



**Educator Iva Waisberg Bonow, an (almost) unknown intellectual and educator:
her mediation in the project “O Mundo da Criança” collection¹**

A educadora Iva Waisberg Bonow, intelectual e educadora (quase) desconhecida:
sua mediação no projeto editorial da coleção “O Mundo da Criança”

Iva Waisberg Bonow, intelectual y educadora (casi) desconocida:
su mediación en el proyecto editorial de la colección “O Mundo da Criança”

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Abstract

Based on the identification of Teacher Iva Waisberg Bonow as coordinator of the translation and adaptation committee of the American work *Childcraft* (1949) for the editorial project *O Mundo da Criança* collection, launched in Brazil by *Editora Delta* in 1954, 1975 and 1992, this article addresses her importance as an intellectual mediator and educator, still little recognized in the field of History of Education. Professor of Educational Psychology at the Education Institute of Rio de Janeiro, professor at the *Escola Normal do Distrito Federal*, she was the reference author works about psychology and education. The investigation into her intellectual and academic itinerary shows how her paths are references to the history of Brazilian education in the 1940s and 1950s. Her role as an intellectual mediator was decisive in the collection project, in the formulation of a publishing product with great reach in the Brazilian children's book market.

Keywords: Iva Waisberg Bonow; O Mundo da Criança; History of education; Brazil.

¹ The article is inspired by a chapter that is part of the thesis entitled *O Mundo da Criança no Brasil: formas materiais, estratégias editoriais e difusão de leituras para a infância* (PALIARINI, 2023), which was reformulated and added with new questions resulting from complementary research. English version by Ana Maria Dionísio. E-mail: dionisio.anamaria@hotmail.com.

Resumo

A partir da identificação da Professora Iva Waisberg Bonow como coordenadora da comissão de tradução e adaptação da obra estadunidense Childcraft (1949) para o projeto editorial da coleção O Mundo da Criança, lançada no Brasil pela Editora Delta nos anos de 1954, 1975 e 1992, este artigo aborda a sua importância como intelectual mediadora e educadora, ainda pouco reconhecida no campo da História da Educação. Catedrática de Psicologia Educacional do Instituto de Educação do Rio de Janeiro, professora da Escola Normal do Distrito Federal, foi autora de obras de referência sobre psicologia e educação. A investigação sobre seu itinerário intelectual e acadêmico aponta como seus percursos são referências à história da educação brasileira nos anos 1940 e 1950. A atuação como intelectual mediadora foi decisiva frente ao projeto da coleção, à formulação de um produto editorial de grande alcance no mercado brasileiro de livros para crianças.

Palavras chaves: Iva Waisberg Bonow; O Mundo da Criança; História da educação; Brasil.

Resumen

A partir de la identificación de la profesora Iva Waisberg Bonow como coordinadora del encargo de traducción y adaptación de la obra americana Childcraft (1949) para el proyecto editorial de la colección O Mundo da Criança, lanzada en Brasil por la Editora Delta, en los años 1954, 1975 y 1992, este artículo discute su importancia como mediadora intelectual y educadora, aún poco reconocida en el campo de la Historia de la Educación. Profesora de Psicología de la Educación en el Instituto de Educación de Río de Janeiro, profesora de la Escuela Normal del Distrito Federal, fue autora de obras de referencia sobre psicología y educación. La investigación sobre su itinerario intelectual y académico apunta cómo sus caminos son referencias a la historia de la educación brasileña en las décadas de 1940 y 1950. La actuación como mediadora intelectual fue decisiva en el proyecto de colección, que ha formulado un producto editorial de gran alcance en el mercado brasileño del libro infantil.

Palabras clave: Iva Waisberg Bonow; El Mundo de los Niños; Historia de la educación; Brasil.

Starting Points

The threads that we end up weaving in our historical research sometimes lead us to pursue nebulous and uncertain clues, but which lead us to multiply relations among our objects and events, subjects, and institutions that, initially, we ignore as being relevant to our interests, but which begin to offer unusual insights in the course of our investigations. Frequently, the movements that lead us to pursue clues that have been little explored by other research in the same field allow us to produce new contributions to historiography, in this case, Brazilian education, our field of study. This is what happened to us with the clues, found by chance, that allowed us to encounter a name which is almost absent in studies of the history of education, teacher Iva Waisberg Bonow. Such clues emerged from the documentation gathered for a broader research about material forms, editorial strategies, and the dissemination of readings for children involving the collection *O Mundo da Criança* (PALIARINI, 2023). We were mobilized by the challenges that comprise the study of books in contemporary times and that point to the complexity of the detailed examinations of editorial activity and the reach of the reading public, considered here children and their families.

When we identified the name of Iva Waisberg Bonow among the credits of the collection *O Mundo da Criança*, we sought to identify her biography and the significance of her presence among those involved in the production of the printed material examined by the research. Iva acted as coordinator of the committee in charge of the translation and adaptation of the American work *Childcraft*², with a view to the editorial project of the publisher Delta for the publication of the collection *O Mundo da Criança*, launched in Brazil in editions in the years 1954, 1975 and 1992.

Iva Bonow is presented in this article and recognized as an intellectual mediator, with a prominent role in the Brazilian educational and editorial scene of the 1940s and following. The expressiveness of her work stems from the work she led, which consisted, above all, of the pedagogical and thematic adaptation of the aforementioned collection to the context and reality of Brazilian children, as well as the direction of aligning the editorial product with the innovative pedagogical trends of the time. However, as we will see later, it was not limited to the collection *O Mundo da Criança*, although, for the research we undertook, it was a question of analyzing the printed material as an object of cultural construction, which implies observing its variations in time and space (BURKE, 2011, p. 11), under the intervention of different responsible subjects and their multiple agencies with a view to the success of a publication in the publishing market.

Initially, we briefly present the aforementioned collection. Next, we discuss our findings involving the name of the educator Iva Waisberg Bonow, which constitutes the main focus of this article. The analysis of her importance, as we will see later, is based on the understanding of the educator's role as an intellectual mediator.

The *O Mundo da Criança* and its editorial project

O Mundo da Criança collection consists a set of illustrated books with a double address, as they intended for reading by children, their parents and educators. Composed of volumes about various themes, abundantly illustrated, it was presented in the first and second editions (1954 and 1975) with 15 volumes, and in the 3rd edition (1992) published in 16 volumes. This is a collection that did not constitute a printed material directly aimed at use was originally intended for school use, although it can be said that it was incorporated into the collections of

² The *Childcraft* collection was first published in the United States in 1923 by Quarrie & Company under the title *The Child's Treasury*. In 1934, it was re-formatted and given the title *Childcraft*. In 1949, it was published by Field Enterprises, receiving international copyright, and was translated and adapted in different countries.

several school libraries in the country. Its marketing was mainly aimed at Brazilian families so that they could contribute to encouraging and spreading reading among children, through reading practices to be experienced in the home. Its content is similar to the encyclopedia genre, covering a variety of text types and images, with the purpose of promoting a type of facilitated use by children of different ages and levels of education. In addition, the volumes include a *Guia de Desenvolvimento Infantil* e and guidelines for parents and teachers on how to proceed with the education of children, including procedures for encouraging reading practices.

A series of agents engaged in the editorial activity surrounding *O Mundo da Criança*, including authors, publishers themselves and professionals in the book trade, who worked on the formulation of this editorial project and its circuits. Other professionals who work in the book chain were also included, such as intellectuals, consultants, teachers, translators, illustrators, printers, typographers, cover designers, bookbinders, among others. For Abreu (2003), these are figures who make decisions ranging from the content of the texts to the graphic interventions, among other aspects concerning the production of a book or a collection. The complexity of the work of different figures occurred in the case of the collection *O Mundo da Criança*, which prominently included the name of Iva W. Bonow.

Iva Waisberg Bonow: educator and intellectual mediator

In order to understand the place that the educator occupied in this web of professionals involved in the production chain of *O Mundo da Criança*, especially in its edition published in Brazil, it was necessary to gather different documents and research published about the *Instituto de Educação do Rio de Janeiro* and the trajectory of Iva W. Bonow, which provided clues about her work and relationships with the collection. In particular, the Brazilian Digital Newspaper Library of the National Library proved to be a plural documentary repository, which allowed us to locate valuable evidence of Iva Bonow's intellectual trajectory.

The expression “intellectual mediator”³, as developed by Ângela de Castro Gomes and Patrícia Hansen (2016), is adopted to address the set of practices and ways of operating in the social and political spheres of intellectual Iva W. Bonow, which have repercussions on her work as a cultural mediator in the case of the project of the collection *O Mundo da Criança* in Brazil.

For Gomes and Hansen (2016), the delimitation of the term intellectual mediator first involves the definition of the term intellectual, which according to the authors, in the broad sense,

They are men [and women] of the production of knowledge and communication of ideas, directly or indirectly linked to political-social intervention. Therefore, such subjects can and should be treated as strategic actors in the areas of culture and politics that intertwine, not without tensions, but with distinctions, even though they historically occupy positions of variable recognition in social life. (GOMES; HANSEN, 2016, p.10, our addition)

The academic and professional production, the intense work for the dissemination of knowledge through reference publications for the field of educational psychology, linked to political and social participation express the intellectual work undertaken by Iva W. Bonow and leave no doubt about its relevance, added to the strategic position she occupied with regard to

³ It is worth clarifying that, as Gomes and Hansen (2016) point out, although an approach to the history of intellectuals requires “a reflection about the category itself in its history and complexity”, this text does not aim to provide a historical review of the literature on the concept (GOMES; HANSEN, 2016, p.11).

cultural mediation in the editorial project of the collection *O Mundo da Criança*, and more broadly, of her work in the field of education in Brazil.

Regarding the figure of the intellectual, Claudia Alves and Lucia Leite (2011) point out the need to overcome the traditional bias that is limited to the exposition of great achievements of certain characters and then focus on the ideas and trajectory of subjects conceived as intellectuals, which implies examining the itineraries of formation, the networks of sociability, the writings and publications, the connections with public educational policies and the cultural representations and practices (ALVES; LEITE, 2011, p.261).

A similar explanation to that of Alves and Leite (2011) is presented by Xavier (2016) who considers, for the analysis of the intellectual trajectory of Anísio Teixeira, a name of great relevance in the formation of Iva, four points for examination, namely: 1) the articulation between the individual and the creation of the intellectual; 2) the political engagement and the social and institutional relations established; 3) the analysis of the subject, but also of the collective, especially the networks of sociability; 4) the continuity of a collective project, shared in a context (XAVIER, 2016, p. 469). Xavier's work (2016) is mentioned here because it guides the approach of such aspects to the understanding of Iva W. Bonow's intellectual trajectory and because it suggests that we can approximate Iva's paths in some points and Anísio Teixeira, since they shared the same social network.

In the introduction to the *Dicionário de Educadores no Brasil: da Colônia aos dias atuais* (1999; 2000), the organizers, Maria de Lourdes de Albuquerque Fávero and Jader de Medeiros Britto, record that educators such as Anísio Teixeira and Durmeval Trigueiro Mendes had been “contributors to encyclopedias: the first wrote the entry “Education” for *Delta Larousse*, and the second wrote several entries for *Mirador*, in the Philosophy section. For both, the production of an encyclopedia expressed the maturity of a culture” (FÁVERO; BRITTO, 2000, p.144). This observation suggests one of the links that may connect the name of Iva W. Bonow to *Editora Delta* and to the task she took on in adapting the collection under review, especially due to her closeness to Anísio Teixeira.

Other clues appear in Alves and Leite (2011) and point to the importance of the relation between intellectuals and the press. For the authors, the press was established as a space for intellectuals to act, and was intertwined with the social emergence of these actors. Thus, we reaffirm the importance of examining evidence about the life and work of Iva Bonow in the Brazilian periodical press, covering the years 1930 to 1959, a period that we define as the preferred period for the research. To this end, we consulted the Digital Newspaper Library of the National Library, using the descriptors “Iva Waisberg” and “Iva Waisberg Bonow”⁴. This search identified 264 (two hundred and sixty-four) occurrences that mention Iva's name, distributed across more than 20 periodical titles. Among the findings, the graduation speech given by Iva W. Bonow stands out on the occasion of her completion of the Sociology Course at the University of the Federal District (as it was called at the time). In 1938, the speech was featured in several newspapers in Rio de Janeiro.

In addition to her academic training, we identified Iva Waisberg's active participation in the Women's University Union, as well as in the cultural and intellectual life of Rio de Janeiro society, whether through participation in and organization of numerous events or lectures about different topics, which allows us to follow her educational trajectory and professional performance based on the grades issued in notices from the Institute of Education and other government agencies.

⁴ The Bonow surname was incorporated after Iva Waisberg married Fernando Bonow in 1953. To research the Hemeroteca website, we initially used the search engine for her maiden name “Iva Waisberg”, and later, between 1950 and 1959, we also used her name “Iva Waisberg Bonow”, as it appears among the credits of the collection *O Mundo da Criança* in the 1954 edition.

Iva W. Bonow appears as an intellectual figure in the educational field of her time, and thus her trajectory can be linked to the political and educational contexts of Brazil, which underwent significant transformations until the launch of the first edition of *O Mundo da Criança* in 1954.

Records about Iva's relationship with *O Mundo da Criança* are included in the collection itself. On the credits page of volume 1, next to her name, appears the title “*Catedrática de Psicologia Educacional do Instituto de Educação do Rio de Janeiro*”⁵. Lopes (2014) states that this title was granted to teachers who achieved recognition in the educational field throughout the country, and who therefore became references. For the author, such recognition can be identified, among other aspects, “through published books that were used in secondary schools throughout the country, and the spaces where they circulated” (LOPES, 2014). These teachers are categorized as intellectuals both for the impact of their production in different areas, and for their participation in different spaces of academically valued intellectual production.

The title of *Catedrática* conferred upon Iva Waisberg Bonow expresses the public affirmation of her work, since “within the space in which she worked, she gained recognition and prominence both for her professional performance in the classroom and for the administrative and commission positions she held, performing her role in an outstanding manner” (LOPES, 2017, p. 306).

Iva Waisberg was born in the city of Rio de Janeiro, then the Federal District, in September 1913. In 1929, she entered the *Escola Normal* in the first year of the Preparatory Course, during the reform proposed by Fernando de Azevedo, who, as director of Public Education in the Federal District between 1927 and 1930, reformed the *Escola Normal*, which had existed in Brazil since the Empire.

The reform implemented by Fernando de Azevedo, instituted by Decree no. 3281/1928, extended the normal course to five years, organized in two stages: the first lasting three years, of a propaedeutic nature; the second lasting two years, of a professional nature. In addition, the reform established two additional years for primary school students who intended to enter the *Escola Normal*. The definition of the curriculum of the new *Escola Normal* pointed out by Fernando de Azevedo is noteworthy, as it should contemplate a “balance between useful culture and disinterested culture, between the scientific and literary spirit, between the needs of general culture and specialized preparation” (AZEVEDO, 1931, p. 87).

Shortly after Iva's entry in 1930, the new building of the *Escola Normal* was inaugurated at the institution. Regarding this inauguration, Lopes (2017) reports that there was no notable celebration due to the turbulence of the time. Through testimonies produced by the project “*Memória do Instituto Superior de Educação do Rio de Janeiro*”⁶, the author points out how the daily lives of the students were marked by political events, since the move was carried out in a hurry in view of rumors that soldiers from the 1930 revolutionary movement were on their way to the Federal District and would settle in any public building that was unoccupied.

During the early 1930s, the occurrences found about Iva Waisberg in the periodicals in circulation in the Federal Capital refer to her enrollment at the *Escola Normal*⁷ (JORNAL DO BRASIL, Rio de Janeiro, 03/23/1930, p.16), or results of exams at the *Escola Normal* (DIÁRIO DE NOTÍCIAS, Rio de Janeiro, 01/07/1932, p. 5), in addition to her participation in the Deliberative Council of the *Escola Normal* (RJ).

⁵ According to Gurgel (2016, p.20), the Education Institute called the person holding the position responsible for directing, guiding and coordinating the teaching of subjects in the Normal Course, teaching theoretical or practical classes, planning, presiding, correcting and judging tests and final exams to *Professor Catedrático*.

⁶ The aforementioned project was authored by professors Sônia de Castro Lopes and Maria Carolina Granato (2001).

⁷ Regarding this publication, it is noteworthy that only Iva Waisberg's grade list does not include her grade in the physical education subject. Later, from Lopes & Gurgel (2017) it became known that the absence was due to the student's medical impossibility of performing physical activities due to a disability caused by polio.

O Jornal (RJ), in an article from April 1930, presented the Deliberative Council of the Escola Normal (RJ), a collegiate body to which Iva had been elected, along with three other colleagues, once again highlighting her trajectory of representation and leadership. In figure 01, reproduced below, Iva is the second from left to right, accompanied by the other colleagues, Carmem Pereira, Samira Khury and Ideínio Pinheiro, who at the time composed the Deliberative Council of the Escola Normal.

Figure 1: Representation on the Deliberative Council of the Escola Normal



Source: *O Jornal* (RJ), 04/05/1930

While still at the beginning of her studies at the *Curso Normal*, Iva Waisberg experienced a change in the structure of the course, which consisted of a reform led by a central institutional agent in the field of Brazilian education at the time, and whose influences were significant in Iva's education: Anísio Teixeira⁸. Iva herself notes that Anísio's legacy, in addition to being important in her education, accompanied her throughout her life. In a text she wrote, taken from the Anísio Teixeira Virtual Library, she expresses herself as follows⁹:

⁸ In 1927 and 1928, Anísio Teixeira made two major trips to the United States, due to his position as Inspector General of Education for the Secretariat of the Interior, Justice and Public Education of the Federal District. In 1928, he obtained his Master of Arts degree and became familiar with the ideas of John Dewey, deepening his knowledge of the movement for the renewal of education, which spread in Brazil under the name of New School.

⁹ The text attributed to Iva Waisberg Bonow was taken from the website of the Anísio Teixeira Virtual Library, and is entitled *Anísio Spinola Teixeira: Missionário e Mártir da Educação Democrática no Brasil*. The date of publication is not given, however, according to information obtained from the text itself, it can be said to be from the 1980s. All excerpts in this article and authored by Iva W. Bonow, whose publication date cannot be confirmed, are taken from this text.

On several occasions, my life, as a person and as a professional, was directly or indirectly influenced by the thought, work and personality of Anísio Teixeira, to such an extent that I do not know if it will be possible for me to have the serene objectivity to evaluate his importance for national education, with the impartiality that he himself would like to prevail. (BONOW, undated)

Replacing Fernando de Azevedo, Anísio Teixeira headed the Directorate of Public Education of the Federal District in 1932, and under Decree No. 3,810/1932, he transformed the *Escola Normal do Distrito Federal* into an Education Institute. Lopes (2006) points out that after this reform, the Education Institute would not only be a school for teacher training at the secondary level, but teacher training for primary school teachers began to be provided through a Secondary Course, followed by a Higher Education Course, which resulted in the creation of the Teachers' School.

Lopes (2006) also points out the historical context produced by this reform, since it meant the possibility for students who had graduated from professional courses, including the *Curso Normal*, to continue their studies at a higher level, since the legislation in force until then prohibited this entry.

The changes in structure and operation of the 1932 Decree implied the creation of an “educational complex”, which was called the Education Institute, composed of a secondary school and a higher education Teachers' College and “attached to this School, for the purposes of experimentation and teaching practice, were a Kindergarten and a Primary School” (GURGEL, 2016, p.40). The creation of the Institute marked the urgent need to reformulate the primary school teacher training system, which had already been pointed out and was called for by the *Manifesto dos Pioneiros*. As several researchers point out, the document written by Fernando de Azevedo, under the title *Manifesto dos Pioneiros da Nova Educação: A reconstrução Educacional no Brasil – o povo e o governo - (1932)*, had more than 26 signatories and was widely publicized in the country's main periodicals.

According to studies by Gurgel (2016), Saviani (2007) and Xavier (2002), among others, the *Manifesto dos Pioneiros* became synonymous with modernity, laid the foundations for new educational assumptions in Brazil and was fundamental because it thought about the organization of the educational system, adapting it to the modern and developmental structure that was being built in the country at that time. At the forefront of the “Movimento dos Pioneiros”, as it became known, they were three agents who were present in Iva Waisberg's life and education, institutionally linked to the Education Institute: Fernando de Azevedo, Lourenço Filho, then Director, and Anísio Teixeira. Regarding her first meeting with Anísio Teixeira, Iva herself records:

The new curriculum for the primary school teacher training course was being implemented after the regulation of Decree 3,180 of March 19, 1932, which created the Education Institute and the Teachers' School. We, the students, were surprised almost every day with new subjects whose contents transformed into surprising and challenging adventures for our curiosity as young adolescents. I remember it as if it were yesterday: - Professor Anísio Teixeira entered the classroom quietly, said "Good afternoon" and remained standing; we stood up to respond to his greeting. He did not take attendance, contrary to our customs, and simply said: "Today, let's start talking, or rather, thinking about *Education and Democracy*. Talk to me, interrupt me with questions, make me think and think yourselves (in my class there were only female

students). Let's exchange ideas." We were astonished, paralyzed, silently asking ourselves: Exchange!? But do we have any ideas to exchange with this man who is renowned as a genius, a wise man and who is also the greatest official authority on education in the Federal District? (BONOW, undated)

Iva graduated from the first class of the Teachers' School of the Education Institute, whose graduation was reported in the *Jornal do Brasil* (RJ), which described the ceremony, divided into three moments: in the morning, a Mass at the Candelária Church, and in the evening the distribution of diplomas in the auditorium of the Education Institute "when the patron - Professor Lourenço Filho - and the speaker, student teacher Iva will speak Waisberg" (JORNAL DO BRASIL, Rio de Janeiro, 14/12/1934, p.14). And finally, after the graduation ceremony, the Onyx Ball.

In addition to educational transformations, such as the creation of the Institute of Education, Anísio Teixeira's reform aimed to have an impact on the country's educational system by restructuring it, first in the Federal Capital, which consisted, as Lopes (2006) points out, in the creation of a university, the University of the Federal District (UDF), to which the Education Institute would be linked as a School of Education. According to the author, created in 1935 by Decree 5,513, the University was composed of the Institute of Education, School of Sciences, School of Economics and Law, School of Philosophy and Literature, and Institute of Arts, and its purpose was to develop teacher training at all levels, providing teachers for both primary and secondary education, something unprecedented in the country at that time. About the University of the Federal District, in her aforementioned text about Anísio Teixeira, Iva said:

Once again, my life became intertwined with that of Anísio Teixeira. I also sought that University that we all desired, that the country, the youth, and the Brazilian family needed. This school was the UDF, which Anísio created with a collegiate group of creative talents such as: Afrânio Peixoto, Affonso Penna Júnior, Artur Ramos, Cândido Portinari, Carlos Delgado de Carvalho, Carneiro Felipe, Cecília Meireles, Edgar Sussekind de Mendonça, Gastão Cruis, Gilberto Freyre, Frota Pessoa, Hermes Lima, Juracy Silveira, Joaquim F. Góes, Lélío Gama, Lourenço Filho, Heloísa Alberto Torres, Mario de Andrade, Mello Leitão, Nereu Sampaio, Paulo Sá, Prudente de Moraes Netto, Venâncio Filho and many others, forgive me if I do not name them all. (BONOW, undated)

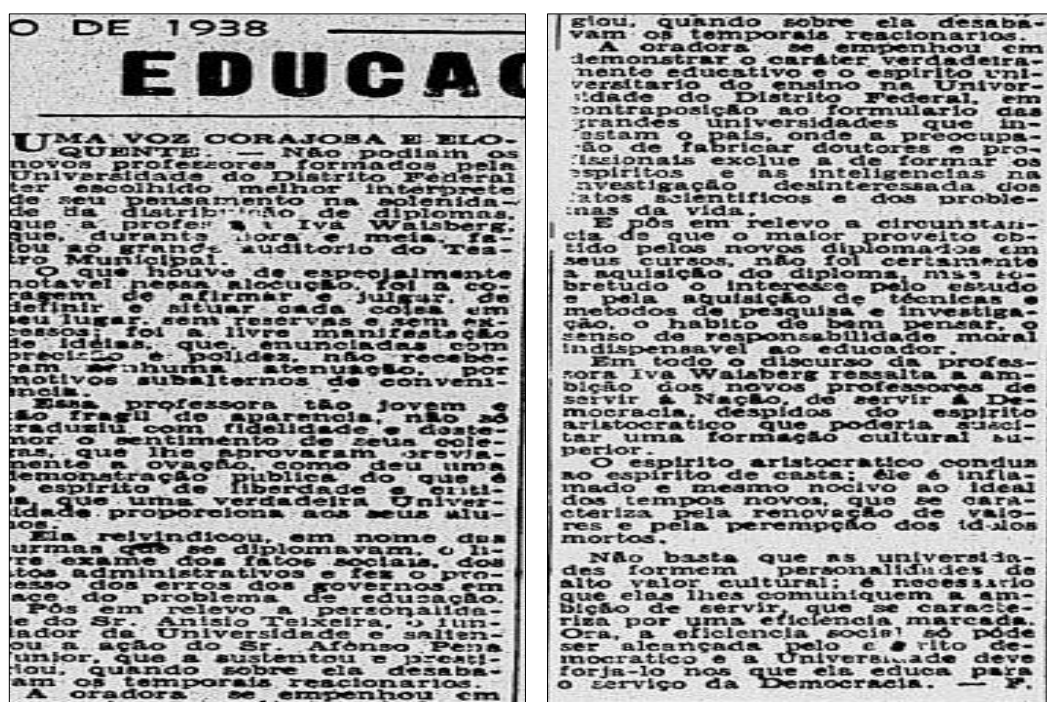
Iva Waisberg enrolled in the Sociology course in 1935, during the period in which she was at the University of the Federal District. There are several reports about this in the press. The newspaper *Diário de Notícias* (Rio de Janeiro, 06/13/1937) reported on the inauguration of the Sociology Club at the headquarters of the Federal District University, an event attended by Afonso Pena Junior, then Rector of the University, and Heloísa Alberto Torres, who would later become a member of the organizing committee for the collection *O Mundo da Criança*, coordinated by Iva Waisberg. As a representative of the student body, Iva gave a speech "emphasizing the importance of sociology in the cultural formation of new generations, lamenting the lack of interest with which problems related to sociology have been addressed in our country today." Professors Afonso Pena Junior and Gilberto Freyre also spoke (O JORNAL, Rio de Janeiro, 02/11/1938, p.10).

Also during this period, mention is made of Iva Waisberg's role in presenting her thesis at the 2nd National Student Congress, held in 1938, and as a representative in the secretariat of the National Student Union (UNE), responsible for organizing the Pan-American Student Conference that took place in 1939.

On February 5, 1938, Iva Waisberg graduated from the only class to graduate from the University of the Federal District before its closure in 1939¹⁰. Attentive to the political issues and controversies that involved the University, Iva was elected speaker of the class and in her speech criticized the conservative forces that were united to close the University. According to an article published in the Rio de Janeiro newspaper *Jornal do Brasil*, on February 11, 1938, Iva gave a graduation speech that was “expressive and significantly drew the attention of society,” and was published in three major newspapers at the time: *Jornal do Brasil*, *Diário Carioca*, and *A Noite*.

Under the title “A courageous and eloquent voice,” *Jornal do Brasil* published an article on February 11, 1938, in the Education and Teaching section, that gave visibility to the speech given by Iva Waisberg. First, it highlighted the assertive choice of the group of new graduating teachers to represent the class at the diploma ceremony, and transcribed important elements of Iva’s speech, which, according to the newspaper article, lasted more than an hour and thirty minutes (JORNAL DO BRASIL, Rio de Janeiro, February 11, 1938, p. 12).

Figure 2: Article about graduation speech



Source: *Jornal do Brasil*(RJ), 11/02/1932.

The adjectives attributed to Iva in the report are striking, such as her courage to assert, judge and point out without excess, as well as her precision and politeness in contrast to her young image and “fragile appearance”, when reproducing the feelings of her colleagues who

¹⁰ According to Lopes (2017), since its creation, the University of the Federal District challenged the policy of national control that was established in Brazil at the time. During its short existence, the UDF suffered various political attacks, mainly from conservative sectors of society linked to the Catholic Church. In addition to being linked to the figure of Anísio Teixeira, who became a political threat when he was considered a “communist”, the University, as a municipal institution, was contrary to the objective of building a structure of national standard.

approved of her “before the ovation”. In her speech, Iva publicly demonstrated the spirit of freedom and criticism that a “true University” provides to its students. It is worth noting that the set of statements published about Iva help in understanding the process of affirmation and recognition of her public image.

In the aforementioned graduation speech, Iva Waisberg confronted the dictatorship of the Estado Novo when she expressed her criticism of the administrative acts and the government’s mistakes in dealing with educational problems. She praised the figure of Anísio Teixeira and highlighted the actions of Afonso Pena Junior “when reactionary storms fell” over the University (JORNAL DO BRASIL, Rio de Janeiro, 11/02/1938, p.12). In the article published by the newspaper, it is stated that “social efficiency can only be achieved through the democratic spirit and the University must forge it in those it educates for the service of Democracy”. (JORNAL DO BRASIL, Rio de Janeiro, 11/02/1938, p.12).

In this way, Iva’s speech affirms the importance of intellectuals in the history of Brazilian education. In this aspect, the intersection between the concept of generation and the notion of intellectual, pointed out by Xavier (2016), allows us to understand generation both in relation to an age group, and to identify how much Iva was linked to a reference group, through her cultural and political engagement. For Xavier (2016), the relationship between generation and reference group allows us to delimit a common space in the analysis of groups that “forged their identities around a project that had the defense of public education associated with the construction of the school and democratic society as its generational distinctive” (XAVIER, 2016, p. 476).

In an article in the newspaper Diário Carioca (Rio de Janeiro, 10/02/1938, p. 3), under the title “*Collou Grau a Primeira Turma da Universidade do Districto*”, there is a photograph of the graduates at the graduation ceremony, accompanied by a text that highlights the “eloquent speech by the godfather Afonso Pena Junior”.

Figure 3: Image of the Graduation Ceremony by Iva Waisberg



Source: Diário Carioca (RJ), 02/10/1938, p.3

Still about the graduation ceremony, the Rio de Janeiro newspaper *A Noite* (02/17/1938) published an article about Iva Waisberg's speech, describing her in its title as "Uma mulher varonil". The report, written by Roberto Lira, highlighted the fact that it was the first time that "a woman was chosen to give the official speech at the university graduation ceremony." Thus, Iva Waisberg's consecration is attested by her colleagues, who delegate to her the task of delivering the speech, described by the newspaper as "one of the most serious and appropriate orations" (*A NOITE*, 02/17/1938, p.2). And added: "with confidence and eloquence, she drew the framework of our formation, in certain points original, documenting the causes of so many deviations, of so much misunderstanding".

Figure 4: Article about Iva Waisberg's graduation speech

Uma mulher varonil

PELA primeira vez coube a uma mulher a escolha para o discurso oficial na cerimônia da formatura universitária. E os homens não se sentiram prejudicados, antes foram os mais entusiasmados na consagração à companheira que revelara o seu maior merecimento em concurso a todos acessível. Não se trata de um gesto desse cavalheirismo afetado nos salões e desmentido nas lutas sociais, mas um movimento de justiça, de inteligência, de amor à reputação da turma.

Iva Waisberg, que falou em nome dos graduados pela Universidade do Distrito Federal, proferiu, no Teatro Municipal, uma das orações mais sérias, mais confortantes, mais adequadas de quantas já exprimiram o valor e a cultura da mocidade brasileira. Mais do que isso. Reclamando o cumprimento dos nossos deveres para com a ciência e descrevendo as angústias dos que aprendem, entre nós, Iva não poupou a varonilidade — é bem esse o termo — de sua crítica. Com segurança e eloquência, ela desenhou o quadro de nossa formação, em certos pontos originalmente, documentando as causas de tantos desvios, de tantas incompreensões.

O seu diagnóstico, assim baseado na etiologia remota e profunda da crise contemporânea, não degenerou no refrão conformista de quantos nós habituamos a ver um nihilismo aos pés do Brasil... Essa sentença de morte inflamou, há longos anos, a oratória política que se comprazia em "falar de uma ruína para um deserto". A representante dos recém-formados pela Universidade do Distrito Federal, equidistante das predições funebres e das ingenuidades, que constituem o exagero oposto, abriu-nos o seu coração vaso de saudades e chelo de esperanças. Ela confia nesse

Brasil, que procura, instintivamente, outros caminhos. O futuro interessa aos moços, incumbidos de preparar as condições em que vão viver, quando nós outros formos apenas sombras, amaldiçoadas ou queridas. Renunciemos ao egoísmo de afeiçoar no passado os instrumentos da dinâmica social, tão embaraçada pelos erros que criaram o círculo vicioso da civilização.

Guardo de minha passagem pelo ensino superior — Iva também é bacharelanda — a certeza de que a elite intelectual em formação é mais objetiva, mais plástica, mais substancial do que a anterior. Ela surpreende os conhecimentos humanos no flagrante de suas formidáveis conquistas e, não só testemunha, como compreende e sente as transformações decisivas, na composição de seu destino invulgar. Se quisermos a prova de que muito evoluímos, compensando, impetuosamente, os atrasos, fixemos a pujança mental da mulher. Libertando-se das restrições físicas, intelectuais, profissionais, civis e políticas com que se coonestava o preconceito de sua inferioridade, ela surge para a ação pública, tão aparelhada e eficiente como já era inexcelsível na família.

Al está, para exemplo, Iva Waisberg — intemerata em seus libelos, fecunda em suas sugestões, à vontade na tribuna erudita, onde a cercavam, orgulhosamente — Heloisa Alberto Torres à frente — os mestres da primeira seleção de servidores da ciência pura. Se o "mundo está virado", como parece aos que confundem crepúsculos e alvoradas, ouçamos os conselhos dos moços, talvez mais clarividentes na intensidade de anos que valem por séculos.

Roberto Lira

Source: *A Noite*(RJ), 17/02/1938, p.2

As we can see in Figure 3, the presence of women in higher education courses was still disproportionate to that of men. Regarding the female figure, Roberto Lira, the author of the article, reproduced the words of Iva's speech:

If we want proof that we have evolved a lot, impetuously compensating for the delays, let us focus on the mental strength of women. Freeing themselves from the physical, intellectual, professional, civil and political restrictions that supported the prejudice of their inferiority, they emerge for public action as equipped and as efficient as they were already unsurpassed for the family. (A NOITE, Rio de Janeiro, 02/17/1938, p.2)

About female participation, two publications were found in 1938 that evidence Iva's participation as a representative of the Women's University Union (UUF). It is worth mentioning, according to Lopes and Gurgel (2017), in the group of that Union, together with Iva Waisberg, "characters with a militancy history in the Brazilian feminist movement stood out, such as Leda Boechat and Bertha Lutz, with whom she developed social relations and shared ideological affinities" (LOPES; GURGEL, 2017, p.92). According to a publication in the newspaper *Correio da Manhã* (RJ, 06/05/1938, p.9) the Women's University Union promoted a Social Sciences course, in which Iva Waisberg was responsible for the first part on the theme "Sociology in the framework of modern scientific knowledge."

Returning to the impact of Iva's graduation speech, an episode she recounts once again records the figure of Anísio Teixeira, who had come to her home so that she could repeat her much-praised graduation speech:

Well, Anísio Teixeira was in complete ostracism, living in the interior of Bahia, when he learned from faithful friends that I had delivered the graduation speech. He was shaken from there and came to my house to hear it. It was an indescribable emotion when a discreet ring of the doorbell announced his arrival. I saw him pale and emaciated, but he soon distracted me by asking how everything had gone after they had forced him to leave and, especially, how the ceremony at the Municipal Theater had been. He asked me to read the speech, which I did, controlling the emotion and the tears that moistened my eyes and his eyes the whole time. I read it, as if I were back at the podium. I read to our dean, our professor, to the extraordinary and unjustly treated public figure, with whom we had the rare fortune of having been contemporaries. (BONOW, undated)

In addition to the information regarding Iva Waisberg's intense intellectual and political activity as a student, news published in periodicals shows that her professional career was marked by activities both in academic spaces and in places where teaching was prioritized (LOPES, 2017), especially as a primary school teacher in different educational institutions.

Regarding the years 1940 to 1949¹¹, Iva's entry into the Education Institute in 1943 stands out. There are also significant mentions in newspapers about the stages of the competition for professor at the *Escola Normal* of the aforementioned Institute. Regarding this competition, Sônia Lopes (2017) observes two aspects: the area of the competition and entry into the career through a public competition. Regarding the first aspect, the author states that even with a background in Sociology, Iva Waisberg chose to apply for the position in

¹¹ 102 (one hundred and two) occurrences about Iva Waisberg were identified in periodicals from that period

Educational Psychology, which she remained responsible for throughout her career at the Education Institute, that is, from 1943 to 1966. For Lopes (2017), this decision may have been a tactic to guarantee admission to the prestigious Institute, since from 1940 onwards the area of Sociology had lost space in the curriculum of the Teacher Training Course compared to Educational Psychology.

Another issue pointed out by Lopes (Ibid.) concerns the lack of recruitment for the Institute in 1943, requiring a new selection process, despite the fact that she was already working as an interim teacher in the Normal Course. According to the author, recruitment without the need for a selection process happened to other of Iva's colleagues. The fact is pointed out by Lopes and Gurgel (2017) as an outcome of Iva's articulation with figures linked to the New School Movement, such as Anísio Teixeira himself, who were already removed from the circle of power.

In 1945, in a speech given at the Education Institute (DF), in homage to teacher Fernando de Azevedo, Iva Waisberg once again confronted the political authoritarianism of the *Estado Novo* in her direct reference to the silence imposed on the experiences of the *Pioneiros da Escola Nova* at that institution. The homage to Fernando de Azevedo and Iva Waisberg's participation were publicized by some Rio de Janeiro newspapers. In an excerpt from her speech, mentioned by Lopes (2014), it can be seen that the young Psychology teacher from the Normal Course of the Education Institute declared herself to be a representative of a generation that had been strongly influenced by the Movement the New Education of 1932, in allusion to the "*Pioneiros da Educação*". According to Lopes and Gurgel (2017), Teacher Iva, referring to the dark decade she had just lived through, disturbed by fascism, lamented the destruction of the work begun in 1927 in the Federal District by Fernando de Azevedo and continued by Anísio Teixeira. In Iva's words,

We would be forbidden from feeling joy and we would not have the strength to express it if the sweet, intoxicating and perhaps brief freedom had not revived among us. But it came, and for as long as it lasts, let us sip it eagerly because perhaps we will need all the courage for a new silence. [...] But to whom do we owe the moral and professional structure that allowed us going through the long night of confusion united by the same deep bond of spiritual formation? We owe it to the pioneers of education, to Anísio Teixeira, Sampaio Dória, Roquette Pinto, Delgado de Carvalho, Almeida Júnior and, at the forefront of all of them, like a champion, was our honoree today, Professor Fernando de Azevedo. (BONOW, 1945 apud LOPES, 2014, p.261)

Iva's speech confirms the influence received from the *Pioneiros da Nova Escola* and the political articulation of this group with a view to producing a "symbolic action" (XAVIER, 2016) that would interfere in the political debate of the time and in the production of analyses about the political and educational situation of the country. Regarding the social network in which Iva was situated, Xavier points out that:

The social network that brought together the New School educators was forged in the exercise of political-administrative intervention, as well as in the promotion of a qualified intellectual debate, in addition to involving interventions in a broad sphere of public life that ranged from school education to the development of scientific research. (XAVIER, 2016, p. 467)

Only four years after her admission to the Education Institute, through a competitive examination, in 1947 Iva Waisberg reached the highest position in the hierarchy of the Institute

of Education: that of Full Professor in the Psychology area. From then on, her activities at the Institute intensified. Among them, she participated in a research project carried out in 1949, as supervisor of the project carried out by Teacher Maria Violeta Villas Boas, and that

consisted of developing an analytical study of the children of the School Group of the Education Institute, with the personal data collection, observation of their behavior in various family, study and leisure situations, interviews with students, guardians and teachers with a view to familiarizing the teachers with school-age children. (LOPES; GURGEL, 2017, p. 99)

Although we did not have access to details about the objectives and results of the aforementioned research, we infer that the same, supervised by Iva, did not have as its objective the methodological analysis of the teaching and learning of children, but rather focused on personal learning, with the analysis of the behavior and family relations of the children. The valuable evidence offered by Gurgel (2016) points to Iva's interest in themes involving children, their family habits, study and leisure, themes that proved to be very important in the editorial project design of *O Mundo da Criança*.

In the early 1950s, Iva devoted herself to another study whose objective was to outline the profile of the Normal Education Course students, through the analysis of the economic and cultural situation of the families of all the teachers, as well as their personal and school conditions and the impact on development and learning.

Lopes (2017) also points out that as a Professor, Iva dedicated herself to directing the Specialization Courses in Education, in order to contribute to the directors' training, counselors and educational technicians. In the 1960s, she collaborated with the project of the *Curso de Formação de Professores do Ensino Normal* (CFPEN), being the first Director of this course in 1965.

Regarding intellectual production, one of her most important publications was launched in 1955 by the publisher *Melhoramentos*, under the title "*Elementos de Psicologia*." The book reached 15 editions, being considered a reference in teacher training and one of the classics of Brazilian pedagogy. She also published other works focused on teacher training, published by the Education Institute of own publishing house, such as the title "*Psicologia Educacional*" (1960), and other works by *Editores Nacionais*, which released her book "*Manual de trabalho práticas de Psicologia Educacional*" (1966), as well as by *Companhia Editora Nacional*, which published "*Psicologia Educacional e Desenvolvimento Humano*" (1972).

As stated in an article in *Diário de Notícias* (RJ), Iva, at the invitation of the publisher Delta, was the group coordinator of professionals and doctors responsible for expanding and adapting the "*Encyclopédie Larousse Méthodique*" to Portuguese (DIÁRIO DE NOTÍCIAS, 01/29/1967, p. 8).

Regarding her work as coordinator of the committee responsible for adapting and translating the collection *O Mundo da Criança* for publication in Brazil, Gurgel (2016) mentions that Iva also dedicated herself to technical production, being "invited to coordinate, in 1967¹², the development of the first work in Portuguese that aimed at the education of children in all aspects, from birth to puberty" (GURGEL, 2016, p. 97).

¹² Gurgel (2016) reports, in a footnote, having deduced this statement from information extracted from a 1967 periodical. Perhaps this fact justifies the mistake in treating in a simplified and generic way what the editorial

Final points

The professional and intellectual itineraries of Iva Waisberg Bonow, presented in this article, contextualize and intertwine in a unique moment in the educational history of the country, strongly experienced by the professor at the Education Institute of the Federal District, whether due to the social networks and contacts she established with intellectuals who were central to the education field in the country, or due to her commitment to the ideals and principles spread by the *Escolanovismo* movement, in defense of the *Manifesto dos Pioneiros da Educação* and its signatories, as well as in defense of public, free, secular and compulsory education, and a free, autonomous and democratic university model. Furthermore, Iva engaged in the confrontation of oppressive regimes and the authoritarian policies of the *Estado Novo* (1937–1945), as well as, later, the authoritarian policies of the civil-military regime established in 1964.

Although her name, Iva Waisberg Bonow is less well-known and less widely used in the field of history of education and in educational circles, Iva established herself as an intellectual of a generation. According to Xavier (2016, p. 473), as previously mentioned, the use of the term intellectual refers to the reflection about the functions performed by educators in the construction of their professional trajectories, as well as in the observation of other social and political spaces occupied by these individuals. It can be said that Iva contributed with her professional trajectory to the formation of the educational field of her time, more specifically with regard to the debates and actions regarding teacher training at the Education Institute, an institution that welcomed her since her first training at the *Escola Normal*. A woman who placed herself as a leader, acted in representative bodies in the institutions in which she was present, which has a significant intellectual production and a social and political engagement noted in its time.

In Reading Notes about the *Dicionário de Educadores no Brasil*, mentioned above, Denice Barbara Catani (2003) points out the numerous potentialities of using the dictionary, which only in its second edition (2002), revised and expanded by 70 more entries, began to include women in 23 of the 144 entries on educators. For Catani, given these numbers that indicate there are few women, “we could consider the number reasonable due to the fact that women have had little visibility in the most legitimate contexts of the educational field” (CATANI, 2003, p.177). Or, as the organizers suggest in the introduction to the dictionary, there would remain the challenge of collaborating, “as scholars of the history of education (...) in overcoming these limits, certainly provisional, the presence and absence of educators in the work” (CATANI, 2003, p.177).

The research presented here about the name of Iva Waisberg Bonow not only points to the erasure or invisibility conferred by the historiography of education about several intellectual mediators, who have played a relevant role in the field of Education in Brazil, but also confirms the need to undertake more research to overcome absences and invisibilities, or rather, to restore the women’s place as important cultural and educational agents in our history.

For Gomes and Hansen (2016), the figure of the intellectual mediator is often confused with that of a transmitter, to whom a message or a product is delegated without anything being added to it, adding no value to this exercise or to the product in question. They add that this subject is assigned the task of simplifying, or even teaching, the content to be transmitted. However, intellectual mediators are part of the dynamics of production, since “their efforts, seeking to place cultural goods in contact with broader social groups, forming audiences,

project *O Mundo da Criança* represented, in addition to erroneously indicating the date of 1967 as that of the invitation to Iva Waisberg Bonow to coordinate the adaptation committee of the collection, which actually occurred long before the date indicated by the author.

“creating” new cultural products or new forms of communication and approximation of known cultural products” (GOMES; HANSEN, 2016, p. 17) should not be seen in such an undervalued way.

We therefore consider that Iva Waisberg Bonow represents the figure of an intellectual mediator, whose work in the editorial project *O Mundo da Criança*, among others, consisted not only in bringing together translators and experts in the themes covered by the collection, but in creating a cultural product that, even though announced as an adaptation, it was unique and was recognized as a valuable and innovative publication in the children's publishing market, and that circulated among different social groups. As an intellectual mediator for the first edition of the collection in Brazil, Iva brought together different intellectuals and produced new meanings, and effectively a new artifact, whether in terms the team translators composition, the appropriation and translation of the texts, or in the adaptation the themes, the choice of texts and illustrations by Brazilian authors, the organization of the editorial notes, the writing of chapters for the collection, among other tasks that comprised the coordination of this editorial project.

Thus, according to Gomes and Hansen (2016), the intellectual mediator is no different from the intellectual creator, and one can still think about the relevance of the work of Iva W. Bonow who, in particular, “is dedicated to communicating with audiences outside the expert communities” (GOMES AND HANSEN, 2016, p. 19) requiring improvement in mediation and the use of languages and strategies to reach a non-specialized audience.

It is also necessary to consider the various “bridges of passages”, as Gomes and Hansen (2016) put it, established between the different cultural codes of the American and Brazilian editions. In this sense, the interlocutions necessary for the transfer of content and cultural mediation, between the copyright of the American edition of *Childcraft* from 1949 and the final product of the Brazilian edition of 1954, combine elements of both cultures and both printed materials in the production of something that does not consist solely of a translation, but in the creation of a unique product. It is in this aspect that the great significance of cultural mediation lies, in the creation of something intercultural, which we understand to be represented by the particular case of the collection *O Mundo da Criança* in Brazil.

The trajectory of Iva W. Bonow indicates possible reasons that justified the choice of her name by the publisher Delta to coordinate the first edition of the *collection O Mundo da Criança* and the *Encyclopédie Larousse Méthodique*. In short, these reasons were linked to her education and professional performance at the Education Institute (RJ), where she became a Full Professor, aligned with the tenets of the New School movement. Her professional and social relations with influential intellectuals, especially Anísio Teixeira, as we have pointed out, partly explain her professional connection with *Editora Delta*, which cannot be disregarded. Furthermore, her choice was possibly due to the recognition of the importance of the research she supervised or undertook with teachers and students, especially the production of knowledge about the expectations of children and their families with regard to education. Finally, her recognized publications in the field, with the specialty of Educational Psychology, cannot be overlooked because, at the time, this specialty enjoyed recognition and legitimacy, aligned with the New School conceptions. Iva Waisberg Bonow thus brought together a curriculum and cultural and symbolic capital that gave her and would give the collection a legitimate seal of approval in the educational and publishing fields.

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