

**SOURCES FOR THE HISTORY OF SECONDARY EDUCATION: THE CLASS REPORTS OF THE
“HISTORY SUBJECTS” AT THE GINÁSIO ESTADUAL DE ITABAIANA/SE (1951-1968)¹**

*FONTES PARA A HISTÓRIA DO ENSINO SECUNDÁRIO: OS DIÁRIOS DE CLASSE DAS “DISCIPLINAS DE HISTÓRIA”
NO GINÁSIO ESTADUAL DE ITABAIANA/SE (1951-1968)*

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RESUMO

Analisar os diários de classe como fonte para a história do ensino secundário, mais precisamente, para a História das “disciplinas de História”, a saber: História do Brasil, da América e Geral, do Ginásio Estadual de Itabaiana, no recorte temporal de 1951 a 1968 é o objetivo do presente artigo. Para atingir tal fim, em um primeiro momento, apresentamos uma breve discussão sobre a história das disciplinas escolares. Em seguida, tratamos de aspectos da História do ensino secundário em Sergipe e do Ginásio Estadual de Itabaiana, posteriormente, apresentamos elementos da materialidade dos diários de classe localizados no Arquivo Escolar do atual Colégio Estadual Murilo Braga, além de algumas problematizações para o trabalho com tais fontes nos estudos da história da educação..

Palavras-chave: ensino secundário; diários de classe; fontes; Ginásio Estadual de Itabaiana; história das disciplinas escolares.

ABSTRACT

The purpose of this article is analyzing class reports as a source for the history of secondary education, more precisely, for the History of the “subjects of History”, namely: History of Brazil, America and General, from the Ginásio Estadual de Itabaiana, between 1951 to 1968. To achieve this goal, at first, we present a brief discussion on the history of school subjects. Following that, we deal with aspects of the History of secondary education in Sergipe and the Ginásio Estadual de Itabaiana, later, we present elements of the materiality of the class reports located in the School Archive of the current Colégio Estadual Murilo Braga, as well as some problematizations for working with such sources in the studies of the History of Education.

Keywords: secondary education; class reports; sources; Ginásio Estadual de Itabaiana; history of school subjects.

1 INTRODUCTORY WORDS

The work of historians who focus on the history of school subjects has been marked by a character of denaturalization through which they enable us to perceive that the permanence or changes in school curricula are a reflection of the tensions established between school and society, thus enabling observe the interdependencies that unite them or put them in conflict around schooled knowledge. Over time, the production of research on the causes and effects of teaching subjects, ultimately reveals facets of the role played by school institutions not only in society, but also in the unfolding of the historical process.

The Spanish historian Antonio Viñao (2008) presents us with three major historiographic approaches related to the investigation of the history of school subjects: Anglo-Saxon, French and Spanish. Ivor Goodson, a British researcher, is considered an exponent of the Anglo-Saxon educational historiographical studies and, according to him, the production of the curriculum is not done through accommodations, but through clashes that occur both between agents in and outside the school.

Similarly, to the curriculum, the subjects that compose them are assumed by this researcher as the result of disputes and negotiations. Goodson (1991) warns about the existence of internal and external factors acting during the process of establishing school subjects in the prescribed curriculum, in addition to establishing a relationship between these and the academic subjects, which are equally socially constructed.

As the main representative of the French current in the field of the history of school subjects,

we have André Chervel, historian of the *Institute National de Recherche Pédagogique*, the INRP, in France. Chervel is a linguist and began researching the history of school subjects driven by his interest in understanding the history of French language teaching, particularly in the 18th and 19th centuries.

This French researcher argues that the history of school subjects did not emerge just to fill a gap: it is a new historiographical category. And, as a historiographical field, it must address three issues: the genesis of subjects (how the school acts to produce them), its function (what are school subjects used for) and its functioning (how they act on students) (CHERVEL, 1990, p. 183). By facing the history of school subjects in this way, the scholar wants to portray, as he himself emphasizes, the creative character of the school, which, by producing subjects, also produces its own culture.

For André Chervel, the historian needs to consider what kind of purposes a given subject is intended to fulfill. Given the fact that, at each time, the school serves different purposes that, together, provide this institution with its educational character, it is through the school subjects that it places instructional content at the service of an educational purpose (CHERVEL, 1990, p. 188). As educational purposes change, so does the instructional content that is being taught.

In Spain, we have Antonio Viñao, Professor of Theory and History of Education at the University of Murcia and dedicated to the investigation of issues related to the processes of literacy, schooling and teacher professionalization, history of secondary education and the curriculum, and through the latter, he focuses on the problem of school subjects. The Spanish professor points out that most of the research on the history of school subjects in Spain was developed using manuals as the main source (VIÑAO, 2008, p. 191). However, there is a fundamental difference between textbooks and the history of subjects: the history of textbooks in some aspects is directly related to that of subjects; however, “all aspects of the history of school subjects compete, to a greater or lesser extent, with that of textbooks” (VIÑAO, 2008, p. 192). It should be noted that, with such an assertion, Viñao does not suggest that a history of the subjects should be made solely through the use of these sources, but he points out that it is not possible to do so by conceding the analysis of this material.

Attentive to the writings of this group of researchers, above all proposing a closer dialogue with André Chervel (1990), we began researching the archives of Colégio Estadual Murilo Braga in Itabaiana/SE with the aim of mapping the sources stored there in order to initially analyze the history of the “subjects of History”, namely: History of Brazil, America and General, from the Ginásio Estadual de Itabaiana between 1951 to 1968.

This period marks the first class report found in the surveys until 1968, when the gymnasium was then linked to Colégio Estadual Murilo Braga (CMEB)² The mapping of these sources and their critique constitute a fundamental element for the problematization and writing of history from

2 The Decree for the creation of the activities of the Ginásio Estadual de Itabaiana, also popularly known as Ginásio Murilo Braga, dates back to 1949, having started its activities in 1950, however, we have not located any class report for the institution’s first year of operation. Costa (2016) explores another set of sources to address this early period of school.

different perspectives, among them dealing with secondary education in Brazil and more precisely in the interior of the state of Sergipe.

The reports as sources were found in the survey by Pessanha, Assis and Silva (2017) in studies about the history of Brazilian secondary education, more precisely, the authors explore Fernanda Barros' dissertation, dated 2006, about the Lyceu de Goyaz. Thus, we do not bring here an unprecedented proposal for working with the source, but we opt to analyze it from other perspectives and possibilities for the study of the history of secondary education.

Thus, the text is structured as follows: at first, we carry out a brief discussion on the history of school subjects as an area of the history of education to which class reports can provide significant contributions. Then, we deal with aspects of the history of secondary education in Sergipe and the State Gym of Itabaiana, followed by the presentation of aspects of the materiality of the class reports in the school archive of the current CEMB and some problematizations for working with such sources when studying secondary education.

2 THE EXPANSION OF SECONDARY EDUCATION IN SERGIPE AND THE GINÁSIO ESTADUAL DE ITABAIANA

The history of Brazilian secondary education goes through different reforms with significant changes over the centuries. From a project for the formation of elites in the nineteenth century, passing through the preparatory exams, the changes arising from the Francisco Campos and Gustavo Capanema Reforms, the installation of Secondary Education level, the new perspectives brought by the Legal Guidelines and Bases of National Education from 1996 to the Secondary Education Reform in 2017, among many other legal milestones, there are several analytical perspectives and possibilities for verticalization of research for a better understanding of this level of education.

In this sense, a group of researchers from different areas of Brazil has been dedicated to studying the expansion of secondary education between the years 1942 and 1961 within the Project "Secondary Education in Brazil in a historical and comparative perspective (1942-1961) (PESSANHA, 2017). Some of the results already presented demonstrate the diversity of this expansion and even the need for detailed studies that can analyze the different faces of this level of education in a country with continental dimensions³.

In the early 1940s, in line with the Secondary Education Law, Sergipe began the process of interiorizing this cycle of education, notable for the units created in the municipalities of Capela (Ginásio Imaculada Conceição), Boquim (Ginásio Santa Terezinha), Estância (Ginásio Sagrado Coração de Jesus), Lagarto (Ginásio Nossa Senhora da Piedade) and Propriá (Ginásio Nossa Senhora

³ For more information, consult, among other publications, the Dossier "Secondary Education in the 19th and 20th Centuries: Implementation, Expansion and Innovative Experiences" organized by Jaci Maria Ferraz de Menezes and Eurize Caldas Pessanha (2020).

das Graças). Note that Catholics created a vast network of schools in the early twentieth century, expanding to the interior of the state. Thus, at that first moment, the Catholic Church was in charge of the provision of secondary education in the interior of Sergipe, except for the Ginásio Estadual de Itabaiana, founded in 1949.

The Ginásio Estadual de Itabaiana, in Sergipe, was one of the first public gymnasium and represented the possibility of entry into higher education for students from that institution, located in a city with a weak industrial sector in the early 1950, but with a highly developed trade, according to Lima (2002). The then governor José Rollemberg Leite (1947-1951) through Law n. 212 - 29/11/1949, created the school, helping to minimize the educational problems of the city in the mountains. With this, at the end of primary education, students from less affluent families could continue their studies, as they would not have to commute to the state's capital as they had to before that.

Despite the social pressure for the creation of schools in the interior and the government's efforts to offer secondary education in some municipalities such as Lagarto, Estância, Propriá, in addition to Itabaiana, this modality was predominantly assisted by the Catholic Church, denoting its power in the educational field. In Aracaju, out of 13 institutions existing in 1960, six were linked to the Catholic Church.

It stems from this fact the presence of the Catholic Church in the expansion of secondary education in Sergipe, being the direct sponsor of gymnasiums, and also of many schools, such as the well-known "sisters' college", located in the center of the capital. The institution was the research object of Costa (2003) who, when studying the Colégio Nossa Senhora de Lourdes, highlighted it as one of the most important institutions of Catholic women's education in the State of Sergipe, providing relevant services to the Sergipe elite. The Colégio made a significant contribution to the educational scenario of the State, forming women in the molds of French culture, according to the guidance of the Sacramentine Sisters, whose Order was based in Valence, France.

Another important innovation and contribution of Catholic gymnasiums in the expansion of secondary education in Sergipe was the initiative of Ginásio Santa Teresinha, which marked the history of Catholic confessional education in Sergipe. According to studies by Rodrigues (2008), the aforementioned gymnasium was the first Catholic confessional teaching establishment in Sergipe, which implemented mixed teaching classes, operating in the first school year in separate shifts, that is, "male students studied in the morning and females studied in the afternoons, and in other years classes were taught for both sexes within the same space and time" (RODRIGUES, 2008, p. 69).

In order to understand the expansion of secondary education in Sergipe, as well as the school and its surroundings, the researcher Tereza Cristina Cerqueira da Graça wrote the book "Angel's feet and neon signs: gymnasiums in Aracaju of the golden years", derived from her dissertation defended in the Postgraduate Program in Education at the Federal University of Sergipe. Graça (2002) presented the daily practices of high school students from six schools in Aracaju/SE: Atheneu

Sergipense, Instituto de Educação Rui Barbosa, Escola Industrial, Colégio Nossa Senhora de Lourdes, Jackson de Figueiredo Ginásio and Colégio Tobias Barreto. In addition to the institutions analyzed in her study, Graça (2002, p.49) highlighted that: “The city had other gymnasiums such as the Catholic “Colégio Patrocínio São José” (1940), the Colégio “Senhor do Bonfim” (1953) , the Ginásio Salesiano (1911), School “Pio Décimo” (1954) all private”. The creation of the Ginásio “Silvio Romero” is also notable, “an institution of a philanthropic character that emerged in 1954 and operated precariously, for the rest of the decade, on the premises of Colégio Atheneu”, as noted by Graça (2002, p.49).

In the course of this historiographical operation, it is worth highlighting the onslaught of Betisabel Vilar de Jesus Santos for understanding the expansion of secondary education in the state of Sergipe by studying the National Campaign for Free Educandários, concluding that it was essential to “expand access to secondary education in Sergipe, expanding its performance from a gymnasium in 1953 to twenty-three in 1967, while the other networks grew from nine to twenty-six in the same period” (Santos, 2003, p. 172).

The work undertaken by the National Campaign of Free Educational Institutions - CNEG originated the creation of a series of gymnasiums throughout the state of Sergipe, taking the first steps to expand the offer of secondary education, as noted by Santos (2003). The table below shows that in less than ten years after the first gymnasium was installed, there was a free gymnasium in fifteen cities in Sergipe, showing a clear expansion.

Table 1 - List of free ginásios in Sergipe (1953-1962)

| Denomination | Year | City |
|----------------------------------|-------------|-------------------------|
| Ginásio Silvio Romero | 1953 | Aracaju |
| Ginásio Maruinense | 1955 | Maruim |
| Ginásio Carvalho Neto | 1957 | Simão Dias |
| Ginásio Laudelino Freire | 1957 | Lagarto |
| Ginásio Possidônia Bragança | 1958 | Laranjeiras |
| Ginásio Caldas Júnior | 1959 | Neópolis |
| Ginásio Tertuliano Azevedo | 1959 | Nossa Senhora das Dores |
| Ginásio Monsenhor Basílio Raposo | 1960 | Tobias Barreto |
| Ginásio Francisco Figueiredo | 1960 | Aquidabã |
| Ginásio Graccho Cardoso | 1960 | Estância |
| Ginásio Olímpio Campos | 1960 | Itabaianinha |
| Ginásio São Cristóvão | 1961 | São Cristóvão |

| | | |
|--------------------------|------|-------------------|
| Ginásio São João Batista | 1962 | Cedro |
| Ginásio Francisco Dantas | 1962 | Riachão do Dantas |
| Ginásio Alberto Sampaio | 1962 | Riachuelo |

Source: table prepared by the authors based on SANTOS (2003, p.17).

Santos (2003) reconstructed the history of a National Campaign that began in the 1940s and arrived in Sergipe in 1953, helping us to meet the important aspirations of the people in the interior cities of the state with regard to attending secondary education. When writing about free gymnasiums, he signals a certain expansion of secondary education in Sergipe. It is possible to notice in the process of expansion of secondary education in Sergipe initiatives of a state nature, the linking of different religious denominations and civil society initiatives, as in the cases of the gymnasiums set up by CNEG.

With the expansion of the number of secondary schools and consequently the number of teachers, in the government of President Getúlio Vargas, the Campaign for the Improvement and Dissemination of Secondary Education – CADES was created by Decree No. 34,638 of November 14, 1953, with a view to improve the training of secondary school teachers. In operation until the early 1970s, “...it aimed to support the training of teachers from the most diverse areas, as well as school directors, inspectors and secretaries” (MIRANDA, 2019, p. 11).

Research carried out by the group of Alves et al (2020) demonstrates an expansion of secondary education in Sergipe between 1942-1961, which occurred through the greater number of establishments, teachers, enrollments and course completions. The survey shows that the growth of secondary education was interconnected with the interiorization of gymnasiums in various spaces in Sergipe, as well as with a profound role of the Catholic Church, which was inserted in the conduct of pedagogical practices of the ideals about education.

The works of the aforementioned authors on the expansion of secondary education between the 1940s and 1960s show the growth of this level of education in the territory of Sergipe, especially with the action of the Catholic Church, but such advances do not occur in public gymnasiums. One of the few public gymnasiums created outside the capital Aracaju, between the 1940s and 1950s was the Ginásio Estadual de Itabaiana.

According to Law No. 212 of November 29, 1949, which created two Rural Normal Schools, one in the city of Lagarto/SE and another in Itabaiana/SE, “Each Rural Normal School will maintain a gymnasium and a teacher training course”. Thus, the Ginásio Estadual de Itabaiana was created, integrating the structure of the Normal Rural School of Murilo Braga (ENRMB). Having been legally created in late 1949, its classes did not start until the following year.

The history of the educational institution Murilo Braga, in different historical periods and with different problematizations, was narrated more specifically in six studies. In the first line there are two works that deal with ENRMB, the thesis by Silvana Costa (2016) and the graduation thesis by Aline Miguel (2011). We also have two final graduation thesis for the completion of the undergraduate History course, the first by Isabel Santos (2002), which aims to outline the history of Colégio Estadual Murilo Braga during its fifty years. The second by Soleide Pereira (2002) in the analysis of the students' memories about the school between 1977 and 1984. On the other hand, two works by former students outline an overview of the school from a memorial perspective, they are the works of Rivadalvio Lima (2002) and Teresa Cristina Souza (2019). Due to this fact, the gymnasium was not the specific theme of academic work, much less about a school subject.

Based on the studies of Costa (2016), it can be stated that the ENRMB is included in the government proposal for the dissemination of rural education throughout the country and the need to create educational institutions to train teachers who would work in these spaces. Thus, the rural normal school aimed to train teachers to work in rural areas and thereby promote the progress and development of Brazil in more remote areas, receiving education for life.

According to the aforementioned author, ENRMB has historically consolidated itself as an essential educational space for the development, progress and social ascension of the community in the municipality of Itabaiana/SE. It is noteworthy that the building also represented the sumptuousness of school architecture for everyday life, thus being another step towards the constitution of schooling in Itabaianense society.

Both Miguel (2011) and Costa (2016) conclude that, despite the School having been founded in compliance with the provisions of Laws 8,530 of January 2, 1946 (Organic Law for Normal Education) in the development of its activities throughout the 1950s and 1960s their curriculum did not prepare students to deal with agricultural techniques necessary for their training and, consequently, for their future performance in rural primary schools in which they would use the things they learned with their students coming from the rural area.

3 GINÁSIO ESTADUAL DE ITABAIANA/SE AND THE CLASS REPORTS AS A SOURCE FOR THE HISTORY OF SECONDARY EDUCATION

Institutions holding collections (archives, libraries, documentation centers) are at the center of the constitution and redefinition of the field of the history of education. This makes their identification essential and forces us to give sources a new look. It is not a question of simply considering them as a preliminary or secondary issue, but of referring them to the fundamental question of our disciplinary field, since they refer us to the problem of the domains of this field. Mapping sources is, therefore, preparing the ground for a vigorous empirical critique that constitutes new problems, new objects and new approaches (NUNES, CARVALHO 2005, p. 35).

Agreeing with the assertions of the aforementioned scholars, we began researching the Ginásio Estadual de Itabaiana. Among the set of sources, initially located in the CEMB archive, such as: minutes, employee time tracking books, entrance exams, physical education forms, notebooks, among others, we highlight and take class reports as the object and source of this work, in an attempt to broaden the debate on the universe of secondary education, from a redirection of research lenses to the field of school subjects, and thus, through the traces left by class reports, address some particularities of the secondary education in the research time frame.

By appropriating the class reports as a historical source, we consider them “as the school’s most important official document” warning that “because they are official, they are understood as one in which there can be no mistakes, which does not allow for ‘deviations’, not accepting any use different from that indicated, in addition to not having common complements in other documents” (ALVES, 2003, p. 63/64). The author herself asks: “Are they really?” Is this how class reports registration practices occur? In one of her conclusions, the researcher points out answers to such an inquiry:

Thus, we have, always present, in whatever is wanted or said (it is still said) ‘static, repetitive and homogeneous’, conflicts, tensions, struggles, relationships, therefore, a movement that organizes a countless number of processes in which one acts, thinks and creates enabling the appearance of the new.

In these processes, cunning is multiplied, multiple ways of using what is imposed are created. The possibility of what is varied will thus appear within multiple networks, in which the ‘practitioners’ of schools – students, teachers, other servers, parents of students, neighbors, etc. – live and create tactics to act within the appropriate space, ‘playing’ with time (ALVES, 2003, p. 76).

In line with this perspective, we understand that class reports are institutional documents that record not only the classes taught during the school term, but aspects of the teacher’s own work, the “explicit contents” of a particular school subject and especially school life of the students deliberately expanding “the ways of using what is imposed”. Without the testimonies of their records, proving taught classes and the student’s presence at the school becomes almost impossible, which legitimizes and situates this school document not only as a class report, but above all, as a report of the school itself, which correlates legal aspects and educational practices experienced by different subjects of the educational process, recorded from the teacher’s perspective. With this thought and care in considering any and all documents, we analyzed the class reports of the “History subjects” at the Ginásio Estadual de Itabaiana.

We understand the materiality of the class reports of the subjects of History of Brazil, America and General as the support on which these records were written, including the format, type and size of paper, the construction of the page, the division of the text, illustrations and typographic conventions. This type of support was perceived as a historical document endowed with

a standardized and formal physical structure, in accordance with official state rules and models. Its pages registered, although objectively, marks of the teachers' teaching and the students' learning, which allow the historian of education to problematize them, realizing that they are filled with subjectivity, as they are composed of information built in the teacher's universe of their relation with the student from a legal standpoint.

Thus, the class report is understood as a historical document, belonging to the school's bookkeeping, which contains the data records relating to the students and the teachers, which aims to ensure the identity, regularity of studies, the authenticity of the students' school life, as well as the teaching activities. An element of pedagogical, administrative, supervisory and disciplinary action. From this definition, 74 class reports from the Ginásio Estadual de Itabaiana were analyzed, covering the period from 1955 to 1968, belonging to classes from the 1st to the 4th year of secondary school. Organized in a brochure format, containing a cover made of light green cardboard paper, core with about 30 pages joined by staples, these were similar to white office sheets whose size was 15.5 cm in width and 22.5 cm long.

The cover of the class reports, from the first years of operation of the institution, contained identification elements such as school name, school year, course, grade, class, and teacher's name. Such information was within the graphic design frame similar to an asterisk. The internal part of these reports consisted of 2 types of pages and records. The first 12 pages, identified as "Month Attendance Sheet", were divided into 3 columns formed by thin vertical lines of dark blue color, and by horizontal lines of thinner thickness and lighter color. The first column corresponded to the "Days of the Month", in the second, identified as "Teacher's Name", their signature was registered, the last column, marked with the name "Observations", was the space, in which the teacher registered the content or activity worked on in the classroom.

The other type of internal page of the class report, identified with the "Number" and "Student's Name", was destined to information about the students' attendance record and observations about them. Divided into 11 columns, formed also by thin vertical lines of dark blue color, and horizontal lines of thinner thickness and lighter in color. The first column corresponded to the days of the month, the following 9 columns, identified with names of the months of the year, from march to November, that is, school time, where the attendance of students was registered. The last column, identified as "Observations", was the space in which the teacher recorded observations about the student, in which there are few records.

Possibly, until the year 1957, the class reports did not change in format and graphic elements, but in the analysis of diaries from 1959 and later, we noticed significant changes in the graphic elements from the cover to the inside pages of the document. Right on the cover, it is possible to notice the subtraction of graphic elements such as asterisks and the space for identification in the teacher's name, this being handwritten with a pen, at random, at the top of the page.

The internal part of these class reports, too, consisted of 2 types of pages and records. As in the class reports from the years 1955 to 1957, the first 12 pages were identified as “Attendance Sheet”, but different from those, the class reports, after 1959, had spaces right below this identification for the regulatory number of classes, month of the year, name of the subject, name of the teacher and number of classes given in the month.

Also, one more column was added, identified as “Lesson Topic”, in which the content or activity worked in the classroom was registered, these, commonly noted as arguments and written work. In the class reports from 1959 to 1968, unlike the previous ones, there was a space for the day of the argument, the final test and the final average. Locating, therefore, aspects of the docimological nature, one of the crucial elements in the analysis of the history of school subjects according to Chervel (1990).

Regarding the field of observations on the pages for information on student attendance records, we found that these, in general, corresponded to students’ suspensions from classes, due to some indiscipline in the classroom, as well as justifications for absences and information about scores received for attending classes.

It should be noted that the notes on students’ suspensions were not registered and signed by the teacher, but possibly by the school principal. This observation reveals that the class reports, a document of the school bookkeeping, often understood as for the exclusive use of the teacher, also carries on their pages marks of the role of the school principal and/or secretary, who, upon becoming aware of the student’s indiscipline, recorded the punishment with a pen. This record in the class report made by another school employee does not misrepresent its identity as a school history document for the exclusive use of the teacher and which, as such, brings in its pages aspects of the materialization of the classroom’s daily life, permeated with teaching and learning, as well as political, social and cultural values and conceptions.

The materiality of the class reports analyzed here, in addition to recording the history of part of the daily life of the classroom, is also presented as a document that legitimizes the student’s school life and the teacher’s professional activities. They are school artifacts that connect us to the history of education through legislation, the student, the teacher, the subjects and the school institution.

After the presentation of aspects of the materiality of the class reports located in the CEMB archive in the period from 1951 to 1968, the central question concerns to: how to use such sources to study the history of secondary education, or more precisely how to work with the notebooks in research in the history of school subjects? We present below, some problematizations, among many possible.

A first analysis refers to what the school has preserved. The corpus is a set of 74 class reports from the “History subjects” distributed as follows: 36 of History of Brazil, 13 of History of America and 25 of General History, among hundreds of similar documents from other subjects kept in the archive of the Colégio Estadual Murilo Braga. The practice of safeguarding the historical and educational

heritage is not common in Brazilian educational institutions and often almost all traces of the past end up being erased in the succession of administrations and public policies. Fortunately, the school archive keeps part of the documentation of the Ginásio Estadual de Itabaiana, following their own organizational guidelines, not following any archivist principles; a fact that has been changing as the present research that we discuss is being developed.

Another analytical possibility is concerning History teachers. They are: Leonardo Cardoso Fontes de Alencar; Eduardo Porto Filho; Walter Santos Lisboa; José Augusto Siqueira; Pedro Ribeiro de Oliveira; Mercedes Alvares Sales; Zélio Soares da Silva; Magnólia Lima da Silva; Marilene Souza and Josefa Suzana Almeida. Teachers from the secondary school, who at that historical moment were giving their first steps in a municipality beyond the capital Aracaju.

These are the names of characters that somehow started teaching Secondary School in a pioneering way in the countryside of the State. It is also noticeable that there is a prevalence of male history teachers in the decade of 1950 and beginning of 1960, which drastically changes from 1966 on, when female teachers became the majority, concomitant to the significant increase of classes. The renewal of the faculty is a determinant factor in changes of subject, as pointed out by Chervel (1990).

Costa (2016) analyzed the faculty who worked at the secondary school in 1950 and found information about the education of 3 to 9 teachers of the faculty. All of them were from the health area. In 1952, there were 12 teachers in the faculty and the sufficiency exam was conducted in order to legalize the work of these professionals. According to the aforementioned research, in the beginning of 1950, at the Ginásio de Itabaiana, the “history subjects” were taught by a dentist named Nivalda Oliveira. Later, in 1952, the gymnasium offered the subject General History, taught by Nivalda Oliveira and History of Brazil taught by Melquíades José de Souza.

Rivadávio Lima (2002, p. 57) presents a table with the students enrolled in the decade of 1960 in a way that the numbers point to a Gymnasium in the interior of the state, that had more than a hundred students in the beginning of 1960 in less than a decade and that sextuplicates in less than a decade. When observing the number of students in the school reports of the subjects Brazil, American and General History, a total of 93 students in 1951 is found. Ten years later, the number is still 116 enrolled students, but in 1968 there were 390 students. Even though we did not find all school reports of the institution, it is possible to infer the significant increase in the enrollment number. Such elements concern the own history of the educational institution, their teachers and students, as well as the expansion of classes and consequently the formation of a bigger work team to meet the requirements of an expanding Gymnasium.

In another perspective, it is possible to notice that the nomenclature of the History related subjects is a crucial element of analysis in the scope of the history of school subjects. Once meeting the Decree National Law number 4.244, from April 9th 1942, the Organic Law of Secondary School,

the subject General History would be contemplated in the first and second years of secondary school, while History of Brazil is offered in the third and fourth grades of the course. However, Law number 1.359 from April 25th 1951 modified the division of the subjects General and History of Brazil in secondary education, previously established on the Decree law from 1942, as the secondary school became: 1st grade: History of Brazil; 2nd grade: General History (America's History); 3rd grade: General History (Old and medieval history) and 4th grade: History of Brazil and General History (modern and contemporaneous history) (BRASIL, 1951).

The analysis points to the nomenclatures General History, America's History and History of Brazil in the Ginásio Estadual de Itabaiana between 1951 and 1968. It is worth mentioning that the first years of activities in the Gymnasium matches what Halferd C. Ribeiro Júnior and Maria do Carmo Martins (2018) called a "Reorganization of the teaching system in democratic times: Curricular review of 1951 and the teaching of History", which are elements that need more verticalization and deepening as in the work conducted by Viana (2020) about the America's History subject in 1950.

According to Thais Nívia de Lima e Fonseca:

[...] the 1951 programme, created by the Pedro II school has oriented the study of History for the most important actions and their repercussions to focus on individuals as expressions of the social mean and for the record of manifestation of the material, spiritual, individual and collective lives. This way, the purposes were "the cultural facts of civilization namely the unity and continuity of history" (FONSECA, 2006, p. 55)

Overall, the assumptions of Maria Auxiliadora Shmidt (2012) are indispensable, as she claims that between 1931 and 1971 there was a consolidation of the disciplinary code of History in Brazil. With emphasis on the methodological instructions of History in 1931, with the Francisco Campos Reform, the division of the subject from the didactic programs and units in General and Brazilian History in 1942, Decree n. 1.045, from 1951, part of the reform of the Brazilian Secondary School and the creation of the Campaign for the Improvement and Dissemination of the Secondary School, with the main objective of raising the level of secondary education in Brazil in 1953 as aspects that directly affected the configuration of History school over that period.

We agree with Alves Júnior et al (2021) a "myriad of nomenclatures" to refer to the curricular component of History, followed by expressions of identification, in the case of the Ginásio Estadual de Itabaiana that is "General", "America" and "of Brazil". It is worth mentioning the need of specialized studies on the different components of a school subject in each educational institution as, according to André Chervel, the school acts to produce subjects in addition to the fact that "the study of purposes cannot [...] in any way, abstract the real teaching. It must be simultaneously conducted

in two perspectives and adopt a double documentation, the one of the fixed objectives and the pedagogical reality” (CHERVEL, 1990, p. 191).

Thinking similarly to this French researcher, we seek, from the class reports, to find at school elements of their stories, singularities and similitudes within a teaching system based on specific regulation, but that gains shapes and different contours in the day-to-day of the education institution. To reach this purpose, the importance of school archives is reinforced. Its organization and availability are crucial for those who are involved with research on the different constituents of a school subject in a given institution or even when the objective is the story of this school.

Therefore, the class reports found in the file of the Colégio Estadual Murilo Braga when regarded as sources may help the analysis of different aspects, among them the history of the own school subject within the curriculum. In this case, the History and its division into General History, America’s History and History of Brazil and the teachers who taught such components in the first decades of the institution’s functioning. Further investigation is necessary to deepen the listed contents and approach essential aspects that are the explicit contents of a school subject.

When analyzing the materiality of school reports, still without the teaching marks, it is possible to notice how the physical setting and graphic design of pages are created as tools of a documental structure that seeks to meet orderings, rules and official models that comprehend school as a social atmosphere receptor of political actions that focus on the homogenization of activities and teaching and learning practices. The teacher’s reports are the ones that, with their subjectivity, education, life stories and purposes established for the teaching of a given subject may help to uncover some aspects of loss of structure and, therefore, establish new ways of education in the school space, understanding it as a social institution with particularities, autonomy and identity.

When choosing the class reports as a source to analyze histories of the secondary school and History of Brazil, America’s History and General History subjects at the Ginásio de Itabaiana, we believe that this source reveals a lot about the pedagogical practices, students’ performance, how teachers distributed content and consequently learning assessment. It is evident that the problematization of the source allows us to understand that an entry in the school report does not always express of what happened in class and such fact instigates us even more in this process of findings between the prescribed (what was established in the current school regulation, for example), the real (the effective development of classes) and the viable inside the classroom.

Therefore, the school reports are seen as documents to be questioned in order to build analysis in the field of school education and also to enable an approximation of educational practices experienced by different subjects in a period of deep changes in the way secondary school was being offered in the country, including the Ginásio Estadual de Itabaiana. The information questioned in the source has revealed aspects of this teaching expansion, not only due to the number of students, but also because it

was also noticeable that from the decade of 1960 the increase in the number of enrollments corresponds to a greater presence of women teaching in the educational institution portrayed.

Organize the archive to conduct the research; map the sources; analyze and problematize them based on the reference we consider relevant to the writing of the History of Education; these were some of the steps taken from assuming the school reports as relevant sources for the study of history in secondary school. Such sources do not exclusively relate to the history of the subjects History of Brazil, America's History and General History at Ginásio Estadual de Itabaiana but also the daily practices of Brazilian education and its school reports and register that spread over the country and, maybe, in other parts of the western world.

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