



The Experimental Plan of the Paraná Institute of Education (1965-1966)¹

O Plano Experimental do Instituto de Educação do Paraná (1965-1966)

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Vanessa Queirós Alves
Universidade do Estado de Santa Catarina (Brasil)
<https://orcid.org/0000-0003-3129-055X>
<http://lattes.cnpq.br/5734364405054699>
vane_queiros@yahoo.com.br

Abstract

This article analyzes the Experimental Plan of the Institute of Education of Paraná (Iep), 1965/1966, proposing a new organization form to the Normal course at the institution. In order to understand the proposed process, firstly, teacher training in the 1960s is discussed, perspectives and conceptions in the national and paranaense scenario. In a second moment, how the Experimental Plan was organized and structured in the IEP. The sources used in this work were official documents, school documents, oral sources, among others. As support in the analysis, concepts from Roger Chartier, Viñao Frago, Ivor Goodson and Gimeno Sacristán were applied. As a result, the research showed that the Experimental Plan was intended to bring greater curricular dynamism and articulation to the school community.

Keywords: Institute of Education of Paraná; Experimental Plan; Normal Course.

¹ English version by Ana Maria Dionísio. E-mail: dionisio.anamaria@hotmail.com.

Resumo

O presente artigo analisa o Plano Experimental do Instituto de Educação do Paraná (IEP), 1965/1966, propondo uma nova forma de organização do curso Normal na instituição. A fim de entender o processo posto, primeiramente se discute a formação de professores na década de 1960, perspectivas e concepções no cenário nacional e paranaense. Em um segundo momento, como se organizou e se estruturou o Plano Experimental no IEP. As fontes utilizadas no trabalho foram documentos oficiais, escolares, fontes orais, entre outros. Como respaldo nas análises foram utilizados conceitos de Roger Chartier, Viñao Frago, Ivor Goodson e Gimeno Sacristán. Como resultados, a pesquisa evidenciou que o Plano Experimental teve o intuito de trazer maior dinamicidade curricular e articulação com a comunidade escolar.

Palavras-chave: Instituto de Educação do Paraná; Plano Experimental; Curso Normal.

Resumen

Este artículo analiza el Plan Experimental del Instituto de Educação do Paraná (IEP), 1965/1966, proponiendo una nueva forma de organizar el curso Normal en la institución. Para comprender el proceso propuesto, en primer lugar se discute la formación docente en la década de 1960, perspectivas y concepciones en el escenario nacional y paranaense. En un segundo momento, cómo se organizó y estructuró el Plan Experimental en el IEP. Las fuentes utilizadas en el trabajo fueron documentos oficiales, documentos escolares, fuentes orales, entre otras. Como apoyo en el análisis se utilizaron conceptos de Roger Chartier, Viñao Frago, Ivor Goodson y Gimeno Sacristán. Como resultado, la investigación demostró que el Plan Experimental pretendía traer mayor dinamismo curricular y articulación con la comunidad escolar.

Palabras clave: Instituto de Educação do Paraná; Plan Experimental; Curso Normal.

Introduction

This study is an excerpt from a broader work that analyzes teacher training at the *Instituto de Educação do Paraná* (IEP), a renowned institution in the city of Curitiba, as well as in the state of Paraná. According to the institution's historical records, the IEP was created by Law No. 456, on April 12, 1876, under the name Normal School. Two courses operated there: The Normal School and the Paraná Gymnasium, attached to the Preparatory Institute. However, according to Miguel (2017), the Normal School originated in 1870, by Law No. 238 of April 19, 1870; the Preparatory Institute was created in 1876, and the Normal School was attached to it. In 1922, the IEP acquired a new building and, in 1923, a School Group was created for the practical training of the Normal School students. With the Organic Law of Normal Education (State Decree No. 3,530 of 03/01/46), the Normal School became known as the *Instituto de Educação do Paraná* (IEP), with a new format: Kindergarten, Primary, Gymnasium, Normal, School Administration, Improvement and Updating. In 1947, the Mixed Night Gymnasium was implemented. In 1966, the IEP developed an Experimental Plan, with the aim of making its curriculum more dynamic, but which soon needed to be readjusted to meet the demands of Law No. 5,692/71.

Regarding the 1966 Experimental Plan, some characteristics stand out. The plan was the result of both the opening provided by the LDB No. 4024/61 – which already carried influences from the New School, under discussion since the mid-1940s – as well as the law that established the Paraná State Education System in 1964. Although both laws provided for organization by departments and the possibility of Experimental Plans, it was the IEP itself that proposed and organized the Experimental Plan based on research and the openings arising from the legislation in force. Its implementation resulted in a flexible model for students, with a dynamic organization and great involvement with the school community.

The concepts on which the article is based stem from Chartier's studies, which seek to "identify how, in different places and times, a given social reality is constructed, thought about, and given to be read" (2002, p. 17). From this perspective, this research understands representations as forces that produce meanings and are constructed in a particular way, as a means of legitimizing a position or a signification, analyzing how certain ideas, perceptions, and interpretations of the relations among the social world, educational processes, and curricular proposals are understood by the institution's own agents. Thus, appropriation is understood as the process by which these significations are produced, which, in turn, are immersed in the discourses, documents, organization, curriculum construction, and pedagogical practices of the school institution. Regarding the curriculum, it is necessary to recognize it as a process and practice that involves multiple facets, struggles, positions, and diverse conceptions in its elaboration, proposition, and practice. To this end, the work is based on the studies of Goodson and Sacristán. Furthermore, the concept of school culture, as discussed by Viñao Frago (2000), is used, which is understood as a set of practices, ideas, and approaches that persist over time and are perceived in the ways of doing and thinking in the day-to-day life of the school.

The sources used to support this research were diverse, including official documents (from the state of Paraná and the federal government), magazines, newspapers, oral sources (with students who experienced the Experimental Plan period at the institution), school documents, and minutes of meetings, among others. The articulation between this documentary corpus and the theoretical framework allows us to understand not only what the IEP proposed, but also how these discourses sought to produce senses of innovation and modernity, reinforcing the institutional representation of being a "center of pedagogical culture."

In the organization of this article, aspects related to the context of teacher training in the 1960s will first be discussed, as well as its conceptions and representations in the national and Paraná scenarios. In a second stage, the organization of the Experimental Plan at IEP will be analyzed, detailing its main characteristics and what it proposed for teacher training during that period.

Teacher training in the 1960s: perspectives and conceptions

The educational context of the 1960s, concerning teacher training through Normal Schools, on the one hand revealed their importance for improving teaching in primary schools, while on the other hand, the institutions were questioned regarding curricula disconnected from reality and the desired training, which should be more practical and articulated with the national reality. Thus, the decade evidences a tension between the persistence of traditional training models and the updating of curricula and pedagogical practices. Some of these concerns were glimpsed in speeches, research, reports, and resolutions aimed at better adapting curricula, as well as in initiatives taken within the institutions themselves.

There were several criticisms of Normal Schools. Nunes points out that their prestige during the period was low, being "considered obsolete and mediocre training agencies, created with the intention of being replaced by more desirable and effective ones when possible" (Nunes, 2000, p. 7). Tanuri presents the same situation, that there was a de-characterization of the course and that graduates did not later work as primary school teachers. The author also cites research carried out at the federal level in 1965 by Lúcia Marques Pinheiro, which highlighted that "normal schools, and often the Institutes of Education themselves, have been functioning as just another course [...] within a set of secondary courses" (Tanuri, 2000, p. 80). The recurring criticism reveals that maintaining excessively theoretical curricula contradicted the professionalizing purpose of the Normal course, contributing to the loss of identity of these institutions.

From this same author cited by Tanuri (2000), who worked as a coordinator of INEP courses aimed at teacher training, a publication was found in the *Revista Brasileira de Estudos Pedagógicos*, in which she highlights the need, which gradually became evident, for the training curriculum to involve more aspects related to the studies of child development psychology and more closely linked to the reality of primary school:

the reformulation of the curricula of teacher training institutions for basic education must be carried out in order to outline the integration of the teaching of the various areas of study. The institutions that train these teachers should ensure that such integration is experienced as much as possible by the students in their preparation courses, with regard to the philosophical, historical and social foundations of education and the Brazilian problem. Greater emphasis will need to be given to the psychology of individual differences, studied in connection with evolutionary and learning aspects. Similarly, greater integration of these studies is necessary, and, in particular, of the psychology of teaching subjects with didactics [...] this is needed for the desirable reformulation of these courses, which should be developed around real problems and not around disciplines studied in a theoretical way (Pinheiro, 1970, pp. 54-55).

This study was part of a report by a Commission on primary and secondary education appointed by the federal government to analyze teacher training and its problems, according to a footnote in the journal. In the reality of Paraná, in the speeches of state agents, such as Governor Ney Braga to the Legislative Assembly in 1965, education was highlighted as a factor of economic development, a strong concept during this period, with "infrastructure and industrialization marking the speeches of governors and Paraná policies, [...] aiming at the development and modernization of the State and the State apparatus" (Gonçalves, 2008, p. 156). Teacher training, therefore, also came to be understood as an instrument of development, linking education to economic modernization. This conception, in turn, directly dialogues with the Human Capital Theory, formulated by Theodore Schultz (1962), which defended education as a factor in increasing productivity, associating schooling, social development, and economic growth. However, it is essential to highlight that this theory, although influential in Latin American educational policies of the time, was also the subject of several criticisms for instrumentalization of education, subordinating it to market demands and reducing its formative function to utilitarian aspects. Instead of understanding education as a human right and as a path to social emancipation, the theory tends to reinforce an economistic logic, disregarding cultural, political, and subjective dimensions of the educational process.

Furthermore, Governor Ney Braga, in the same speech, points out that raising the level of teacher training would be fundamental, and highlights several state initiatives to promote courses for normal school and lay teachers that would provide teachers with "more appropriate methods and techniques." This defense of teacher training reveals that, in the understanding of these government agents, it was not enough to simply expand the educational offer: it was necessary to renew pedagogical practices so that they would respond to the new demands imposed by the context of economic and social modernization.

In this context, the *Instituto de Educação do Paraná* (IEP), represented as a model institution in teacher training in the state, proposes a new way of organizing its pedagogical activities. This proposal was developed by following the discussions of the time and supported by the curricular openness of the LDB (Law nº 4024/61) and by state law nº 4.978/64, which provided for the implementation of Experimental Plans and organization by departments.

The IEP Experimental Plan was approved in 1965 by the State Education Council of Paraná, and its implementation began in 1966. Despite the "experimental" nature of the educational practices, it is worth noting that these "innovations" in the pedagogical process were circulating in other contexts. An example can be found in issue no. 80 of the *Revista Brasileira de Estudos Pedagógicos*, from 1960, which contains information about the reform of Normal Education in Ceará. This parallel shows that Paraná was not acting in isolation, but was part of a broader national movement of curricular revision and institutional reorganization, driven by debates on administrative modernization and methodological renewal. Thus, the IEP Experimental Plan can be understood as part of a larger effort to update teacher training and align it with the emerging educational and socioeconomic demands of the period. Among the outcomes of the Ceará reform are:

Figure 1 - Normal Education in Ceará

TÍTULO II
DA ESTRUTURA DO ENSINO
NORMAL

CAPÍTULO I *Das*
Departamentos

Art. 8º Nos estabelecimentos de Ensino Normal, as matérias afins se agruparão em departamentos cuja estrutura e cujo funcionamento serão competência das respectivas congregações.

Art. 9º Cada departamento organizará o plano de atividades inerentes à sua natureza, compreendendo :

- I — Programa de Leituras;
- II — Debates;
- III — Seminários;
- IV — Pesquisas;
- V — Estágios.

Art. 10. As atividades referidas figurarão obrigatoriamente em todas as séries e cursos constituindo, também, condição de promoção e obtenção de certificado ou diploma.

Art. 11. O último ano do curso normal compreenderá estágios a serem feitos em situação real e supervisionados pelo departamento em que figurarem Metodologia e Prática do Ensino.

Parágrafo único. As aulas teóricas ou práticas do curso se articularão diretamente com as atividades dos estágios, visando a uma integração das experiências colhidas pelos alunos, e, por este meio, a realizar uma completa formação profissional.

Source: Inep/Rbep (1960, p. 136)

What is draws attention here is the division by department with activities organized in each one, something similar to what would be proposed in the IEP Experimental Plan of 1966. Another element present in the IEP Experimental Plan, which already appears in the commentary on the Ceará Reform, is the existence of interest groups. There is mention of transforming traditional disciplines into work units. The objective of this term, according to the description of the Ceará reform, would be to articulate what the teacher trainee learns with her teaching practice later on, thus, "the disciplines themselves lose their autonomy to serve professional objectives in close correlation with each other" (Inep/Rbep, 1960, p. 151). Finding these terms so close to what would be proposed later by the IEP, and even before the promulgation of LDB No. 4,024/61, was quite interesting. It is possible to notice, therefore, that the ideas were already circulating in the country and were even being officially disseminated.

In addition to the state of Ceará, similar elements were found in a study in the state of Rio Grande do Sul, by Louzada (2018), which works with memories and trajectories of the Assis de Brasil and São José de Pelotas Normal Schools. Through this research, it was identified that in decree no. 6,004, of January 26, 1955, which approved the regulations for Normal Education in the State, the division of education by the department of general culture and professional culture was already present. In the list of subjects for the graduating class of 1960, the author found the presence of study units, clubs, and associations. Furthermore, the research indicates that, based on interviews and analyses of school records, it was possible to "ascertain that the Optional Institutions, offered mostly by the discipline clubs, were an option for the student teacher, who could choose whether or not to attend and enroll" (Louzada, 2018, p. 161). These studies, therefore, suggest, in a way, a national movement to renew the structure of the Normal Schools, in which the IEP is inserted as an actor that observes, compares, and reworks experiences from other states.

The IEP even mentions in one of the documents about the Experimental Plan that it researched the Rio Grande do Sul system for its proposal. Moreover, in conversation, one of the former students from the 1966 class of the IEP comments that some teachers traveled to that state to learn about their proposal, especially regarding internships. At IEP, elements similar to these projects will be highlighted, such as the emphasis on psychological studies, the relation between school and life, and the training of students to better serve the community in which they live. By highlighting this research, it is already observed that IEP seeks to incorporate the discourse of "modernization" as an institutional strategy to reinforce its avant-garde character. In addition, some practices, such as the establishment of clubs, concern for social education, school parties, visits, excursions, research, and group work, which were part of the reform of Normal education in Ceará and Rio Grande do Sul, will be proposed in the IEP Experimental Plan. To this end, aiming at the elaboration of this document, in 1965, the general director of the Institute appointed a commission formed by teachers from the Normal Course of the establishment, which built a preliminary draft of the internal regulations that would underpin the proposal.

In the preliminary draft of the Experimental Plan, a brief account of the institution's historical milestones is provided, highlighting that the Curitiba teacher training college "became a center of pedagogical culture, where philosophical and experimental inventions were made and achievements were disseminated through conferences and publications" (IEP, 1965a, p. 14); and that, at each time, the institution sought to keep up with the needs of its reality, and that at the moment it was urgent to "refund and modernize the curriculum content" (IEP, 1965a, p. 15). In this sense, by announcing a curricular modernization, the institution also produces a representation of itself, seeking to legitimize its position in the educational landscape (Chartier, 2002).

The procedures taken to substantiate the proposal are then described. To this end, interviews were conducted with internal and external teachers, as well as research that analyzed teaching systems and organizations of Normal Schools in different places. Furthermore, the document mentions content from conferences held by UNESCO in countries such as England and Peru. With this, the aim was to gather experiences that would support the desired changes and help define what needed to be focused on for the construction of an Experimental Plan. Among the research results and contextualization carried out, some recurring key expressions can be highlighted, such as: flexible curricula; learning through experience; greater need for practical activities; creation of interest centers and clubs.

Interviews were also conducted during the organization of this preliminary project. Among those interviewed was Professor Glaura Vilanueva, director of the then Lisymaco Ferreira da Costa Experimental Normal School, in the city of Curitiba, who highlights that "the organization of the curriculum into Divisions and the creation of school institutes and clubs gave significant experiences to the students and, importantly, brought the community to the school" (IEP, 1965a, p. 19).

Other excerpts also stand out, such as that of the interviewee Mrs. Leonor Castelhana, president of the women's cultural center of the state of Paraná, who emphasizes that "the school must go to the community and the family to the school" (IEP, 1965a, p. 12); and that of Teacher Helena Kolody, a retired professor from IEP, who states that organizing "a six-month internship is an excellent measure, which constitutes a true vocational test" (IEP, 1965a, p. 13).

Furthermore, national and international research was conducted to propose the Plan. Among the national research studies are: the 1962 Project for the Reorganization of Normal Education in Bahia (however, it mentions that this project does not propose any necessary changes, maintaining the same plans and programs); and the Project of the State of Rio Grande do Sul (which seems to have "inspired" the IEP more in the elaboration of the Experimental Plan), as previously mentioned. Regarding the international sphere, International and Inter-American Conferences are cited. Also cited are the recommendations of the Regional Conference on Free and Compulsory Education in Latin America, held in Lima between April 23 and May 5, 1966, by UNESCO, in collaboration with the Organization of American States and the government of Peru, highlighting the following excerpts:

I- The American states should attribute due importance to Normal Schools, as they are responsible for the training of the people's educators. II- That a type of Normal School be organized that enriches teaching life, refines the human sensitivity of the student teachers within a dignified material and spiritual environment, and ensures unity in the pedagogical training of primary school teachers [...]. (IEP, 1965a, p. 20).

Within this scope, it is possible to see how the research carried out, such as the UNESCO conferences, provided a repertoire of ideas that would be appropriated by the IEP. The previous quote itself, by valuing "human sensitivity" and a "dignified spiritual environment," echoes in several proposals of the Plan. Among the suggestions that the Institute incorporated, the following stand out: the curricular division between the Department of General Culture and the Professional Department, the pursuit of the "integral education" of the student teachers, and the emphasis on the "spiritual character" of teacher training. In addition, the Plan emphasized practice, which would be proposed through a six-month internship at the end of the three years of the Normal Course.

Furthermore, the expression "Integral Education" was found in some of the guidelines of the International and Inter-American Conferences, such as the Ten-Year Education Plan of the Alliance for Progress, held in August 1961 in Uruguay, which mentions that "the primary goal of education is the integral development of each human being" (INEP, 1965b, p. 111).

In this way, the mentions of the conferences and the elements present in the institution's documents demonstrate that the IEP did not act in isolation, but was attentive to the broader movement of circulation of educational ideas, following national and international debates on the modernization of the school. In addition, reading the periodicals of the time indicates that this period was marked by the dissemination of proposals considered innovative, such as new methodologies, curricular flexibility and the introduction of pedagogical experiments. During this period, in addition to the *Revista Brasileira de Estudos Pedagógicos*, mentioned earlier, the *Revista Escola Secundária*, studied by Dallabrida and Rosa (2016), for example, also acted as a space for the circulation and legitimation of these ideas by disseminating foreign experiences and discussing innovative models for Brazilian education, arguing that experimentation and updating of practices were conditions for breaking with traditional centralizing and bureaucratic education.

Similarly, Sousa (2008) researched the circulation of the manual *"Escola Secundária Moderna"* (1962), by Lauro de Oliveira Lima, and, according to her, this manual was widely used in Brazil during the 1960s and 1970s in teacher training courses, especially in the Faculties of Philosophy, Sciences and Letters, in Normal Schools and in courses promoted by the Ministry of Education, seeking to introduce new ways of thinking about school work, proposing active methodologies and curricular reorganization. Souza (2008) demonstrates that the circulation of this material contributed to spreading the idea of a "modern school" and an innovative teacher in the country, legitimizing practices of experimentation and pedagogical renewal in the institutions that adopted it. Thus, when the IEP by appropriating the discourse of "innovation" and "modernity," this movement can be understood as part of an institutional strategy to position itself as a pedagogical reference, reaffirming its place as a center of pedagogical culture. Innovating, in this context, meant engaging with these trends, incorporating external references and reinterpreting them in the local reality. More than adhering to a fad, the legitimacy of the institution in the dispute for protagonism in teacher training was at stake.

Subsequently, as a conclusion to the studies of the IEP's preliminary project committee, the document lists that the training of IEP teachers should be based on the following principles:

1. Aptitude;
2. Sensitivity;
3. Basic general culture of a content superior to the knowledge that will be transmitted in the exercise of the career;
4. Pedagogical, philosophical and scientific culture (with studies of psychological and sociological aspects prevailing) and a relative specialization in a specific technique or art;
5. Practical capacity. (IEP, 1965a, p. 30)

Aspects were in full consonance with what was set forth in the 1964 State Education Plan. Consequently, in the Experimental Plan, some intentions and representations regarding the purpose of education and how it should be conducted are appropriated and exposed: "education must accompany and develop the demands of a national community in an accelerated process of knowledge and transmutation" (IEP, 1965b, p. 62), articulated with the ideas circulating at the time, of the association between education and development, and the need for the educational process to keep pace with the scientific and technological transformations that society was undergoing. In this sense, the curricular proposal "offers clues to analyze the complex relationships between school and society" (Goodson, 1995, p. 118). Among the justifications for the proposed Experimental Plan is the statement that:

Learning can no longer be conceived as the memorization of facts, information, formulas, and concepts, but as an experimental process in which the whole organism participates and is influenced by modifications through interaction with the local environment. It is up to today's school to organize a curriculum whose experiences are meaningful and useful for individual growth, while constituting a dynamic system of education, thus making school attractive, pleasant, and desirable. (IEP, 1965, p. 17).

This conception of learning and curriculum construction seems to be anchored in the thought of Anísio Teixeira, who, in turn, was a scholar of Dewey. According to Souza and Santos, for Anísio Teixeira:

learning is much more than just fixing, understanding, and verbally expressing knowledge. Learning denotes gaining a way of acting, acquiring a certain aptitude. Learning happens when we assimilate something in such a way that, when the right moment arrives, we will know how to act according to what we have learned. (2013, pp. 724-725).

Thus, the understanding of a more active, dynamic school that leads the student to mobilize learning is revisited at various points during the structuring of the Experimental Plan. This perspective reveals a clear appropriation of the ideas of the "innovative" movement, which at that time advocated active methodologies, curricular flexibility, and greater integration between theory and practice. The presence of this framework, notably the influence of intellectuals such as Anísio Teixeira, was significant in the school culture of teacher training at IEP and contributed to the institution understanding itself as a space of "pedagogical vanguard."

However, when considering these propositions, it is important to recognize that the creation and organization of teacher training courses did not occur in a neutral or consensual manner. The period analyzed was marked by tensions and disputes between different societal and educational projects: sometimes more traditional pedagogical approaches were reaffirmed, sometimes the discourse of modernization and innovation was promoted, and sometimes this was done by further reinforcing the country's economic development agendas. In this process, different social actors acted in an attempt to direct the course of teacher training. A significant example is the role of the Catholic Church, which sought to maintain its historical influence over the educational system, including during the debates for the drafting of the first Law of Guidelines and Bases of National Education (LDB nº 4.024/61), defending an education guided by religious values and private initiative in opposition to a project of public and secular education, which in turn also reverberated in the organization of normal schools in the country. This position contrasted with the defense of the "innovative" movement and with the ideas of authors such as Anísio Teixeira, whose presence at the IEP expressed the search for teacher training aligned with pedagogical renewal and the active school.

Organization and Structure of the IEP Experimental Plan

The IEP Experimental Plan aimed to work with several axes such as: Curricular Flexibility; Modern Teaching Techniques; Horizontal Coordination; Vertical Coordination; Evaluation and Experimentation. (IEP, 1965b, p. 60). The main point regarding curricular flexibility in the IEP Experimental Plan was to address individual differences, and to this end, the following activities would be implemented:

- Study time: in which studies in the library or other spaces would be proposed with the guidance of the teacher, lectures, and consultations on various study topics;
- Optional study units: topics would be offered to "gifted" students who wanted to delve deeper into a particular subject;
- Rotation in Artistic Activities: with the support of the institution's Art School, activities would be carried out in rotation in painting, drawing, music, and various handicrafts. (IEP, 1965b, p. 61).

According to Article 6 of the internal regulations, the Normal Course would be "developed through Integrative Units, in the form of Study Plans, the responsibility of which will lie with the professors who make up the Divisions of the Department of General and Professional Culture" (IEP, 1965a, p. 36). According to the document, the Department of

General Culture would be formed by the Divisions of Mathematics, Social Studies, Language and Literature, Arts, Natural Sciences, and Physical Education. The Department of Professional Culture, in turn, would be composed of the Divisions of Philosophical Studies, Scientific Studies, Technical Studies, and Studies of the Dynamics of Primary School/Fundamentals of Education (IEP, 1965a, p. 34).

Furthermore, there would be complementary activities, both elective and optional, through a division between the areas of knowledge, or related disciplines of the course, and these divisions would be part of the Department of General and Professional Culture. These proposals should be based on the perspective of modern teaching techniques and included the formation of clubs about diverse subjects. The document describes some activities that could be addressed, such as: “group dynamics, recitations, guided discussion, seminars, debates, research [...] various audiovisual resources” (IEP, 1965b, p. 63). It was stated that the music club and the sports association would be mandatory, and moral and religious guidance would be optional. Analyzing the minutes of meetings from 1966, 1967, and 1968, it is clear that the institution sought to carry out these activities, with mentions of work such as workshops, lectures, and excursions.

In the Department of General Culture, there would also be Special Nature Units, in the form of “complementary institutions, intended to meet the needs of students and the interests of the community” (IEP, 1965b, p. 63). These institutions would consist of clubs and associations, with statutes drawn up by the students, under the guidance of the teachers. Furthermore, “the distribution of mandatory, elective, and complementary mandatory and optional units will be made by the teachers and division heads with the supervision of the department director” (IEP, 1965b, p. 63). Regarding the clubs, the minutes of the class council (IEP, 1967a, p. 40) confirm the diversity of options, such as a first aid club, a home club, an art club, a recreational club, Geography and History, Journalism, and Folklore. This structure is vividly remembered by the former students interviewed. Sueli Graeser (2022), for example, mentions her preferred option for the “Art club,” while Maria Aparecida Granato (2022) details the activities carried out there, such as “learning techniques of painting on plaster and porcelain.” Granato (2022) also recalls his participation in the “folklore club,” highlighting its practical nature and integration with the community, as “we rehearsed and gave presentations to the school community, including the students' parents.”

Following up on the issue of flexibility, students would organize their individual study plans, with guidance from teachers. The effectiveness of this approach was confirmed by the interviewed teacher Yacy Moura (2021), according to whom “this organization worked very well, the students liked it very much.” In this sense, while it was foreseen that the individual would adapt to the environment, it was intended to encourage student autonomy, giving room for choice in the curricular aspect and in pedagogical practices. Seeking to understand the relation between the individual and the environment, and the perception of the need to modernize the educational process, the Normal Course provided for the existence of classroom laboratories, in which theory and practice of primary school could be worked on, using modern teaching techniques in the same way. In this section, the document reveals that they would be building their own laboratories and rooms designed for each area with specific and varied materials: “the organization of the environment is the primary “a measure for the execution of modern teaching techniques” (IEP, 1965b, p. 4).

This organization is very reminiscent of Anísio Teixeira's defense of the classroom as a laboratory for experimenting with pedagogical practices. This emphasis on practice went beyond the walls of the institution, materializing in extracurricular activities and workshops. An example of this is the excursion to Paranaguá, recalled by the former student interviewed Maria Aparecida Granato (2022), in which the students went “to present the Experimental Plan to the teachers and students of the Normal School there”.

The success of these "modern techniques", however, depended on the training of teachers in courses and study meetings, as mentioned in the document itself (IEP, 1965b). The class council, in this sense, was considered one of the fronts of what was called horizontal coordination; the idea was to transform it into moments of study and exchange between the teachers of the classes, and it should take place weekly. Regarding the class council, Leite (2012), who studies its institution at the Paraná State College, states that it was from the approach of Brazilian educators to the experience of French education that the class council arrived in Brazil. Some Brazilian educators who visited France, according to the author, had contact with experimental classes and pedagogical innovations that they would try to implement in Brazil, but, in addition to these aspects, what caught their attention was "the holding of a collegiate meeting of teachers, called a class council" (Leite, 2012, p. 76). Thus, there is a similarity between the intention of the IEP with the organization of the class council, as a weekly study meeting, with the elements pointed out in Leite's research (2012).

The evaluative aspect, in turn, should be well explored by the teacher in order to respect individual differences, therefore, there would be no grades, but four concepts: Excellent, Good, Satisfactory and Insufficient. There would also be a proposal for recovery for the student with an insufficient concept. The recovery would take place in parallel by through working hours, as foreseen in the curricular activities, or even later, by redoing the units in which there was no satisfactory performance (IEP, 1965b, pp. 65-66). In 1967, in one of the guidelines on evaluation, it is mentioned that teachers needed to understand the difference between measuring and evaluating: "measuring is evaluating within a numerical scale. "Assessment has a broader meaning and requires interpretation, study and reflection" (IEP, 1967, p. 58). This proposal demonstrates, on the one hand, the continued need to measure through classifications, but also an openness to concern for student learning throughout the process, offering opportunities to recover content and thus shifting the focus from grades to the consolidation of learning.

Regarding experimentation, the last axis listed, the proposal was to strengthen a greater practice of internships in primary schools, thus partnering with the State Department of Education to coordinate with schools. This planning of practice and approach to primary schools was also recurrent in the studies carried out by the commission that prepared the preliminary draft in 1965, which, in turn, followed ideas and representations of the period addressed in the previous topic, of having a greater focus on the relationship between the Normal School and the practice of primary schools. There was an understanding, on the part of the IEP, that "[...] learning through experience would bring experience and the interpretation of experience would result in the formation of concepts. It is through the progressive formation of concepts that the experience gradually accumulated by the individual takes on meaning and organization" (IEP, 1965b, p. 17). Regarding the internship, the students' memories converge with the documentary proposal. Maria Aparecida Granato (2022) recalls that "there was a greater workload, which was a semester teaching classes in a class from first to fourth grade, without an employment relation, as a mandatory internship". Sueli Graeser (2022) adds, stating that "it was 3 years of study plus this semester in which we went in pairs and were responsible for a class".

Regarding the approval of the IEP Experimental Plan by the *Conselho Estadual de Educação* (CEE), the body emphasizes that the desire for improvement should be a constant within the scope of Normal Schools. And that the institution's Experimental Plan would have been analyzed considering the origin and nature of the project and the current situation of Normal Education in the State and the country. Regarding the general and specific aspects of the Plan, the CEE comments that, due to its character in an experimental context, there would undoubtedly be a reformulation of the objectives of teacher training, requiring a different way of organizing the school, with longer class times, project-based learning, visits to the community, factories, cultural centers, and museums, as well as observation and experimentation in primary schools. Following this explanation, some specific points

that could be improved in the areas of study are indicated. Finally, some figures on the situation of Normal Education in the State and in the country are presented (CEE-PR, 1965, pp. 134-135). Regarding the Experimental Plan, what was proposed was not related to a change in the subjects that made up the curriculum, but rather in the way of organizing the teaching-learning process and the institution itself as a whole. The curriculum, therefore, “needs to refer to life and to the entire school program. From one aspect, look at the student and, from another, at the type of experiences necessary for society” (IEP, 1965a, p. 33). According to resolution no. 2 of the CEE-PR, of 1966, the subjects of the curriculum of the Normal School could have two models. Thus, in order to observe the establishment's choices within the scope of its autonomy, the following (CHART 1) outlines what was proposed in the IEP and the two models:

Chart I - Subjects Curriculum Normal Course of IEP (1966) and CEE PR models

Subjects	IEP			MODEL A			MODEL B		
	I	II	III	I	II	III	I	II	III
Portuguese	X	X	X	X	X	X	X	X	X
Mathematics	X			X	X		X	X	
Science	X	X		X	X		X	X	
History	X	X		X	X		X	X	
Geography	X			X	X		X	X	
Fundamentals of Education		X	X				X	X	X
Theory and Practice of Primary School		X	X	X	X	X	X	X	X
School Administration						X			X
Applied Statistics						X			
Social Studies						X			X
History of Education						X			
Physical Education	X	X	X	X	X	X	X	X	X
Art Education				X	X		X	X	
Religion				X	X	X	X	X	X
Arts	X	X	X						
Moral and Civic Education	X	X	X						
Statistics		X							
Biopsychological Foundations of Development	X								
Fundamentals of Primary School Education			X	X	X	X			
Philosophical Foundations of Education			X						
Sociological Foundations of Education	X								
Psychological Foundations of Education	X								
Problems of Brazilian and Paraná Education			X						
Psychology of Childhood and Adolescence									
Developmental Psychology	X	X							
Social Psychology of Learning	X	X							
Theory and Practice of Natural Sciences in Primary Education			X						
Theory and Practice of Social Studies in Primary Education			X						
Theory and Practice of Language in Primary Education		X	X						
Theory and Practice of Mathematics in Primary Education		X	X						

Source: IEP (1965b); Paraná (1968, pp. 252-253).

It is noticeable, by visualizing the table above, that in the Foundations of Education, of which the Psychology discipline was a part, the IEP's proposal emphasized Psychological studies, placing them in different areas in all years of study: Biopsychological Foundations, Developmental Psychology, Social Psychology. In this sense, the IEP curriculum shows an approximation to some characteristics of the New School movement, as it aims to study "attending to the biopsychological possibilities of the child, adapting the curriculum to the characteristics of the social environment [...] subjects as instruments of action" (Tanuri, 2000, p. 74). Along the same lines of paying attention to the social environment, the discipline "Problems of Brazilian and Paraná Education," present in the 3rd year of the IEP curriculum, was a clear example of this approach. The interviewed professor Maria do Rosário Knechtel (2019), who taught the subject, highlights the active methodology: the students "chose the theme and problems of current Brazilian and international reality to compose their course plan". The work involved "research, where students presented orally and in writing, read works, texts, articles, prepared dossiers, presented in seminars and other group dynamics", in addition to participating in "community events, such as schools, hospitals", with students being encouraged to "participate in the student council" (Knechtel, 2019).

This guideline of approaching the community, recorded in minutes, was organized into general themes for the classes: the 1st year had as its theme "Knowing and living in the community"; the 2nd year, "Helping the community"; and the 3rd year, "Realizing oneself in the community" (IEP, 1967a). This proposal materialized in experiences that were central to the students. Former student Sueli Graeser (2022) enthusiastically recalls the "many" field classes of the first year, which functioned as an exploration of the city's professional reality: "we visited radio stations, TV stations, advertising offices, factories [...] and each professional presented their work." The student highlights the surprise at the advertising methods of the time, commenting that "we can't even imagine this, just as we do today with cell phones and computers, they did it on paper." This immersion was systematic: "we did these visits once a week," she concludes.

In a record in the minutes of a meeting of the Department of Professional Culture, dated March 6, 1967, there is mention that they were awaiting the decision of the Department of Education to begin the practice with activities in the community (research) for two weeks. Below are described these suggestions:

Coordinator's suggestions for Mathematics research:

1. Research at the State Statistics Service - inquire about the failure rate;
2. Research the reason for the institution of the new currency;
3. Research why they want to end installment sales;
4. Research the inflation rate;
5. Conduct a survey of prices and purchasing power of the population;
6. Research the approval rate (electronic brain) at Celepar.

Coordinator's suggestion for Social Studies research:

1. Research the new charter;
2. Term of office;
3. Compare and study the new Constitution. (IEP, 1967, pp. 4-5).

It is clear from this record that prior authorization from the Department of Education was necessary for students to conduct research in the community, and that the institution considered the approaches based on current societal issues in the suggested topics. It is not possible to state the reason for this prior authorization, whether due to the context of the civil-military dictatorship or to monitoring the execution of the Experimental Plan.

Furthermore, as mentioned earlier, the IEP was organized into departments. In the first period there was only the Department of General Culture, but, from the second period onwards, there would also be the Department of Professional Culture, with the special training subjects of the curriculum. Throughout the construction of the curricular matrix there were themes that would be worked on through clubs, sports activities, recreation and associations. The methodology of "modern techniques" also seems to have reconfigured classroom practices, with a strong emphasis on the collective. The former students interviewed are unanimous in commenting on the "many group activities". Rose Ane Ribas (2022) recalls that they "prepared dossiers for all subjects and many group assignments". According to Sueli Graeser (2022), this practice created lasting social bonds: "we would go to each other's houses, do a lot of work and then present it to the whole class; we formed a very strong friendship." Maria Aparecida Granato (2022) corroborates this, stating that the friendship "lasts to this day; we still have a WhatsApp group."

Figure 2 – Students from the class of 1966 on the IEP staircase.



Source: Sueli Graeser's personal collection

The "dossier" mentioned by Ribas is detailed by Sueli Graeser (2022) as a central evaluative tool of the proposal, a kind of "portfolio that brought together everything we did; it was graded." The IEP curriculum showed that the seventh period would be dedicated to "classroom teaching," in which students would participate in classroom activities, administrative areas, and community involvement. Thus, a curriculum with flexibility is evident, which was one of the major aspects of the Experimental Plan, and with diversified activities, named by the IEP as "modern teaching techniques." In order to make these issues clear to higher authorities, and following recommendations to send statements about the development of the Experimental Plan, in March 1969 the IEP sent a report to the State Council of Education about the activities developed in relation to the Experimental Plan in 1968, highlighting that the general characteristics of the Plan were:

- Attention to individual differences;
- Integration of teaching action in function of common objectives;
- A school's attitude of renewal in the face of contemporary changes.

Regarding elective complementary activities, the following criteria were established:

- Opportunities for practical activities to be designed and executed by the students, under the guidance of the teacher;
- Possibility of developing the work beyond a weekly schedule.

According to the report, the activities developed in the Normal Course, in this respect, were:

1. Theater Club, by the Languages division, as well as the youth theater group, as an optional complementary activity;
2. The Arts Club, by the Arts division, as well as the choir, as an optional complementary activity;
3. The Emergency First Aid Club, by the Natural Sciences division;
4. The Recreational Club, by the Physical Education division, as well as Sports, as an optional complementary activity. (IEP, 1969, p. 4).

Regarding elective complementary activities, students were required to choose one, and those who wished could enroll in the optional ones. In the optional complementary activity of Sports, the document reports that 24 students participated, subdivided into the modalities of table tennis and volleyball. The Theater group, in turn, presented itself "with 20 students who took the play *“A bruxinha boa que era boa”*, by Maria Clara Machado, presenting it at the school for the various shifts and outside the school they presented it at the Capivari-Cachoeira School Group" (IEP, 1969, p. 4).

Regarding the issue of addressing individual differences, articulated with modern teaching techniques, according to the report, the institution had material difficulties in carrying it out. It is pointed out that the classroom laboratories were started at the beginning of the school year, but in a precarious state, with the Theory and Practice room being organized, as emphasized, "in an elementary way". The art room, which due to a renovation carried out by Fundepar was "in better condition"; the Natural Sciences environment was "extremely precarious"; and the environment for the Specialization course was the library (IEP, 1969 p. 5). Thus, another point of frustration in the application of the Plan becomes apparent: the lack of resources, especially when there was an intention to work with laboratories and modern teaching techniques, a significant obstacle that could lead to a certain distancing from what was desired. As Sacristán points out:

One thing is the curriculum considered as an intention, a plan or a prescription that explains what we would like to happen in schools, and another is what exists in them, what actually occurs within them. The curriculum must be understood as real culture, which arises from a series of processes, rather than as a delimited and static object that can be planned and then implemented. (1995, p. 27).

The document also states that the teacher could take the students from the Normal Course to the Theory and Practice room whenever they wished, and that in this space there would be a person responsible for maintaining the material, which consisted of theory and practice books from primary school and audiovisual resources used in the primary curriculum. For the other subjects, it is mentioned that the teacher could borrow the material from the library and take it to the classroom, but the lack of resources and materials that the institution was facing is emphasized again. The area of Foundations of Education had requested to hold classes in the central library and had been authorized.

As for the Class Council, according to the institution, it was active and carried out studies and collective decisions. In addition, it is highlighted, in the context of personal preparation, the carrying out of a study with the teachers of the Normal Course and an extension course for the 3rd year, on the topic: Child Psychology, in a total of ten classes, resulting in 74 certificates of achievement. Thus, it is perceived, at least in the report, that there was a concern to actually make the Class Council as a space for study and exchange among teachers. Some minutes of these meetings were also found, demonstrating that they were indeed held frequently. However, it was observed in the minutes analyzed that not all teachers attended, since at the end of each meeting there was a board with the names and signatures of the teachers, and there were always absences of some teachers.

Regarding the 7th period of the course, which would be carried out in the form of a training internship, thus incorporating the idea of experimentation, it is worth highlighting that the use of the words experimentation, internship and laboratory does not seem, in the conception of the IEP, to be something to train methods, but rather to test science, and to articulate theory and practice. According to Vieira, Pilotto (who was an important professor at the institution) was "an unconditional adherent of the maxim that the proof of the quality of theory is practice" (2015, p. 111). This, to a certain extent, approached Dewey's thought that teaching without experience, without relation to daily life, would be an "encyclopedia of useless information" (1959, p. 71). Along these lines, Vidal (2003), when discussing the New School and the educational process, states that in this perspective of education

the concept of laboratory teaching advanced the activity of the school and the people involved beyond mere observation. Experimentation was the new goal of the school universe. Both students and teachers should act as experimenters in the construction of more effective practices for acquiring knowledge. A different social dynamic was thus imposed on school relations (2003, pp. 503-504).

The memories of former students about their supervised internships reveal the practical application of the theories seen in the classroom. Maria Aparecida Granato (2022) recalls the emphasis on active methodologies, such as "a mathematics didactics class with logic blocks, which was an innovation for the early grades," and the formalization of planning, where "All lesson plans should have an introduction to the topic, development with methods, resources, and finally, an evaluation of the topic." Sueli Graese (2022) describes the pedagogical process of the internship, which ranged from "observation and practice in the primary grades of the IEP itself" to immersion "distributed in the schools of the municipality," always with "a lot of guidance from the teachers" and prior classroom training. Rose Anne Ribas (2002), in turn, also highlights the teacher support, mentioning an "excellent didactics teacher who was American, doing experimental work [...] she participated in classes in schools and guided us a lot." Based on the documents and interviews, therefore, the students completed three and a half years of the course. The last semester was an intensive internship program that, according to the interviewees' memories, took place twice a week.

Beyond the intentions and achievements, however, it became evident through the minutes that some internal problems intensified and persisted for longer. In meetings in 1970, for example, the lack of physical and personnel resources was a recurring issue, especially regarding the number of classrooms, since, as reported in these documents, primary education was large and was absorbing much of the IEP's structure. In the minutes of June 15, 1971, the then director, Professor Ulysses de Mello, gave an explanation about a meeting he had attended with other IEP teachers with the State Board of Education, in which he highlighted the "problem in the functioning of the Experimental Plan, space, material, conditions" (IEP, 1971, p.21). Thus, the IEP faced practical problems that, in a way, hindered the full implementation of its Experimental Plan.

Final Considerations

It is noted that the Experimental Plan was developed with the intention of launching the IEP to a prominent level, proposing an innovative organization in the teaching-learning process that would keep up with the complex demands of society, technological advancement, progress, development, and the human being as an active and useful being in this context, but it did not fail to encounter problems along the way of a relational, material, and organizational nature.

Furthermore, it is understood that while representations from the broader society are incorporated, including those that were evident in official documents and government speeches, one of the relevant issues of this Experimental Plan is that it was not imposed. It was also part of an openness and possibility that Law No. 4,024/61 itself brought in relation to the curriculum, which, in turn, came from the discussion of a democratic political context.

Therefore, even though the country was already under a civil-military dictatorship in 1965 and 1966, this proposal was still associated with a more flexible and democratic educational project, developed and proposed by the institution itself, reflecting the concepts and ideas circulating at the time. Furthermore, it did not fail to consider its pedagogical hallmarks, its ways of thinking and doing, which also had roots, in part, in the New School movement, mainly in the ideas of Anísio Teixeira, who brought Dewey's conceptions.

Similarly, it is important to highlight that even if the IEP Experimental Plan was not something unique and original to the institution, few experiences were found of a change in the way the curriculum was organized in normal school institutions. It can be suggested that in this context there is an attempt to "break" the grammar of the school, which culturally and historically has undergone little change in most establishments, since

the basic grammar of the school, such as the format of the classrooms, has remained surprisingly stable for decades. Little has changed in the way the school divides time and space, classifies students and distributes them into classes, separates knowledge by "subjects" [...]. (Tyack & Cuban, 1999, p. 85 apud Vidal, 2005, p. 40).

Escolano and Viñao Frago (2001) similarly study, in their work *Currículo, espaço e subjetividade a arquitetura como programa*, regarding the implications of architecture, place, and spatial arrangements of rooms, people, and objects, and their relations with pedagogical conceptions. The present research, in turn, did not have this objective to be developed, to analyze all these configurations. However, it is important to highlight, especially in the aspect of attempting to change the configurations of the curriculum, how the areas of knowledge would be grouped and arranged, trying to make the curriculum more flexible and dynamic, and offering students possibilities of choice within the units and structures, going out into the community, working with multiple groups, interest clubs, in addition to the perception of evaluation as a more diagnostic process. In other words, in a certain way, the IEP brought a break from the pattern in this "basic grammar of the school".

It is worth remembering, however, that one cannot be certain whether all the activities described in the reports and minutes actually took place, since "not even the written source can be taken as it is presented" (Pollak, 1992, p. 8). Furthermore, the interviews involve the complexity of dealing with memories, which are individual to each

interviewee, but which always involve, equally, perceptions constructed collectively. All these issues, however, were presented in this way, as an oral and written description of the activities carried out during the Experimental Plan. Even though it is impossible to verify whether they occurred in this way, there are elements in the accounts that specifically recall strategies for implementing the proposals listed in the Experimental Plan, such as individual attention, experimentation, and curricular flexibility; that is, “power depends on the credit given to representation” (Carvalho, 2005, p.150).

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