ In the period from 1969 to 1992, the School Education of the municipality was in charge of the Municipal Department of Education and Culture. In 1992 the separation between the Ministry of Education and Culture took place; and the educational agency, beginning in 1993, became the "Department of Municipal Education".

⁴ Available in: <https://tribunapr.uol.com.br/noticias/brasil/visitas-da-familia-imperial-japonesa-ja-se-tornaram-tradicao/>. Acesso em: 14 jul. 2021.

Figure 9: Girls dance ballet

Source: MEL. Location code in the collection: AA2G2P16F48, 2019.

The Collection 10, entitled "Personnel of S.E.C", is organized in a folder-catalog in black color and brings records of various actions of the Department of Education and Culture, such as courses, delivery of certificates, exhibitions, and opening of positions, inauguration ceremonies and tours. Records of facades of the Municipal Department of Education and Culture, as well as other buildings, such as the Municipal Public Library, are also identified. An action that is highlighted in the collection is the possession of Professor Hylceia V. Boas de Oliveira as Secretary of Education and Culture (Figure 10). Within this collection, there are also the photographs of an exhibition entitled "SEC Exhibition in the 1st Fanep", and there is a record of a certification to students who contributed to the realization of the exhibition, which leads us to infer that the students participated in exposing their work.

Figure 10: Tenure as Secretary of Education and Culture of Professor Hylceia V. Boas de Oliveira

Source: MEL. Location code in the collection: AA2G2P16F50, 2019.

The Collection 11, named by the organizer "Promotions of S.E.C", is organized in folder-catalog in black color. In the beginning, it is already indicated that they are records of "parties promoted by S.E.C". There are scenes from the show "Holiday on ice", accompanied by information that 5,000 children from municipal schools were able to watch (Figure 11). This event was held in celebration of Children's Day.

In addition, there are records of other celebrations related to Children's Day and, in the captions, the places are mentioned, such as the Association of Municipal Employees and the Colossinho Gymnasium. There are photographs of the celebrations of the Week of the Homeland and two images of homage made to Mayor Dalton Paranaguá, on his birthday, in 14/07/1971. The registration of a picnic held by the Association of Municipal Servers to celebrate Teacher's Day is also included in this collection. The album keeps the memory of the students' certifications, which is a trend of the other collections: showing the images of delivery of the certificates to the students of the municipal schools; in this case, there are two situations: one delivery takes place at the Municipal School "Zacarias de Goes and Vasconcelos", another at the Guairacá heritage school.

Figure 11: "Holiday on ice" show



Source: MEL. Location code in the collection: AA2G2P18F9, 2019.

There is a set of photographs that stood out among this collection. The images are entitled "Matrimonial link of an indigenous couple, indigenous post Dr. Xavier da Silva in Tamarana" (Figure 12). Further research may indicate important aspects of the relationship established between the Department of Education and Culture and the indigenous people of the region.

Figure 12: Marriage relationship of an indigenous couple, indigenous post Dr. Xavier da Silva, in Tamarana



Source: MEL. Location code in the collection: AA2G2P18F44-49, 2019.

Closing remarks

As an answer to the question we posed as a problem for this research, namely, "what are the typologies of photographed actions and what are the possibilities for the study of School Culture?" has the understanding that the collections brought point out several directions and possibilities for the study of School Culture, and the eleven collections can be explored and addressed for future studies. Photographs may be classified and reclassified from various genres, for example: teachers and training actions; children in spaces outside school; relations of the managing body (Secretariat) with the schools; rituals at the inauguration and certification parties. We chose to work from five types to classify the photographs. These typologies can be key points to enter the studies in the field of School Culture: political actions, school daily life, celebrations, commemorative dates and municipal management.

In most of the photographic records, there is concern to present the actions of the city hall in relation to the School. They were classified in the typology "political actions", such as inaugurations, reforms and visits of mayors to schools. This is the main permanence between the decades studied, although with greater intensity in the 1970s. These narratives show a need at the time to record the actions in schools as political achievements and linked mainly to the Mayor. The transformations in the city of Londrina in the decades studied reflect the actions in the scope of education. In the 1970s, the municipality was undergoing the change of its economic centrality from rural to urban. Among the changes that occurred in the city, the one that first stands out is the organization of the photographs in the catalog folders showing the increase of schools in the urban area, which appears through several inaugurations and opening positions held.

The portrait of everyday school life, second typology, does not reveal a routine, given that access to the camera was still limited, that the cost of revealing the images was high and that the images could not be seen on a display, in need of negatives and *development*. On the other hand, what was chosen to be registered started from a preparation, there was a selection of actions to compose the collections, such as the work with gardens, the actions of management of students within the school units, the actions carried out outside the school (such as visits to different places and walks), cutting and sewing, cooking and gymnastics classes.

The third type, celebrations, was built by gathering records of official and unofficial celebrations aimed at specific moments of the school, such as graduations, enrollment campaigns and cultural events. They are punctual actions, inside or outside the school, thus identifying a preparation of the school to celebrate the event.

"Commemorative dates" was the name given to the fourth typology. We place in this group the classic actions of schools related to the movement around dates that are repeated annually in the calendar and that are worked and celebrated in schools. This is also an aspect of School Culture that remains to this day, such as June festivals, parades of September 7, Mother's Day and Children's Day.

The latter typology is quite specific and refers to the registration of municipal management actions. It points to the process of creation and consolidation of the Municipal Education Department of Londrina as autonomous folder, separated from Social Assistance and Culture. Thus, there are specific records of the actions of the Secretariat, especially regarding the realization of fraternization and support for teachers.

Finally, we note that the photographic collection of MEL is a rich arsenal for future research. In the limits imposed by clipping, time and conditions of development of this research, beyond the typologies announced, we conclude that, in the period of 1950, the highest incidence of photographs is of everyday life. In the 1960s, school construction records began, and in 1970,

there was an increase in records of school openings, city hall events, as well as training courses and positions for teachers to apply, showing a very directive political intention to record how much education in the municipality of Londrina was in the process of expansion. In the images of 1980, a small part still brings the changes in school spaces in the city, but there is a decrease in photographs for "political" purposes, that is, we infer that there is less concern to register Mayors, Secretaries and their actions.

The School Culture, then, makes it possible to understand the school in its most complex dimensions, that is, through the perception of what the school keeps beyond its official curriculum. The pictures show part of it. From the investigations of the traces, we could perceive what is not recorded in official documents and that allows a greater comprehensiveness in the understanding of School Education. The photographs are experiences that the schools decided to record from their daily lives. Even considering a possible dramatization, there is intentionality to guard these actions. Images can thus be understood as speech practices; and the school, as a political instrument, because much of the records had political purposes. Thus, the actions are significant and show the past of the History of Education of Londrina, which amplifies the research that can be carried out from the collection that we are organizing.

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