

THE PRODUCTION OF THE SOURCE GUIDE OF THE MUSEUM OF EDUCATION OF THE FEDERAL DISTRICT: MOVEMENT AND CHALLENGE



<https://doi.org/10.56238/arev6n4-438>

Submitted on: 11/27/2024

Publication date: 12/27/2024

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ABSTRACT

This article aims to present to the public the process of organization and production of the Source Guide and the E-Book of the Museum of Education of the Federal District, bringing together reports of teachers, students and managers who worked in basic education from 1957 to the present day. The methodology of bibliographic research and oral history serve as a support for the assumption that the historian's work is validated in academic production in the human sciences when based on oral reports. The systematized treatment of the two hundred interviews selected in the oral collection facilitates the researcher's access to the content of the interviews, thematizes contents, biographs their characters, drafts their reports through the dissemination of the Sources Guide and the E-book. The organization of meanings, the facilitation of the legibility of the reports and the identification of the mechanisms of oral history were some of the steps detailed in this text, which evidenced the zeal in the elaboration of historical knowledge, through the use of safe and reliable sources, since the quality of the references allows the continuity and growth of this field in education and research in museums.

Keywords: Sources. Museum. Bibliographic Research. Oral History.

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INTRODUCTION

The presentation of the production process of the Museum of Education's Source Guide to the interested public describes the direction given to the treatment of the reports of teachers working in basic education in the Federal District, between the years 1957 and the present. These traces of time, like rough stones waiting for delicate and exquisite cutting, can sustain and deepen investigations giving meaning to the narratives and their authors. Thus, after being sanitized, organized and cataloged, it is understood that the treatment given to the interviews had the purpose of expanding sources to the researchers, designing paths of investigation and enabling the scientific character of the research.

With an entirely educational dimension, the Oral History program of the Museum of Education of the Federal District offers clear indications of the political and pedagogical perspectives practiced in public education in the Federal District. In the institutionalization phase, the Museum of Education channels efforts to highlight the educational processes that provide important social experiences of memory for different audiences. The strategies of intervention of life in society allow the elaboration of valuable narratives capable of influencing the dynamics of Brasília.

In this sense, the communicative function is added to management and museum planning instruments to arouse interest in the memory of teachers, managers and students through the exposure of their different subjectivities, demands and interests. As an exercise of people's right to memory, it is expected to stimulate research in the field of the history of education with a view to the fruition and flow of the different subjects of memory present in its collection and collections, through the use of new media and technologies.

The recorded testimonies are the result of data collection that has been ongoing for more than thirty years aimed at the recognition of pedagogical projects and educational practices in the Federal District. With references in Archivology and Librarianship, it was recommended to obey the rules of identification and systematic grouping of similar contents, as established in the

Brazilian Standard of Archival Description (NOBRADE, 2006). The ultimate objective of classification is, of course, to facilitate the information contained in archival documents and thus allow a better understanding of the operating context of an individual or legal entity in question (RONCAGLIO and MANINI, 2016, p.33)

As sources for research, the Source Guide and the E-Book fulfill different functions. The first is directed to the internal service in the research area at the Museum of Education

of the Federal District, containing minutes of the testimony and brief data related to the interviewees. The E-Book, as a cutting-edge technological tool, represents an efficient alternative for the dissemination of accumulated knowledge, providing each character in the history of local education, a detailed biography, clarifications related to their professional career and the topics addressed in the interview.

Both textual documents and archaeological remains, pictorial representations, or oral records are classifiable according to their proximity to historical fact in primary, secondary, or tertiary sources. As primary sources, artifacts and manuscripts, they are close to the historical moment to which it refers, with no documentary intermediation. Secondary sources are those that mention primary sources and link texts and documents to the facts narrated. Finally, tertiary sources compile primary and secondary sources such as bibliographies, articles, encyclopedias and manuals that refer to the original information (SÁ-SILVA, 2009).

Sources can also be textual, visual, pictorial, or archaeological. Textual remains include letters, chronicles, offices, diaries, handwritten, typed or printed documents, such as meeting minutes, letters, decrees, record books, pamphlets and reports while archaeological remains are objects of pottery, remains of buildings and statues. Pictorial representations, represented by paintings, frescoes and visual records, bring context to the historian's path. As visual testimonies, these records convey interpretations and oral meanings, as well as in interviews, recordings, reports and stories of people who describe events related to specific objects. Oral sources reveal intentions of the deeds, beliefs, mentalities, imaginaries, thoughts and lived experiences embraced by sensitivity and emotionality. This research method represents a reliable source, with a high level of subjectivity analysis, as it is validated by the subject who transmits said and unsaid facts, and thus, values the research strategy permeated by discourse analysis and the researcher's understanding.

In Brazil, the management of historical sources tends to be carried out based on regionalized studies in the field of the history of education to restore memories of human action and analyze singular manifestations, dimensioning interpretations and enabling the deepening of knowledge. According to Lopes and Galvão (2005),

There is a growing (...) tendency to carry out more localized studies, which deal with more circumscribed realities and with shorter periods of time. This trend has made it possible to deepen certain themes and to make the understanding of the past of

certain educational phenomena more complex, which were previously only viewed in panoramic terms (p.41).

Regionalized studies are, in fact, a practice incorporated into the history of Brazilian education, in line with the movement of renewal in the field of History. The study of educational moments as an observable phenomenon, in the form of oral sources, is fundamental in the study of the history of education in Brasília, with a little more than sixty years of existence woven in a continuous motion.

As a cultural and educational space, the Museum of Education has been revealing stories of the pioneering spirit, utopia and courage present in the construction of the education system in Brasília. Characterized as a space of memory of the past in dialogue with the education of the present, with reference to the beginnings of education in the Federal District (MUDE, 2018), it is dedicated to preserving historical documents, videos, photographs, school furniture, teaching materials, diplomas, blackboards, pens, literacy booklets, textbooks, children's books, reading books, notebooks, abacus, pedagogical games, school folders, lunch cooks, posters, mimeographs, projectors, bulletins, school notebooks and others. It is understood that such educational memories, both individual and collective, recover a broad historical reality and contribute to the production of new knowledge. This article defends the construction of research instruments to ensure the renewing flow of knowledge necessary for educational action, to bring contributions to the experience of human formation and to build, in a participatory way, meanings in teaching practice.

METHODOLOGY

The theoretical-methodological references of the work with Oral History show the acceptance of this practice in Brazil and Latin America. According to Santhiago (2008), this predisposition is due to the proximity of the political relationship of contestation to the military regimes and their contributions to the democratic redefinition. On the world scene, at an earlier time, Oral History also emerged as an answer and relief for the study of the memory of the Second World War (p.33). The author points out that Oral History has been practiced in a neutral way, where the text of the interview, when finished, becomes a document "in itself"; Therefore, it can and should be interpreted and analyzed like any other historical source, even considering the specificities of the document of oral origin. Now, if the oralist's job is to record moments of interviews, archiving and making this work

available to the public, its purpose has been rapidly disseminated, especially in times of great recording technologies.

However, there is another perspective of Oral History that "effectively affirms its origin in orality, but is only fully realized in the text written by the historian" (Santhiago, 2008, p.45). The work of Oral History is done in two large blocks of text: 1) what results from the interviews; and 2) what results from their work with the interviews. In this context, the historian's role is indispensable, as it is his responsibility to organize the meanings, facilitate readability and remember the oral origin of the text being produced.

In general, in this process, fragments of stories told countless times are regrouped, but never in the way the oralist makes them told. "In the name of the survival of their own craft, every oral historian must take into account that they do not work for memory/interview, but transform it into history/analysis, crossing networks, among themselves or with other texts." (Santhiago, 2008, p.6)

Discourse analysis is "the discipline that, instead of proceeding to a linguistic analysis of the text itself or to a sociological or psychological analysis of its 'context', aims to articulate its enunciation about a certain social place". Discourse analysis is a tool for interpreting narratives, aiming to identify the mechanisms by which meanings are constructed (Maingueneau, 2000, p.13).

Fiorin (2003) suggests that the same object can be worked on by two discourses in different ways. From this point of view, discourses are related to an ideology, to a certain way of seeing the world, which, in general, says how individuals should or should not act and, therefore, should be seen as a network of relationships in which the individual is inserted. The effects of meaning of these discursive strategies of persuasion show the relationship between syntax and discursive semantics. This is explained, according to Fiorin (2003), by the fact that syntax and discursive semantics are interrelated through the strategies of discursive persuasion. Syntax, as the field of conscious manipulation, is more autonomous than semantics, defined by social formation. For the purposes of discourse analysis, the two are separate, but it is necessary to consider this interrelation in order to identify the discourses and ideologies manifested by them.

Discursive semantics, according to Fiorin (2000), materializes the change from the narrative state, which is abstract, to a more concrete state. To this end, the author resorts to the differentiation between themes and figures, which in turn define predominantly thematic or figurative texts. Thematization and Figurativization would therefore be two

levels of concretization of meaning. In principle, the opposition between theme and figure would be directly linked to the abstract/concrete opposition. However, concrete and abstract are not two absolutely polarized terms, but rather arranged in a continuum in which one gradually goes from the most abstract to the most concrete.

A theme is a semantic investment, of a conceptual nature. The themes would serve as categories to organize, categorize, and order the elements of the natural world. The figure, in turn, is all the content of any natural language or of any system of representation that has a perceptible component in the natural world (Fiorin, 2000). To identify such paths, we resort to the level of figures and themes, since these are the privileged place of manifestation of ideology. By the sequence of figures, a web of lexemic relations is formed, called figurative paths, while the sequence of themes would be constituted by thematic paths (Fiorin, 2003).

THE ORGANIZATION OF THE ORAL HISTORY PROJECT: CONSTRUCTION OF MEANINGS

To carry out this exercise of construction of meanings, the project "Oral History – Reports of Protagonists of Education in the Federal District - Systematization and dissemination" was submitted, appreciated and approved by the research funding agency Foundation for Research Support of the Federal District, FAP/DF with the objective of organizing and making available the recorded interviews, in audio and video, on education in the Federal District, since its beginnings. Carried out in three stages of work, the proposal intended to organize and select the interviews; propose forms of thematization analysis and prepare instruments for its dissemination.

In order to highlight the importance of the testimonies of social actors as protagonists in the history of public education in the new Capital, equipment and consumables were acquired, scholarship holders, students of History or Letters from the University of Brasília were selected, as well as employees for technical and technical computer support to execute, quantify, qualify, date and distribute the following series of interviews constituting the oral history collection of the Museum of Culture. Education:

- Department of Culture of the Federal District – until 1989
- Memory of Education Project of the Federal District – between 1989 and 2013
- Education Museum Project of the Federal District – until 2020 to 2023
- Lives Collection – 2019/2021 - during the Covid-19 pandemic

- Paulo Freire Collection – 2022/2023
- Integrated Centre for Secondary Education Collection, CIEM – 2021

The first oral documentary series consists of interviews recorded by the Department of Culture of the Federal District, entitled "Memory of Education of the Federal District", a pioneering project in the rescue of the memory of education in the Federal District that stands out from the later ones for having preserved the oldest testimonies related to the theme. Resulting from the project led by the then Secretary of Education, Professor Josephina Desounet Baiocchi with Professor Laís Aderne, from the Secretariat of Culture and Sports, Professor Ana Maria Villaboim, then Director of the General Department of Pedagogy of the Educational Foundation of the Federal District, Célia Corsino, Coordinator of Museums of the Secretariat of Culture of the Federal District, Walter Albuquerque Mello, Superintendent of the Public Archive of the Federal District and teachers Wanda Cozetti Marinho and Vera Lessa Catalão, advisors to the Department of Education and the Public Archive to develop actions to preserve and rescue the history and memory of education in the Federal District. It was the 1980s, Brasília was twenty years old and the first pioneer teachers passed away, taking the innovative experiences lived in the early days of the city to eternity. Authored by Célia Corsino, Vera Lessa Catalão and Wanda Cozetti Marinho, the project had the participation of Jeanina Daher, Jorge Nélío Figueiredo and Manoel Luiz Oliveira. With an official launch scheduled for November 1990, the research project resorted to the use of questionnaires addressed to schools, recording of oral testimonies with teachers, former students and employees of the public education network and documentary research in the archives of educational and cultural institutions in the Federal District. In the field, the research captured audio and video interviews with teachers, students and employees of the public education system in the Federal District that revealed the existence of a large dispersed collection, precariously preserved and organized. The material collected was contextualized and elaborated in a database organized according to theme, origin and temporality in education in the Federal District. According to the Final Report, the eighty-eight interviews granted to the project developed by the Department of Culture of the Federal District show the most precious vein of regional research in the history of education in Brasília for recording the speeches of the pioneers of public education prior to the inauguration of the city. Narratives about the hiring of teachers by the Urbanizing Company of the New Capital, NOVACAP, the pride of the teaching career with a

formal contract, the first national public tender for the area of education show human ties between education professionals at the time between emotional memories about the first schools, such as CASEB, Escola Normal and Elefante Branco.

At the end of the project of the Department of Culture, between the years 1990 and 2013, the initiative was embraced by professors from the Department of Methods and Techniques, of the Faculty of Education. During this period, as a full professor of the History of Education, Professor Eva Waisros Pereira stimulated the continuity of the project "Memory of Education of the Federal District" by promoting student research in Course Completion Papers in the area. The publication of the article "Júlia Kubitschek: the first school in Brasília" also brought relevant clarifications about the school functioning, its shifts, number of children, age groups, teachers' profile, teachers' schooling and shared management experience in the first public school in the Federal District, from 1957 onwards.

To make it possible to maintain the proposal, the researchers submitted the project "Public Basic Education in the Federal District (1956-1964): origins of an innovative project" to the National Council for Scientific and Technological Development, CNPq, adding a new generation of teachers, researchers, students and scholarship holders interested in producing historical knowledge related to the theme. Once the initiative was consolidated, the participants of the project joined the HISTEDBR-DF research group, coordinated by professors Raquel de Almeida Moraes and Eva Waisros Pereira, linked to the research group "History, Society and Education in Brazil".⁴

In this context, the publication of "Nas Asas de Brasília: Memórias de uma utopia educativa (1956 a 1964)", in 2011, by Editora Universidade de Brasília, presented the results of research under the organization of professors Laura Maria Coutinho, Cinira Nóbrega Henriques, Maria Alexandra Militão Rodrigues, Francisco Heitor de Magalhães Souza and Lúcia Maria de Franca Rocha.

With identical accreditation from CNPq, the research project "Public Basic Education of the Federal District (1964-1971): Dismantling of an innovative project" would continue the previous work at the Faculty of Education, University of Brasília, also coordinated by Professor Eva Waisros Pereira and supported by the HISTEDBR-DF research group. The regionalized references of these studies made it possible to continue the work by collecting

⁴ The national HISTEDBR, which since 1986 has been producing knowledge in the area of history of education at Unicamp, under the coordination of Professor Emeritus Dermeval Saviani.

oral testimonies between 2013 and 2020 and continuing the constitution of a historical collection in documents related to the public beginnings in the Federal District in order to locate, describe and organize the documentary sources of different institutions that deposited the collection. Initially in the Public Archive of the Federal District and later in other district and federal institutions, vast content was raised in private collections such as Yvonne Jean, Juca Chaves and Brasília Palace Hotel, in addition to important documents such as the Minutes of NOVACAP, school plans, the collection of Revista Brasília, in addition to the capture of new oral and written reports.

Two hundred interviews were conducted out of the more than three hundred conducted in the three decades of the research, in the homes of the interviewees, in the studios of the Faculty's Video Laboratory, on TV UnB or at the CPCE. In all the oral history projects developed by the Museum of Education, questions were asked such as presentation, description of arrival in Brasília, revelation of experience in public education, considerations about the education model of the new capital, suggestions for new interviews and possible visits to private collections.

Other documentary series were made for specific purposes, such as the Lives Collection, resulting from the need for continuity in the actions promoted by the Education Museum during the Covid-19 pandemic, between the years 2019 and 2021. The Paulo Freire and CIEM Collections were structured by researcher Ariane Abrunhosa to research innovative education at the Integrated Center for Secondary Education, bringing together testimonies from students and teachers of this pioneering school. In the same way, the Paulo Freire Collection was developed to support the research "Paulo Freire in Brasília: memories of an emancipatory education" and gathered fifteen testimonies from participants in the process of creating the Culture Circles in the Federal District. It should be noted that in both cases, the questions submitted to the interviewees were punctual and specifically related to the research theme.

NARRATIVES OF THE INTERVIEWS: THE SEARCH FOR MEANINGS AND THEIR INTERPRETATION IN ORAL HISTORY

Chronologically composed the documentary series, the work of the following research was dedicated to the alignment of the relevant contents and the thematization of the reports presented. For the readability of the reports, the time was counted, in the format of minutes, individually, and, subsequently, the interviewee's biography was elaborated

using data mentioned in the interview, digital research and in the Lattes Curriculum. An in-service qualification activity was promoted for scholarship holders to provide knowledge about the process of drafting audiovisual material in order to facilitate the location and assignment of "timecodes" to the scenes. The text review verified the thematization of the articles and corrected writing and narration errors.

To facilitate the accessibility and readability of the reports, the project "Oral History – Reports of Protagonists of Education in the Federal District - Systematization and dissemination" promoted the insertion of the final products in a technological platform in order to allow access to the general public, having as a precedent, the creation of the electronic address of the Museum of Education, available at the electronic address www.museudaeducacao.com.br, according to Taunay:

In view of the state of dispersion of the contents related to the theme, this proposal was formulated to gather, classify and qualify this collection, a task of challenging proportions that indicated the need to adopt the use of state-of-the-art technologies to optimize the demand for treatment and dissemination of the collection. It was believed that the alignment of historical pedagogical languages with the use of technological tools would allow the location and identification of the characters of educational memories as well as the obtaining of new research data enhanced through virtual collection and interaction (TAUNAY, 2018).

The technological support renewed the electronic address where the Archival System of the Museum of Education of the Federal District (SAMUDE) was located, offering free access to the collection, via the internet, through a textual search tool. During the preparation of the electronic address, the <http://www.museudaeducacao.com.br> website remained available, for free access to the collection through the "Samudex" system, at URL <http://samudex.museudaeducacao.com.br>, exclusively for consultation.

To the proposal, new functionalities were incorporated into the "Samude2" and "Samudex2" systems based on the learnings obtained from the previous version, under the urls <https://samude2.alfamemoria.com> and <https://samudex2.alfamemoria.com>, on server of the latest version of the Linux Ubuntu Server operating system, were adapted to the https security protocols and "framework", of web practice "Ruby on Rails version 7", against version 05, used in previous systems.

FINAL CONSIDERATIONS

With the results of the research hosted in www.museudaeducacao.com.br and made available to the general public, it was observed that the study of the history of education

brings an expanded and non-homogeneous fabric to the history of Brasília. It was possible to perceive that the manifestations of values of the interviewees range from the most abstract to the most concrete and intersect data networks in a relationship between syntax and discursive semantics capable of perceiving the subjects and their cultural and social differences of that time in relation to our days.

The dynamics of minutes made it possible to observe the fragmentation of memory by emerging in the sensitive narratives of teachers a possibility of linguistic, sociological or psychological analysis of the context experienced by teachers, managers and students of the public school system in the various periods of education in Brasília. Valuable and significant experiences in emotional reports that bring vivid content to research in the fields of Politics, Education, Sociology and Philosophy.

Like that of José Ferreira, a physics student and rapporteur of persecution, escape and clandestinity in the years of lead, when he took shelter in São Paulo and came across the same executioners in the face of the death of Alexandre Vannucchi Leme, a student at USP, who died in the same period. In another field, teacher Ivone dos Santos reports the beginning of special education work in the Federal District and recalls the visit to a student with special needs whose home treatment was equivalent to that of an animal in a shocking description of the child's behavior similar to that of a dog, as he fed on animal feed and urinated standing up. Equally impactful is the strength of TT Catalão's testimony in which he is moved to recount how the cultural planning of a period went down the drain and the countless possibilities of reconstituting feelings and affections accessible by the memory of the citizens of Brasília (MUDE, 2024).

This Source Guide, as a multi-authorial mosaic, in hypertextual format, allows historicization, without the need to forge large master narratives. It is only up to the citizen of the Federal District to absorb these structures as rigorous sources of knowledge of the educational process for the formation of their historical consciousness.

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