

Between home and school: hygiene sanitary education and childcare at the Normal State School of Campina Grande-Paraíba

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Abstract

This text aims to discuss practices in the subjects of Hygiene, Health Education, and Childcare taught at Campina Grande Normal State School (CGNSS) in Paraíba from 1960 to 1971, based on school exams and individual records of teacher training students in the three years of the course. The documentary research analyzes the above-mentioned sources, as well as laws and newspapers of the time, based on the Indicia Paradigm. Thus, the school culture prevailing at CGNSS, which was based on the ideas of moral and hygienic responsibility of the students, reinforced what was understood to be the role of mother, wife, and daughter in Campina Grande society.

Keywords: Hygiene. Childcare. Education. Teachers.

Entre o lar e a escola: higiene, educação sanitária e puericultura na escola normal estadual de Campina Grande - Paraíba

Resumo

Este texto tem como objetivo discorrer sobre práticas das disciplinas voltadas para as disciplinas de Higiene, Educação Sanitária e Puericultura, ministradas na Escola Normal Estadual de Campina Grande (ENECCG), na Paraíba, no período de 1960 a 1971, a partir dos exames escolares e das fichas individuais das normalistas, nas três séries do curso. A pesquisa, de cunho documental, analisa, com base no Paradigma Indiciário, as fontes supracitadas, além de leis e jornais da época. Assim, a cultura escolar vigente na ENECCG que estava

pautada nas ideias de responsabilidade moral e higiênica das normalistas fortaleceu o que se entendia ser o papel de mãe, esposa e filha para a sociedade campinense.

Palavras-chave: Higiene. Puericultura. Formação. Professoras.

Entre el hogar y la escuela: higiene y puericultura en la escuela normal estatal de Campina Grande-Paraíba

Resumen

El objetivo de este texto es analizar las prácticas de las disciplinas relacionadas con la higiene, la educación sanitaria y la puericultura, impartidas en la Escuela Normal Estatal de Campina Grande (ENECG), en Paraíba, entre 1960 y 1971, a partir de los exámenes escolares y las fichas individuales de las alumnas de las tres series del curso. La investigación, de carácter documental, analiza, basándose en el paradigma indicativo, las fuentes mencionadas, además de las leyes y los periódicos de la época. Así, la cultura escolar vigente en la ENECG, basada en las ideas de responsabilidad moral e higiénica de las alumnas, reforzó lo que se entendía como el papel de madre, esposa e hija para la sociedad de Campina Grande.

Palabras clave: Higiene. Puericultura. Formación. Profesorado.

Introduction

The education of the body in normal schools, which involves specific content and knowledge for moral, disciplinary training and emotional control, is referenced in various studies, such as Moraes and Santos (2015), Larocca and Marques (2010), Sousa (2015), and Mendes and Mendes de Paula (2020). In the historical context of the so-called "New State" period, some areas of study concerning school culture, Physical Education teaching, societal formation, and standards, norms, and female conduct, we can identify certain practices that encouraged a type of education whose purpose was to shape and control the body, through Eugenics, Hygiene, and Childcare. Regarding school culture, Julia(2001) understands it as:

[...] as a set of norms that define knowledge to be taught and behaviors to be instilled, and a set of practices that allow the transmission of this knowledge and the incorporation of these behaviors; norms and practices coordinated toward purposes that can vary according to the times (religious, socio-political, or simply socialization purposes). Norms and practices cannot be analyzed without taking into account the professional body of agents who are called upon to obey these orders and, therefore, to use pedagogical devices responsible for facilitating their application, namely, primary school teachers and other teachers. But beyond the limits of the school, it is possible to seek to identify, in a broader sense, ways of thinking and acting widely disseminated within our societies, ways that do not conceive the acquisition of knowledge and skills except through formal schooling processes: Here we find the escalation of the devices proposed by the schooled society that would need to be analyzed; a new religion with its myths and rituals against which Ivan Illich stood up, with vigor, more than twenty years ago. Finally, due to school culture, it is also convenient to understand, when possible, the child cultures (in the anthropological sense of the term), which develop in playgrounds and the distance they present in relation to family cultures. (Julia, 2001, p. 10 e11).

The republican ideal reinforced the discourse of educating children, seen as forming new citizens prepared for modernity, thereby emphasizing for women a profession that called upon feminine skills. Alongside this mission, a set of norms, procedures, and precepts established the framework for the education of women in general, and teachers in particular, whose practices should be focused on caring for childhood and fulfilling a mission for the homeland.

At first, the subjects of Normal Education comprised the school culture of instrumental training – Hygiene and Childcare and Drawing, suitable for professional practice – and general education – Portuguese and Mathematics, common to other courses, but grounding and completing the training of normal school students (Kulesza, 2014). Thus, female education was defined for practice in the home, to become a mother, and, in some cases, teachers of young children, since these were understood to be objects of their natural affections.

Established as a discourse and government proposal of the New State period – during Getúlio Vargas' administration – and continued during the Military Dictatorship in the 1960s and 1970s, the practices of conduct for defining beauty and health of the body were encouraged as a project of

nationalization in a technocratic direction. Such a project aimed to integrate the country from the perspective of economic and industrial development, considering technological innovations, urban growth, and the establishment of a direct relationship between education and the economy. In this sense, Sousa (2015, p. 03) states: 'Education was the tool used in this civilizing process of Brazil: the goal was to instill, starting with children, the notions of civility and modernity.' Education would, therefore, be the agent responsible for ensuring order in social spaces.

Within this educational and formative scope for women, we identified that the discourse of modernizing society, promoted by school content and knowledge, persisted in Brazilian Normal Schools, notably in Campina Grande, in the interior of Paraíba, during the 1960s and 1970s, at the time of the creation of the first public Normal School – the State Normal School of Campina Grande (ENECG) – aimed at training female teachers. By analyzing the individual records of the normal school students from 1960-1971, we identified, among the courses taken, components related to Hygiene, Health Education, and Childcare, which cemented the scope of such training.

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In the wake of the field of the History of Education, we ask: How did the teaching of Hygiene, Health Education, and Childcare influence the training of normal school teachers in Brazil? Called upon to contribute to the State, women assumed the role of educators and began, in Normal Schools, to receive training that complemented their 'natural gifts' (Chamon, 2005). From this perspective, the objective of this text is to discuss some practices of the subjects Hygiene, Health Education, and Childcare, taught at the State Normal School in the city of Campina Grande-PB, during the period from 1960 to 1971.

Through a document-based analysis, we examined the individual records of the normal school students and school exams of the subject¹, found in the archive of the Padre Emídio Viana Correia² Normal State School, as well as legal documents: Law No. 850 of December 6, 1952 – On the Organization of Normal Education in the State of Paraíba, and the Organic Law of Normal Education, promulgated by Decree-Law No. 8,530, on January 2, 1946. Regarding the school exams, these are part of the documents that encompass the students' individual records; that is, documents available in the

school archive may, in some cases, contain records of the normal students' academic activities and additional information, such as the mode of admission, requests for exemption from activities, such as physical education classes, in addition to evaluations. We also identified birth records, school histories from other education stages, diploma requests, etc. These are documents that encompass significant traces of Paraíba's educational history.

By assuming, however, that it is from seemingly negligible data that we reconstruct a complex reality (Ginzburg, 1990), we aim to piece together some threads of this story. Thus, in the analysis of other documentary sources, namely *Diário da Borborema*³ newspaper, also within the time frame from 1960 to 1971, we identified that there was, in the city of Campina Grande-PB, a discourse, at least in the press, that understood the Normal Course as a preparation for normal school teachers to collaborate with the city's modernization project.

In the course of the analysis, we weave the threads of this narrative, understanding that the teaching of these subjects was socially constituted and legitimized by a moralizing and civilizing discourse. Thus, we understand that those who master discourse control all other mechanisms of power, including bodies (Foucault, 2014). We infer that the disciplines, as a curricular practice, contributed to the formation/adoption of techniques and scientific knowledge derived from medical discourse, which was then applied and disseminated in school settings and in the homes of teacher trainees.

To delve a little deeper into the subject, we have organized this text into two sections: the first from the perspective of the school culture of the Normal State of Campina Grande-PB, and the second concerning the training of the primary school teachers of this educational institution.

School culture of Campina Grande Normal State School (CGNSS)

The reconstruction of school subjects can be a way of narrating a part of the History of Education in a renewed manner, since, through this narrative update, it seeks to identify what was taught and how the practices related to the selected content were carried out, that is, reviewing the history of these practices. To understand the school culture of the State Normal School

of Campina Grande, highlighting the formative practices and exposing their intentions – through which the education of young women from the city and surrounding areas was shaped – we will address the subjects of Hygiene, Health Education, and Childcare, which were part of the school's curriculum.

Law 4,024 of 1961 – the Guidelines and Bases for National Education – in Article 27, states that “Primary education is compulsory from the age of seven and shall only be taught in the national language”⁴ (Brazil, 1961). Thus, the Ministry of Hygiene and Childcare was notably focused on educational practices for children, who would consequently carry this knowledge beyond the school environment, that is, into the family and social spheres.

Practices aimed at teaching hygiene habits and childcare from the age of seven were also present in other materials, such as manuals and women's magazines, which constructed representations of femininity, such as maternal identity, for example. According to Silva, Vicenzi, and Borba:

Among these representations of social functions, women's magazines suggested how the body should be covered and uncovered, educated and hygienized, as a way of producing identities and representations of women over time (Silva; Vicenzi; Borba, 2022, p. 185).

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From the perspective of female professionalization, Almeida (1998, p. 28) describes that <Teaching children was, from the standpoint of social aspirations, a way to open up a (domesticated) public space for women that extended the tasks performed at home.> In this vein, the subjects that professionalized women were anchored in a definition of the female being according to socially established precepts.

Within this same educational framework, the laws regulating Normal Education also defined the teaching of hygiene and childcare. Decree-Law No. 8,530, of January 2, 1946⁵, for example, when defining the subjects that should comprise the school curriculum for the Normal Course for teacher's training, establishes the aforementioned subject for the 3rd grade, and, in the case that the course is completed in two years, Article 9 specifies the content of childcare and health education to be delivered intensively. Supporting Sousa's (2015) perspective, the training of normal school teachers related to

the subjects of hygiene, health education, and childcare aimed to instill the notion of civility in various social spaces.

The formulation of the Organic Law for Normal Education constitutes a series of projects developed since the Estado Novo period. According to Moraes (2014), this Law remained the guiding basis for training in the Normal Schools – although some states created their local regulations, these did not essentially differ from the National Law. This aspect leads us to reflect on the imposition of laws as instruments of power; subjectively, the regulations constrain the bodies, as Foucault (2014, p. 134) states: «[...] the body is the object of such compelling and urgent investments; in any society, the body is trapped within very tight powers that impose on it limitations, prohibitions, or obligations.»

Laws are therefore established as rules that manipulate and define how the body should behave socially. In the study of the curriculum organization of the Normal Course, we identified the presence of discipline and control of bodies through the structure of subjects taken by the students. The predefined organization in the legal framework ensured that the school could implement and develop techniques of domestication.

The organization of the Normal State School of Campina Grande, an institution that houses the documents forming our object of study, is supported by Law No. 850, of December 6, 1952 – On the organization of Normal Education in the State of Paraíba –, the text of which does not differ from the organization of other schools at the national level. In order to contribute to the development of political strategies for the expansion of Normal Education, the Government's actions in Paraíba in the 1950s focused on the creation of schools and the enactment of laws that organize this education model (Sousa, 2023).

Based on Law No. 850/1952, cited above, we organized, in Table 1, the arrangement of the subjects taken in the Paraíba Normal School for the three grades of the course. The subjects of Hygiene and Health Education and Hygiene and Childcare, specifically, are arranged, by law, in the second and third grades, respectively. Thus, we understand that the dimensions of care for the body, health, and basic care for child preservation corresponded to more than half of the normal school course. Although the Campina Grande Normal

School was created in 1960, after this Law, the arrangement, content, and other school practices of the subjects for this level of education were already established due to other schools already following this model. Until 1959, there was a public institution – the João Pessoa Normal School – and 20 private institutions subsidized by the government; of these 20, three were secular and 17 were denominational – of the latter, 14 schools were run by nuns and 3 by local parish priests.

Chart 1 – Distribution of Second Cycle subjects, by grade

1st Grade	2nd Grade	3rd
Portuguese and Portuguese Literature	Portuguese and Portuguese Literature	Educational Psychology
Mathematics	Educational Biology	Educational Sociology
Physics	General Psychology	History of Education
Chemistry	Philosophy of Education	Hygiene and Childcare
Geography and History of Paraíba	Hygiene and Health Education	Primary Education Methodology
General Biology, Human Anatomy and Physiology	Primary Education Methodology	Teaching Practice
Drawing, Applied Arts, Music and Orpheonic Singing	Drawing, Applied Arts, Music and Orpheonic Singing	Drawing, Applied Arts, Music and Orpheonic Singing
Physical Education, Recreation and Games	Physical Education, Recreation and Games	Physical Education, Recreation and Games
Geography of America	American History	

Source: Law No. 850, of December 6, 1952.

When considering the prerogative that normal courses should include in their curriculum subjects from the primary school program, we can assume that there was an emphasis on the teaching of Portuguese as well as on Drawing, Choral Singing, Physical Education, Hygiene, and Sanitary Education, highlighting issues already pointed out by Louro (1997), regarding the naturalization of certain activities with feminine affections. In this sense, we agree with Julia (2001, p. 22) when she states that “School culture culminates here in the remodeling of behaviors, in the profound formation of character and

souls, which involves discipline of the body and guidance of consciences.” The modernization, order, and progress of society depended on the hygiene of the family and young citizens, with the teacher – mother – being responsible for the physical and emotional development of the children. Moraes and Santos (2015), when discussing the subjects of Physical Education and Childcare in teacher training courses, also emphasize

[...] hygiene habits capable of creating in the Brazilian people the awareness of ideal health so necessary for the physical, mental, and racial improvement of future generations. School education was the best way to achieve these objectives; in addition to caring for children's health by correcting possible deviations, school contributes to the formation and development of appropriate behavioral standards, cultivating in the child habits of morality, honesty, and hygiene. (MORAES and SANTOS, 2015, p.17)

The Law defines and organizes education, demonstrating the interweaving of discourses as well as the emphasis on the regulation of policies. According to Sousa (2015, p. 3): «[...] The strong relationship with hygienic discourses and precepts would promote the discussion of instruction and the formation of a civility ready to overcome challenges.»

This arrangement of training the normal school teachers thus assumes a dual purpose, for as women were educated to play an important role in society, that is, their professional conduct was outlined – which would culminate not only in their family actions but also in school education – they themselves were educated and, consequently, educated others.

For this, “[...] the good teacher should grasp the possibility of social transformation through education and the importance of activity and interest to ensure an efficient educational process” (Viviani, 2005, p. 210).

Beyond the activities developed at school through the subjects, we identified a set of practices of the school culture reinforced in the press, through the newspaper - Diário da Borborema. The news on January 28, 1964, entitled: Pedagogical Drawing Course at the State Normal School will begin on February 14 – Registrations from the 3rd. The mentioned course had already taken place in previous years, according to the newspaper. This excerpt, however, caught our most interest for describing:

Intensive Course on Pedagogical Drawing and Home Utilization promoted by the Campina Grande State Normal School. The course will be taught by Professor Jorge Alves de Miranda and Professor Maria Lima, both renowned names in Campina Grande's education sector. Registration for the course can be done starting February 3 at the school's office. Professor Maria Lima, who will teach the Home Utilization classes, stated to this newspaper that her classes will include projects still unprecedented in Campina Grande, such as the use of domestic materials no longer in use, for example, old cans, bottles, newspapers, umbrella frames, and even shards of glass, which will be transformed into wonderful decorative items for the home itself (pedagogical design course at the school... *Diário da Borborema*, 28 de janeiro de 1964, p. 4).

10 It is still possible to find, in the *Diário da Borborema*, other pedagogical courses offered by the Escola Normal: one in pedagogical drawing, held between January and June to July of 1963, and, in 1966, another on diction. Only the latter, announced in January 1964, makes mention of household activities. According to the newspaper, the course had an average duration of two months and concluded with an exhibition of the works created by the students. Beyond what is described in the news article, we question the motivations for a course with techniques useful for the home in a Normal School – we suggest that the course was designed this way due to the predominantly female student body that composed the school. Thus, as a space dedicated to women's education, the Escola Normal opened up to cultural practices aimed at the feminine model in society.

The adoption of these activities characterizes the intensification of power relations. According to Almeida (1998), the establishment of these cultural impositions also involves:

[...] because of the issue of knowledge, given that knowledge and power are necessarily interconnected. Keeping the dominated away from knowledge has been and continues to be an effective strategy in controlling and maintaining mechanisms of domination (Almeida, 1998, p. 31).

Maintaining educational practices that advocate social and cultural assertions corresponds to establishing female education within the same

space, that is, taking care of household chores and children. When characterizing the set of practices, whether school-related or not, that were ingrained in the female body and defined it, it included, in addition to the material organization of the home, motherhood, that is, the care of children, due to the supposed maternal vocation.

The training of primary school teachers

To identify the training of normal school teachers aimed at educating modest young women, mothers, and educators, we analyzed the composition of the subjects that structured the State Normal School of Campina Grande across the three years of study – from 1960 to 1962. These subjects can be seen in the organization of the courses taken in Table 2, below:

Chart 2 – Subjects at ENECG (1960-1962)

1st Grade	2nd Grade	3rd Grade
1960	1961	1962
Portuguese	Portuguese and Portuguese Literature	Educational Psychology
Mathematics	Educational Biology	History of Education
Physics	Philosophy of Education	Educational Sociology
Chemistry	General Psychology	Hygiene and Childcare
General Biology	Hygiene and Health Education	Methodology
Anatomy and Physiology	Methodology	Teaching Practice
Music and Orpheonic Singing	Music and Orpheonic Singing	Music and Orpheonic Singing
Physical Education	Drawing	Drawing
Drawing	Applied Arts	Applied Arts
Applied Arts	American History	Physical Education
American Geography	Physical Education	
Geography and History of Paraíba		

Source: Padre Emídio Viana Correia Normal State School, 1967.

Subjects such as Hygiene and Childcare, General/Educational Biology, Anatomy and Physiology, and Psychology make up a body of conditions and functioning of discourse (Foucault, 2014) regarding the teaching profession. The Brazilian school system also stems from a medical framework, establishing that habits of hygiene and body discipline should be incorporated into the school environment. By prescribing measures for the organization of space, control of activity time, rules of posture, and morality, school practices absorb medical discourse, thus configuring the school as a place of health (GONDRA, 2004). In this sense, teachers were expected to intervene in their pedagogical practice, which took the form of sanitary actions.

To educators, the intervention of hygiene should not seem strange, even in relation to issues today considered to be of an eminently pedagogical nature; rather, it is necessary to rethink their work according to hygienic precepts, insofar as the interplay between hygiene and education would result in a balance between the physical and intellectual development of students. (Rocha; Gondra, 2002, p. 503)

12 According to Kulesza (2014), the basic curriculum for the training of normal school teachers was organized into two axes: 1) the instrumental orientation, with subjects such as Hygiene and Childcare and Drawing – these would be the knowledge specific to the exercise of the teaching profession; 2) general education, with subjects such as Portuguese, Mathematics, Chemistry, and Physics, that is, a common core of education. This organization complied with the provisions of Law No. 850, of December 6, 1952. And, as we could observe in the individual enrollment records of the normal school students, the instrumental core subject Hygiene and Childcare was present throughout the education of these young women. According to the sources found, the individual student records, we specify, in Table 3 below, the subjects taken during the period of the 1967 examinations.

Chart 3 – Subjects at ENECG (1967)

2nd Grade	3rd Grade
1967	1967
Portuguese	Portuguese
Mathematics	Fundamentals
C.F. Biol.	Teaching Practice
Psychology	Childcare
Childcare	Drawing
Methodology	Science Didactics
Fundamentals	Methodology
Brazil Geography	
Brazil History	
Physical Education	

Source: Padre Emídio Viana Correia Normal State School, 1967.

We noticed that, from the second year onwards, the instrumental subjects are more emphasized. In 1961, for example, the subject of Hygiene and Sanitary Education is followed, in the years 1963-1967, by Childcare. The subjects of Methodology and Psychology are also present in almost all years.

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The subjects of Hygiene and Sanitary Education and Childcare emphasize care with aspects of child hygiene, vaccination, and development across different stages of childhood, from conception to school age. We understand that the training of normal school teachers, even based on the modernist ideal, still retained elements of home education and not just of the educational system. This confirms the representation that women were naturally inclined to educate, whether at home or at school.

Guided by Table 3, we consider that the organization of the subjects forms a general overview that leads to overall training and relates to it; however, when we analyze the subject of Hygiene and Childcare, we find that it is more related to Psychology, Physical Education, among others. In this understanding, we observe that the normal school students studied notions of care for babies and young children, although, during this period, primary education only catered to children from the age of seven.

This finding allows us to understand that the mentioned subjects are viewed from a formative conception whose school practices were aimed at the professionalization of women – and, undoubtedly, simultaneously, at their social role as daughters, mothers, housewives, and wives. In this sense, female education, in the training of normal school teachers, is permeated by ideals that define women, showing that activities intended for this gender are naturalized and understood as inherent to the teaching function (Louro, 1997).

Based on the evaluative principles identified in the exams for the subjects of Hygiene and Childcare, we found, in the sources, questions related to the importance of hygiene and eugenics, the stages of child growth, the types of assistance for preschool children, and the diseases acquired in the school environment. At first, these questions suggest the idea of an educational organization of hygiene and childcare both inside and outside the school setting. Thus, the trainee teachers acquired basic knowledge about child development, from the baby's conception to their entry into school – confirming a dimension that can be understood in both the family function and professional educational practice.

14 The students' responses, presented below, describe care related to motherhood, such as the understanding of childhood and their ways of conceiving children. Associated with the social and cultural aspect of motherhood as a subjective condition of femininity, we observe in these responses bodies that have internalized established meanings. According to Foucault (2014), this socially rooted technique aligns with the dimension of control over the body. Thus, the female body is shaped in numerous aspects, whether historical or social—in the cases analyzed, the school as well as the disciplines offered there were structured to manipulate, mold, and train a body that «[...] obeys, responds, becomes skillful, or whose forces multiply» (Foucault, 2014, p. 134).

Figure 1 – Notions of Hygiene

Escola Normal Estadual
CAMPINA GRANDE — PARAIBA

Prova de: Adaptação de Puericultura e Higiene Prof. [REDACTED]

Nome do aluno: [REDACTED] Série 2.ª C

Grau 60 (sessenta) por extenso

- 1) Questão: Como você conceitua a Higiene? Qual o seu objetivo? Qual a sua importância?
- 2) Questão: Quais as fases do crescimento?
- 3) Questão: Qual a assistência necessária a uma criança na idade pré-escola.
- 4) Justifique esta afirmação: "A escola é um verdadeiro centro de Educação Sanitária."
- 6) Questão: Importância e divisão da Puericultura
- 7) Qual a importância e objetivos da Eugenia

Resposta

1) Higiene são os cuidados que devemos ter com a nossa saúde ^{para} assegurar nossa vida. seu objetivo é o cuidado com a saúde para trazer homens fortes e sadios para a sociedade.

seu importância é pois de grande valor pois se não tivermos cuidado com nossa higiene teremos homens fracos e doentes.

Source: Padre Emídio Viana Correia Normal State School, 1967.

In Figure 1 above, we highlight the passage: "Hygiene is the care we must take with our health to ensure our life. Its objective is the care of health to bring strong and healthy men into society." This response confirms the elements present in the conception of educating healthy individuals for the nation. Lelis (1989, p. 28) argues that the education of the primary school teacher "[...] involves dimensions of an economic, political-social, and technical nature."

The implementation of this knowledge in the school culture of ENECG evidenced a “[...] ritualization, formalization of a tradition” (Hobsbawm, 2017, p. 11).

Another highlight we present is in another excerpt from a response by the female teachers still regarding hygiene:

Hygiene represents a vast amount of knowledge aimed at children to ensure their health and life, from the first little heartbeats of the baby in the mother’s womb to school age (Padre Emídio Viana Correia State Normal School, 1967).

These notions, repeated as characteristics of female action, were generated and nurtured within the social environment, being legitimized on a symbolic level, where female education was associated with the impossibility of renouncing Christian morality (Almeida, 1998). The mission of the normal school teacher appears in these responses, which reproduce the care they were expected to perform as mothers and educators of society.

16 Another aspect reinforced by the techniques established in the school culture of normalist teachers relates to the nature of eugenics. Terms such as “healthy individuals” and “a healthy race” emphasize the ideological and political mechanisms that promoted educational practices. According to Foucault (2014), it is the details, the particles, and the control exercised over the body that allow the propagation of a body economy. In our study, we understand the presence of the body economy in the training of teachers, reinforcing, within schools, the characteristics attributed to being a woman and perpetuating the logic of supervision for students and/or children.

Based on the normal school students’ description of the stages of child development from conception, we analyzed the techniques and/or knowledge that the students needed to learn and apply. Regarding this learning, we rely on Foucault (2014, p. 136) to understand that it involved: “Always meticulous techniques, often intimate, that are important because they define a certain mode of detailed and political investment of the body.”

Such concerns are associated with the understanding that future female teachers would follow their maternal vocation without leaving the domestic space, which would be maintained through marriage; at school, they learned

the necessary techniques to serve family members at home, the interests of the school, and, consequently, society. The argument is justified both by the content of the answers provided, which describe all stages of child development up to school age, and by defining the process of the child's insertion into school. The fields of family and education are addressed in the study of pediatrics, thus covering the dimension of the 'social body' (Foucault, 2014).

In continuing the analysis of the responses from the normal school students, we identified the intertwining of domestic and school issues. The teachers' actions are defined based on attention and assistance, so that, "[...] at school, the teacher's role is to hygienically teach what should be done and provide assistance in every way" (Escola Normal Estadual Padre Emídio Viana Correia, 1967). Although the place where this assistance should be directed is emphasized, in the same text, it is defined what is expected of the normal school student, since:

[...] Parents should provide the primary support for preschoolers. They should always be vigilant to ensure their children do not cause them any major concerns. This support should be constant, especially at this age (Padre Emídio Viana Correia State Normal School, 1967).

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In this sense, mothers and teachers are confused, since both are expected to provide care for the child.

The answers presented here allow us to infer that the teachers would work in the profession "[...] ideal for women, as it provides specific training for two roles: teacher and mother." (Yannoulas, 2011, p. 279). The Normal School educational system demonstrated its interest in demonstrating and regulating how teachers and mothers should care for children, a situation evident in the duality proposed in this professional training.

According to Moraes (2014), as part of the manual labor program, the normal school teachers also made clothes, shoes, bonnets—in short, the entire layette for newborns. The course could also be taught based on Biology knowledge, to emphasize the conditions of human development.

At home or at school, as mothers or teachers, women should improve their childcare skills, hoping to build a strong future for society. Thus, regarding the importance of childcare, the teachers defined:

[...] The art of raising children hygienically is of great importance, because today's children will be tomorrow's men. And to have strong and healthy men, we must above all take care of their health. (Padre Emídio Viana Correia Normal State School, 1967).

From this perspective, “[...] a good teacher should grasp the possibility of social transformation through education and the importance of activity and interest to ensure an efficient educational process” (Viviani, 2005, p. 210). One can also infer, from the answer given, the expected perspective of the training provided, that is, an exact reflection of what is wanted from the educational institution maintained by the State, committed to propagating the discourse that women would naturally be responsible for the education of children, articulating home, family and social space.

Q: School is a true center of health education.

A: I think that's absolutely right. School is the center of everything. It both educates and instructs, and shapes an individual for society. Children depend on school. Their adult lives are a consequence of school. When school educates students well, they won't have any problems in their later lives.

(Padre Emídio Viana Correia Normal State School, 1967).

Campina Grande Normal School assigns a series of responsibilities to its graduates, according to social demands, thus identifying itself as a sacralized and idealized institution. The school thus acted as a solution to various social problems—in this case, those related to the hygiene and health of children and, consequently, of families. By promoting knowledge about child development and its impact on society, it fosters moral values not only through disciplines but also through standards of conduct. Thus, as described in the response given by a normal teacher, “school is the center of everything,” which includes the social impositions of the time to form students fit for society, since “[...] they will not have any problems in the life that follows.” (Escola Normal Estadual Padre Emídio Viana Correia, 1967).

Final considerations

This study aimed to identify some practices in the disciplines focused on Hygiene, Health Education, and Childcare taught at the Campina Grande State Normal School, Paraíba, from 1960 to 1971, based on school exams and the individual records of the normal students.

The individual records of the normal students contain other documents that require further analysis and require further analytical efforts. As written documents, these sketch, for our analysis, a representation of the school, but they obscure other facts, which can be brought to light through evidence that has not gone unnoticed. These evidence prompts reflections that bring us closer to the singularities and particularities of this school's functioning.

The school culture of Campina's normal education was composed of several subjects, but there was a concentration on instrumental training – Hygiene, Sanitary Education and Childcare – appropriate for the exercise of the profession, and general training – Portuguese and Mathematics –, supporting the training of the normalistas, thus defining that the female training would emphasize their practice for the home, for being a mother, and in some cases teachers of young children, since it combined with the natural affections of the girls.

At the Normal School of Campina Grande, there are social productions on teacher training, through the disciplines Hygiene, Sanitary Education and Childcare, constituting a social utility, which contributes to the writing of teacher training in the History of Education, by enabling a narration about historical singularities, thus printing educational actions of school practices at the Normal School.

Investing in the training of teachers fulfilled the maxim that they needed healthy minds and bodies to educate children, which is crucial to the development of modern society. The school, which established a school culture, was developed and promoted to provide a solid foundation for students' conscious and intentional bodily discipline (Julia, 2001).

Notions of hygiene can be identified in other disciplines, such as Physical Education, Biology, and Psychology, which are configured as mechanisms of domination over bodies. Associated with childcare exams, we also identified issues related to eugenics. Since the enactment of decree-laws during

the Getúlio Vargas administration, education was envisioned as fostering childhood robustness and racial virtue, prioritizing the development of hygiene habits capable of fostering an awareness of ideal health for future generations.

Thus, the school for teacher training, and consequently for the formation of new citizens, active in the family and in the educational and social sphere, focused on the dimensions of social organization and discipline, an objective that imposed on women the roles of educator and mother. Being and becoming a teacher, then, constitutes an intertwining of situations. It is not a mission for which women, specifically, are born ready—otherwise, there would be no need for a curriculum to shape or perfect them in such circumstances. In this case, the curriculum fulfills, through power relations and with its administrative agents, the role of imposing itself on the school, of acting, in order to confer legitimacy on this curriculum designed externally for the training of teacher training teachers.

Notes

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1. School exams cover students' individual records and, in some cases, may contain the entire academic record of the students and additional information, as it was possible to find information on admission forms, requests for exemption from activities, birth certificates, academic records for other stages of education, diploma applications, etc.
2. After the 1980s, the school's name was changed in honor of a Paraíba educator, Father Emídio Viana Correia.
3. Belonging to Assis Chateaubriand's associated Dailies network, the newspaper circulated in the city of Campina Grande, Paraíba, from 1957 to 2012, recording important events in the city and state.
4. Article 27 was taken as a reference, it defines primary education. This level will be considered compulsory, unlike pre-primary education, which, although intended to cover children up to 7 years of age, was not compulsory.
5. Organic Law of Normal Education. According to Tanuri (2000), this decree was the first document, at the national level, to regulate and establish standards for normal schools.
6. Normal Education was divided into two cycles: the four-year training for Primary School Teachers, and the three-year Primary Teacher Training Course.

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