

Jornal *A Escola* e a formação normalista em Teresina-Piauí (1933 – 1943)

*Francisco Gomes VILANOVA*¹

Resumo

Esta pesquisa elegeu como tema central o jornal *A Escola*, vinculado à Escola Normal em Teresina, no Piauí. Seu recorte temporal abrange os anos de 1933 a 1943. O objetivo foi analisar o referido jornal como dispositivo pedagógico utilizado no processo de formação de estudantes e como espaço de veiculação dos assuntos relacionados ao cotidiano da escola. O estudo situa-se no campo da História da Educação, seguindo as postulações da Nova História Cultural, com ênfase nas discussões sobre imprensa pedagógica e escolar. A operação metodológica assentou-se nos enunciados de cinco edições do periódico com o objetivo de perceber os modos como ele colaborou para a formação normalista. O trabalho revelou que *A Escola* serviu como veículo de informação e formação dos estudantes, uma vez que fazia circular enunciados sobre educação e ensino, pátria e civismo e sobre o cotidiano escolar da instituição e de seus sujeitos.

Palavras-chave: Escola Normal. História da Educação. Imprensa Escolar. Jornal Estudantil. Piauí.

¹ PhD in Education from the State University of Rio de Janeiro (ProPEd/UERJ). Professor in the Postgraduate Program in Education at the Federal University of Piauí (PPGED/UFPI). Researcher at the Center for Education, History and Memory (NEHME). ORCID: <https://orcid.org/0000-0002-0335-7131>. E-mail: vilanova@ufpi.edu.br.

A Escola newspaper and normalist education in Teresina-Piauí (1933 - 1943)

Francisco Gomes VILANOVA

Abstract

The central theme of this research was the newspaper *A Escola*, linked to the Normal School in Teresina, Piauí. Its time frame covers the years 1933 to 1943. The aim was to analyze the newspaper as a pedagogical device used in the process of training students and as a space for disseminating issues related to the daily life of the school. The study is situated in the field of the History of Education, following the postulations of the New Cultural History, with an emphasis on discussions about the pedagogical and school press. The methodological operation was based on the statements in five editions of the periodical with the aim of understanding the ways in which it contributed to the training of normalists. The work revealed that *A Escola* served as a vehicle for information and education of students, since it circulated statements about education and teaching, homeland and civic spirit and about the daily life of the institution and its subjects.

Keywords: Normal School. History of Education. School Press. Student newspaper. Piauí.

Periódico *A Escola* y la formación normalista en Teresina-Piauí (1933 – 1943)

Francisco Gomes VILANOVA

Resumen

El tema central de esta investigación fue el periódico *A Escola*, vinculado a la Escuela Normal de Teresina, Piauí. Su marco temporal abarca los años 1933 a 1943. El objetivo fue analizar el periódico como dispositivo pedagógico utilizado en el proceso de formación de los alumnos y como espacio de divulgación de temas relacionados con la vida cotidiana de la escuela. El estudio se sitúa en el campo de la Historia de la Educación, siguiendo las postulaciones de la Nueva Historia Cultural, con énfasis en las discusiones sobre la prensa pedagógica y escolar. La operación metodológica se basó en las declaraciones en cinco ediciones del periódico con el objetivo de comprender las formas en que colaboró en la formación de los normalistas. El trabajo reveló que *A Escola* sirvió como vehículo de información y formación de los estudiantes, ya que circuló declaraciones sobre educación y enseñanza, patria y espíritu cívico y sobre la vida escolar cotidiana de la institución y sus sujetos.

Palabras clave: Escuela Normal. Periódico Estudiantil. Prensa Escolar. Historia de la Educación. Piauí.

Introduction

This study focuses on the journal *A Escola*, a publication by the students of the Escola Normal de Teresina, the capital of Piauí, which circulated intermittently between 1933 and 1943. The discussion centers on analyzing the journal as a pedagogical tool employed in the teacher-training process and as a platform for disseminating topics related to the school's daily life. Thus, the journal is considered a medium for promoting the ideals of education through the pedagogical practices guided by the institution. Reflecting on the role of periodical press as both a source and object of study, Luca (2008, p. 118, emphasis added) asserts that “alongside the history of the press and through the press itself, the newspaper has become an object of historical research.” Echoing a similar perspective, Vilanova (2024, p. 3) argues that “the study of the press, through the press itself, has become a fruitful field for understanding the past, drawing on the records of those who bore witness to the experiences of various social groups at specific times and places.”

The school journal began to be promoted as a pedagogical resource more intensely through the ideas of Freinet (1974), disseminated in the mid-1920s. This educator advocated that the production of newspapers, through free writing, served as a teaching technique that stimulated students' reading and writing skills. His method was based on the development of teaching programs that incorporated the creation of newspapers, school correspondence, and free expression, aiming to foster cooperation and autonomy through practices connected to students' realities.

The spread of these ideas led many schools to encourage the production of such publications in the classroom, stimulating creativity within the school environment. However, this situation also generated a controlling effect over these publications, as many periodicals were created to align with the interests of the institutions to which they were tied. This condition reveals a culture of control embedded in the relationships between the institution and the student body, manifested through a set of norms that regulated students' behavior and the content they produced.

Studies on school periodicals are linked to the expanding possibilities of research associated with the New Cultural History, which “[...] aims primarily to identify how, in different places and moments, a given social reality is constructed, conceptualized, and presented for interpretation” (Chartier, 2002, p. 16). This perspective has helped highlight the importance of investigating these artifacts, which remained archived for a long time and were viewed merely as part of school memory.

Consequently, these sources were neglected by a historiographical approach that prioritized grand narratives (Bastos, 2015).

The broadening of the concept of object and source allows us to view the press as a promising field for understanding the past of education. Along these lines, Nóvoa (2002, p. 13) emphasizes that “the press constitutes one of the best illustrations of the extraordinary diversity that permeates the educational field.” In the history of education, studies on school press have grown significantly because “interest in gathering and systematizing information about periodicals specializing in education has increasingly engaged researchers worldwide in recent years” (Catani; Bastos, 2002, p. 5).

For periodicals produced within schools and by their agents, we adopt the term *School Press*, consistent with Jacques and Grimaldi (2007, p. 101), who define it as “a field of investigation in the History of Education that seeks to analyze students' production and the dissemination of knowledge through newspapers or magazines.” Whether as a source or an object of study in the field of the History of Education, school periodicals have become significant tools for analyzing various aspects of school culture, understood as a “set of norms that define the knowledge to be taught and behaviors to be instilled, and a set of practices that enable the transmission of this knowledge and the incorporation of these behaviors” (Julia, 2001, p. 10, emphasis added).

Thus, the journal *A Escola* became both a source and a privileged object for discussing the protagonism of teacher trainees in the educational context of Piauí in its various dimensions, as the published texts reflect the students' main interests within their contexts. Its pages reveal aspects related to activities, norms, ideas, and the training project of the leading institution responsible for preparing primary school teachers in the state. In this sense, journals “richly convey the debates, aspirations, disappointments, and utopias that have shaped educational projects over the last two centuries” (Catani; Bastos, 2002, p. 5). Therefore, the analysis of *A Escola* demonstrated that student publications, “at different levels of education, are essential documents for analyzing school culture and its practices” (Bastos; Ermel, 2013, p. 169).

The periodicals served to motivate students in the development of school tasks and to unite the school and community through the dissemination of activities carried out. In this sense, “the journal aims to energize work, instill dynamism, and contribute to the educational effectiveness expected of academic programs” (Casasanta, 1939, p. 37). Based on these premises, “school newspapers were regarded as an important educational strategy” (Faria Filho, 2002, p. 134, emphasis added). Given their significance in research within the field of the History of Education, it is essential to recognize

that “understanding history through the press requires rigorous methodology, proper treatment of sources, and theoretical reflection. Without these components, there is a risk of merely reiterating, without the charm of the newspaper itself, the history it recounts” (Capelato, 1988, p. 23).

Before delving more deeply into the pages of *A Escola*, it is pertinent to examine its place of production, as this type of artifact is closely tied to the material culture and educational practices of the institution to which it belongs. In this case, it is the Official Normal School of Teresina.

Official Normal School: The Journal's Setting

The establishment of the Normal School of Teresina, an institution that brought together the editors and the majority of the students featured in the pages of *A Escola*, can be understood as a reflection of the political and educational context of the Imperial period, particularly following the terms of the Additional Act of August 12, 1834. This act established that each province would assume responsibility for organizing its educational system as well as for training its teachers (Soares, 2004). In this context, the provinces began to structure their educational networks and coordinate the training of primary school teachers. This led to the creation of the Normal School of Niterói, in Rio de Janeiro, in 1835, which served as a model and influence for the establishment of other similar institutions across various Brazilian provinces in the years and decades that followed.

In Piauí, the Normal School was established through Provincial Resolution No. 563, dated August 5, 1864. Located in Teresina, the institution initially offered a mixed program with a duration of two years, which was discontinued in 1867. From its creation until the first decade of the 20th century, the normal course experienced numerous periods of instability. Its trajectory was generally marked by fluctuations between periods of operation and interruptions, often justified by the government due to a lack of resources or the low number of enrollments. The first successful attempt at sustained operation occurred only in 1882, driven by the urgent need for teacher training programs to adequately prepare individuals for primary school teaching (Queiroz, 2017).

Among the requirements for applicants to the program were: “proficiency in primary education subjects; a minimum age of 18 for men and 16 for women; good moral, civil, and religious conduct; and a medical certificate indicating that the candidate did not have a contagious disease” (Queiroz, 2017, p. 25). At that time, according to the same author, the institution operated within the premises of the Liceu Piauiense and remained open until 1888, when it was discontinued due to the province’s financial limitations and the lack of societal support, reflected in the low number of enrollments.

Once again, teacher education entered a period of stagnation. This situation only began to change in 1908, when a group of intellectuals from Piauí founded the *Sociedade Auxiliadora da Instrução*², Society for the Promotion of Education), which took the initiative to establish the *Escola Normal Livre* (Free Normal School), reopening it in 1909 (Soares, 2004; Queiroz, 2017). The commitment of these intellectuals to reopening the Normal School as a free institution led the government of Piauí to reassume responsibility for this educational offering, officially establishing the *Escola Normal Oficial* (Official Normal School) in 1910. From that point forward, the school achieved stability, gradually increasing its enrollment numbers and becoming one of the most prominent educational institutions in Piauí during the period when *A Escola* circulated. With the inauguration of its building in 1924, the institution became a symbol of modernity and educational development in the state, regarded as a temple of knowledge and a representation of civility. At the time of its inauguration, the building was referred to as the “Palácio da Instrução” (Palace of Education), as shown in Figure 1, published in the Rio de Janeiro press in 1936.

² The *Sociedade Auxiliadora da Instrução* (Society for the Promotion of Education) was founded in 1908 by a group of politicians and intellectuals committed to promoting the expansion of education in Piauí. It was responsible for establishing the *Escola Normal Livre* (Free Normal School) in 1909. Additionally, the society conducted studies aimed at diagnosing the state of education in Piauí and proposing solutions to address the identified challenges.

Figure 1 – Building of the Official Normal School of Teresina, inaugurated in 1924



Source: *Revista Carioca*, Year 13, p. 4, Rio de Janeiro, January 18, 1936.

The figure depicts the structure of the Normal School as one of the most imposing buildings in Teresina. The building was constructed in Praça Marechal Deodoro da Fonseca, in the city center. As a symbol of civility and refinement, the institution's grandeur reflected the prominence education was gaining in that context. This representation helps us understand that the celebration of the institution's anniversary was one of the main motivations for publishing certain editions of *A Escola*. Of the five editions analyzed, three³ were published on the school's anniversary date, May 15. The introductory notes highlighted the commemorative nature of these editions.

The 1936 edition emphasized that the date was one of the most significant, as it marked the establishment of the institution, which represented a milestone in Piauí's educational history. The same article also underscored the contributions of the Normal School to the process and expansion of education in the state. The commemorative statement celebrated the date by emphasizing: "The day

³ Editions No. 5, 6, and 9 from 1936, 1937, and 1943, respectively.

we celebrate marks a great event in the history of Piauí, whose benefits are now reflected in the profound transformations we are undergoing for the sake of the civilization and modernization of our current customs” (A data, 1936, p. 1).

The normalist class held a deep sense of devotion to the institution, regarded as a temple of education, a disseminator of knowledge, and a key driver in the educational development of children and youth in that society. One student reinforces this perspective by stating: “It is in this school that we receive the light of knowledge. From this temple comes the greatest source of wealth, through the preparation of primary school teachers” (Monteiro, 1937, p. 1). These views reveal that the Normal School became a space dedicated to the training of young teacher-trainees committed to contributing to the development of Piauí by expanding education and combating illiteracy.

The institution also fostered the creation of periodicals conceived by its students and associations. This practice, present in the Normal School, was part of a broader culture of journalistic writing production in schools across various regions of Brazil (Vilanova, 2024). Thus, it was integrated into the culture of teacher-training institutions, as “The Normal Schools and/or Institutes of Education are among the most prolific in the production and circulation of newspapers, magazines, and bulletins created by students and teacher-trainees” (Bastos, 2013, p. 38). In the case of the Piauí institution, examples of these publications include the magazine *Educação* and the newspapers *Voz do Normalista* and *A Escola*.

According to Soares (2004), the Normal School operated until January 1973, when it was transformed into the *Instituto de Educação Antonino Freire* (Antonino Freire Institute of Education) through Decree No. 1,553 on January 22, 1973. In the same year, the school was moved to a new building, constructed specifically to house it.

***A Escola*: Reporting on the Periodical**

The encounter with the journal *A Escola* occurred during a mapping operation of school periodicals conducted at the Public Archive of Piauí in Teresina. The aim was to organize a repository of these sources to facilitate studies on aspects of the History of Education in Piauí. During this effort, five editions of the periodical were located, but their handling was limited due to the deterioration of the pages caused by the passage of time. Consequently, the documentation was handled under the guidance and supervision of the institution's archivists. The examined editions are listed in Table 1.

Table 1 – Editions of *A Escola* Located in the Collections of the Public Archive of Piauí

	Edition Number	Publication Date	Number of Pages
<i>A Escola</i>	n.1	October 17, 1933	04
	n.5	May 15, 1937	04
	n. 6	15 de maio de 1937	04
	n.7	September 7, 1937	04
	n.9	May 15, 1943	12

Source: Data prepared by the author

It is worth noting that, in an effort to locate the editions needed to complete the series of the periodical, searches were conducted in the sealed newspaper⁴ catalogs of the Public Archive of Piauí and the archives of the Instituto Superior de Educação Antonino Freire. In both cases, no additional issues of the journal were found. Magaldi and Xavier (2008) help contextualize this situation by stating that even when such printed materials are available in archives, institutions, and public libraries, this does not necessarily mean they are adequately preserved in durable conditions.

Regarding its inception, the inaugural edition of *A Escola* was published on October 17, 1933. The issue consisted of four pages and was exclusively managed by normalist students. The journal's creation was justified in a note published on its front page, titled "Our Emergence," which emphasized the necessity of its publication, arguing that “for a long time, the absence of a small newspaper at the Official Normal School had been felt. Hence, we decided to turn the idea of its creation into reality, as a vehicle for our thoughts and an intellectual exercise” (*O nosso*, 1933, p. 1). The article also highlighted that the publication would serve as an exercise to improve writing skills more effectively.

Practicing writing, enhancing reading skills, and disseminating topics of interest to students were among the goals announced by the periodical in its inaugural edition. The published texts provide insight into how the journal contributed to various aspects of the students’ teacher training. These perspectives have drawn the attention of researchers in the field, as historians of education have increasingly shown interest in periodicals that circulated within schools. As a result, “research addressing the pedagogical press (as a source and/or as an object) and newspapers produced by students, for example, has become increasingly frequent” (Lopes; Galvão, 2010, p. 75).

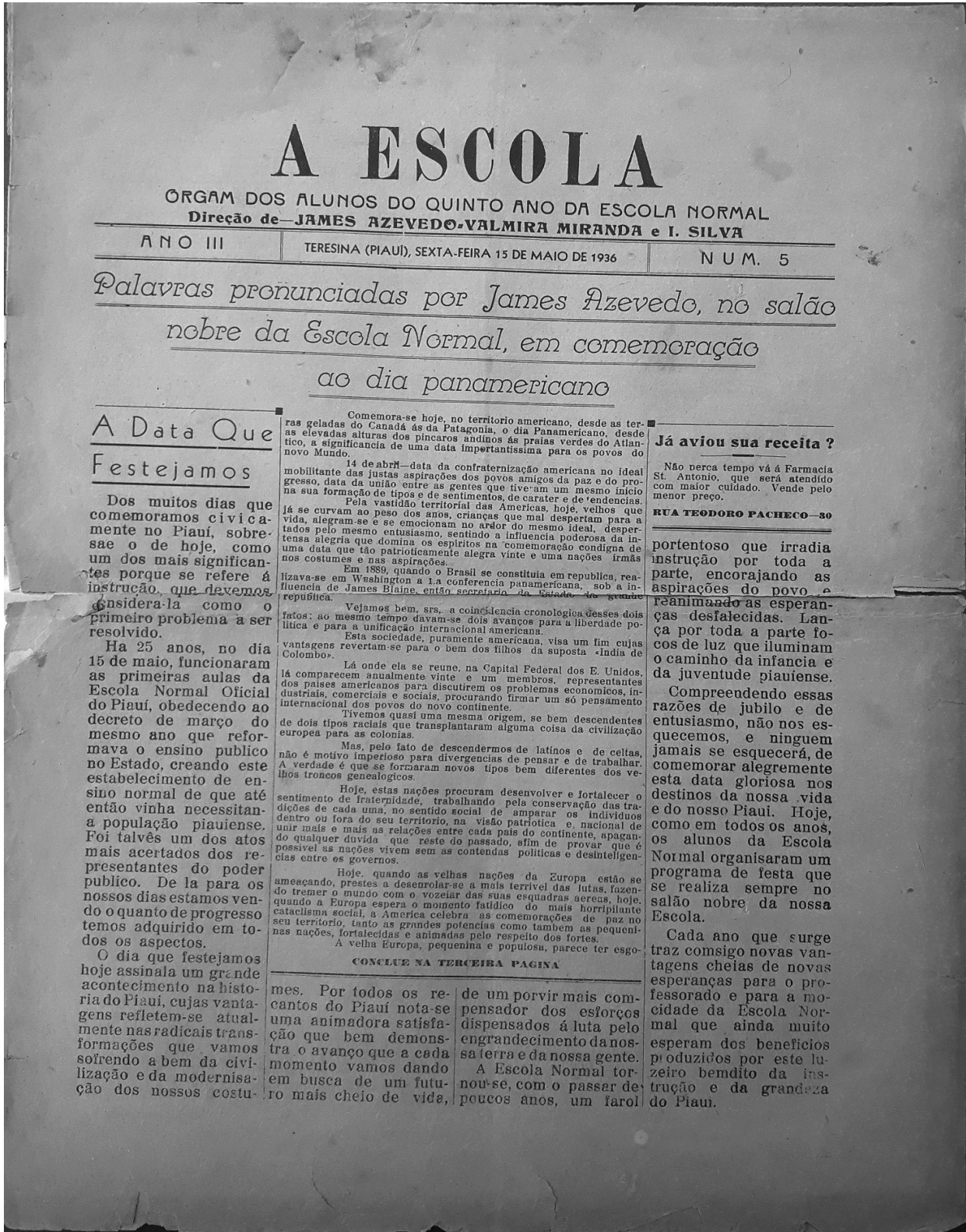
The periodical was designed to be published biweekly as an informative outlet for students' daily activities and their views on topics related to education. Additionally, its editorial stated that correspondence and contributions should be sent to the editorial board, located at Rua Lisandro

⁴ List of Newspapers in the Collections of the Public Archive of Piauí Unavailable for Consultation Due to Deterioration and Unfit Conditions for Handling and Research.

Nogueira, No. 2 (*A Escola*, 1933). However, this frequency was not sustained, and the journal's lifecycle was characterized by discontinuity, as it was almost always published sporadically, particularly during celebrations of the School's anniversary.

In general, the header of the examined editions described the journal as the official organ of the students of the Official Normal School. The students' active participation was evident in the editorial teams and the authorship of the published texts, which were often signed, frequently accompanied by the year or grade level of the student authors. These elements can be observed in Figure 2.

Figure 2 – Newspaper Title: *Jornal A Escola* Edition: May 15, 1936.



Source: Public Archive of Piauí

In addition to articles signed by students of the Normal School, the newspaper also received contributions from teachers and students from other educational institutions. This indicates the existence of a communication network among students from different schools, who used periodicals to report their activities and establish their positions among their peers. Furthermore, writing for newspapers and magazines was also a way to achieve intellectual distinction. These platforms provided many students with opportunities to publish their studies or literary works. However, it is important to heed Bastos's (2015, p. 24-25) warning that “even though periodicals were produced by students, we must consider that such writings do not represent autonomous thought, as they are linked to an institution, which, in some way, exercises control and oversight over what is being published.” This relationship is exemplified by the contributions of teachers to the publications and their involvement in the editorial processes, aligning the content with the institution’s interests by disseminating activities, teaching programs, school projects, tributes, and more.

In addition to being used as a pedagogical tool for practicing reading and writing, the newspaper served as a vehicle for celebrating the school’s memory, contributing to the civic education of the students. The documentation examined reveals a newspaper aimed at disseminating the ideas of Normal School students, while simultaneously functioning as an extracurricular pedagogical instrument. This dual role is evident in its content, much of which focused on themes that, to some extent, contributed to the training of teacher-trainees.

Statements from the Newspaper

A Escola aimed to draw attention to topics of interest to the normalist class in an engaging and dynamic way. Its editorial was committed to this goal, stating: “We will strive to give our newspaper an appealing tone. We do not know if we will succeed, but we hope to capture your interest, and that will be enough for us” (O nosso, 1933, p. 1). In line with the idea that “reading the discourses expressed in newspapers allows us to trace the flow of ideas circulating at the time” (Capelato, 1988, p. 34), the journal disseminated a set of statements related to education, school, and teaching, reflecting the impressions of individuals who listened to, observed, and experienced the nuances of their time. Thus, “imbued with a clearly educational intent, the newspaper circulated a series of articles and topics that, in general, contributed to shaping representations of its ideas for reforming behaviors and customs” (Faria Filho, 2002, p. 135).

Flipping through its pages, we observed that the consulted editions did not have permanent sections. Their articles were defined spontaneously, based on the immediate interests of their editors. The content frequently addressed themes associated with education, civics, moral values, literature, beliefs, daily life, and other issues related to the school and the cause of education. In this regard, “it is possible to perceive the importance of school newspapers, whose focus was to inform, educate, promote ideals, and give visibility to school actors of a given moment” (Vilanova, 2018, p. 201).

The content of the available editions was mapped to identify patterns and gaps. This process resulted in the classification of articles, using the similarity of approaches as the primary criterion. Thus, “these records help to understand actors and contexts through the perspectives of relationships experienced in the school” (Vilanova, 2018, p. 201), as such insights are rarely found in official documents. In this sense, the articles printed in the newspaper’s pages reveal aspects of education beyond the school’s curricular components, as they served as a space for expressing various ideas, values, and emotions. The analysis of the statements led to the categorization of the articles based on thematic proximity. A summary of this survey can be seen in Table 2.

Table 2 – Classification of Content in the Editions of *A Escola*

ABORDAGENS	EDITIONS				
	Nº 1	Nº 5	Nº 6	Nº 7	Nº 9
	October 17, 1933	May 15, 1936	May 15, 1937	September 7, 1937	May 15, 1943
Education and Teaching	6	1	-	-	13
Homeland and Civics	2	1	-	3	7
Daily Life	2	6	-	3	2
Moral Values	-	1	1	2	2
Literary Expressions	2	2	1	-	1
Religion	1	-	1	1	3
Sentimental Reflections	-	-	6	4	6
Commercial Advertisements	1	6	11	-	8

Source: *A Escola* (1933, 1936, 1935, 1943)

It can be observed that the pages of *A Escola* featured poems, religious reflections, guidelines on behavior, sentimental reflections, and more. These texts reveal how students perceived, felt, and experienced their formative processes during their studies at the Normal School in Teresina. For instance, they expressed their religious convictions and provided guidance on proper conduct for citizens. Among the literary expressions, poems and short stories on sentimental matters were published, such as the poem *Mocidade (Youth)*, written by the student Maria Isabel. In this humorous piece, she described the characteristics of the fifth-year female students at the school. Religious-

themed texts also appeared frequently, discussing topics such as love and justice, Christian charity, the importance of prayer, and exaltation of Mary the mother of Jesus. These writings reflect the predominance of Catholic dogmas, as their content suggests an appropriation of these beliefs in their statements.

Sentimental expressions appeared frequently as well. Among them were reflections by students on loneliness, nostalgia, death, and tributes to mothers, among other topics. These writings demonstrate the sensitivity of students who, in many cases, had to face personal struggles during their educational journey. Loneliness, homesickness for their hometowns and families, and the loss of loved ones reveal important aspects of the students' experiences, showing that their lived realities transcended the knowledge acquired in school subjects. A significant portion of the normalist class came from towns and communities far from Teresina, requiring them to leave their homes and families to pursue their education in the capital. This situation likely caused feelings of strangeness, loneliness, nostalgia, and various other challenges that were ultimately expressed in the pages of the periodical.

Given the significance of these issues, they merit further investigation. However, due to the scope of this research, our focus is on delving into themes related to education and teaching, homeland and civics, and daily life, as *A Escola* published compelling articles on these topics in various dimensions, as we will explore in the following subsections.

a) Education and Teaching

A diverse range of topics related to education and teaching was published, including tributes to teachers and the institution, the fight against illiteracy, the establishment of the Normal School, the importance of teachers, and the theoretical and methodological concepts of the new pedagogy, among others. A summary of the statements mapped can be found in Table 3.

Table 3 – Publications on Education and Teaching

Title	Author	Year/ Grade	Edition number	Page	Year
A professora	//////////	///	1	2	1933
Uma apreciação	Iris P. da Silva	///	1	2	1933
O Livro	//////////	///	1	3	1933
Pela Instrução	//////////	///	1	3	1933
Dr. Anísio Brito	//////////	///	1	3	1933
A questão da nova disciplina	//////////	///	1	4	1933
As catedrais e os castelos	James de Azevedo		5	2	1936
O mestre-artífice da educação	Raimunda Nonato dos Reis	5º ano	9	1	1943
L' École	Maria Ofélia da C. Araujo	2º ano	9	2	1943

Processo de ensino	Maria de Jesus Calland	4º ano	9	3	1943
A matemática	Vardine de Castro Lopes	3º ano	9	4	1943
A escola	José Ferreira Castelo Branco		9	5	1943
Filosofia literária e pedagogia	Luis Braga da Silva	5º ano	9	5	1943
Como surgiu a primeira escola normal	Aldenora R. de Moura	5º ano	9	7	1943
Notas filosóficas	Antonio Castro	////	9	7	1943
A instrução	Celerinda Azevedo	5º ano	9	8	1943
L'École	Teresa de Jesus Serrés	////	9	8	1943
Education	Dalila Soares da Silva	////	9	8	1943
Aula prática de agricultura	José F. C. Branco	////	9	9	1943

Source: *A Escola*, numbers 1, 5, 6, 7 and 9 (1933 – 1943)

In these statements, we observe an interest in presenting the concepts proposed by the *Escola Nova* movement⁵. One such publication, from the 1933 edition, titled *Uma Apreciação* (*An Appreciation*), written by the student Iris P. da Silva, serves as an example. In this text, she reflects on changes in teaching and learning processes, focusing on the pedagogical shifts in teachers' practices following the adoption of modern teaching methods. The student noted that generations of teachers preceding her contemporaries worked in a rudimentary manner, as they ignored the pedagogical guidelines that shaped education, making "the school a place of true torment, where children spent hours under such constraint, as if immersed in an ocean of eternal suffering." (Silva, 1933, p. 2).

One such publication, from the 1933 edition, titled *Uma Apreciação* (*An Appreciation*), authored by the student Iris P. da Silva, serves as an example. In this text, she reflects on the changes in teaching and learning processes, highlighting the pedagogical shifts in teachers' practices following the adoption of modern teaching methods. The student observed that previous generations of teachers worked in a rudimentary fashion, disregarding the pedagogical guidelines that structured education, thus turning "the school into a place of true torment, where children spent hours under such constraint, as if immersed in an ocean of eternal suffering" (Silva, 1933, p. 2).

The article "*A questão da nova disciplina*" ("*The Question of the New Discipline*"), written by a fifth-year student, illustrated the contrast between traditional and progressive schools through a dialogue between an "Old Teacher" and a "New Teacher." The terms "Old" and "New" symbolize how the normalist class appropriated the teaching strategies disseminated at the Normal School, demonstrating their alignment with the educational movement promoted in that context. These

⁵ From a didactic-pedagogical perspective, the *Escola Nova* movement advocated the idea that the child should be at the center of the educational process, prioritizing their needs and, especially, their interests, as their learning should stem from these motivations.

appropriations often occurred at the expense of a posture considered rudimentary among teachers who resisted pedagogical innovations.

In the dialogue, the Old Teacher complains about visiting Teresina to learn about the new teaching methods, which schools had begun to require. However, she disagrees with them, viewing the idea of making school a space of freedom for students as nonsense and madness. At a certain point in the conversation, the New Teacher attempts to convince her by saying the following:

You need to understand that with this freedom that horrifies you, there can be perfect discipline, joy, interest, and productive work. Freedom only becomes anarchy if the teacher does not know how to guide or lead their class. *Escola Nova* gives the child the freedom to choose what interests them, without harming education or the collective. No longer do we speak of the old discipline of crossed arms and absolute silence, enforced through rewards and punishments, which causes inattentiveness and forms hypocritical and incapable individuals. I am referring to the discipline that results in the child's active and spontaneous work, based on the laws of interest and child psychology" (*A questão*, 1933, p. 4, emphasis added by the author).

The dialogue emphasizes that normalist training was grounded in theories focused on renewing education and teaching, viewing the school as a pleasant and dynamic place where children could develop their skills with the freedom to learn and without suffering physical punishments. However, it also reveals that adherence to these ideas faced resistance from teachers who adhered to traditional educational models, which centralized the process around the teacher and were characterized by strict discipline and punitive practices.

In the May 15, 1943 edition, fifth-year student José Ferreira Castelo Branco published an article titled *A Escola* (The School), which addressed this discussion by presenting a vision of the school as a formative environment. The text highlighted several aspects that, for a long time, had turned educational institutions into places feared by children due to the suffering and fatigue caused by routines of repetition, deprivation, and physical punishment. Drawing on the ideas of Decroly and Pestalozzi, the author emphasized that children needed movement, play, distraction, and freedom. Restricting them to a series of obligations such as memorizing letters, numbers, historical dates, and other tasks "is to act in opposition to the child's constitution, to deprive them of a biological need as essential as sleep and breathing, and, ultimately, to sacrifice their health, stifle their initiative, and atrophy their reasoning." (Castelo Branco, 1943, p. 5).

According to the same author, this perspective emerged from the educational theories disseminated in normal schools, which were responsible for training teachers with the proper preparation for teaching, supported by new methods and teaching processes. These concepts

contributed to the development of a modern vision of the school as an attractive space that fosters children's creativity. In this sense,

The school is no longer seen as a tedious workshop where students go daily to receive tasks and carry them out [...]. The child, upon going to school, is certain that they will not receive any punishment that tortures their body; and the teacher no longer causes illnesses in their students, such as myopia, scoliosis, and many other physical and mental defects produced by the rigor of discipline and the lack of essential pedagogical knowledge for good educational management. The thick clouds of rigor that once terrified the child no longer exist. The modern school is a healthy place, full of joy and pleasures, where children go with a smile on their lips and joy in their hearts; there, protected by teachings and proper physical and spiritual care, they receive enlightenment for the mind, strength for the body, life for the spirit, and energy for the life of struggle and work (Castelo Branco, 1943, p. 5).

In addition to reflections on new conceptions of schooling, the statements in the newspaper revealed other interesting aspects related to education and teaching. One of the topics addressed concerns the establishment of the Normal School and representations of teachers. In the article “*Como surgiu a primeira Escola Normal*” (*How the First Normal School Emerged*), student Aldenora R. de Moura sought to contextualize the creation of the Official Normal School in Piauí in 1910 as a reflection of concerns about the qualification of primary school teachers.

Representations of teachers can be observed in the article “*A Professora: as minhas dedicadas mestras*” (*The Teacher: My Dedicated Teachers*), published in the October 17, 1933 edition, where student Ida de Freitas paid tribute to her teachers through heartfelt writing. In her text, teaching was seen as an arduous, devout, and noble profession. Teachers were perceived as maternal figures who sacrificed almost everything for the happiness of their students. Similarly, student Raimundo Nonato dos Reis authored the article “*O Mestre – artífice da educação*” (*The Teacher – Artisan of Education*), emphasizing that a nation's wealth and greatness are equivalent to the cultural level of its people. He highlighted the roles of both the school and the family in the education of children. Furthermore, he recognized the teacher as a craftsman of national identity, contributing to the formation of human civilization. Regarding the teaching profession, he underscored:

In their selfless mission, spreading the light of knowledge and offering the inspiration of example, the teacher performs one of the most beautiful and sublime of human endeavors, one that impacts not just an individual, but the family, society, the nation, and resonates within the universal harmony to which I contribute. Their mission is a vocation, whose responsibility increases if they are tasked with educating children, as a primary school teacher. In this case, their duties multiply. The teacher must possess special qualities: they need adequate preparation to make

them capable of fulfilling the delicate task of dealing with young beings, souls in formation (Reis, 1943, p. 2).

The highlighted passage illustrates how teachers were perceived by their students. The published articles demonstrate how educational theories of the time were appropriated, particularly those stemming from the *Escola Nova* movement, which envisioned the school as a dynamic, attractive space with freedom for learning. This understanding contrasted with the methods used by teachers who still favored rudimentary methodologies characterized by strict discipline, task execution, and physical punishment, which, to some extent, made the school a hostile environment for children.

The contributors to the newspaper understood that teachers adopting such practices often lacked the qualifications needed for proper training in the teaching profession, which would have allowed them to develop a new perspective on education. Through these publications, the ideal profile of a teacher was emphasized one who should value the freedom and development of students' potential through dynamic methods and active participation.

In this way, the pages of *A Escola* can be understood as a vehicle for disseminating the concepts and ideas appropriated during normalist training. The published articles suggest that the journal was used as a pedagogical collaboration tool within the school, addressing topics that expanded discussions connected to the themes of education and teaching.

b) Homeland and Civics

A Escola positioned itself as a periodical that went beyond being a methodological tool for encouraging reading, writing, and interaction among normalist students. More than that, its pages featured content of a civic nature, contributing to an education centered on the appreciation and love for the homeland. With notable regularity, its issues published news and statements celebrating the nation, evoking the “great” national anniversaries, heroes, leaders, and symbols of the country. It is important to note that during the journal's circulation, Brazil was immersed in the Vargas Era (1930–1945). This period was marked by efforts to establish modernity through a strong, centralized state, which also relied on civic and patriotic propaganda to foster national identity. “While national and local leaders were honored, the celebration of the past was also encouraged through the observance of civic dates on the national calendar and even those commemorated locally.” (Vilanova, 2022, p. 306).

In this context, the press increasingly became a vehicle for the propaganda of those in power, as they began to disseminate government actions aligned with their interests. In this sense, “one of the privileged devices for shaping the subject/citizen is the press, both a bearer and producer of meanings, stemming from the need to inform about facts, opinions, and events” (Bastos, 2002, p. 151). See Table 4, which lists the publications categorized under civic approaches.

Table 4 – Homeland and Civics

TITLE	AUTHOR	YEAR/ GRADE	Edition number	PAGE	YEAR
12 de outubro	//////////	////	1	2	1933
Visita de Getúlio Vargas ao CSCJ	//////////	////	1	3	1933
Palavras pronunciadas por James de Azevedo	James de Azevedo	////	5	1	1933
Dia da Pátria	//////////	////	7	1	1937
Teresina	Geralda Lima	3rd Grade	7	4	1937
O Rio Parnaíba	Maria do Carmo Barros	3rd Grade	7	4	1937
Discurso Profa. Zabóia Ribeiro em comemoração aos 8 anos do governo de Leônidas de Melo	Zabóia Ribeiro	////	9	1	1943
Belezas e riquezas do Brasil	Maria Cristina Oliveira	3rd Year	9	3	1943
Defesa passiva anti-aerea	Francisca Adir da Silva – Ginásio Leão XIII	////	9	4	1943
A Guerra	Maria da Conceição Drumond	////	9	6	1943
A mulher na guerra	//////////	////	9	8	1943
O Duque de Caxias	Luiza Pereira Lima	1st Year	9	9	1943
A bandeira brasileira	Olinda Tuli Rbaid	////	9	9	1943

Source: *A Escola*, numbers 1, 5, 6, 7 and 9 (1933 – 1943)

In this context, we observe in the first edition of the newspaper a report on President Getúlio Vargas's visit to the Colégio Sagrado Coração de Jesus in Teresina on September 24, 1933. The article is characterized by a narrative of strong exaltation of the event. It detailed the reception preparations and the attendees' anticipation of welcoming the president, demonstrating a sense of civics and contributing to the construction of the image of a beloved national leader. See the excerpt below:

To receive such an illustrious visitor, the school was properly adorned, presenting a festive appearance. At the top of the staircase, the Brazilian and Italian flags waved, and the main door displayed the national colors. [...]. On every face, there was profound anticipation for the school's preparations, and the atmosphere among those

present suggested that something extraordinary was about to happen. Indeed, it was not merely an unprecedented event; it was an occasion that would remain indelible in our hearts. At 10 a.m., President Getúlio Vargas arrived, accompanied by Minister José Américo, General Góes Monteiro, Interventor Landri Sales, and other members of his distinguished entourage. The students, forming a line at the gate and cheering for the president and his notable companions, showered them with flowers. The entourage took their places in the hall, and the students sang the school's anthem (A visita, 1933, p. 3).

President Getúlio Vargas's presence in Teresina generated great enthusiasm among society, particularly within the educational community. Upon his arrival, "at the pier, students from Teresina's schools waved green and yellow flags to greet the entourage. The band played the presidential salute, and amidst the fanfare, they proceeded in an open car to the Karnak Palace" (Kruel, 2015, p. 211). During his visit to Piauí, Vargas toured the Colégio Sagrado Coração de Jesus commonly known as the Sisters' College the Normal School, and inaugurated the Domingos Jorge Velho School Group. In these institutions, Vargas and his entourage were warmly welcomed with applause by the students, who expressed strong admiration for the nation's leader. Below, images of the president's visit to the Normal School and the Sisters' College can be observed.

The *Dia da Pátria (Independence Day)* was celebrated in the September 7, 1937 edition. The theme featured prominently on the front page, honoring the date and elucidating the civic memory of the nation's emancipation process in 1822. The article expressed the feeling of exaltation inspired by the nation's liberation from Portuguese rule, as shown in the excerpt below:

Today's date holds a special significance for us Brazilians. It recalls the greatest historical event, the one that marks the beginning of a free nation, a liberated nation. On September 7, 1822, Brazil acquired its identity as a sovereign state, fulfilling the aspirations of the true patriots who would become responsible for the destiny of our beloved homeland. Our forebears took on the heavy burden of leading a people who had, until then, been subjected to the will of those who had claimed, through discovery, the vast region of South America. Brazil entered the fold of civilized nations, earning, through the brilliance of its eminent sons, a prominent place for the influence it would come to exert among the states of the continent. The freedom we gained on that memorable day was, undoubtedly, the awakening to glorious endeavors, to advancing the historical purpose we set for ourselves. [...] *A Escola*, recalling the glorious deeds of the nation, feels jubilant on this *Dia da Pátria*, evoking the names of those who gave Brazil its freedom, justice, love, and progress. (*Dia*, 1937, p. 1, emphasis in the original).

Local leaders were also honored, portrayed as men of intelligence, respect, and capability to lead Piauí toward progress. In this regard, Professor Zabóia Ribeiro delivered a speech commemorating the eighth year of Leônidas de Melo's government. Her address was given during a

solemn session at the Teatro 4 de Setembro on May 3, 1943. The speaker offered warm praise for the leader and his administration of the state. Below is an excerpt from her tribute:

We are all filled, Mr. Interventor, with extraordinary joy because we recognize the greatness of the benefits you have brought to Piauí. Your wise administration, guided by the principles of law, directed by a righteous conscience and such a generous heart, could not help but provide a wellspring of peace and happiness. Thus, our jubilation is just as another year of your government passes an indelible milestone in the history of Brazil! We can only praise God for entrusting the destiny of our state to such an illustrious and virtuous Brazilian, perfectly integrated into the national conscience. You too, Mr. Interventor, should be content, as you can be certain that you have fulfilled your duty in the difficult task of managing the ingenious and intricate machinery of the state, honoring the glorious traditions of our forebears. You have wisely chosen honest and competent collaborators, all contributing to the greatness and glory of our beloved homeland (Discurso, 1943, p. 1).

We are all filled, Mr. Interventor, with extraordinary joy because we recognize the greatness of the benefits you have brought to Piauí. Your wise administration, guided by the principles of law, directed by a righteous conscience and such a generous heart, has undoubtedly provided a wellspring of peace and happiness. Thus, our jubilation is well-founded as another year of your government passes—an indelible milestone in the history of Brazil! We can only praise God for entrusting the destiny of our state to such an illustrious and virtuous Brazilian, perfectly aligned with the national conscience. You too, Mr. Interventor, should be content, for you can be certain that you have fulfilled your duty in the challenging task of managing the ingenious and intricate machinery of the state, honoring the glorious traditions of our ancestors. You have wisely selected honest and competent collaborators, all contributing to the advancement and glory of our cherished homeland (Melo, 2010).

The war was also a theme in the 1943 edition. That year, the world was still enduring the tragic experience of World War II, which had begun in 1939 and lasted until 1945. In the article “*Defesa passiva antiaérea*” (*Passive Air Defense*), Francisca Adir da Silva, a student at Ginásio Leão XIII, discussed the Second World War and refuted rumors of possible bombings in Teresina. Another text, authored anonymously and titled “*A mulher na guerra*” (*Women in War*), addressed women’s contributions to the nation through family care, prayers, and petitions for the protection of relatives sent to the conflict. Regarding contributions in schools, one excerpt emphasizes: ““We are teachers, instilling in our students a sense of patriotism, recounting the heroic deeds of our forebears, and showing them what the Nation demands from each of us” (A mulher, 1943, p. 8). In “*A guerra*” (*The War*), Maria da Conceição Drumond addressed the need to awaken the patriotic spirit due to the threat

of the war reaching Brazil. The excerpt below illustrates this patriotic sentiment amidst the wartime scenario:

Unfortunately, our homeland, our Brazil, has been struck by this devastating monster that is war. It is the duty of all Brazilians to prepare adequately to defend this land that is truly ours, for the times we are living in are grave and turbulent. At this critical moment, we must demonstrate our courage and patriotism to offer the threatened Nation the victory so desired by all of us. Together, with a shared ideal, we will work for freedom, justice, and peace (Drumond, 1943, p. 6).

Moral values were also promoted as a way to guide students toward conduct befitting young individuals concerned with the nation's prosperity. In the article "*Os bons e os maus hábitos*" (*Good and Bad Habits*), published in Edition No. 5 dated May 15, 1936, Valmira Miranda emphasized the importance of good manners, highlighting the need to adopt them for the development of individuals committed to the nation's progress. In this context, she stated: "Education largely depends on the acquisition of good habits, and to be perfect, it requires the shaping of the individual's character. 'Acquiring good habits is forming the discipline of life'" (Miranda, 1933, p. 4, emphasis in the original).

Thus, the newspaper served as a vehicle for ideas aimed at informing and contributing to the education of the student body through statements associated with the appreciation and love for the homeland, respect for leaders, and the cultivation of good conduct.

c) School Life

Reports on certain aspects of the school routine and students' lives were observed, including student activities, school festivities, accounts of school life, and letters addressed to family members. These letters not only expressed feelings of anxiety and nostalgia but also revealed details about the students' daily experiences. From this perspective, "The school newspaper records elements of school life in its pages, making it possible to understand the discourses and relationships established among students, teachers, the community, and the State" (Ermel, 2015, p. 104). In Table 5, we present a list of publications related to school life.

Table 5 – School Life

TITLE	AUTHOR	YEAR/ GRADE	Edition number	PAGE	YEAR
Crepúsculo	//////////	////	5	2	1933
Conselhos	//////////	////	5	3	1933
O nosso 4º ano	Três Verbenas	////	1	4	1933
A data que festejamos	//////////	////	5	1	1936
Perfil	//////////	////	5	2	1936
Liga A Escola Nova e Clube da Leitura Firmina Sobreira	//////////	////	5	2	1936
Programa da festa em comemoração ao dia “15 de maio”	//////////	////	5	4	1936
Perfil	Areolina S. de Meneses	3rd Grade	7	2	1937
Arte culinária	SO’SAP	3rd Grade	7	3	1937
Minha vida escolar	Edméa	3rd Grade	7	4	1937
Carta aberta a minha irmã	Conceição	////	9	8	1943
Natalícios	Editorial	////	9	12	1943
Escola Normal Oficial	//////////	////	9	11	1943

Source: *A Escola*, numbers 1, 5, 6, 7 and 9 (1933 – 1943)

The characteristics of students were featured in some editions, presented as profiles that described various traits. In “*O nosso 4º ano*” (*Our 4th Year*), published in the newspaper’s inaugural edition, a normalist student wrote about her classmates’ personalities in a lighthearted quatrain format. She began her writing as follows: “I’ll describe with clarity / What I’ve observed along the way / During this wonderful time / While I’ve been here to stay. I hope I don’t upset / My dear little friends / For this gentle jest / Does not deserve offense.” (O nosso, 1933, p. 4). In a playful tone, the text highlighted traits such as Cacilda’s silence during lessons, the complaints of chubby Maria Augusta, Alita’s struggles with Portuguese, and so on.

In later editions, profiles were published that described traits of students who stood out for their intelligence, dedication to school activities, or physical beauty. These writings provide a glimpse into school life through the eyes of the students, revealing how they perceived themselves and how social interactions occurred within the school. School experiences are also reflected in the text “*Minha vida escolar*” (*My School Life*), in which the author recounts her daily routine as a normalist student. A full reading of the text is well worth it.

Do you want to know how I spend my time during the school term, my dear colleagues? Well, the story is quite simple. At 6 a.m., after hearing the melodious voice of my father, who tirelessly calls me every day, I get up in a rush, grab my intolerable black stockings, my imposing uniform, and get ready. Sometimes,

without even having breakfast, I dash out to attend gymnastics classes. At 11 a.m., I leave the Normal School and, accompanied by my friend Angélica, stroll around the city. When I don't feel like taking this walk, I stand in Rio Branco Square, listening to the beautiful records at Rianil. When I get home, very tired of life, I lie down for a bit until the rest of the family returns from other schools. I have lunch...

To regain my strength, I wait for the clock to strike one, then head back to the Normal School. Classes resume at 2 p.m., but because of meetings with classmates, I leave the house early. At 2 p.m., I arrive at school. Some days, I climb the stairs singing, while on others, I'm so serious that I attract the attention of my classmates. On those serious days, with greater enthusiasm for the subjects of the course, I sit silently through the lessons, listening attentively to everything our excellent and seasoned teachers have to say. Classes always end at 4 p.m. Although I leave with a hint of sadness, I head out first, and with my beret (which looks more like a bowl) perched over one eye or atop my head, I go with some classmates to the "Bar Normalista" for my usual visit. After having a refreshing drink, I head back to Rio Branco Square to listen to *Rumba Negra*, a record much loved by the third-years. When the music ends, I bid farewell to my friends and head home. At night, I study a little... and later, I go to bed to dream about the next day's lessons, walks, and friends, which will surely be even better... That's what I had to say about my school life (Minha, 1937, p. 4).

As we can observe, the student's account detailed her daily activities, describing how she dressed, her close relationships with classmates, her walks around the city which included visits to social spaces such as squares and bars and her musical preferences. These insights into school life transcended the boundaries of the institution and allowed us to perceive other practices students engaged in during their school years. They also revealed that student life was not confined to school obligations within the institution's premises.

The letters published in the newspaper also serve as sources that highlight the struggles, homesickness, and other emotions experienced by many students who left their families to move to the capital in pursuit of their education. Publishing letters in school newspapers reflects a strategy used by their authors, who sought to express their feelings of longing, desires, and vulnerabilities, knowing that these newspapers were read by students, teachers, staff, school administrators, and members of the wider community (Vilanova, 2018), particularly family members. Thus, these periodicals were seen as a way to stay informed about school activities and student productions.

Regarding these matters, in "*Carta aberta a minha irmã*" (*Open Letter to My Sister*), student Conceição recounted her hardships during her time at school in Teresina, marked by loneliness, homesickness for her family, and longing for her hometown:

My friend, it has been almost three months—or three centuries—since I found myself in this Green City, so full of progress, far, so far, from the place where all my happiness was once submerged. What will become of me, sad, sorrowful, and filled with tormenting memories? What beautiful feelings inhabit the souls of my little friends! May the Redeemer allow that they last for more than a few fleeting

moments, that time does not soon obscure and erase them with the veil of disbelief, and that they are never transformed into their opposite. I, unlike them, already have a disbelieving and disillusioned soul. What to do? Run? Stop? ... I don't know! Here is the cursed uncertainty! Here is human frailty! Here, finally, is what torments me and drives me almost to despair.

Yet, dear friend, you, who have a soul full of belief and faith in your Christ, pray that He may rekindle in my sorrowful soul and disbelieving heart the joy of living or the courage to endure the deceptions and disappointments of life (Carta, 1943, p. 8).

Although the excerpt refers to Conceição's personal struggle, it serves as a representation of many other students who endured similar hardships caused by loneliness and the absence of their families. "Often, they had to live with relatives who were almost strangers, without the affection and care of their parents and closest family members. It seems that this contributed to intensifying the suffering of students living under such conditions" (Vilanova, 2019, p. 157).

The activities carried out and events organized by the institution were also reported. For instance, the May 15, 1936 edition published the program for the celebration of the Normal School's anniversary, as well as the creation of organizations such as the *Liga A Escola Nova* (*The New School League*) and the *Clube da Leitura Firmina Sobreira* (*Firmina Sobreira Reading Club*). Similarly, the May 15, 1943 edition included a table presenting the school's administrative and teaching staff and its functionality. The May 15 celebrations, marking the school's anniversary, became one of the primary reasons for the newspaper's existence. From this perspective, the 1936 program reflects the students' efforts to commemorate the event. Below is the announced program:

PROGRAM Festivities organized by the 5th Year in celebration of May 15, held in the main hall of the Normal School, at 9 a.m:

- I. Speech on the date by student Heloisa C. Lima.
- II. RECITATIONS:
 - Pomba e chacal – Maria Otávia Poti
 - Soneto – Maria Izaura Silva
 - Saudade – Lídia Nevia
- III. Inauguration of the directors of the "*Escola Nova*" League and the "*Firmina Sobreira*" Reading Club, with speeches by the respective directors' representatives.
- IV. SONGS:
 - Hino 15 de maio, performed by the school's students.
 - Valsa-canção – Lídia Neiva
 - *Joujou* - Maria Izaura Silva
 - Sonho de donzela – Maria de Lourdes Souza

In the evening, there will be a dance soirée at the Clube dos Diários (Program, 1936, p. 4, emphasis in the original).

The activities organized were led by the normalist class, who sought to demonstrate their pride in the institution through various events, including speeches, poetry recitations, the inauguration of student institution boards, the singing of the school hymn, and a dance soirée. The May 15, 1943

edition published the planned activities for the anniversary celebration, featuring the "inauguration of the boards of the Central Literary Council 'Amélia Beviláqua,' the Literary Guild 'Getúlio Vargas,' and the Reading Club 'Firmina Sobreira'" (*Program*, 1943, p. 11, emphasis in the original). Additionally, the program included speeches, poetry recitations, the singing of the school hymn, and other activities.

These reports reveal a cooperative relationship between students and the institution, marked by integrated efforts, particularly considering that the announced programming was student-led. Another noteworthy aspect was the role of the newspaper in reaching students' families, serving as a platform for disseminating and accounting for the activities conducted within and by the school.

The newspaper also highlighted aspects of student organizations within the school, shedding light on a range of practices that were part of the school culture. The school's dynamism and that of its students can be seen in the value placed on these institutions. For example, the article "*Instituições literárias*" (*Literary Institutions*), published in the 1943 edition, reported that on April 27 of that year, the *Conselho Literário Amélia Beviláqua* (*Amélia Beviláqua Literary Council*) was founded, along with the appointment of its board, consisting of José Ferreira Castelo Branco (President), Maria do Carmo Tito Gonçalves (Secretary), and Maria Alice Pires de Carvalho (Treasurer).

On the same date, the new board of the *Grêmio Literário Getúlio Vargas* (*Getúlio Vargas Literary Guild*) was elected. On May 6, the election for the *Clube de Leitura Firmina Sobreira* (*Firmina Sobreira Reading Club*) board took place in the 4th-year hall of the Normal School. In addition to the students from the class, the event was attended by the school administration and the 5th-year normalist students. The club's board was composed as follows: Demóstenes de Sousa Borba (President), Teresinha Cavalcanti (Vice-President), Francisca Amasile Pereira (Secretary), Maria Nazaré Soares (Second Secretary), Zilda Cruz (Treasurer), Ieda Carvalho (Second Treasurer), Carmélia Fortes (Third Treasurer), Francisco Bonasser (Official Speaker), and Amélia Campos (Deputy Speaker). The existence of these representative institutions demonstrates that the normalist class maintained an active role and a close relationship with teachers and school administrators. This collaboration was facilitated through the literary council, student guild, and reading club. These institutions played a significant role within the school, directly participating in the planning and organization of pedagogical and cultural activities promoted by the institution.

In the 1943 edition, an administrative table was also published, providing insights into the organizational culture of the school, highlighting the courses offered, the years, the number of students, administrative roles, the quality of staff, teachers, and subjects. From this information, we

can see that the institution offered two courses: the preparatory and the professional. The preparatory course was focused on providing preliminary instruction regarding normalist training and the vocational profile of the candidates. In 1943, classes were available from 1st to 5th year, with a total of 337 students enrolled. The administrative staff consisted of the following: 1 director, 1 secretary, 1 secretary assistant, 1 librarian, 1 conservator for the Physics, Chemistry, and Natural History laboratories, and 6 inspectors. In addition to the administrative table, the teaching staff and their respective subjects were also listed.

As we can observe, aspects of daily life at the Normal School can be seen in many articles in *A Escola*, in which information about the organization and functioning of the school, festivities, struggles, homesickness, and the students' social relationships were announced. These relationships went beyond the school's boundaries, as they included outings around the city, dances, visits to bars and snack bars, among many other experiences documented by the newspaper.

Final considerations

he analysis of *A Escola* reveals the dynamic and multifaceted life of the students at the Normal School, offering a window into both their academic and personal experiences. Through the articles, speeches, and cultural activities published in the newspaper, we gain insights into the ways students not only engaged with their education but also formed social connections and expressed their civic and patriotic sentiments.

The coverage of academic matters, student organizations, and celebrations underscores the important role the school played in shaping their educational and social identities. Moreover, the frequent mention of family ties, homesickness, and personal reflections highlights the emotional and human side of the students' journey, which was often marked by challenges such as loneliness and separation from home.

Through its varied content, *A Escola* served as more than just a medium for academic news; it acted as a space for students to share their experiences, build relationships, and express their hopes and struggles. In doing so, the newspaper not only documented the day-to-day realities of life at the Normal School but also played a role in fostering a sense of community and identity among the students and their families. The editorial practices and student contributions reflect an active engagement with both the educational process and the broader social and cultural context of their time.

Furthermore, aspects of the students' lives and their relationships with the school were observed through the category of school life, where it was possible to see that *A Escola* gave voice to various expressions from the students, who shared their joys and struggles through letters, reports of their daily routines, and emotional memories. The newspaper also reported numerous activities related to daily life, the organization, and the functioning of the institution. Through these records, it was evident that the experiences of the students were shaped by feelings that impacted their school lives, especially due to the distance from their families. On the other hand, the newspaper revealed the active role of students in the development of activities through the various bodies within the school, demonstrating a certain level of student participation in the planning, organization, and functioning of the institution.

Finally, it is important to highlight that, in addition to the approaches explored, the pages of *A Escola* deserve further exploration from other perspectives, as the periodical proved to be a rich source of information that sheds light on the protagonism of students and provides the opportunity to interpret and discuss the history of education in Piauí through the production of different viewpoints offered by studies based on this type of documentation.

References

A DATA que festejamos. *A Escola*. Ano 2, n. 5, p.1. Teresina – PI, 15 maio 1936.

A ESCOLA. *A Escola*. Ano 1, n. 1, p.2. Teresina – PI, 15 maio 1933.

A MULHER na guerra. A Guerra. *A Escola*. Ano 6, n.9, p. 8, Teresina – PI, 15 maio 1943.

A QUESTÃO da nova disciplina. *A Escola*. Ano 1, n. 1, p. 4, Teresina – PI, 17 out. 1933.

A VISITA do presidente Getúlio Vargas ao Colégio “Sagrado Coração de Jesus”. *A Escola*. Ano 1, n. 1, p.3. Teresina – PI, 17 out.1933.

BASTOS, M. H. C. Imprensa e cultura escolar: percurso da pesquisa sobre a imprensa estudantil no Brasil. In: DÍAZ, J. M. H. (coord.). *La prensa de los estolares y Estudiantes. Su contribución Al patrimonio histórico educativo*. Ediciones Universidad de Salamanca 1. ed, Salamanca (España), 2015, p. 21 – 43.

BASTOS, M. H. C.; ERMEL; T. F. O jornal *A Voz da Escola*: escritas dos alunos do Colégio Elementar Souza Lobo (Porto Alegre/RS, 1934-1940). In: *Escritas estudantis em periódicos escolares (dossiê)*. *História da Educação* (Online), Porto Alegre, v. 17, n. 40, maio/ago. 2013, p. 143 – 173.

BASTOS, M. H. C. Espelho de papel: a imprensa e a história da educação. In: ARAUJO, J.C.S.; GATTI JÚNIOR, D. (orgs.). *Novos temas em história da educação brasileira*: instituições

escolares e educação na imprensa. Campinas-SP, Autores Associados, Uberlândia – MG, EDUFU, 2002, p. 152-174.

CAPELATO, M. H. R. **Imprensa e História do Brasil**. São Paulo, Contexto/EDUSP, 1988.

CASTELO BRANCO, J. F. *A Escola*. Ano 6, n.9, p. 5, Teresina – PI, 15 maio 1943.

CATANI, D. B.; BASTOS, M. H. C. (org.). **Educação em revista: a imprensa periódica e a história da educação**. São Paulo, Escrituras Editora, 2002.

CARTA aberta a minha irmã. *A Escola*. Ano 6, n. 9, p. 8, Teresina, 15 de maio de 1943.

CASASANTA, G. **Jornais Escolares**. São Paulo, Companhia Editora Nacional, 1939.

CHARTIER, R. **A História Cultural entre práticas e representações**. Rio de Janeiro: Bertrand Brasil, 2002, p.13 – 28.

DATA que festejamos. *A Escola*. Ano 2, n. 5, p.1. Teresina – PI, 15 maio 1936.

DIA da Pátria. *A Escola*. Ano 4, n.7, p. 1. Teresina – PI, 07 set. 1937,

DISCURSO pronunciado pela Profa. Zabóia Ribeiro na seção solene realizada no *Theatro 4 de Setembro*, em comemoração do 8º aniversário do Governo Dr. Leônidas de Melo, no dia 3 de maio. *A Escola*. Ano 6, n. 9, p.1. Teresina – PI, 15 maio 1943.

DRUMOND, M. C. A Guerra. *A Escola*. Ano 6, n.9, p. 6, Teresina – PI, 15 maio 1943.

ERMEL, T. F. **Como elaborar o jornal escolar?** orientações para as professoras na revista de ensino/RS (1950-1960). In: Díaz, J. M. H. (coord.). (2015). *La prensa de los escolares y Estudiantes. Su contribución AL patrimonio histórico educativo*. Salamanca, ES, Ediciones Universidad de Salamanca, 2015, p. 103-114.

FARIA FILHO, L. M. o jornal e outras Sources para a história da educação mineira do século XIX. In: ARAUJO, J.C.S; GATTI JÚNIOR, D. (orgs.). **Novos temas em história da educação brasileira: instituições escolares e educação na imprensa**. Campinas-SP, Autores Associados, Uberlândia – MG, EDUFU, 2002, p. 133 - 150

FREINET, C. **O jornal escolar**. Editora Estampa, 1974.

FREITAS, I. A professora: as minhas dedicadas mestras. *A Escola*. Ano 1, n. 1, p. 2, Teresina – PI, 17 out. 1933.

GONÇALVES, W. C. **Dicionário enciclopédico piauiense ilustrado**. Edição ilustrada e comentada. Teresina, Halley, 2003.

JACQUES, A. R.; GRIMALDI, BRASIL, L. C. O jornal Das Band da Deutsche Hilfsvereinschule e as escritas escolares sobre imigração alemã (Colégio Farroupilha/RS, 1929-1938) - The Das Band newspaper at Deutsche Hilfsvereinschule and schools writtens about germain imigration. **Revista**

História da Educação, [S. l.], v. 17, n. 40, p. 99–119, 2013. Disponível em: <https://seer.ufrgs.br/index.php/asphe/article/view/38093>. Acesso em: 24 jun. 2024.

JULIA, D. A cultura escolar como objeto histórico. **Revista Brasileira de História da Educação**, n. 1, p. 9 – 43. jan./jun. 2001. Disponível em: <https://periodicos.uem.br/ojs/index.php/rbhe/article/view/38749/20279>. Acesso em: 15 jun. 2024.

KRUEL, K. **Genu Moares** – a mulher e o tempo. Teresina, Zodíaco, 2015.

LOPES, E.M.S. T.; GALVÃO, A. M. O. **Território plural**: a pesquisa em história da educação, 1 ed, São Paulo, Ática, 2010.

LUCA, T. R. História dos, nos e por meio dos periódicos. In: PINSKY, C. B. (Org.). **Sources Históricas**. São Paulo. Contexto, 2008.

MAGALDI, A. M. B. M.; XAVIER, L. N. (org.) **Impressos e história da educação**: usos e destinos. Rio de Janeiro, 7Letras, 2008.

MELO, S. M. B. **A construção da memória cívica**: as festas escolares de civilidade no Piauí (1930 – 1945). Teresina, EDUFPI, 2010.

MENEZES, A. S. de. Mocidade piauiense. **A Escola**. Ano 4, n.7, p. 3. Teresina – PI, 07 set. 1937.

MINHA vida escolar. **A Escola**, ano 4, n.7, p. 4, Teresina – PI, 07 set. 1937.

MIRANDA, V. Os bons e os maus hábitos. **A Escola**. Ano 3, n. 5, p.4. Teresina – PI, 15 maio 1936.

MOURA, A. R. Como surgiu a primeira Escola Normal. **A Escola**. Ano 6, n. 9, p.7. Teresina – PI, 15 maio 1943.

NOVAMENTE no campo de luta. **A Escola**. Ano 6, n. 9, p. 1. Teresina – PI, 15 maio 1943.

NÓVOA, A. A imprensa de educação e ensino: concepção e organização do repertório português. In: CATANI, D. B; BASTOS, M. H. C.; (org.). **Educação em revista**: a imprensa periódica e a história da educação. São Paulo, Escrituras Editora, 2002, p. 11 – 31.

O NOSSO 4º ano. **A Escola**. Ano 1, n. 1, p. 4, Teresina – PI, 17 out. 1933.

O NOSSO aparecimento. **A Escola**. Ano 1, n. 1, p. 1. Teresina – PI, 17 out. 1933.

OLIVEIRA, M. C. Belezas e riquezas do Brasil. **A Escola**. Ano 6, n. 9, p. 3. Teresina – PI, 15 maio 1943.

PROGRAMA da festa organizada pelo 5º ano em comemoração ao dia 15 de maio. **A Escola**, ano 3, n. 5, p. 4, Teresina – PI, 15 maio 1936.

PROGRAMA das festividades do 15 de maio. **A Escola**. Ano 6, n. 9, p. 11, Teresina – PI, 15 maio 1943.

QUEIROZ, T. J. **Educação no Piauí (1880-1930)**. 2 ed. Teresina, Academia Piauiense de Letras, 2017.

REIS, R. N. O mestre – artífice da educação. *A Escola*. Ano 6, n. 9, p. 2, Teresina – PI, 15 maio 1943.

SILVA, F. A. Defesa passiva antiaérea. *A Escola*. Teresina – PI, ano VI, n.9, 15 mai. 1943, p. 4.

SILVA, I. P. Uma apreciação. *A Escola*. Ano 1, n. 1, p. 2, Teresina – PI, 17 out. 1933.

SOARES, N. P. L. **Escola Normal em Teresina (1864 – 2003)**: reconstruindo uma memória da formação de professores. Dissertação (Mestrado em Educação). 184 f. Programa de Pós-Graduação em Educação, Centro de Ciências da Educação, Universidade Federal do Piauí, 2004.

VILANOVA, F. G. As Exposições de Imprensa Escolar no Rio de Janeiro, Minas Gerais e Espírito Santo (1933-1936). **Revista Brasileira de História da Educação**, v. 24, n. 1, p. e314, 9 jan. 2024

VILANOVA, F. G. Cartas escritas em jornais estudantis. In: MIGNOT, A. C. (org.). **A ilusão do leitor**: cartas, imprensa e educação. 1 ed. Curitiba – PR, CRV, 2018, p. 201 – 216.

VILANOVA, F. G. Vestígios autobiográficos na imprensa periódica escolar no Piauí. In: REIS, A. C. C.; MONTI, E. G. M.; FERRO, M. A. B. (orgs.). **Narrativas (auto)biográficas**: educação, pesquisas e reflexões. Teresina: EDUFPI, 2019.

VILANOVA, F. G. **Instruir a mocidade e espalhar a luz**: imprensa escolar como estratégia de formação dos estudantes piauienses (1930 – 1948). Tese (Doutorado) 400 f. Universidade do Estado do Rio de Janeiro, Faculdade de Educação, 2022. 400 f.

Consulted Periodicals

A Escola. Teresina – PI, Year I, No. 1, October 17, 1933.

A Escola. Teresina – PI, Year III, No. 5, May 15, 1936.

A Escola. Teresina – PI, Year IV, No. 6, May 15, 1937.

A Escola. Teresina – PI, Year IV, No. 7, September 7, 1937.

A Escola. Teresina – PI, Year VI, No. 9, May 15, 1943.



The licensing rights used by the journal Education in Focus is the license *Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC-SA 4.0)*

Recebido em: 08/03/2024

Aprovado em: 13/08/2024