



Training, associativism, and working conditions of rural primary education in Pernambuco through the lens of the *Jornal do Professor* (1955-1962)¹

Formação, associativismo e condições de trabalho do magistério primário rural pernambucano pelas lentes do *Jornal do Professor* (1955-1962)

Formación, asociacionismo y condiciones de trabajo del magisterio primario rural pernambucano a través de la óptica del *Jornal do Professor* (1955-1962)

Iracema Santos Carvalho dos Anjos
Universidade de Pernambuco (Brasil)
<https://orcid.org/0000-0001-7361-2102>
<http://lattes.cnpq.br/7243397120768791>
iracemacarvalho2008@gmail.com

Virgínia Pereira da Silva de Ávila
Universidade de Pernambuco (Brasil)
<https://orcid.org/0000-0002-2634-1474>
<http://lattes.cnpq.br/4618776221936510>
virginia.avila@upe.br

Abstract

This study focuses on the training, workspaces, working conditions, and association of rural primary teachers in the state of Pernambuco. The information is gathered from the *Jornal do Professor*,² which is the publication of the Elementary Teacher's Center of Pernambuco (CPPP). The study covers the period between 1955 and 1962, which is the first and last year of circulation of the copies available at the Jordão Emerenciano State Public Archive in Recife (PE). The publications highlight the expansion of rural elementary education, the creation of Normal Schools, and specialization courses for teachers working in Typical Rural Schools, Agricultural Clubs, and Farm Schools. The pedagogy of the rural areas differed from that of rural-urban areas, leading to conflicts among the teachers due to the isolation of rural schools in the rural areas, the precarious working conditions, and the salaries that differentiate them.

Keywords: Elementary school teachers. Rural Education. History of Education

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² Translator's Note: "Teacher's Newspaper".

Resumo

Este estudo examina aspectos da formação, dos espaços de atuação, das condições de trabalho e da associação da classe de professores do magistério primário rural do Estado de Pernambuco, veiculados no *Jornal do Professor*, órgão de divulgação do Centro de Professorado Primário de Pernambuco (CPPP), no período de 1955 a 1962. A delimitação temporal tem como marco o primeiro e o último ano de circulação dos exemplares disponíveis no Arquivo Público Estadual Jordão Emerenciano, em Recife (PE). As publicações mostram a expansão do ensino primário rural, a criação de Escolas Normais e de cursos de especialização para os professores atuantes nas Escolas Típicas Rurais, nos Clubes Agrícolas e nas Escolas Granjas. A pedagogia da área rural diferenciava-se da rural-urbana, esta realidade foi por vezes a causa de conflitos entre os professores pelo isolamento das escolas rurais na área rural, as precárias condições de trabalho e os vencimentos que os diferenciavam.

Palavras-chave: Professores primários. Educação Rural. História da Educação.

Resumen

El presente estudio examina aspectos de la formación, de los espacios de actuación, de las condiciones de trabajo y de la asociación en el rubro de profesores de magisterio primario rural en el estado de Pernambuco, Brasil, publicados en el *Jornal do Professor*, órgano de divulgación del Centro de Profesorado primario de Pernambuco (CPPP), en el período comprendido desde 1955 hasta 1962. La demarcación temporal está delimitada por el primero y el último año de circulación de los ejemplares disponibles en el Archivo Público Estatal Jordão Emerenciano, en Recife, Pernambuco, Brasil. Se observa, en las publicaciones, la expansión de la educación primaria rural, la creación de las Escuelas Normales y de cursos de especialización para los profesores que actuaban en las Escuelas Típicas Rurales, en los Clubes Agrícolas y en las Escuelas Granja. La pedagogía del área rural era diferente de la del área rural-urbana, y esta realidad era, a veces, causa de conflictos entre los profesores, debido al aislamiento de las escuelas en el área rural, las precarias condiciones de trabajo y los sueldos diferenciados entre las dos regiones.

Palabras clave: Profesores Primarios. Educación Rural. Historia de la Educación.

Introduction

The *Jornal do Professor* was a publication of the elementary teachers' association from the school linked to the Elementary Teacher's Center of Pernambuco (CPPP) and circulated from 1955 to 1989. Both were created by teacher and representative Maria Elisa Viegas de Medeiros. According to Tenório da Silva (2011), the CPPP, created in 1951, and the Newspaper in 1955, were part of the introductory actions of the corporatism of Agamenon Magalhães, who governed the state from 1950 to 1952, the year of his death (AGAMENON..., [20-]), "[...] perhaps for this reason, the first president of the Center was responsible, during her government, for setting up the rural schools in some towns in the countryside [...]", here he was referring to the teachers' organizations in the country that were structured based on corporatism. This practice had been in place since 1930 until the Estado Novo (1937-1945) under the Getúlio Vargas government, when the Labour Ministry began to appoint leadership workers in their respective associations, to change the mentality towards the transformation of the country's economic life. This role was probably seen in Maria Elisa, a teacher with experience in the State Department of Education and the Technical Directorate of the Rural Elementary Education of the Department of Culture and Education, during the governments of Magalhães, Etelvino Lins (1952-1955), Cordeiro Farias (1955-1958) and Cid Feijó Sampaio (1959-1963), until 1968, when she left the public service in Pernambuco.

With the motto "The legitimate voice of our class", the *Jornal do Professor* featured articles written by the CPPP, by associated primary school teachers from both the capital and countryside, by collaborating teachers, as well as by visiting teachers who passed through the capital, Recife. In the beginning, the newspaper was printed in the workshop of the periodical *A Tribuna*, located at 105 Riachuelo St. in the Boa Vista neighborhood. There is no record of the monthly print run in the copies used for this study. The newspaper's board of directors consisted of the director-president, Ms. Maria Elisa Viegas de Medeiros, the educational director Ms. Armiragi Brenckenfeld Lopes Afonso, and the managing director Ms. Inalda Guerra.

The *Jornal do Professor* copies were kept in the Jordão Emerenciano State Public Archive in Recife (PE)³. Each issue of the newspaper contained six pages and cost CR\$2.00 (two cruzeiros); an annual subscription was priced at CR\$35.00 (thirty-five cruzeiros) while a monthly subscription was priced at CR\$20.00 (twenty cruzeiros). The periodizations were biweekly from 1955 to 1958, bimonthly from 1959 to 1960, and biannual in 1962. From 1957 onwards, the headquarters and workshop changed address a few times, being transferred from the first location to 49 Pe. João Ribeiro St., in Boa Vista, Recife. In 1958, they moved again, this time to 77 da Matriz St., the same address as the CPPP (ANJOS, 2020).

We adopted the methodological proposals used by Áurea Adão (2012), in her book *Educação nos artigos de jornal durante o Estado Novo (1945-1969): um repertório cronológico, temático e onomástico*,⁴ published in 2012. In this work, the author classifies the different texts into opinion articles, studies, editorials, reporting, news, speeches, interviews, biographies, legislation publications, and round tables. For her, "The periodical press is a necessary source for the study of contemporary history in its various domains; it expresses public opinion, directly or indirectly, in the sense of a published opinion" (ADÃO, 2012, p. 22).

The work was divided into four stages. The first stage involved scanning the 84 (eighty-four) pages of *Jornal do Professor* at the Pernambuco State Archives, Jordão Emerenciano, located in Recife. In the second stage, a table was prepared to organize the periodization of the editions, highlighting some variables such as the year of publication, period, number, and pages.

³ Copies of this newspaper after 1962 are available for consultation, in printed format at the College of Education of the University of São Paulo (FAUSP), in São Paulo city.

⁴ T.N.: "Education in newspaper articles during Estado Novo government (1945-1969): a chronological, thematic and onomastic repertoire".

The third stage was dedicated to the periodization of the articles about education, class associations, and the working conditions of primary school teachers including the variables of circulation (biweekly, bimonthly, and biannual), circulation period, number of issues, and pages. This exercise in organizing categories allowed for an interpretation of the politics of *Jornal do Professor*, linked to text typology, considering that the system of social relations in journalism usually establishes certain objectives as legitimate.

The editorial structure of the *Jornal do Professor* consisted of columns with different types of journalistic articles, with the Editorial column at the center of the first page, flanked by two other columns, one entitled School Issues, and the other which talked about Agricultural Clubs, Education and the Rural School and Education and Rural Extension. In the following four pages, there was the Expedient section, which provided information about the management and the price charged, as well as the columns: Comments, Miscellaneous, Social, Legislative News, Biographies, Reports, and From Colleague to Colleague. The columns Education and Rural School, Education and Rural Extension, and From Colleague to Colleague mainly focused on discussing teaching practices in rural schools and working conditions in this environment. The subject matters were usually discussed by teachers and professionals from different educational areas: agronomists, psychologists, nutritionists, and teachers, who promoted, among other things, rural teaching methods.

Among the subjects covered were teacher training for rural teaching, the planning of rural primary education, national and state congresses for primary school teachers, scholarships for CPPP associate teachers, specialization and professional development courses for primary school teachers in the state of Pernambuco and the teaching of agricultural and industrial arts. One noteworthy article from the newspaper was the “Action Plan for Rural Schools”, which was published on July 15, 1955, in issue no. 4, pages 3 to 5. signed by the teacher and agronomist Jair Furtado Meireles, which talked about the Pernambuco State Government’s intention that the cultivation of food plants, the object of the work of rural primary school teachers with ties to the state, be expanded in the teaching hours of teachers in the Typical Rural Schools (ETRs)⁵, as a way of meeting an urgent need of the agro-industries of the region in the private sector. (MEIRELLES, 1955b).

According to Souza and Ávila (2014, p.11), “Between the 1930s and 1960s, rural primary education emerged as one of the fundamental problems of Brazilian education and came to occupy a prominent place in the speeches of politicians, educators and administrators of public education in the country [...]”. This period coincided with the enactment of the Organic Law on Primary Education, by Decree-Law No. 8,529/1946; the Organic Law on the Normal Course, established by Decree-Law No. 8,530/1946; and the Law on the Guidelines and Bases of Education, Law No. 4,024/1961 (LDB/61), which determined, as Andrade (2020, p. 165) mentions, the “[...] large-scale implementation of Regional Normal Courses as a unique institution linked to the economical and social realities that define the experience of the country’s non-urban populations.”

Not by chance, in 1957, the National Institute of Educational Studies and Research Anísio Teixeira (INEP) conducted a survey on the work and schooling of minors in agriculture. The survey revealed, among other aspects, the poverty among rural populations, inadequate distribution of rural schools, and the lack of teacher motivation due to meager salaries (MAIA, 1982). In this respect, it can be said, in agreement with Ávila (2013), that the precarious living conditions and problems with access to school were the reality faced by the rural population throughout the 20th century.

This article is divided into three sections. The first section discusses, the efforts made by the Federal Government to expand rural primary education in the country and set up new

⁵ The ETRs were an architectural model for rural schools in the country, distinguishing the concept and pedagogical organization of schools located in places that are considered rural.

schools (and in the state of Pernambuco). It highlights the installation of ETRs and the training of rural primary teachers to work professionally in these schools. The second section analyzes the training of rural primary teachers, which includes normal schools and professional development courses. It focuses on specific journalistic articles on actions to train rural primary teachers, linking them to those established in legislation by the governments. The third section looks at Associativism and working conditions for rural primary teachers, observing the actions of the CPPP and its newspaper in defense of better working conditions for rural teachers in Pernambuco, such as salaries⁶ and housing in the ETRs.

Creation of schools and the expansion of rural primary education

The guidelines in the Organic Laws on Primary Education (Organic Law No. 8,529/1946) and Normal Education (Organic Law No. 8,530/1946) imparted coherence in Primary Education and Normal Education in the country. Article 5, Chapter III of the 1946 Law established the form of the Primary Course with Craft, Industrial, and Agricultural courses; likewise, the form of courses for high school, industrial and agricultural training; and the training of elementary school teachers⁷; lastly, the *Supletivo*⁸ course,⁹ with agricultural and industrial apprenticeship and crafts in general.

Since 1947, the educational policy for the professional training of rural primary teachers has prioritized actions to qualify Rural Normal Education, formulated on two fronts: first, with financial support for the states in the construction of school buildings; secondly, by fomenting the creation of regional training and professional development courses for rural teachers in a coordination role and for rural teachers, even those who had not attended a Normal Education institution. Lourenço Filho (2001) identified 9 (nine) Regional Courses and 11 (eleven) Normal Schools built in the state of Pernambuco; and 12 (twelve) Regional Normal Courses and the same number of Normal Schools in the state of Ceará when analyzing the distribution of Regional Normal Schools and Courses across the states, territories, and the Federal District in 1951.

It is also worth noting the creation of rural schools using the ETR models, as shown in INEP Bulletin No. 40, published in 1948, on the map of the country presented by Lima (2004), illustrating the total number of schools established and distributed across different Brazilian states. According to the map, a total of 398 schools in Pernambuco in the first half of the 1950s, a number that may have risen to 400 in the following years, according to empirical data presented in the *Jornal do Professor* and *Folha da Manhã*, as well as in other newspapers in Rio de Janeiro and the Federal District.

In 1940, the Pernambuco Government issued Decree No. 507, of July 27, which promoted changes in the professional education of teachers for Rural Primary Education, with the inclusion of content in the curriculum of the Normal Education course and technical subjects,

⁶ According to Law No. 8,112, of 11 December 1990, Legal Regime of Civil Servants of the Union, of the federal public agencies and foundations, Article 40, salary is the pecuniary remuneration for the exercise of public office, with a value defined by law.

⁷ The Organic Law of 1946 on Normal Education, Article 2 establishes normal education in two cycles. The first is a four-year course for elementary school teachers, and the second is a three-year course for primary school teachers.

⁸ The National Supletivo Education Plan in Brazil, the Adult Education Campaign, served illiterate adolescents and adults in two distinct stages: the first from 1947 to 1950 marked the Movement's achievements, and the second, until 1954 when the development pace of the work began to reflect the consequences of the change in ideological orientation attributed to the educational policy in the country defined by the new administrations.

⁹ T.N.: Equivalent to the GED in the US.

such as Accounting, Administration, Apiculture and others (PINHEIRO, OLIVEIRA AND SANTANA, 2020). Decree No. 488, also issued in the same year, established the creation of the Federation of Agricultural Clubs, an entity committed to helping with the technical agricultural education of rural teachers in the state of Pernambuco.

Between 1950 and 1960, there was a rapid increase in the number of Normal Education courses in the country. However, this resulted in criticism from teachers and administrators in the educational field. They directed their concerns toward the curriculum which was seen as having been altered by the Organic Law No. 8,530/1946, making it similar to Secondary School (High School), as noted by Vicentini and Lugli (2009). From 1960 onward, the authors identified some dissatisfaction with the training of teachers for rural primary schools in the various Normal Education courses, due to the teachers' lack of preparation to teach in the classrooms of rural elementary schools. Additionally, there was opposition to the idea of equating private and public Normal Education institutions.

In line with this panorama, rural primary teaching was seen with disrepute, and the traces of this reality resulted in analyses, reflections, and criticisms by teachers and leaders which were published in the *Jornal do Professor*. On April 15, 1955, in the Editorial column, a space dedicated to the official position of the newspaper leadership, Ms. Maria Elisa wrote an article entitled *Em torno da formação do professor rural*¹⁰ (MEDEIROS, 1955b),¹¹ where she defended the idea that rural teachers should improve their training as a requirement for working in Rural Primary Education in Pernambuco. The administrator calls the attention of rural teachers to care for their training with “immense and singular zeal”, trying to keep up with rural innovations through studies and specialization courses, with the teacher being a social element that spreads the new mentality of rural teaching.

In the same Editorial, Maria Elisa cites an internal occurrence at the CPPP, highlighting divergent perceptions among the rural and rural-urban teachers. According to her, “[...] there is perhaps a prejudice among us that the rural teacher is inferior to the urban teacher, and from this false concept we have of them we are doing them an injustice in their incomparable mission.” (MEDEIROS, 1955b, p. 1). This differentiation can be attributed to the salaries of the rural teachers, which have resulted from a set of actions and practices by the state of Pernambuco, related to the working conditions of its primary teachers. These actions have led to controversies, conflicts, and differentiation of the professional status, based on the location of the schools.

Feeling enthusiastic about the actions of the Pernambuco Government, on March 03, 1955, during her stay in the Capital of the Federal District, Maria Elisa gave an interview to the Brasilia newspaper *A Noite*. She utilized the opportunity to promote the construction of 400 Rural Typical Schools (ETRs) in the state of Pernambuco. These schools were run by teachers who had graduated from the Institute of Education and the Rural Normal Schools and completed specialization courses at the Alberto Torres Rural Schools (1936) – formerly known as the Model Rural School (1929) – and at the Murilo Braga Rural Specialization School in Recife (MEDEIROS, 1955a).

Regarding the structure of an ETR, Image 1 depicts an ETR on its inauguration day. The caption accompanying the image reads – “with their welcoming porches, they were a symbol of renewal and hope in the rural areas of the state” – praising the government’s efforts to build ETRs (ECOS..., 1955).

¹⁰ In this text, the original spelling of the time will be maintained.

¹¹ T.N.: “Regarding the training of rural teachers”.

Figure 1 - Matriz da Luz Typical Rural School. Municipality of São Lourenço da Mata (PE).

Source: Ecos... (1955)

The creation of Rural Primary Schools in Pernambuco was the subject of an article published on 1 April 1955, in the *Diário de Pernambuco* newspaper, founded in 1825 and still currently active in the capital. The article was credited to Aderbal Araújo Jurema, who served as Pernambuco State Secretary of Education and Culture from 1954 to 1958. In the article, Jurema clarifies the objectives of the Pernambuco state Four-Year Plan, which was being considered by then-governor Osvaldo Cordeiro de Farias. Jurema also pointed out the construction of rural schools in Orobó, Limoeiro, Vicência, Angelim, Água Preta, Águas Belas, Sirinhaém, Nazaré da Mata, Parnamirim, Inajá, Coripós e Cabrobó. These schools were built with financial and technical support from INEP. According to him, the buildings had to meet the standards of modern functional architecture (JUREMA, 1955).

Training rural primary teachers: normal schools and professional development courses

During this period, the government of the state of Pernambuco developed a set of actions to boost the training of rural primary school teachers. As an example, the Division of Professional, Rural and *Supletivo* Education of the Pernambuco Department of Education and Culture, published an announcement in the Official Gazette of April 10, 1953. The announcement called on teachers from the ETRs in the countryside to participate in the 5th Rural Professional Development Course, which was considered the requirement for maintaining professional ties with the state and obtaining chairs¹² in rural schools, as well as for teaching in rural courses and social services in the ETRs. The course included the teaching of basic concepts in Veterinary Science; Childcare; Nursing and Rural Emergency Aid; elementary school and training in rural areas; teaching methods; and the complementary institutions to the school (PERNAMBUCO, 1953).

Among the actions was the creation of the Farm Schools, mostly linked to the Ministry of Justice's Juvenile Assistance Service (SAM). The purpose of these schools was to promote the integration of underprivileged minors into the social environment and to provide them with primary education, according to the SAM's Rules of Procedure, per Decree No. 42,510, of 26

¹² A term used at the time to designate a school subject.

October 1957, signed by then President Juscelino Kubistchek (1956 – 1961). This document directed the semi-specialized teaching of Agriculture, Zootechnics, and Industries to rural professional apprenticeship (BRASIL, 1957). The farm owners, in agreement with the Pernambuco Department of Agriculture, set up and ran rural schools on their farms, such as the Apolônio Sales Farm School, which was located on a farm of the same name. This school was intended for beginning rural primary school teachers. Image 2 shows a group of children wearing the uniform of the Apolônio Sales Farm School, in Ibura, in the capital of Pernambuco, something that was uncommon at the time.

Figure 2 – Apolônio Sales Farm School



Source: O ensino... (1955)

Jair Furtado Meireles wrote articles on Rural Education, Rural Schools, and the School Agricultural Clubs for the *Jornal do Professor*. On June 15, 1955, he published an article entitled “Plano de Ação para as Escolas Rurais do Estado de Pernambuco”,¹³ where he harshly criticized the plan’s intentions, favoring the maintenance of the interests of the owners of the sugarcane agribusinesses to the detriment of rural teaching, referring in particular to the extension of the working day for rural primary teachers in Rural Schools. Meireles’ criticism was concerning the working conditions and the fact that rural primary teachers from the Rural Schools were working in the sugar mills and sugarcane plantations, on a compulsory basis, instead of technical agronomists from the Department of Agriculture, Industry and Commerce of the state of Pernambuco (MEIRELES, 1955).

In another publication from 1956, in the Rural School column, Meireles (1956) reported the reality of rural primary teaching. He noted that the recruitment process for these schools did not follow the official parameters set by the state of Pernambuco. Instead, it was subject to the career politicians who appointed lay women or teachers outside the legal requirements of the role. He also emphasized the efforts of agronomists and assistant agricultural technicians to normalize the rural teachers who were not knowledgeable in agricultural techniques, which

¹³ T.N.: “Action Plan for Rural Schools in the State of Pernambuco”.

resulted in the discrediting of rural education. Finally, Meireles pointed out that rural teachers had little connection with the rural area, which presented yet another challenge to providing quality education in rural communities.

Still, in the Rural School column, Meireles (1956) reflects that although 400 ETRs had been built, they were far from being the perfect Rural School. According to him, they were used by “influential politicians, benefactors of their electoral area”. Later, he reported that Aderbal Jurema, Pernambuco’s Education Secretary, had attended a rural training course offered by the Rural Credit and Assistance Association (ANCAR)¹⁴. The central theme of the course was rural and urban teaching pedagogies. Jurema stated that rural and urban-rural education were, from a sociological point of view, distinct and so Meireles understood that the secretary had recognized the differentiation conditioned to the performance of rural teachers in rural areas compared to rural-urban teachers so that it was enough to “[...] recruit teachers in the region where their presence becomes necessary, maintaining them in the environment and not uprooting them by moving them from one region to another.” (MEIRELES, 1956, p. 1).

In the article *Agricultural Clubs*, published on the front page of *Jornal dos Professores*, in August 1957, Meireles (1957) comments on a trip of a group of Brazilian ruralist leaders, made in 1955, in search of new knowledge about rural life in the United States of North America. In view of the training received, they considered American clubs to be one of the basic pillars of American agricultural practice, and that such clubs prepare today's youth to be America's new generation of farmers.

The recognition of Agricultural Clubs in the country was evident in the number of registrations for their operation, according to the reports of the Agricultural Information System Of The Ministry of Agriculture (SIA), being 881, from 1940 to 1944, and 2,800, in 1958. In addition to receiving the federal grant and agricultural technical assistance from the Ministry of Agriculture, the Agricultural Clubs received information on agricultural teaching techniques by the magazine *Brincar e Aprender* (1942-1960), aimed at club participants, with suggestions and guidelines based on the reports sent mandatorily by the agricultural Clubs of the country to the SIA, aiming to get greater control of agricultural education in rural schools (MENDONÇA, 2006).

On the agenda in the educational debates of the period, the *Jornal* released an interview granted on February 12, 1958 by Elvira Rosario, a CPPP associate, speaker in the *III National Congress of Primary Teachers*, in "Porto-Alegre", held from 11 to 18 January 1958. Among the topics of interest presented by the educators in this Congress, the teacher highlighted social assistance to schoolchildren, school performance and studies of the causes of failure or flunking in Primary School, considered issues in Brazilian schools, rural and urban alike, of Socioeconomic Dimension (ROSÁRIO, 1958).

Aware of the actions aimed at the training of rural primary teachers, the *Jornal do Professor* published *Novos planos de trabalho*,¹⁵ prepared by the Technical Department of Primary Education of the Secretariat of Education and Culture, with the aim of making teaching as efficient as possible. The plan provided for the intellectual and practical development of the Magisterium through training courses for kindergarten teachers and preparatory classes for reading; studies around the history of Pernambuco; Mathematical Sciences; Physical and Natural Sciences (including ruralist techniques); general geography of Pernambuco; and the language course (NOVOS..., 1959).

¹⁴ In 1948, the Rural Credit and Assistance Association (ACAR) was created to run a Rural Extension program. Later, others emerged in the Northeast, including ANCAR in the states of Piauí, Ceará, Rio Grande do Norte, Paraíba, Pernambuco, Alagoas, Sergipe, and Bahia. The action method was inspired by the North American model of rural extension.

¹⁵ N.T.: “New Work Plans”.

The newspaper also highlighted the *IV National Congress of Primary Teachers*, with the caption *In Recife, Pernambuco, to be held January 17-24, 1960*. Interestingly, in the regulations of the Congress, dated August 21, 1959, it is observed the absence of specific subjects on the teachers training of rural teaching and rural education (IV CONGRESSO..., 1959).

In August and September 1959, Meireles (1959) wrote *Estatutos para Clubes Agrícolas* [N.T.: "Statutes for agricultural clubs"]. In that, he pointed out the difficulty of the Ministry of Agriculture to invest in the country's clubs and said that it was necessary to persist and solve fundamental issues of rural education. The supervision of agricultural clubs in the ETRs was managed by the Federation of Agricultural School Clubs of Pernambuco, according to the statute of Agricultural School Clubs of the State.

Associativism and working conditions of rural primary teachers

In June 1952, the Government of Pernambuco summoned the rural teachers of the Third Entrance Farm Schools, the Rural School Group and the ETRs for training in the Regional Course offered by the SIA of the Ministry of Agriculture to the leaders of Agricultural Clubs, a condition established by the state of Pernambuco to update and train those who organized and managed the clubs in the ETRs (PERNAMBUCO, 1952). The model of entrances dates back to the Empire period in Brazil, according to Decree No. 1.331-A, in the year 1854, by the Minister of Business Luiz Pedreira do Couto Ferraz, which regulated the primary instruction in territorial structure in the Imperial Court¹⁶. Since 1875¹⁷, the Pernambuco governments associated the educational structure and working conditions of the teachers of first letters to the sense of entrances given in the Empire: thus, at that time, the schools of third entrance were located in the parishes¹⁸ of the Recife municipality; as of the second entrances, in other municipalities and/or towns; and those of first entrance, in the towns of the Pernambuco province.

In the 1950s and early 1960s, this organization created a difference between rural and rural-urban schools, as well as the salary of rural teachers in rural areas and in urban areas, the rural-urban being first and second entrance the sertão and agreste regions; and third and fourth entrances in the Zona da Mata and the territory of the capital of Pernambuco. It should be added that, if due to the bias of the teacher's career with ties to the state of Pernambuco, the teacher who wished to be relocated from a school of first entrance to a second entrance would have to have time on the job to earn it. Similarly, the seniority of the teacher in the rural primary Magisterium prevailed so that he was transferred to a school of third entrance; however, the rural teacher would be subject to competition, according to local management (GONÇALVES FILHO, 2016).

The associativism of primary teachers in the country, in Vicentini and Lugli's view (2009), stimulated the organization of rural primary teachers with links to the Brazilian states, creating spaces for teachers to speak about professional and social recognition and claim for themselves, teachers of rural and urban primary schools, the voice in the planning of education

¹⁶ For Gondra and Schueler (2008, p.170) "[...] the working condition of the public primary teacher, from the start of the profession, in the first education law of 1827, differentiated them according to the criterion of the school locations, urban and rural, and by the very different compensation promoted by the internal hierarchy of local administrations."

¹⁷ Provincial Law No. 1,218 of June 23, 1875.

¹⁸ In the sense of territorial subdivision of small settlement.

in the country. From 1950, in the discussions and struggles for the valorization of the salaries of primary teachers, the role played by the journals that represented the category was extremely important, according to Vicentini and Lugli (2009, p.164). For the authors, the obligation to organize rural teachers's careers in schools in the countryside generated conditions of social isolation and frequent complaints from teachers in much of the twentieth century. From the 1940s and 1950s, the situation in the rural environment in the Southeast and South of Brazil led to the precariousness of the rural teachers's working conditions.

As Souza points out (2016),¹⁹ the rural primary teaching was one of the first collectives to professionalize and exercise occupation from a common collective identity. For this author, in the first half of the twentieth century, teachers “[...] faced problems such as isolation, the lack of adequate buildings for school work, lack of housing, difficulty in transportation, lack of pedagogical accompaniment and guidance, and low wages.” (SOUZA, 2016, p. 6).

The working conditions of rural primary teachers in the state of Pernambuco, especially schools in the countryside, generated the situation of isolation identified by Vicentini and Lugli (2009), cause of discontent and consequent abandonment of the profession by educators. The study by Lima (2004) on the implementation of ETRs in the state of Pernambuco, from the perspective of architecture and school space in relation to the socio-political and economic context of the 1940s to 1960s, considers that the national model of ETRs generated some difficulties for rural primary teachers in the country. In the case of Pernambuco, the teacher's housing established in the state Constitution of Pernambuco of 1947, in Article 140, established that it should be a house in the physical space of the ETRs of 48 square meters total, located in the center of a plot of one hectare. In the national project of the ETRs, the house was a low-cost housing, and in Pernambuco it underwent changes, having the *water closet* on the external area of these schools also the job of dumping materials owned by the schools (LIMA, 2004). In addition to housing, discomfort due to the absence of privacy, infrastructure, and the cause of the isolation of teachers in rural areas, Lima (2004) identified adversities that arose with the displacement of teachers from the capital of Pernambuco and surrounding municipalities to municipalities far from these places in the countryside.

Another complexity faced by primary teachers in the ETRs is in the article by Meireles (1956), *A escola rural*,²⁰ on January 15, 1956. In it, he blamed the state of Pernambuco for the destruction of the rural school, for suspending the benefit on the salaries of teachers of Cr\$300.00 (three hundred cruzeiros), destined for the teachers' houses of the ETRs, and for the purchase of furniture and other necessary items for those who live in the countryside area. He harshly criticizes the problem of displacement of ETRs teachers from one region to another, which could be thought of in recruitment, linking them to their environment, thus avoiding them “[...] anarchic processes of throwing city teachers into rural schools and vice versa that have no other purpose than to work against the typical rural school.” (MEIRELES, 1956, p. 1).

¹⁹ Professor at the State University of São Paulo (UNESP), she coordinated the National Project Training and Work of Rural Teachers in Brazil: PR, RS, SP, MG, RJ, MS, MT, PE, PI, SE, PB, MA, RO (1940s to the 1970s), funded by the National Council for Scientific and technological development - CNPq, in the period from 2016 to 2020.

²⁰ N.T.: "The Rural School".

In the November 15, 1957 issue, teacher Ruth Ivoly Tôrres da Silva, from the state of Rio Grande do Sul, in the subject *Escôlha da Unidade Didática*,²¹ advises that first the teacher seeks to know the predominant characteristics of the region or locality for which he or she was assigned to teach in the ETRs (SILVA, 1957).

In relation to workers' rights, since Getúlio Vargas's presidency (1945-1954), important advances in laws reverberated until the 1960s, such as the regulation of rights, working conditions and union legislation with a monopoly on the representation of categories of workers in the country. But this period was one of resistance by the rural landowning elite in extending benefits of labor legislation to their workers, at a time marked by the high cost of living nationwide. In the following governments, of presidents Juscelino Kubitschek (1956-1961) and João Goulart (1961-1964), especially in 1962, rural unions were legalized, and the Rural Worker Statute was sanctioned in 1963, with Law No. 4.214, which, among other rights, determined that no worker would be paid less than the local minimum wage. The implementation of rural labor legislation is later than the study period; however, there are known and recognized traces of deep differences between rural and urban workers, which were only unified by the Federal Constitution of 1988.

If in the laws the regularity of events is sought, in the empirical form, reality is presented in the opposite way in the *Jornal do Professor*; when it makes the distinction of working condition between rural and urban primary teachers, as outlined by the Secretary of Finance Clélio Lemos in his restructuring of state functionalism. In the organization elaborated by Lemos (1956), it was demonstrated that the salaries of primary education professionals in the urban area of the 4th entrance, were in the amount of C\$ 6,000.00 (six thousand cruises) and the rural area of the 1st, 2nd and 3rd entrance, were in the amount of Cr\$ 5,500.00 (five thousand five hundred cruises).

Signed by Maria Elisa, the article *Aumento do funcionalismo*,²² published on April 15, 1956, clarified that a reorganization of salary levels of Primary Teachers in the profession was underway, given the demands after the wage adjustment announced in March 1956, but the teacher noted that it would be necessary to leave to colleagues from the countryside the operation of the entrances, that is, the progressive increase, characteristic of the career position. According to Maria Elisa, "[...] coordinated steps, respected in the career of the Magisterium for access to which public competitions will always be required" (MEDEIROS, 1956, p.1).

In February 1957, in the main column of the *Jornal do Professor*, the article *Seguro de vida*²³ highlights the situation of pauperism of the primary teacher, who should guard against the adversities of life. To ensure a better life for teachers' families, the CPPP partnered with the International Insurance Company to purchase group life insurance policies, and collective Personal Accident Insurance, for the benefit of teachers (SEGURO..., 1957).

With the iconic appeal *Ninguém é de ninguém*,²⁴ the *Editorial* of May 15, 1958, on pages 4 and 5, warns teachers at rural primary schools about their passivity in dealing with their career, at a time of devaluation of the class, and about the inability of most teachers to understand the sad truth of the world of indifference to the rights of others. In this direction, the *Jornal* released a table prepared by the CPPP in defense of better salaries for associate professors, rural and rural-urban, as can be seen in Figure 3 (NINGUÉM É..., 1958).

²¹ N.T.: "Choice of the Teaching Unit".

²² N.T.: "Increased functionalism".

²³ N.T.: "Life Insurance".

²⁴ N.T.: "Nobody belongs to anyone".

Figure 3 - Protest of the primary teacher class State Functionalism, 1958.

Da Restruturação do Funcionalismo
 Reivindicação do CPPP, junto à Comissão encarregada da Reclassificação do Funcionalismo Estadual, apresentação para a carreira do Magistério, pela Sra. Deputada Maria Eliza Viegas e aprovada na reunião das entidades de Classe, para esse fim convocadas.

Magistério Primário no Interior:

Prof. Regional	Nível 9	-	Cr\$ 5.800,00
"	" 10	-	" 6.200,00
"	" 12	-	" 7.000,00
Dirigentes	" 16	-	" 8.700,00
Insp. Orient.	" 19	-	" 10.200,00

Magist. Primário da Capital:

Professor	Nível 10	-	Cr\$ 6.200,00
"	" 11	-	" 6.600,00
"	" 13	-	" 7.400,00
" Especializado	13	-	" 7.400,00
Dirigentes	Nível 16	-	" 8.700,00
Insp. Orient.	19	-	" 10.200,00

Inda haverá aumento trienal, variando de Cr\$ 200,00 a Cr\$ 500,00 nos vencimentos.

Source: Nobody... (1958).

As observed by Vicentini and Lugli (2009), from the last years of the 1950s, associative representations started to implement protest practices in the country against the advance of professional devaluation, especially when it came to wages that, since 1958, intensified until the 1962 national campaign, which triggered the first national strike of the category of primary teachers in 1963.

The conflict of the teachers' class was due to the absence, in the national and state educational legislation, of devices that promoted opportunities for the primary, rural or rural-urban teacher, to improve their condition to compete for the position of principal or an inspection function; that is, no socioeconomic improvement was achieved professionally. From 1940 to the beginning of the 1960s, no advances were identified in the state legislation of Pernambuco on the career of rural primary teachers, and public tenders were launched by the State Secretariat of Education and Culture of Pernambuco, such as Edict No. 4, published in the *Jornal do Professor* according to the state Constitution of Pernambuco drawn up in 1946.

Concerning the stages of the structure for the professionalization of primary teaching, Nóvoa (2014) understands it as a social construction that is also configured by the legal support of public and state authorities, which, among other responsibilities, establish working conditions, such as entry into the profession, and that define the modalities of recruitment and important salaries for their professional career.

As well pointed out by Vicentini and Lugli (2009), the teachers' class associations in the country were concerned with alleviating the difficulties of teachers due to their low wages. In the case of the Pernambuco CPPP, in addition to the struggle for better wages, the *Jornal do Professor* became an important vehicle for disseminating the claims of rural and rural-urban primary teachers, as well as various products under the category: food, in their cooperative; low-cost life insurance; leisure space, in the CPPP vacation home (located in the Pernambuco municipality of Garanhuns, 230 kilometers from the Capital).²⁵

²⁵ Cf. A Cooperativa... (1957), Seguro... (1957), and A Prefeitura... (1957).

Conclusion

To examine the training, the action spaces, the working conditions and the association of the teacher's class of the rural primary schools of Pernambuco, we took as a parameter the articles published in the *Jornal do Professor*, between 1955 and 1962. The constant defense of *Jornal* of countryside teachers as victims of discredit of rural teaching; the indifference to rural education and the lack of guidance for the practice of agricultural technical education in rural schools; and the absence of programs with public policies that met the realities of the rural environment.

Despite the views that guided the selection of news broadcast in the *Jornal do Professor*, from 1955 to 1962, it is evident the expansion of rural primary schools and, at the qualitative level, the compulsory training of teachers in regular educational institutions, in specialization courses and agricultural technical training in teaching practices in agricultural clubs and farm schools. Despite these actions, mostly coming from the federal government, at the state level no attention was paid to pedagogy for the rural area of Pernambuco.

The articles dealt with the dimension of collective identity, the legal order of teachers and the responsibilities with the rural primary teacher as a social and professionally qualified element, in addition to configuring rural education strongly related to the care of ETRs in the state of Pernambuco between 1955 and 1962. Concerning the performance of rural teachers in the ETRs, under the molds adopted by the state of Pernambuco, it was a way to support rural education aimed at the permanence of people in the countryside environment. Later, in the late 1950s and early 1960s, it became an instrument at the service of this permanence, so that public educational policies for this environment in Pernambuco presented a socioeconomic structure that did not contribute to the needs of the rural primary teacher linked to the state, being the school and this rural teacher instruments, means of reproduction of social relations and agricultural production in the region.

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