



**Historiographic epic in the Amazon:  
among collections and documents of Professional Education in Rondônia<sup>1</sup>**

Epopeia historiográfica na Amazônia:  
entre acervos e documentos da Educação Profissional rondoniense

Epopeya historiográfica en la Amazonia:  
entre colecciones y documentos de la Educación Profesional en Rondônia

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**Abstract**

This article, a dialogue with a doctoral research from Universidade Federal de Rondônia (Federal University of Rondônia) anchored in a qualitative approach, seeks to analyze the School Dossier of the Federal Institute of Rondônia, at *campus* Ariquemes, in an attempt to see with different eyes, the archives of this institution of teaching in the North of the country. What do these records highlight about the curricular organization of the mid-level technical course in Agriculture? Knowing the documentation of this school can be a way to try to revisit the Rondônia Professional Education curriculum. Bloch (2001) and Burke (2005) state that the documents present other versions of the past; thus, this work seeks to contribute to the discussion about Rondônia's school memories and expand studies on the History of Professional Education in the Amazon region.

**Keywords:** School Dossier. Rondônia. History of Education.

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## Resumo

O presente artigo, um diálogo com uma pesquisa de doutoramento da Universidade Federal de Rondônia (Unir) ancorado na abordagem qualitativa, procura analisar o *Dossiê Escolar* do Instituto Federal de Rondônia, *Campus Ariquemes*, na tentativa de ver com outros olhos os arquivos desta instituição de ensino da Região Norte. O que estes registros destacam sobre a organização curricular do curso técnico de nível médio em Agropecuária? Conhecer a documentação dessa escola pode ser um caminho para tentar revisitar o currículo da Educação Profissional rondoniense. Bloch (2001) e Burke (2005) afirmam que os documentos apresentam outras versões sobre o passado; assim, este trabalho procura contribuir para a discussão sobre as memórias escolares rondonienses e ampliar os estudos sobre a História da Educação Profissional na Amazônia Ocidental.

**Palavras-chave:** Dossiê Escolar. Rondônia. História da Educação.

## Resumen

Este artículo, un diálogo con una investigación doctoral de la Universidad Federal de Rondônia (Unir) anclada en el enfoque cualitativo, busca analizar el Dossier Escolar del Instituto Federal de Rondônia, Campus Ariquemes, en un intento de ver con otros ojos los archivos de esta institución de enseñanza de la Región Norte. ¿Qué resaltan estos registros sobre la organización curricular del curso Técnico de nivel secundario en Agricultura? Conocer la documentación de esta escuela puede ser una manera de intentar revisitar el currículo de la Educación Profesional de Rondônia. Bloch (2001) y Burke (2005) afirman que los documentos presentan otras versiones del pasado; Así, este trabajo busca contribuir a la discusión sobre las memorias escolares de Rondônia y ampliar los estudios sobre la Historia de la Educación Profesional en la Amazonía Occidental.

**Palabras clave:** Dossier Escolar. Rondônia. Historia de la Educación.

## 1. Plurality of memories, diversification of sources: starting point

I will write “*Um Paraíso Perdido*”, for example, or any other in whose breadth I would not be capable of a positive definition of the aspects of a land that, to be well understood, requires the permanent treatment of a lifetime (CUNHA, 2000, p. 79)<sup>2</sup>.

The epigraph of this article, with the voice of Euclides da Cunha, may inspire researchers to see the territories of northern Brazil with different eyes. In a breath of surprise, the writing through letters between the author of *Os sertões* and Artur Lemos<sup>3</sup> seeks to present possible meanings of values for this Brazilian land, which needs to be announced and requires the attention of entities, institutions and people.

The History of Professional Education in Rondônia also calls for the attention of educators from the Western Amazon, more specifically with regard to the creation of the curriculum for the secondary level technical course in Agriculture at the Federal Institute of Rondônia, *campus* Ariquemes (abbreviated as Ifro Ariquemes) in order to encourage these researchers to look into the sources of collections that (re)visit the memories and histories of Professional Education in the State of Rondônia.

This article, in dialogue with a doctoral thesis linked to the Postgraduate Program in School Education at the Federal University of Rondônia, is anchored in a qualitative approach and aims to unveil and analyze the institutional collection of Ifro Ariquemes, entitled School Dossier, more specifically within the scope of the mid-level technical course in Agriculture.

Amid the challenge of (re)visiting the past, especially the records on the curricular organization of the aforementioned technical course, in an attempt to expand their understanding of the world, the researcher comes across archives of the most varied materialities, which may encourage reflection on the notion of collection, whose most significant change, perhaps, lies in a new epistemological status of the document.

Farge's (2009) reflections suggest that archives act as a denudation; Shrunken into a few lines, they reveal not only what is inaccessible, but also what is alive. These are fragments of truth that, hitherto retained, leap into view, dazzling with clarity and credibility; without a doubt, the discovery of the archive is a manna that fully justifies its name: source.

Since the 19th century, the concept and scope of the term historical document have been expanded. The Annales School, in the 20th century, contributed even further to expanding the notion of source. Bloch (2001) afirma que, ao mesmo tempo em que se amplia o campo do historiador, amplia-se também a tipologia da fonte. From this perspective, this investigation seeks to (re)visit the past based on the institutional documentary collection. Bogdan and Biklen (1994) state that one of the most striking characteristics of qualitative research is the challenge of working with subjectivity, in an effort to interpret discursive data.

With regard to the historiographical operation, this investigation seeks to rely on studies on the New Cultural History, an approach that not only understands the writing of history based on political issues and/or the great deeds of nations and leaders in distant temporalities, but it also incorporates other social themes. Thus, it is possible to conclude that the history of common subjects and the daily lives of communities and institutions, on the most varied

<sup>2</sup> This is an excerpt from a letter by Euclides da Cunha sent to Artur Lemos, in which he narrates his first impressions of the Amazon Region.

<sup>3</sup> Artur de Sousa Lemos was a politician, professor, lawyer, journalist and senator from Pará. During the First Republic, he was part of Euclides da Cunha's sociability networks. Available at: <https://bit.ly/3Kzt6S2>. Accessed on: 21 Oct. 2021.

occasions, also comes to be considered (BURKE, 2005). In this sense, the possibilities of sources available to educators/researchers interested in studies on the History of Professional Education in Rondônia are expanded.

## 2. In the scope of the investigation: from Emarc to Ifro, Campus Ariquemes

In a first attempt to expand research on the History of Professional Education in the north of Brazil, more specifically the process of emergence and consolidation of Ifro Ariquemes, we seek to understand the curricular constitution of the secondary level technical course in Agriculture in the Western Amazon, which allows us a greater understanding of this federal educational institution in the Northern Region.

Ifro Ariquemes is one of the ten campuses that make up the Federal Institute of Education, Science and Technology of Rondônia; being a federal educational institution created by Decree-Law No. 11,892, of December 29, 2008 (BRASIL, 2008), which reorganized the country's Federal Network of Professional and Technological Education, composed of 38 Technical or Agrotechnical Schools and Federal Centers for Technological Education (abbreviated as Cefets), which from then on were called Federal Institutes of Education, Science and Technology, distributed throughout the national territory.

The project of association between technical courses integrated into high school was in force at different moments in the Brazilian educational past, particularly in the 1940s, 1960s and 1970s (PACHECO; PEREIRA; DOMINGUES SOBRINHO, 2009). When the first Institutes were created in 2008, many of these Technical Schools belonged to Cefets staff.

Created in 2008, Ifro is expanding, with the aim of meeting the training demands of the Rondônia community. The institution has courses from different areas in its catalogue, at different levels and modalities, such as secondary-level Technical Professional Education courses; of technologists; undergraduate courses (bachelors and teacher education) and postgraduate courses; in addition to initial and continuing training courses, in face-to-face and distance formats.

As can be seen in Figure 1, Ifro Ariquemes is a rural campus. It has an area of 300 hectares, based at RO-257, Km 13, towards Machadinho do Oeste, municipality of Ariquemes, Rondônia. It is located 200 km from the capital, Porto Velho, in the region of the state known as Vale do Jamari.

**Figure 1** – Aerial image of the Ifro Ariquemes headquarters



Source: Ifro Ariquemes institutional collection.

Figure 1 shows the headquarters of the educational establishment, highlighting its physical structure. It is possible to see some spaces in the aerial photo. From the foreground to the background, the Mineralogical Museum, the administrative building, the classroom blocks, the school cafeteria, the sports court, the accommodation and the agribusiness laboratory appear. In the image you can see pastures and an area of preserved forest.

Ifro Ariquemes, considering the region's potential for agricultural development, prioritizes the offering of courses focused on agricultural business. Currently, the *campus* offers two technical courses integrated to high school: Agriculture and Food, in addition to a technical course subsequent to high school in Aquaculture and higher education in Agronomy. The institution also has a degree in Biological Sciences, a specialization in Science and Environment, a technical course in IT Support and Maintenance and a technologist in Systems Analysis and Development.

In an effort to learn a little about the trajectory of this school in Ariquemes, the paths taken by the research identify that the origins of this institution date back to the 1980s, with the implementation of the Ariquemes Agricultural Middle School (abbreviated as Emarc).

Studies by Ramos (2014) conclude that the creation of Schools for Apprentice Craftsmen and agricultural education was a major step forward in the redirection of Professional Education in the country, as it expanded the horizon of action to meet the emerging needs of enterprises in the fields of agriculture and industry.

In the marathon search for clues from the archives, we came across sources that contribute to the understanding of the history and memory of Ifro and, consequently, of Ariquemes Professional Education. What is the context of the emergence of this institution? What are the official documents that supported its creation? What the collections record about the functioning and curricular organization of the Agricultural technical course integrated into high school?

### 3. On the trail of the History of Education in Rondônia: Professional Education

Ramos (2014) highlights that, until the 19th century, there are no records of systematic initiatives that today could be characterized as belonging to the field of Professional Education. What existed until then was propaedeutic education, aimed at training future leaders.

The author also announces that the first signs of what today can be characterized as the origins of Professional Education appear in 1809, with the creation of the Colégio das Fábricas (Factory School) by the Prince Regent, future D. João VI (CNE/CEB nº 16/1999). In this direction, throughout the 19th century, several institutions were created aimed at teaching the first letters and initiation into trades, whose recipients were poor children, orphans and abandoned children, among which the Children's Asylums for Disadvantaged Children stand out.

In Brazil, Professional Education had a welfare origin, as it sought to serve those who did not have satisfactory social conditions, so that they would not continue to practice actions contrary to good customs.

The beginning of the 20th century brought something new to Professional Education in the country, when there was a public effort in its organization, changing the more clearly welfare-based concern of caring for abandoned minors and orphans, to preparing workers for professional practice. Thus, in 1909, President Nilo Peçanha created the Artifices Apprentice Schools, aimed at “the poor and humble”, and installed nineteen of them, in 1910, in the various units of the Federation. (RAMOS, 2014, p. 25).

From the 1960s onwards, the Federal Territory of Rondônia began to experience a process of colonization, receiving, from different Brazilian regions, migrants interested in exploring these northern lands, driven by the dream of getting a little piece of land (OLIVEIRA, 2004). Euclides da Cunha, on an expedition trip at the beginning of the 20th century, dared to call this corner of Brazil “Paradise Lost”. When describing the Amazon landscape and its challenges, the writer, back then, drew attention to the need for effective integration of this territory with other parts of the country (CUNHA, 2000).

Ovídio de Oliveira (2004) highlights that the federal government decided to promote the colonization of the Federal Territory of Rondônia with the aim of resolving external threats and conflicts over land ownership, adopting the motto ‘integrate not to surrender’. In view of this, the National Institute of Colonization and Agrarian Reform (Instituto Nacional de Colonização e Reforma Agrária – Incra, in Brazil), a federal agency created by President Emílio G. Médici, through Decree-Law No. 1,110, of June 9, 1970 (BRASIL, 1970), aimed to legalize the execution of regional development.

Related to these events, the municipality of Ariquemes, RO, at the time called Vila Ariquemes, in honor of the Arikem indigenous tribe, received in 1974 the implementation of two Managed Settlement Projects, under the responsibility of Incra, entitled Marechal Dutra and Burareiro, by through which rural lots were distributed to thousands of settlers, coming mainly from the South and Southeast Regions (OLIVEIRA, 2004). The scale of the saga of this colonization movement in the region can be seen in the excerpt below:

Working in the middle of the jungle, Incra demarcated the plots of land by opening trails, called lines, and the settlers were taken to their pieces of land and then the tractors made roads. These settlers faced dense forests and endemic diseases, especially malaria, which killed hundreds of people. The felling of trees killed a large number of workers in constant accidents. Despite all the adversities, many won, leading to a process of transformation, creating a new agricultural frontier in Brazil. (OLIVEIRA, 2004, p. 122).

Added to the efforts for the development of the region was the arrival in Rondônia of the Executive Committee of the Cacaueiro Plan (Comissão Executiva do Plano Cacaueiro – Ceplac, in Brazil), at the beginning of the 1970s, which signed a partnership with Incra to introduce cocoa cultivation, as an alternative of exploration for the official colonization of this last agency. Cruz *et al.* (2017) argue that Ceplac's actions in the State accompanied the colonization process, in which the policy of developing cocoa cultivation became one of the options for stimulating agricultural production, aiming to promote the fixation of migrants on the land and bring new opportunities economic benefits for the region, through the sale of dried almonds - the main raw material for the chocolate industry.

Reports from the newspaper *O Parceleiro*, in circulation at the time, highlighted the new economic moment in the region, as can be seen in the report below (Figure 2), published at the end of the 1970s, which provides a retrospective from the rubber plantation cycle, passing through the emergence of the first residences, until reaching the introduction and expansion of new economic activities:

**Figure 2** – Report on the development of Ariquemes

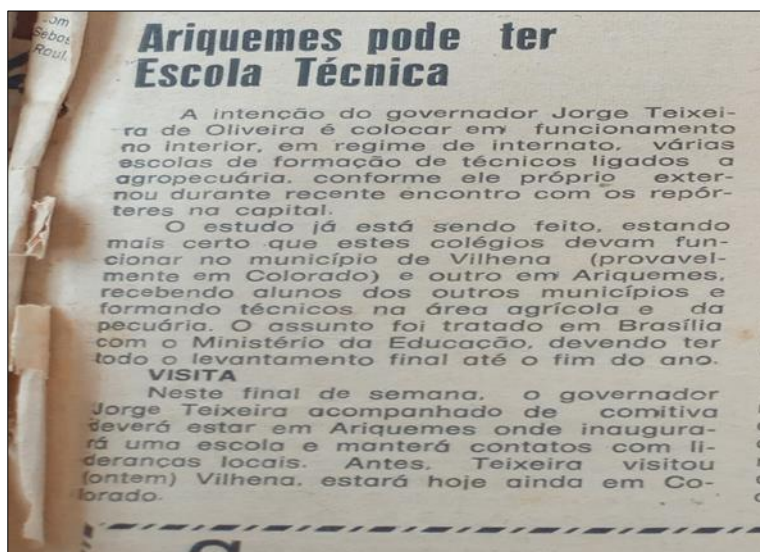
**Source:** *O Parceleiro* newspaper (VILA..., 1979, p. 6).

The text, entitled *Vila Ariquemes: from rubber to cocoa*, provides an overview of the phases of the current municipality of Ariquemes: “Vila Velha 1920”, “Nova Vila Velha 1965”, “Nova Ariquemes 1975” and “Ariquemes 1979”. The latter comprises the period in which rubber extraction activity in the region decreased, so that it became a ‘cocoa paradise’.

Ariquemes, over the years, was transformed into barnyards and incorporated into its productive arrangement, in addition to cocoa, diversified agricultural crops, with emphasis on the cultivation of grains (coffee, rice, beans, corn, soybeans) and the creation of cattle. Studies by Oliveira (2004) indicate that this economic cycle began in the 1970s, as a result of official government policy, promoted by Inera.

This scenario has increased the need for qualified labor to meet the demands of the new production model, aiming to boost local/regional social and economic development. These aspects were highlighted in the headlines found in the newspaper *O Parceleiro* (1979), already mentioned in this work: *Need for an agricultural policy; Farmers denounce a lack of technical assistance*.

Based on the social desire represented by the voices of associations and cooperatives that emerged, local authorities and the Federal Territory of Rondônia (elevated to the category of State in 1981) began a movement to implement a Technical School, in order to fill the gaps of the new socioeconomic situation, as can be seen in the report *Ariquemes may have a Technical School*, reproduced below (Figure 3):

**Figure 3** – Report *Ariquemes may have a Technical School*

**Source:** *O Parceleiro* newspaper (ARIQUEMES..., 1979, p. 9).

In the article above, the intention and articulation of the then governor, Jorge Teixeira, with the request for studies for the implementation of these Professional Education establishments in Ariquemes and other municipalities in Rondônia stand out. However, a long way would need to be covered before expectations became reality. In the chronology of events,

The first step was taken with the signing of the Technical Cooperation Agreement between Ceplac, the Federal Territory of Rondônia and the Municipality of Ariquemes in 1978. In 1983-1984, 300 hectares were acquired at Km 13 of Rodovia RO-01, Municipality of Ariquemes and, in 1984, an agreement was formalized with the State Government for the construction of building infrastructure. (ALMEIDA; DESTRO, 2011, p. 55).

The record in the minutes of the aforementioned agreement, archived in the Ifro Ariquemes repository, highlights the objective of joining efforts to implement the Agricultural Technical School in the municipality. It was decided that Ceplac would be responsible for acquiring the area, in a previously defined location, preparing and presenting to the State the architectural project for the School and the research unit, in addition to contributing half of the construction costs. Under the agreement, the State assumed responsibility for the initiative of all phases of the civil construction of the School's works and also for the contribution of the other 50% in financial resources for the execution of the project (BRASIL, 1984).

In 1987, Emarc emerged and began to operate, linked to and managed by Ceplac. Supported by Presidential Decree No. 73,960, of April 18, 1974, and authorized to operate by Opinion No. 75/CEE/RO/87, of the Rondônia State Education Council (Conselho Estadual de Educação de Rondônia - CEE/RO), the institution established, in the School Plan, the purpose of training qualified human resources in agricultural techniques, to support the growth and strengthening of cocoa activity, as well as regional agriculture, seeking to resolve obstacles in agricultural research and experimentation, technical assistance to rural producers and rural education. The following images (Figure 4) seek to present Emarc:



**Figure 4** – Images of Emarc in its first years of existence



**Source:** Emarc institutional archive.

The images above (Figure 4) depict the newly built Emarc, in 1987. The structure can be seen being built in an open area in the middle of the forest, with access not yet paved. In the photo on the left, the classroom pavilions appear, while in the photo on the right you can see the institution's administrative space.

In the School Project documents that justify the creation of Emarc, there are the objectives of providing 2nd degree professional training, aiming to support the socioeconomic development of rural areas; promote training and special courses on production processes and the use of agricultural products; and settle the population in the countryside, avoiding rural exodus.

Given this, one of the challenges that drives this research is to understand how this Professional Technical Education institution was organized to seek to achieve its proposed objectives and which paths it took.

#### **4. Emarc training itineraries: structure, functioning and curricular organization**

Emarc, managed and maintained by Ceplac through partnerships, was designed to serve up to 300 students simultaneously. The initial structure had several spaces, intended for the development of administrative, teaching and research activities, as shown in Table 1, below, prepared based on information contained in the institution's official documents:

**Table 1** – Description of Emarc school spaces

2 blocs	6 classrooms of 59 m <sup>2</sup> each.
1 bloc	1 school canteen; 1 meeting room; 1 room for the Board of Directors; 1 storage room; 1 room for Veterinary Pharmacy.
1 bloc	1 room for the school administrator; 1 reception room; 1 room for pantry and canteen; 1 room for Educational Guidance; 1 administrative-financial support room; 1 room for the Secretariat's warehouse; 1 Secretariat room; 1 room for graphics.
1 bloc	1 kitchen with dining room; 3 storage rooms.
1 bloc	1 male accommodation, divided into 6 apartments; 1 study room; 1 reception room; 2 rooms to store materials; 1 apartment for a school agent; 1 pantry, with kitchen and laundry area.
1 bloc	1 female accommodation, divided into 3 apartments.
1 bloc	1 residence for security guards.
Constructions separate from the institutional headquarters.	1 security cabin
	1 powerhouse, with two electrical energy generating groups.
	1 wooden shed for tools, equipment and agricultural inputs.
Physical Education Area	1 multi-sports court measuring 364 m <sup>2</sup> , illuminated and with a covered area; 2 rooms for changing rooms and storage of sports equipment.
Transport and equipment	1 monoblock school bus; 1 minibus; 1 Beetle car; 1 Fiat Uno van; 1 Mercedes Benz 608-D truck; 1 Valmet tractor, model 78.
Structure practical classes	1 vegetable garden with half a hectare planted; 1 orchard; 1 cattle corral with trunk for insemination; 1 aviary; 2 wooden pigsties; 2 reservoirs; 2 fish farming tanks; 1 laboratory installed; 36 head of cattle; 30 head of pigs; 10 heads of sheep; grassland.

**Source:** elaborated by the authors with data from the Escolar Project and Emarc reports.

The 1991 CEE/RO Inspection Report highlights that the institution did not have a specific space for a library, but only an improvised classroom, with 1,500 titles. This document also brings other important aspects that help us understand the school dynamics: the kitchen and restaurant services were carried out by the sponsor itself, Ceplac. The male and female accommodation blocks were separate, and the students themselves were responsible for cleaning the student residence. The following photographs (Figure 5) show images of Emarc's student residences:

**Figure 5** – Images of student residences

**Source:** Emarc institutional archive.

The images above (Figure 5) show the structures of the male (left) and female (right) student residences. There are old brickwork buildings, separated from each other and with access via an unpaved road, spaces separated “[...] approximately 80 meters from the administrative pavilions and classrooms” (RONDÔNIA, 1991). It is noteworthy that the female accommodation operated with a much lower number of students than the male and went through a period of inactivity. Technical Report from the state Regional Education Office (PORTO VELHO, 1996) points out that, in 1996, there were no female students residing at Emarc.

The school officially began its teaching activities on April 13, 1987, with the 2nd degree technical course in Agriculture, in which approximately 60 students were enrolled, aged between 13 and 24, divided into two groups and from different municipalities in Rondônia: Ariquemes, Cacoal, Cerejeiras, Guajará-mirim, Jaru, Ouro Preto, Pimenta Bueno, Porto Velho and Rolim de Moura (RONDÔNIA, 1991).

The course was intended for candidates who had a registration document proving completion of Elementary School. Article 82 of the School Regulations (EMARC, 1998) contains the entry criteria for students: “I - preferably living in a rural area and/or being the son of a farmer; II - obtain a classification in the selection test involving content relevant to Elementary Education; III - pass a vocational aptitude test prepared and analyzed by a psychologist”.

As it is an institution maintained by a federal government agency (Ceplac) linked to the Ministry of Agriculture, Emarc did not charge monthly fees, but rather an annual enrollment fee, at which time the student also opted for the stay at the institution: boarding school or semi-boarding school.

**Figure 6** – Annual enrollment fee at Emarc – 1987

DEPARTAMENTO ESPECIAL DA AMAZÔNIA  
ESCOLA MÉDIA DE AGROPECUÁRIA REGIONAL DA CEPLAC  
- EMARC-RO -

TAXA DE MATRÍCULA

Recebemos de \_\_\_\_\_  
a importância de Cz\$ 232,00 ( Duzentos e trinta e dois  
cruzados).....), referente à Taxa de Matrícula re  
lativa ao 1º (primeiro) Semestre/87.

O regime optado foi o de: ( X ) Internato  
( ) Semi-internato

Ariquemes (RO), 06 de março de 1987.  
Local e Data

Assinatura do Responsável  
*[Handwritten Signature]*  
MARCIA D24591 CBKA nº 8720  
Rua do Município - Fone nº 484/AC-RO

Source: Emarc institutional archive.

The image above (Figure 6) seeks to highlight the amounts received from each student by the institution in 1987. It can be seen from the registration certificate that, in the first year of Emarc's existence, the annual fee was Cz\$232 (two hundred and thirty-two Cruzados, the currency of the time). In the case of the student above,<sup>4</sup> The option was for boarding school, followed by the signature of the person responsible, possibly because the student was under 18 years of age.

Among the documents found in the students' individual files was the list of the Emarc – *RO Student Layette*. The list states that students should be responsible for purchasing various items, such as a complete uniform (clothes and shoes); bed, table and bath utensils (sheets and blankets, plates and spoons, soap, towels, among other personal hygiene items); teaching materials (notebook, pencils, pens, etc.); and even the requirement of some tools for the development of field classes (hoe, sickle and machete), which refers to studies on school culture (MOGARRO, 2012).

Emarc directed its operations at two basic levels: a) the secondary-level vocational center and b) special courses, open to the community and not necessarily linked to the level of education. It is worth highlighting that the mid-level technical course in Agriculture was a pioneer and inaugurated the professional area of the institution.

In this area of qualification, it was the only course offered from 1987 to 1998. Throughout its history, the course curriculum underwent some adaptations, in compliance with Professional Education legislation and market demands. Figure 7, below, reproduces the schedule of subjects of the secondary technical course in Agriculture offered in the first six years of Emarc's existence.

<sup>4</sup> In compliance with ethical precepts, it was decided to use a yellow stripe over the student's name, to guarantee their anonymity.

**Figure 7** – List of subjects in the Agricultural technician course at Emarc (1987-1992).

DISCIPLINAS E CARGA HORÁRIA		TOTAL DE HORAS
CURSO: TÉCNICO EM AGROPECUÁRIA		
EDUCAÇÃO GERAL		
Português	270	
Literatura Brasileira	120	
Língua Estrangeira/Inglês	60	
Educação Artística	60	
Educação Física	270	
Geografia	60	
História	60	
O.S.P.B.	30	
Educação Moral e Cívica	30	
Matemática	180	
Física	90	
Química	90	
Biologia	90	
Ensino Religioso	30	
Programa de Saúde	30	
TOTAL DE EDUCAÇÃO GERAL		1.470
FORMAÇÃO ESPECIAL		
Estudos Regionais	60	
Orientação Educacional	30	
Sociologia e Comunicação Rural	60	
Estatística Básica	60	
Desenho	60	
Silvicultura e Recursos Naturais	90	
Solos e Adubação	90	
Culturas I/Culturas II	300	
Defesa Fitossanitária	60	
Olericultura	60	
Climatologia Agrícola	60	
Zootecnia Geral	90	
Criações I/Criações II	180	
Defesa Sanitária Animal	60	
Topografia	120	
Mecânica de Máquinas e Mecaniz. Agrícola	90	
Construções e Instalações Rurais	90	
Irrigação e Drenagem	90	
Planejamento Agropecuário	120	
TOTAL DE FORMAÇÃO ESPECIAL		1.770
ESTÁGIO SUPERVISIONADO		400
TOTAL GERAL		3.640

Source: Emarc (1987).

This course lasted three years, with the student enrolled in an integrated series and at least 180 days of school work, excluding the time reserved for final exams, with a total workload of 3,640 hours. As can be seen in the image above (Figure 7), in the first curricular version (1987 to 1992), the subjects were distributed into two sections: General Education (1,470 hours), with basic subjects from the old 2nd grade (currently High School), and Special Training (1,770 hours), with technical subjects, in addition to Supervised Internship (400 hours). Vinão (2008) draws attention to the set of standards that define knowledge and the set of practices that allow the transmission and assimilation of such knowledge.

Ramos' (2014) reflections indicate that the High School Reform in educational institutions brought some structural and conceptual changes; in the first case, the formulations were in line with the guidelines of international agencies, having as their backbone the separation between Secondary Education and Professional Education, both in enrollment and in institutions, including with its own schools for each of the modalities.

In 1993, the curriculum underwent some nomenclature adjustments, with the exclusion, inclusion and merger of subjects. The term General Education was replaced by Common Core, and there was a reduction from 15 to 12 subjects. Out of the curriculum matrix: Moral and Civic Education; Religious Education and Social and Political Organization in Brazil. Special Training, now called Diversified Part, was changed from 19 to 12 subjects. In relation to the previous curriculum, the components Sociology and Rural Communication, Basic Statistics, Forestry and Natural Resources, Soils and Fertilization were excluded, in addition to the aggregation of Drawing and Topography into a single subject. In the new configuration, the Regional Studies component was changed to History and Geography of Rondônia, and the Educational Guidance subject gave way to Psychology of Human Relations. Furthermore, there was the addition of the discipline Administration and Rural Economy, which did not exist in the framework drawn up in 1987 (EMARC, 1993).

The justification for the changes promoted, present in the school report, states that there would be no harm to the students, considering that the contents of the subjects removed from the schedule would be worked on within other curricular components. With the approval of the National Education Guidelines and Bases Law in 1996 (BRASIL, 1996), aiming to meet the new reality of the agribusiness market, the curriculum underwent some adjustments again in 1997: the 180 annual school days increased to 200; the total workload increased to 5,120 hours; and new subjects were incorporated into the curriculum of the secondary level technical course in Agriculture, such as Agricultural Technological Introduction; Cooperativism; Agroindustry and Rural Extension.

Reports and images from the institutional archive show that Emarc, throughout its history, contributed to the training of its students through theoretical and practical activities, within the scope of teaching, research and extension. Cultural presentations of theater, music and sports were also present in the list of educational actions.

**Figure 8** – Images of the vegetable garden, stove and the place for calves.



**Source:** Emarc institutional archive.

The image above (Figure 6) seeks to highlight the spaces for practical agricultural and livestock activities. On the left, there is a place for plant seedlings, with different species, a place shared with the school garden, which, in addition to serving educational activities, contributed to enriching school meals. The photo on the right shows a student<sup>5</sup> participating in animal care.

Certificates and declarations found in the students' individual records confirm participation in agricultural defense campaigns led by agencies in the area, such as, for example, animal vaccination. Technical visits to agricultural farms and agribusiness institutions were frequent, as well as participation in lectures and internal and external events, which refers to studies on the school curriculum. Araújo (1995) emphasizes that, in addition to detailing the contents, social relations and the world of work, it is possible to verify that the life of the curriculum, felt by the student in the midst of social work relations, depends not only on the contents and strategies teaching but above all the social relations of the school.

<sup>5</sup> In compliance with ethical precepts, it was decided to cover the student's face, to maintain her anonymity.

## 5. Towards the future: from Emarc to Ifro, Campus Ariquemes

A series of labyrinths were covered by Emarc in an attempt to obtain operating authorization, in addition to institutional recognition and the Agricultural course with the responsible Education Council. This pilgrimage was demonstrated in several official documents. In this sense, Renk's (2009) reflections highlight that school times can be understood as a social construction, implying certain temporal experiences, also experienced by the management and administration of the school. Therefore, it is possible to conclude that school life, understood as a space of cultures and school times, is marked by symbolic meanings consistent with different social actors, with different sensations, emotions and meanings. (RENK, 2009).

After the validity period of the first Opinion (075/CEE/RO/87), in 1991, Emarc management filed a request for recognition of the school; however, through Opinion No. 180/CEE/91 (RONDÔNIA, 1991), CEE/RO, the agency responsible for evaluating educational institutions, authorized only provisional operation, until December 31, 1992.

By denying definitive recognition, the aforementioned document lists the following irregularities: lack of qualified teachers for the level of education offered; absence of a qualified professional in Educational Guidance; need for repairs to electrical and hydraulic installations; and failures in the organization of the school archive. CEE/RO observed the existence of teachers teaching classes in some areas without specific training and even mid-level technical employees working in teaching. In view of this, he recommended the hiring of qualified teachers or the promotion of training for the institution's professionals.

Emarc was unable to remedy all the irregularities highlighted by CEE/RO until December 31, 1992; therefore, it was not possible to obtain the renewal of the institution's operating authorization. Thus, Emarc was prevented from accepting new students until the irregularities were remedied, which only occurred in 1995.

According to Official Letter 095/0100/95 (BRASIL, 1995), sent to CEE/RO by the Regional Superintendent of Ceplac, supporter of Emarc, Mr. Raymundo Mello Junior, in which the regularization of the educational establishment was requested, the period of suspension resulted in a large dropout of students, due to the fear of not having their studies recognized.

The aforementioned document reveals a mistake in the institution's strategic planning, particularly in the assembly of the staff. When Emarc was implemented, as a measure to rationalize resources, Ceplac, the administrative body, requested only the hiring of the contingent necessary to attend the first series of the secondary level technical course in Agriculture, scheduling the admission of other employees for the following years, according to the needs of the course. However, the institution was surprised by drops in financial transfers and also by a federal government resolution prohibiting the hiring of federal public servants, which made it difficult to meet the needs that arose with the evolution of the course.

In 1995, the CEE/RO, through opinions no. 31/CEE/RO/95 and no. 021/CEE/RO/95, once again granted operating authorization to the Escola Técnica de Agropecuária de Ariquemes, after sending supporting documents of actions to overcome the aforementioned gaps. Mentioned in the aforementioned document, the signing and progress of two cooperation terms were fundamental for the favorable opinion: the agreement with the state government for the provision of qualified teachers to complement the staff (Official Letter 063/95) and the agreement with Unir (Minute 068/95) to offer pedagogical training to professionals in the technical area. In this same Council act, studies from previous years were validated and Emarc was able to open selection processes for new classes.

Statistical data confirm that the obstacles faced by Emarc limited the expected demands, considering that, although designed to serve 300 students simultaneously, until 1995, the institution reached a maximum of 160. Despite the countless setbacks mentioned, the school

did not get involved in the 'scorched earth climate' and continued its trajectory, developing its actions with perspiration and inspiration.

At the end of the 1990s, the demand for technical training, increased due to the arrival of industries and companies in the food sector, motivated Emarc to open a new window of opportunities, with the implementation of another mid-level course: Food Technician. Figure 9, below, shows a timeline that helps us understand the trajectory and evolution of the institution:

**Figure 9** – Statistical table: courses, supply systems and total number of Emarc graduates (1989-2010)

Ano de formatura	Sistema Seriado Integrado		Sistema Modular		Total de formandos
	Técnico em Agropecuária	Técnico em Alimentos	Técnico em Agropecuária	Técnico em Agroindústria	
1989	35	-	-	-	35
1990	22	-	-	-	22
1991	16	-	-	-	16
1992	13	-	-	-	13
1993	37	-	-	-	37
1994	27	-	-	-	27
1995	24	-	-	-	24
1996	04	-	-	-	04
1997	16	-	-	-	16
1998	48	-	-	-	48
1999	43	-	-	-	43
2000	57	-	-	-	57
2001	57	23	-	-	80
2002	31	25	-	09	65
2003	-	-	20	15	35
2004	-	-	-	12	12
2005	-	-	74	17	91
2006	-	-	33	-	33
2007	-	-	56	14	70
2008	-	-	38	10	48
2009	-	-	54	16	70
2010	-	-	53	-	53
Total	430	48	328	93	899

**Source:** Almeida and Destro (2011).

Of the 60 students on the secondary-level technical course in Agriculture enrolled in 1987 (the year the course was created), divided into two classes, 35 completed their studies in 1989. Over the years, it remained the only high school professional course offered by the institution, until it was joined by the technical course in Food, in the same format, integrated series, implemented in 1999. It can be seen, in Figure 9, that this course only operated until 2002, when it was replaced by the technical course in Agroindustry. Throughout its history of more than two decades (from 1987 to 2009), Emarc trained 899 mid-level technicians, in addition to training the community in short courses, workshops, among other extension actions.

The documents reveal that Emarc's most profound curricular change occurred in 2001. The integrated serial format left the field to introduce the modular modality. According to the new School Plan (EMARC, 2001), this change was supported by Decree No. 2,208, of April 17, 1997, which established it:



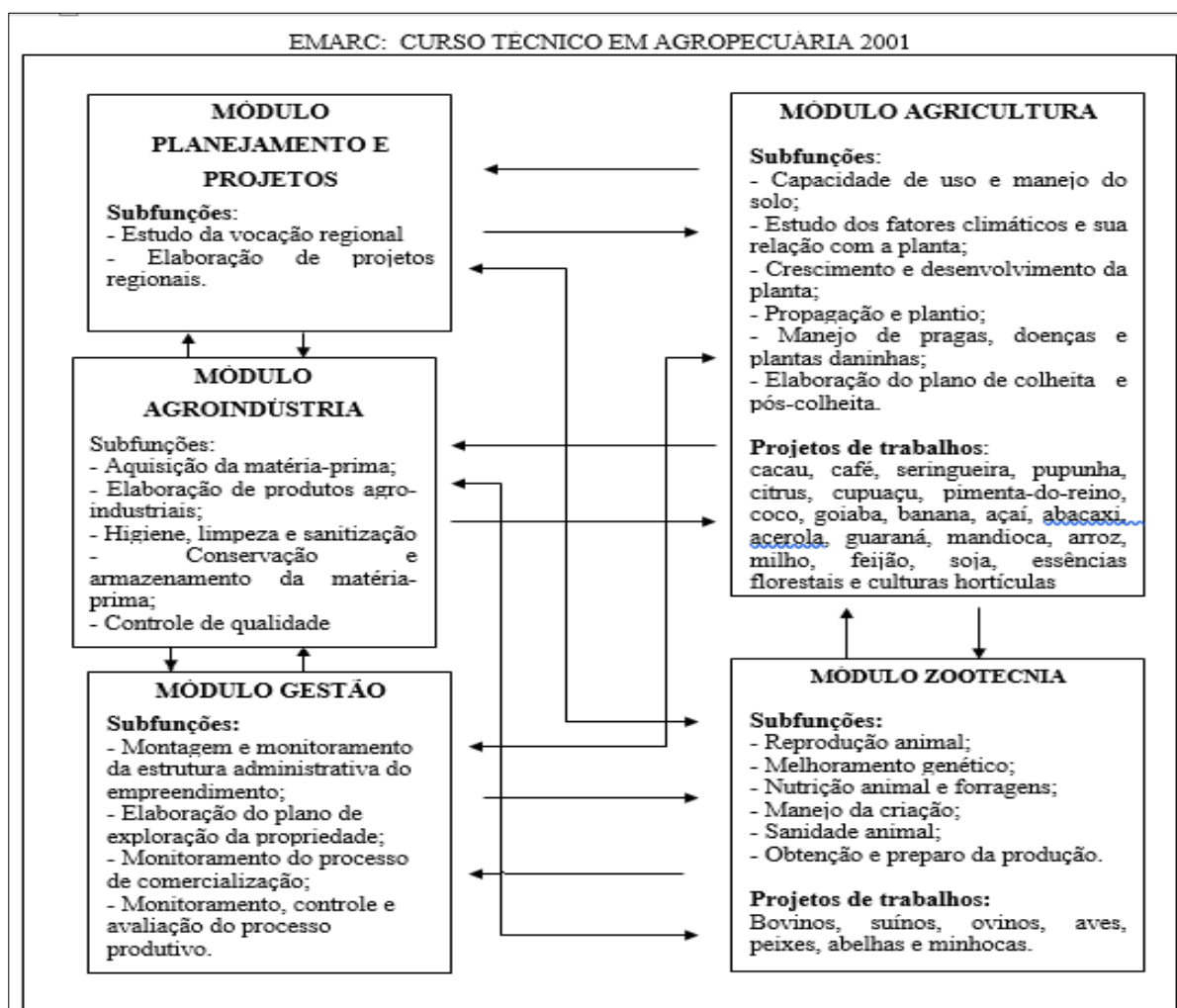
Professional education at a technical level will have its own curricular organization and be independent of secondary education, and may be offered concomitantly or sequentially with it. (BRAZIL, 1997, art. 5). [...] intended to provide professional qualifications to students enrolled or graduating from high school, and must be provided in the manner established by this decree. (BRASIL, 1997, art. 3, item II).

In this way, the audience for Emarc's regular technical courses began to be made up of: a) high school graduates from other institutions and b) students from public and private schools enrolled in high school, with external concomitance, as long as there was no conflict of schedules. This new modality managed to alleviate structural problems, especially with regard to the lack of teachers for subjects in the common curriculum, with the institution now focusing exclusively on technical training.

However, as can be seen in studies by authors such as Moreira and Candau (2007) and Moll (2012), there is concern about formats that fragment the curriculum and harm the full training of students, since technical training is no longer linked to general education.

With the changes, the traditional mid-level technical course in Agriculture was configured into five modules: a) Planning and Projects; b) Agriculture Module; c) Agroindustry Module; d) Management Module; and e) Zootechnics Module.

**Figure 10** – Curriculum of the modular system of the Agricultural Technician course



Source: Emarc (2001).

This modular format lasted from 2001 until 2010, when the institution's last class was certified. In 2010, supported by Decree-Law No. 11,892, of December 29, 2008, which reorganized the Federal Network of Professional and Technological Education and transformed Technical and Agrotechnical Schools into Federal Institutes, Emarc transferred its physical and patrimonial structure to Ifro Ariquemes, thus turning an important page in its history and starting a new chapter.

### **Final Considerations**

In an attempt to expand studies on the History of Professional Education in Rondônia, this qualitative research sought to focus on the collections and school sources of Emarc and the Federal Institute of Rondônia, privileging the analysis of documents relating to the Student's Memory and the integration of the curricular components of the secondary technical course in Agriculture.

School archives house a multitude of documents produced throughout the institutions' history, keeping the flames of their memories and stories alive. This perspective sheds light on the aspects that permeate daily school life and educational practices. Based on historiographical research, supported by official documentary sources from the School Dossier and also by books and newspapers in circulation at the time, it became possible to understand important aspects of the context of the emergence of Emarc and its objectives, as well as the dynamics of its structure, its functioning and its curricular organization, in addition to the challenges it faced along the way.

The collection in question expresses the organization and physical and educational structure of Emarc, which is important for understanding the history of Professional Education in the North Region. In this sense, the reflections of Ranzi and Gonçalves (2012) indicate that the school produces in its daily life different types of documents and records, required by administration and bureaucratic daily life, also permeating the pedagogical scope.

In just over two decades of existence (from 1987 to 2009), the Emarc 'locomotive' traveled the tracks of history carrying secondary-level Technical Professional Education in its wagons and contributing to the development of Ariquemes and the region. Along the way, it has undergone successive transformations to meet legislation and market and employability demands. In a two-way street, it influenced and at the same time suffered the impact of socioeconomic and cultural developments, which led to the opening of new horizons and educational possibilities, favoring the agricultural productive arrangement.

We can say that the secondary level technical course in Agriculture constitutes an institutional heritage and, therefore, is intertwined with Emarc's own history. Present since its inauguration in 1987, the aforementioned course has gone through and survived several turbulences and also the necessary curricular reformulations, but without losing the representative essence of an institution dedicated to agribusiness.

By becoming the Federal Institute of Education, Science and Technology of Rondônia in 2010, with the beginning of activities, the institution continued with its mission of promoting excellent education, renewing its training processes, expanding opportunities and contributing to development and social well-being through teaching, research and extension.

In this sense, who knows, the words of Euclides da Cunha (2000, p. 19) still echo in the territories of the History of Professional Education in the Western Amazon: “[...] aiming for the future, but without ignoring and preserving the past, is a permanent lesson [...]; no people, therefore, can stick only to the present to fulfill themselves, grow and multiply[...]”.

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