



Durval Pinto's personal archive: the movement to renew teacher training in Paraná in the first decades of the 20th century¹

O arquivo pessoal de Durval Pinto: o movimento de renovação da formação dos professores do Paraná nas primeiras décadas do século XX

El archivo personal de Durval Pinto: el movimiento de renovación de la formación docente en Paraná en las primeras décadas del siglo XX

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Abstract

The aim of this paper is to analyze Durval Pinto's teaching education through his personal archive, found in the now deactivated Professor David Carneiro Regional Historical Museum at UNESPAR - Apucarana Campus/PR, focusing on the period in which he studied at the Curitiba Teachers' School, between 1942 and 1944, trying to establish relationships with the teaching renewal movement. The question is: How did the teacher who graduated from the Curitiba Teachers' School, under the influence of the Scholastic movement, participate in the process of expanding a method that aimed to change the direction of public education in Paraná? Based on Professor Durval Pinto's personal archive and a review of the literature, we conclude that even though there was a conflict between theory and practice, the teacher was one of the most effective means of reaching the population located in the interior of the state with a new model of education.

Keywords: Personal archive; Durval Pinto; History of Education in Paraná.

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Resumo

Este trabalho tem como objetivo analisar a formação docente de Durval Pinto por meio do seu arquivo pessoal, encontrado no já desativado Museu Histórico Regional Professor David Carneiro da UNESPAR - Campus Apucarana/PR, tendo como foco de análise o período em que estudou na Escola de Professores de Curitiba, entre 1942 e 1944, tentando estabelecer relações com o movimento de renovação do ensino. Para isso, questiona-se: Como o professor formado na Escola de Professores de Curitiba, sob a influência do movimento escolanovista, participou do processo de expansão de um método que pretendia mudar os rumos da educação pública paranaense? A partir do arquivo pessoal do professor Durval Pinto e por meio de revisão bibliográfica, conclui-se que mesmo que tenha ocorrido um conflito entre teoria e prática, o professor foi um dos meios mais eficazes para atingir a população localizada no interior do estado com um novo modelo de educação.

Palavras-chave: Arquivo Pessoal; Durval Pinto; História da Educação do Paraná.

Resumen

El objetivo de este trabajo es analizar la formación docente de Durval Pinto a través de su archivo personal, encontrado en el ya desactivado Museo Histórico Regional Profesor David Carneiro de UNESPAR – Campus Apucarana/PR, centrándose en el período en que estudió en la Escuela de Maestros de Curitiba, entre 1942 y 1944, intentando establecer relaciones con el movimiento de renovación pedagógica. La cuestión es ¿Cómo participó el profesor egresado de la Escuela Normal de Curitiba, bajo la influencia del movimiento escolanovista, en el proceso de expansión de un método que pretendía cambiar el rumbo de la enseñanza pública en Paraná? A partir del archivo personal del profesor Durval Pinto y de una revisión bibliográfica, se puede concluir que, aunque existiera un conflicto entre la teoría y la práctica, el profesor fue uno de los medios más eficaces para llegar a la población localizada en el interior del estado con un nuevo modelo de educación.

Palabras clave: Archivo personal; Durval Pinto; Historia de la Educación en Paraná.

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Introduction

In recent decades, there has been a significant increase in research into common documents such as professors' personal files. These files often anonymously produce material relevant to the reconstruction of the history of education, helping us to understand the role of professors and the specifics of schooling. Bellotto (2006, p. 256) defines these as 'papers belonging to any citizen that are of interest to historical research, providing data on their daily, social, religious, economic, and cultural life, or on their personality and behavior.' An example of this is Professor Durval Pinto (1924–1984), who preserved various documents throughout his life. These documents went unnoticed for thirty-seven years after his death, but once discovered, they offered great opportunities for research.

Professor Durval Pinto's personal archive was found in the now defunct Prof. David Carneiro Regional Historical Museum at UNESPAR/Apucarana Campus². According to a local newspaper article in the 'Jornal do Norte' on 31 March 1985, the archive was donated one month after the professor's death through the philanthropic association Ferra Mula, with which he was affiliated. According to the newspaper article, the archive was in poor condition and required preliminary restoration and cataloguing. An employee was assigned to supervise this work, and once it was completed, the archive would be made available to the public. However, the museum was deactivated over the years, and, like everything else belonging to the museum, this material was stored on shelves and in cardboard boxes in a room at the university until 2019, when it was located during a search for documents and a survey was initiated.

In 2021, Xavier and Robert published a paper in the journal *Cadernos de História da Educação* (History of Education Notebooks) entitled "Teachers' Personal Archives: What Do They Contain and What Do They Tell Us?" In the paper, the authors examine the personal archive of Professor Rubin Santos Leão de Aquino (1929–2013) and discuss the difficulty of locating professors' archives, particularly those of elementary school educators. This is partly due to working conditions in which professors teach several classes in different shifts and find it difficult to record or reflect on their work. Secondly, they argue that institutionally organized archives available for public consultation are uncommon; rather, professors' archives are usually kept in their homes.

We found various materials in Durval Pinto's personal archive that were used as sources and objects of analysis in the research. Our focus was on materials related to education and research. Among the documents, we found the following: A birth certificate from 1924; a professional license; a life insurance policy; diplomas from the Grupo Escolar 19 de Dezembro Elementary School (1936); the Ginásio Parthenon Paranaense Middle School (1943), and the Escola de Professores de Curitiba Teacher Training School (1944); and continuing education certificates from 1949, 1955, 1956, and 1961. 1975). There were also documents with job appointments and promotions, a folder with various newspaper clippings (including a note on the death of Professor Durval Pinto and an invitation to the seventh-day mass for his death), invitations to graduations (both his own and those of his students), various photographs, and letters. Two diaries contain drafts of letters to be sent to family members and colleagues. In them, Durval Pinto recounts some of the realities he faced in the schools where he worked. There are also some personal notes and various materials from his time as a scout in Curitiba, PR. One folder contains notes from his time as an education inspector with control of students' grades. Similarly, we found other materials in greater quantity, as can be seen in Chart 1. Given all this, we were interested in the quality and quantity of the materials, most of which are related to education. We were also concerned about preserving materials of great historical value that are gradually deteriorating.

² At the time the collection was donated, the institution was not yet a UNESPAR campus, but rather FECEA (Faculty of Economic Sciences of Apucarana).

Furthermore, Cunha and Almeida (2021, p. 3) argue that personal archives carry many meanings and multiple voices. They maintain that, beyond the initiatives of organization, safeguarding, and conservation invested in them, personal archives remain valuable sources for historiographical research because they offer multiple possibilities for consultation and narrative construction. Regarding professors' archives, the authors state that they are "places that accumulate layers of time, which remain and change at their pace through current research." Considering this, the present constitutes a kind of guide, leading the analysis of these stored items" (p. 5).

Chart 1 - Materials located in the personal collection of Professor Durval Pinto

Quantity	Material located in the collection
120	Didactic textbooks and literature.
6	Encyclopedia collections (43 copies in total).
13	Magazines (Joaquim, Revista de Teatro, Brasiliense, Ensino).
9	School notebooks (Methodology, Biology, Physics, Pedagogy Notes, School Hygiene Concepts, General Sociology, Manual Labor, Drawing, Modeling and Calligraphy, Lesson Plans from 1938 to 1944).
7	Booklets on laws, Paraná teaching regulations, and graduation.
17	Editions totaling 59 pages of the newspaper A Voz da Escola (The Voice of the School) from 1939 to 1945.

Source: Personal collection of Professor Durval Pinto - UNESPAR Museum, Apucarana, Paraná.

After sorting through all the personal files in the museum and taking inventory of the sources, we were surprised by the amount of material related to the Curitiba School of Professors. This made us wonder: What was the Curitiba School of Professors? What did it mean to graduate from the school? Why did Durval Pinto keep these materials throughout his life? These materials should not be ignored but rather problematized, investigated, and made available for future research. Based on the ideas of Cunha and Almeida (2021, p. 10):

No one approaches the materials with an unbiased or naive perspective but rather from historically defined points of view and issues that derive from a set of questions involving empiricism, theories, enchantments, and sensibilities, with the prospect of intervening in the course of the world as their horizon.

Given the changes taking place in Paraná's public education system in the early 20th century and the lack of qualified primary school teachers, the problem revolves around understanding: How did Professor Durval Pinto, who was trained at the Curitiba Teachers' School, contribute to the expansion of the Escola Nova movement in schools located in Paraná's interior?

Based on documents found in the archive, we hypothesize that attending the Curitiba Teachers' School was an honor, especially for Durval Pinto, a young Black man not part of the Curitiba elite. Furthermore, the institution was one of the most effective means of training primary school professors in Paraná at that time. It used a teaching model that broke with traditional methods and presented a new approach to public education. It is therefore assumed that the professional training Durval Pinto received at the Curitiba Teachers' School was strongly influenced by the Escola Nova movement. Even though he held important positions such as director and inspector of education, he struggled when confronted with the reality of schools in rural Paraná.

Based on this question, we began to weave a narrative about the Curitiba Teachers' School, which operated under this name from 1938 to 1946, drawing parallels with the Escola Nova movement. We then spoke with individuals who were part of this process: Erasmo Pilotto, the leader of the New School Movement in Paraná, and Durval Pinto, a student at the Teachers' School. Finally, we present Durval Pinto's professional career. After graduating with a new teaching method, he was directed to serve rural schools in Paraná due to the demand for trained professors.

This study was developed through a literature review of the works of Bellotto (2006), Cunha and Almeida (2021), Oliveira (2018), Xavier and Robert (2021), Faria (2017), Iwaya (2000), Miguel (1992, 1995, 2005, 2008), Pilotto (1946, 1973), Silva (2009, 2014), Tanuri (2000), and Vieira (2001). These authors, along with the documents found in Durval Pinto's personal archive, were instrumental in deepening our understanding of the changes occurring in public education in Paraná during the early 20th century, particularly in primary school teacher training.

The Curitiba School of Professors (1938-1946)

The Teacher Training School emerged amid a movement to overhaul the Normal School and traditional teaching standards. The primary school professor-training course was redesigned with new nomenclature and a new curriculum. The course was also separated into two cycles: one for general training and one for professional training. The movement began in the Federal District with the reforms carried out by Anísio Teixeira (1900–1971) in 1932. It was then adopted in São Paulo and gradually spread to other states. In Paraná, the Normal School in the capital city of Curitiba was renamed the Curitiba Teachers' School in 1938 (TANURI, 2000).

According to Article 7 of State Decree No. 6150, signed on January 20, 1938, each Paraná Gymnasium should have an attached Teachers' School "intended for the training of primary school professors, whose course will be completed in two years, with the study distributed in semester sections." Similarly, a school group and a kindergarten were established for normalists' teaching practice, which were "the center around which all other courses for the professional training of students at the Teachers' School should revolve" (Paraná, 1938, p. 2)³.

The school group operating as an annex to the Teachers' School was called the Application School. It followed the same regulations as the state school groups, except the director was subordinate to the technical assistant of the Teachers' School. The technical assistant could interfere and modify the program to meet the needs of teaching practice (Paraná, 1938).

In light of this, Decree No. 6597 was approved on March 22 of that year. It regulated the Paraná Colleges of Professors, defined the course objectives, and established the division into four semesters. It also addressed the new changes related to the subjects contained in the curriculum, among other issues. According to Miguel (2008), the Curitiba Teacher Training School operated from 1938 to 1946 in a building inaugurated by Lysímaco Ferreira da Costa following the 1923 Reform. The school offered a course inspired by the ideals of the Active School.

According to Article 1 of Regulation No. 6597, the course's purpose was: "a) to train primary school professors, b) to promote research and studies related to educational issues, and c) to assist in the ongoing cultural improvement of the state's public teaching profession." In addition to the director, the Teachers' School had the position of Technical Assistant. From 1938 to 1946, this position was held by Professor Erasmo Pilotto, who was the cousin of

³ We have chosen to retain the original wording.

Director Osvaldo Pilotto⁴ (1901-1993). This degree of kinship complies with the provisions of Article 19 of the regulations, which states that "the position of Technical Assistant is one of immediate trust of the School Director" (PARANÁ, 1938).

It is worth noting that, to enroll in the Teachers' School, students had to submit the following documents:

- 1) – The candidate must have completed the official or general high school course at a State Normal School or the course at the now defunct State Primary Normal Schools;
- 2) – Physical fitness;
- 3) – Moral integrity;
- 4) – Be under 30 years of age;
- 5) – Proof of identity;
- 6) – Receipt for the first installment of the annual fee (PARANÁ, 1938, p. 1).

It is worth noting that each student was charged an annual tuition fee, payable in two installments: the first upon enrollment and the second by August of the same year. According to Article 45, paragraph 1, of the 1938 regulation, "In addition to this fee, students will pay \$5,000 per month as an attendance fee" (PARANÁ, 1938, p. 1).

Despite the cost of attending the Normal Course at the Teachers' School, demand for a spot was so high that a discussion arose about the entrance exam, opening the possibility of a more rigorous selection process with a physical fitness test that would exclude left-handed individuals and those with a predisposition to tuberculosis, neuropathy, speech defects, and other conditions. Another test would be based on scientific, naturalistic, and humanistic training and would consist of "four exams: one would be in mathematics, one in physical and natural sciences, and the last two would be in universal and literary history" (PILOTTO, 1946, p. 119).

This process would limit enrollments and reduce the strain on the practical work, which was often hindered by the excess of students. These activities included internships, projects, and discussion groups carried out in the library, the school's museums, and students' homes (Pilotto, 1946).

The 1939 school year at the Teachers' School began on February 1 and ended on November 14. Each theoretical class was 50 minutes long, with a 10-minute break between classes. Each semester, students took final exams. Students were evaluated through theoretical and practical tests in each subject area. Students who did not achieve a grade of 40 failed; otherwise, they could take a final exam consisting of an oral, practical, and written portion. The final grade had to be 60 or higher. Only students who passed all subjects were promoted to the next semester (PARANÁ, 1938).

Furthermore, the School of Professors in the capital became a "stage for various artistic events, [...] a strategy that guaranteed the institution and Erasmo Pilotto great prestige in Curitiba's artistic and intellectual fields in the 1940s" (Silva, 2009, p. 150). Similarly, the School of Professors was used as a space for pedagogical research to find solutions to educational problems in Paraná. It was also created to provide future professors with a "solid general education that would guarantee their mastery of knowledge and enable them to handle the daily routine of schools" (Miguel, 2008, p. 17). The course followed the principles of scientific methodology and differential psychology, valued general ideas and

⁴ He was a prestigious historian, a renowned professor, director of the Normal School, the Curitiba Teachers' School (1922-1946), and the Paraná School of Music and Fine Arts. He headed several departments and held various positions at the Universidade Federal of Paraná, "created the Salão Paranaense, directed the Paraná Public Library, the Paraná Academy of Letters, and the Paraná Historical and Geographical Institute, among other institutions. He published several works [...] (CAMARA, 2020, p. 93).

active principles, and was influenced by thinkers such as Gentile, Montessori, Decroly, Pestalozzi, and Anísio Teixeira (Miguel, 2008). Additionally, Erasmo Pilotto intended for the course to serve the following purpose:

To be a center of pedagogical culture, understood here more specifically as philosophical and experimental research related to educational issues; to be a center for pedagogical dissemination, extending its scope to state education and covering, albeit more narrowly, those responsible for family education (PILOTTO, 1946, p. 117).

Consequently, in 1946, the School of Teachers became the Institute of Education in accordance with the Organic Law of Normal Education, which standardized teacher-training programs nationwide. Undoubtedly, the Curitiba Teachers' School played a unique role in training normal school professors in Paraná. When analyzing the school as a socio-educational institution, the presence of Erasmo Pilotto is evident. Like many other intellectuals who were members of the New School Movement, Erasmo Pilotto was a leader of movements in favor of education, using the Curitiba Teachers' School as the ideal place to remodel public education in Paraná (Miguel, 1992).

Among the many reforms of the Normal Course, Miguel (1992, p. 112) mentions that Erasmo Pilotto "resized the rules contained in the Regulations, giving them theoretical substance and technical application, building a training plan for primary teachers" based on Decree No. 6597, which regulated teacher training courses in 1938. Pilotto sought to foster a spirit of renewal in both primary school students and the professors who would teach them, respecting their natural development and creativity and developing "in each future professor, the pedagogical experimenter" (Miguel, 1992, p. 135).

Additionally, the goal was to train leaders who would work throughout the state and meet the demand created by population growth. It is important to note that rural schools were considered a significant area of activity for these professors since, upon graduation; they were required to complete a two-year probationary period, often ending up working in rural schools. Thus, primary school professors who were professionally trained at the Teachers' School had the function of changing the environment of the state by transmitting knowledge to students and providing educational activities in the location of the school (Miguel, 1992, p. 143).

According to Miguel (1992, p. 10), after the enactment of Law No. 4024 on Guidelines and Bases for National Education, the ideas of the Escola Nova movement spread throughout Paraná, completing the cycle of its inception, consolidation, and expansion. This occurred mainly through the establishment of Regional Normal Courses, which included students trained at the Curitiba Teachers' School to become leaders and disseminate this new teaching method throughout Paraná.

Furthermore, establishing primary schools and Regional Normal Courses in Paraná was considered essential for attracting more land buyers, nationalizing newly arrived immigrants, and stabilizing them in their new homeland. This was linked to the Escola Nova movement, which aimed to form a new type of nation and Brazilian citizen (FARIA, 2017, p. 78). (Faria, 2017, p. 78).

Amidst the discussions about centers, interiors, schools, and subjects, Faria (2017, p. 246) emphasizes that subjects are "historical subjects who consume places and strategies, yet transcend them to produce spaces and tactics; they are not mere automatons." In this context, we can include Erasmo Pilotto, a leader of the Escola Nova movement, and Durval Pinto, who, like many other professors trained in the capital, worked in several Paraná schools, primarily in rural areas.

Erasmo Pilotto: a leader of the New School movement in Paraná

As previously mentioned, the New School movement in Paraná was established at the Curitiba Teachers' School through the efforts of Erasmo Pilotto, who led a group of students in promoting debates on the movement. Pilotto had already been in contact with the New School movement through various national and international philosophical lines, mainly by establishing discussion centers and bulletins on the subject. As a student, Pilotto created the Center for Philosophical Culture and the Center for Pedagogical Culture. These centers were responsible for studying philosophy and education, as well as bringing intellectuals into contact with authors such as Tolstoy, Gentile, and Montessori. These authors helped the young Pilotto, who was 17 at the time; develop his aesthetic and educational concepts (SILVA, 2014, p. 60). His time at the two centers was fundamental, as it brought together young people interested in deepening their studies, spreading the ideals of the New School, and connecting with the intellectual elite of Curitiba (Silva, 2014).

Regardless of his position, Erasmo Pilotto always sought to organize the Curitiba School of Professors, and he was intensely involved with pedagogical practices. During his time as a technical assistant from 1938 to 1947, he accompanied the students' teaching practice classes and often gave them model lessons (Miguel, 1992, p. 150), a role typically assigned to assistant professors.

As a technical assistant, he should encourage and cooperate with extracurricular activities, such as study clubs, didactic associations, educational culture centers, libraries, and publicity agencies (PARANÁ, 1938, p. 1). (PARANÁ, 1938, p. 1). However, Erasmo Pilotto went above and beyond in his duties, putting his ideas related to the New School Movement into practice at the Teachers' School by prioritizing culture and art in professor training. In addition to being considered an education enthusiast, it is evident that, despite his position as Technical Assistant, he had complete freedom to make decisions about the normal course. This was possibly because his cousin, Osvaldo Pilotto, was the director of the school and because he was well connected with other professors (Silva, 2009).

Therefore, even though the movement was small and opposed by a strong group of conservative Catholics, it gradually gained strength and support from national and international sources in favor of renewing schooling methods and objectives (VIEIRA, 2001, p. 62). This new teaching model challenged the traditional approach while affirming its educational concept based on freedom, self-determination, and the power of intuition and will (Vieira, 2001, p. 68).

It is worth noting that Erasmo Pilotto favored a more conscious and reflective education, but he argues that education is the result of a historical-sociological determination, that education is spontaneous, “[...] spontaneity of such an order that it makes education something as necessary in human life as life itself, something that exists and proceeds in the same way as an organic function, such as breathing, for example” (PILOTTO, 1973, p. 291).

In the words of Miguel (1995), Erasmo Pilotto was concerned with the education of children in Paraná, advocated free, compulsory, quality public schools that would serve the entire population, and was always seeking to expand free secondary education and the manner in which this entire process should take place. When this was not possible, he sought to offer scholarships so that students could naturally continue from primary to secondary education. Pilotto aimed for an education that would develop the individual to their full potential, opening up a wide range of choices according to each student's aptitude. To this end, he drew on different schools of thought, embracing the possibility of using them in his educational proposals. Among many authors, he “immersed himself in Gentile, Decroly, Montessori, analyzed Prihoda, the educational proposal of English laborism; and contributed to the French Reform Plan of Langevin-Wallon” (MIGUEL, 1992, p. 158), as well as Tolstoy, Rousseau, Pestalozzi, among others (MIGUEL, 1992). According to Iwaya (2000), Erasmo Pilotto was a man of the world:

He was a thinker who chose to be an elementary school professor. In a deeply religious city, he paid a high price for his independent thinking. Nevertheless, this did not prevent him from creating his own spaces, seducing and enchanting others with his ideas. He trained disciples who were also passionate about knowledge. They realized the breadth of education and were able to continue his work for several generations (IWAYA, 2000, p. 81).

According to Vieira (2001, p. 57), Erasmo Pilotto produced "ways of thinking and acting in the Brazilian educational sphere that continue to have an intense impact, whether in terms of teaching practices, educational theories, policies, or forms of educational administration in Brazil." His influence on teacher trainees at the Curitiba Teachers' School is evident in the educational trajectory of Professor Durval Pinto, who faced a reality very different from what had been proposed during the course when assigned to work in rural schools but maintained the optimism and spirit of renewal instilled in him during his training.

Thus, Pilotto's involvement with the school lasted from his training to his work as a teacher. He was an educator who sought different perspectives on what would best suit public education in each locality. Through his actions, which resulted from a combination of culture and awareness of the professor's role, he influenced primary and normal education in Paraná (Miguel, 1992, p. 176), implementing a new teaching proposal that changed the training of primary school professors in Paraná.

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Durval Pinto as a student at the Curitiba Teachers' School (1942-1944)

As previously mentioned, while cataloging Professor Durval Pinto's personal archive, we noticed that most of the documents he kept were related to his time studying at the Curitiba Teachers' School from 1942 to 1944. Among the many materials found in his collection—such as photographs, diaries, personal and official documents, and books—something that caught our attention was the school notebooks Durval Pinto used while attending the Curitiba Teachers' School. These notebooks contain writing full of memories and experiences from his time at the school.

The New School movement strongly advocated for the use of school notebooks because they standardized content and facilitated the principal's control over classroom activities. Additionally, school notebooks served as a "space for recording what is taught and the interaction between professors and students" (Santos & Souza, 2005, p. 295). At this point, however, we will not open a discussion about these notebooks, which are part of school culture

and indisputable proof of teaching methods from that time. Instead, we will learn a little about Durval Pinto and his career path until he graduated from the Curitiba Teachers' School.

According to documents found in Professor Durval Pinto's personal archive, such as his birth certificate, professional license, school diplomas, and notes recorded in his notebooks, he was born at 3:24 a.m. on May 28, 1924, in Capão do Amorá, in the city of Curitiba, capital of Paraná. One of the children of Francisca de Oliveira Pinto and Arthur Pinto, he spent his entire childhood and youth with his brother Janes—two years his junior—in the state capital. He began his academic career at the Dezenove de Dezembro School Group and completed the fourth grade of elementary school at the age of 12.

In figure 1, we can see Durval Pinto alongside his classmates and professors on the steps of the Dezenove de Dezembro School Group in 1936. It is worth noting that among the forty students, Durval Pinto was the only black⁵ in the class.

Photograph 1 - Students from the Dezenove de Dezembro School Group (1936)



Source: Personal collection of Professor Durval Pinto – UNESPAR Museum, Apucarana, Paraná

Durval Pinto continued his studies at Ginásio Parthenon Paranaense, where he received his elementary school diploma in 1942. That same year, he enrolled at the Curitiba Teachers' College.

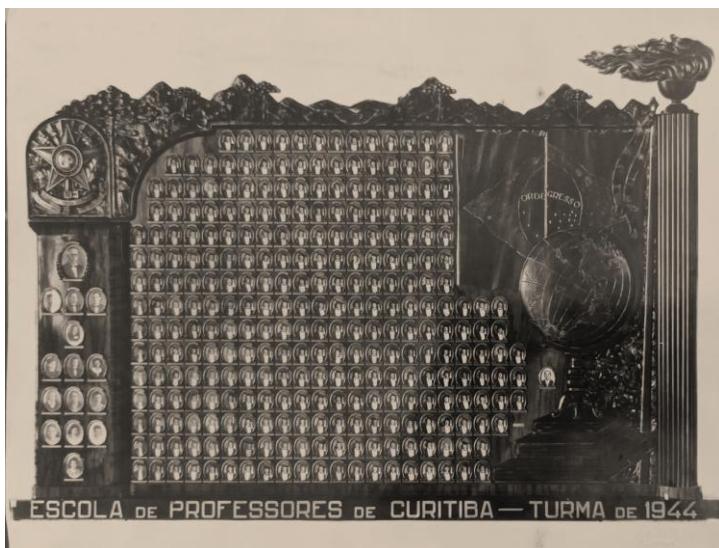
He was an active and participatory student at the Curitiba Teachers' School. He made many friends there and maintained these friendships for years, as evidenced by his diaries, photographs, and letters. Letter writing was common during this period, and Durval Pinto's collection contains many letters, both received and written. In his final year, he was the editor of *A Voz da Escola* (The Voice of the School), a newspaper belonging to the Dona Júlia Wanderley Cultural Center's internal body. Founded by Erasmo Pilotto, the newspaper was maintained and produced by students and alumni and circulated within the Teachers' School. It soon brought the need for changes in Paraná's education system and criticism of the traditional model to its pages.

According to the diploma, photographs, the invitation, and the speeches by class speaker Vera Vargas and patron Osvaldo Pilotto, Durval Pinto's graduation began on November 16, 1944, with a Thanksgiving Mass celebrated at the Metropolitan Cathedral by Rev. D. Ático Euzébio da Rocha. The graduation ceremony took place at the Thalia Society at 8 p.m. on the same day. A grand ball was also held there on November 18 at 10 p.m., for which formal attire was required. Of the 286 graduates, only eight were men, including one student who died during the course.

⁵ In Durval Pinto's personal identification documents, such as his professional license, we find different definitions of his skin color, including brown and dark brown. Thus, we are not sure which one is correct, but based on his photographs and Durval Pinto's own notes in his diaries, he declared himself black.

Given the prestige of graduating from the Curitiba Teachers' School and the number of graduates, as seen in Figure 2, as well as the guests who attended the event, the ceremony was undoubtedly grand. The event aimed to draw the attention of Curitiba society and highlight the value of normalist professors to the population. According to Iwaya (2000, p. 92), graduations were reported in the city's newspapers in the 1940s, and dances were held in clubs frequented by the Curitiba elite, such as the Thalia, Concórdia, and Curitibano.

Figure 2 - Photograph of graduates from the Curitiba Teachers' School (1944)



Source: Personal collection of Professor Durval Pinto - UNESPAR Museum, Apucarana, Paraná

Photo 3 - Erasmo Pilotto congratulating Durval Pinto on his graduation (1944)



Source: Personal collection of Professor Durval Pinto - UNESPAR Museum, Apucarana, Paraná

After the ceremonies concluded, Durval Pinto, whether consciously aware of his role as an educator or not, received his diploma and greeted the authorities in attendance, who are represented in Figure 3 by Professor Erasmo Pilotto and Interventor Manoel Ribas. From that day on, he began his teaching career, meeting the state's demand. He ended up working in several cities in Paraná until settling in Apucarana, where he faced a reality that went beyond the guidance he received at the Curitiba Teachers' School.

Durval Pinto: the professional career of a professor who had to look inward

Using the documentary sources available in Professor Durval Pinto's personal archive, including his personal diaries, notebooks, and professional and personal documents, we analyzed his professional career. Durval Pinto was a professor who trained at the most prestigious teacher training college in Paraná. He developed an innovative teaching method and was forced to move to a rural area of the state. This led us to reflect on the following: What reality did Durval Pinto encounter after receiving his teaching degree? Our analysis is marked by the sensitivity linked to experience because "what we hear, see, touch, smell, or taste is both historically learned and defined by our sensory apparatus as what we will be, following records—written, visual, and auditory" (Oliveira, 2018, p. 125). Thus, exploring this archive was a historical experience in many ways.

Even before completing his training at the Teachers' School in 1944, Durval Pinto was appointed by Manuel Ribas, the Federal Interventor of Paraná, to teach a class at the 5th R.C.D.'s regimental school in Boqueirão, a neighborhood of Curitiba. Shortly after graduating on February 16, 1945, he was hired on a trial basis for six months, until his permanent hire on August 21, to teach at the SENAI Learning School in Curitiba, Paraná. On January 26, 1946, he received notice that because of local needs, he would be transferred to Joinville, Santa Catarina. He remained there until submitting his resignation in June 1947, which SENAI accepted.

In letters sent to friends, Durval Pinto initially expressed enthusiasm, which gradually diminished, as evidenced by a letter dated June 2, 1946. He begins by saying that "things were going badly," complaining about the lack of professors at SENAI. He reports that he was sent to teach Manual Labor and Physical Education. However, when he arrived, he was a "jack of all trades." He argues about the lack of resources, students, and a specific class that previously belonged to Cid. Cid also studied at the Teachers' School and left the position to teach in the capital, Curitiba. Reporting on his students, Durval mentions using individual control cards in a personal file (AGENDA DE DURVAL PINTO, 1946, p. 85).

Creating homogeneous classes and keeping track of students with individual cards were strategies Durval Pinto used based on the teaching proposal he received during his training. These files recorded students' strengths and weaknesses to facilitate the professor's work and lesson development. The files also contained individual information about each student, including issues related to their level of intelligence, culture, dedication, and prestige in the class (Pilotto, 1946).

Regarding the argument that, at the Curitiba Teachers' School, all students received a solid general education that guaranteed mastery of knowledge and the ability to cope with everyday school life, regardless of their education in Differential Psychology (MIGUEL, 2008, p. 17), Durval Pinto briefly describes what he felt when faced with the reality of schools. Durval Pinto briefly describes his experience with schools. Upon arriving, he found a contradiction between theory and practice. The entire proposal presented at the Teachers' School had to be adapted to place more value on practice than theory. In the words of Durval Pinto: "There was a slow, subtle, inexplicable transformation in my personality." As I emerged from my dreams, practical life unfolded before me" (AGENDA DE DURVAL PINTO, 1946, p. 118).

In May 1947, Durval Pinto wrote two letters to his parents mentioning a conversation he had with Erasmo Pilotto about teaching in Paraná and awaiting a response. The response came suddenly when he was invited to become the director of the Ubaldino do Amaral School Group in Santo Antônio da Platina, northern Paraná, effective September 1947. This news rekindled his enthusiasm.

According to a document issued by the Santo Antônio da Platina City Hall on June 16, 1948, Durval Pinto also took over the Municipal Education Inspectorate. In October of that year, the secretary of education and culture appointed him Education Inspector in Cinzas and Abatiá, combining the roles of principal and inspector.

This was a common practice, stemming from the state's need to supervise schools being established in various locations. To this end, a complex structure was developed for the inspection of education in Paraná.

The committee was composed of the Secretary of the Interior, the Inspector General, the Education Delegates, and the School Inspectors. The Inspector General was responsible for overseeing education in the state. He visited schools and compiled a report that brought together reports sent by the delegates and school inspectors. In this report, he presented ideas for modifying and improving the education system. The president/governor of the state implemented these relevant ideas for the most part (SANTI; SCHELBAUER; CASTANHA, 2022, p. 3).

Therefore, Durval Pinto, who was educated in the precepts of the New School in the capital city, had the "function of changing the environment through the transmission of knowledge to students and educational action in the place where the school was located" as both a professor and an inspector (MIGUEL, 1992, p. 143).

It is important to note that Paraná Governor Moysés Lupion intended to prioritize schools in rural areas because he considered it a critical educational issue in the state. The government reached an agreement with the municipalities to provide financial assistance for opening new schools and to provide the newly opened schools with all the necessary assistance, materials, and technical support (PARANÁ, 1950, p. 144). However, opening schools was not enough; improving the performance of current teachers was also necessary. These teachers had been doing their best for the children in rural areas. Thus, the decision was made to first invest in professors who already worked in primary schools. School inspectors were summoned from each Education Office to receive training and then return to their municipalities to organize 10-day crash courses for rural professors (PARANÁ, 1950).

Durval Pinto was among the inspectors summoned. On February 25, 1949, he received a letter from Secretary of Education Erasmo Pilotto. The letter asked Pinto to take charge of the Rural Education Guidance Course, which was promoted by the Curitiba Institute of Education. The course aimed to serve ten isolated rural primary schools that would serve as a model for the state. The document stated that Pinto should enroll in the course at the Institute of Education. Ten days of the thirty-day course were held in Palmeiras, ten in Cerro Azul, and ten in Guarapuava (PARANÁ, 1949).

Due to his experience, as soon as he finished the course, Durval Pinto was invited by a document issued by the Secretary of Education and Culture to leave his position as Director and Inspector of Education and attend the newly established Apucarana Regional Normal Course. Professor Pinto moved into a hotel and wrote to his colleague Mathilde that he was entering a new field of struggle with students from diverse social backgrounds: some were simple and shy, while others were smart and daring. He wrote that his educational plans were to bring the students together, study their reactions, and organize "vast plans" to form a social consciousness around which all the students' interests should revolve. He noted that he needed to dissolve the boundaries between classes to create a single mindset. To this end, he mentioned that the first step would be to organize age- and interest-based groups, a method he had previously used in other schools.

That same year, Durval Pinto took on the role of Education Inspector in Apucarana to fill his time. In a letter to the Secretary of Education and Culture Erasmo Pilotto, Pinto discussed his work in isolated rural schools in Apucarana and the surrounding region. He described visiting all the municipal and state schools, which he said was "endless toil by bus, truck, car, on the backs of animals, on foot—in short, by every means possible." He highlighted the work done at the Pirapó Municipal School, located on the Pirapó estate eight kilometers from Apucarana. He mentioned conversations with professors who pointed out flaws and how some problems were resolved, such as installing windows, painting classrooms, installing a playground, buying water filters, and purchasing flower pots. However, he noted that a lack of time, the distance between the school and the city, and the difficulty of acquiring construction materials had delayed his work somewhat (CADERNO DE RASCUNHOS DE DURVAL PINTO, 1949).

As with this school, Pinto cited others where he arrived with his carpentry tools and modified the environments. He concludes the letter by stating: "All this is nothing compared to the commitment I made to Master Erasmo in the Rural Education Guidance Course" (Durval Pinto's Sketchbook, 1949).

Durval Pinto was a single Black man who lived alone in a central hotel in Apucarana until his death. This is why his belongings were donated to the museum. He continued his teaching career, serving the educational needs of Apucarana and the surrounding region. According to Resolution No. 7,854, he retired in 1981 due to disability. He passed away on October 27, 1984, after spending four months in the hospital due to kidney complications and a broken leg. His death and the seventh-day mass were reported in the local press, which published a request for blood donations. Clippings from these articles are part of Durval Pinto's personal collection. His body was buried in a cemetery in Apucarana. He left behind the few years he lived with his family and friends in Curitiba.

Final considerations

When we found the first document in Professor Durval Pinto's personal archive, we had no idea about the quantity or quality of the material it contained or its relevance to historiographical research. This initial discovery provided insight into the legacy of Professor Durval Pinto, sparking our curiosity about his life and the presence of this collection at the UNESPAR museum on the Apucarana campus.

We understood this trajectory through papers that the professor himself selected and kept throughout his life—materials full of emotion. In recent decades, there has been a significant increase in works that consider the senses and sensibilities in the field of the history of education. These works consider how people acted, reacted, thought, and felt not only in school but also in other spaces of social education. After all, "the senses are the window to the soul of individuals, allowing the decoding of the physical and cultural worlds; both are eminently historical" (Oliveira, 2018, p. 124). Therefore, we cannot fail to express the value of this type of material, both for research and for the individuals who produced it. We can only imagine what may be stored in the many boxes, trunks, and drawers in professors' homes or in the custody of institutions. We agree with the author who rejects any kind of subjectivity in the study of meanings and sensibilities. Here, we want to emphasize the importance of this professor from Paraná and his sensitivity in preserving his writings and practices.

Returning to our objective, we began our research by surveying the archive. Realizing that these documents would lead to a broad field of study requiring more intense and time-consuming research, we focused on the period when Durval Pinto studied at the Curitiba Teachers' School (1942–1944). We made this decision considering the amount of material related to Durval Pinto's education stored in his archive.

From that moment on, we began to explore the Curitiba Teachers' School as a space for teacher training and its relationship with the Escola Nova movement, as well as the individuals involved in consolidating and disseminating this educational model.

Despite the reality of public schools in the interior of the state, we note that Durval Pinto was always optimistic — even though he stated that his training did not align with his professional experience. Despite the lack of resources, he sought to improve the environments of the schools where he worked. He did so by creating homogeneous classes, controlling records, seeking solutions in educational psychology to mold unruly students, and introducing principles to professors that renewed school activities.

Finally, in preparing this work, we sought, through Durval Pinto's personal archive, not only to analyze the life trajectory of a professor who kept materials related to education throughout his life, but also to understand how this trajectory was constructed based on the changes that were occurring during that period. Durval Pinto was not an intellectual or an individual recognized for any great achievement, but we know that, like so many other professors, he actively participated in the process of literacy, nationalization, and expansion of a new teaching model in the most remote schools in Paraná. More than that, he endured the distance from the capital, from friends, and from family to build his own life trajectory.

Analyzing the history of education, we find important figures who are constantly remembered, but we must recognize that these great men did not make themselves alone, that projects did not come to fruition without the cooperation of others, and that the implementation of new teaching proposals was not disseminated only by a great figure in history, but rather by the hard work of several individuals. For this reason, we aim to give visibility to a previously unknown figure who has allowed us to better understand the school environment and time in which he worked, representing the optimistic educator who was trained at the Curitiba Teachers' School to spread a new model of education throughout the state.

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