

The Modifications in the Curriculum of the Teacher Education Program at the Institute of Education of Rio de Janeiro in the 1970s

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Abstract

The text focuses primarily on analyzing the changes undergone in the curriculum of the Institute of Education of Rio de Janeiro (IE) since the Law 5692 of 1971, considering the functioning of IE normal course in the 1970s, which since this Law became Specific Qualification for Teaching (HEM), in the vocational education perspective. For this, as a methodology, we proceed with the analysis of documentary sources: former students' records, curricula and syllabus of the disciplines. We selected curricula from before and after the educational legislation imposed in 1971 to allow the observation of undergone modifications, mainly on changes in curriculum, such as the elimination or reduction of some disciplines. The theoretical background about curriculum gathers mainly Goodson (2001, 2012) and Silva (2009) studies.

Keywords: Institute of Education of Rio de Janeiro, Curriculum, Teacher education.

1. Introduction

The article analyzes in a historical perspective the changes undergone in the curriculum of the Institute of Education of Rio de Janeiro in the 1970s. The Law 5692/71, while modifying the normal course of the Institute of Education of Rio de Janeiro (IE), turning it into Specific Qualification for Teaching (HEM), substantially altered the curriculum of the course and thus reflected in its structure.

To understand how this change occurred we look beyond the theoretical background, analyzing empirical data found in the locus of research, as the records of former students who attended the institution in the 1970s and the curricula of the period. We also turned to carrying out semi-structured interviews with former students and teachers who experienced the IE at the time.

It should be noted that these changes occurred during the period of the civil-military dictatorship in Brazil. The period of the civil-military dictatorship lasted from 1964 to 1985 (21 years) and had characteristics as the authoritarianism and the imposition of the cult of nationalism. During this period Institutional Acts condemning any suspicious behavior of ideals considered subversive were enacted, in addition to the censorship of the media and of public demonstrations (LIRA, 2010)(Note 1).

1.1 Purpose of the study

The main objective of the study is to analyze the changes undergone in the curriculum of the Institute of Education of Rio de Janeiro in the 1970s from Law 5692 of 1971, considering that since the advent of this Act, the normal course was transformed into Specific Qualification for Teaching in the vocational education perspective.

1.2 Objectives of the study

- a) To analyze, in the historical perspective, the changes undergone in the curriculum of the Institute of Education of Rio de Janeiro in the 1970s.
- b) To understand the changes made in the curriculum, when the course was transformed from normal course to specific qualification for teaching.
- c) To propose reflections on the impact of these curriculum changes in the formation of training teachers of that time.

2. Thinking about Curriculum

Goodson (2001, 2012) brings in contributions on the importance of studying curriculum history. The author alerts us to the opposition between what is theoretically proposed and documented, and what is actually done: "there is a complete and inevitable dichotomy between the adopted curriculum, in its written form, and the active curriculum in its lived and experienced form" (2001, p.52), because the teacher has a relative autonomy in the classroom and can relax the institutionalized curriculum. Goodson is based on the conception that the

curriculum is socially constructed and that it shows what should be studied, that is, the knowledge to be acquired:

the relationship between knowledge and control [...] First, we have the social context in which knowledge is conceived and produced; second, the way in which this knowledge is "translated" to be used in a particular educational environment. In this case, the classes, and later, classrooms (2001, p.62-63).

So even knowledge being legitimized, there are disputes and power relations before it can be used within the school environment, for determining which knowledge will be validated over another is a form of coercion, of exercising control.

To think about the issue of the educational curriculum reproducing or not the values of society, we turn to Silva (2009), who is an author that dialogues with Goodson, and who is even responsible for the introduction of Goodson's book "Curriculum: theory and history" (2012).

Silva (2009) states that "the curriculum cannot be understood without an analysis of the power relations in which it is involved" (p.148), since the described changes in the curriculum are directly related to the political context of the moment, and to the intentions of the hierarchically dominant group. The author also presents the idea that the curriculum will always be a reflection of the intentions of the current system: "the curriculum is definitely a power space. The knowledge embodied in the curriculum bears the indelible marks of social power relations" (p. 147) However, we need not take a - completely - passive position in relation to the imposed content, the suggested syllabus, and the determined curriculum. Even facing the curriculum reproduction of power relations, we can establish modifications and reclaim changes. For that, we must always be aware that we must seek to understand which political and social context is in effect.

In this perspective, we must start with the premise that certain knowledge is only selected for inclusion in the school curricula, when it is legitimized and considered necessary in that social context and time: "At one point, through processes of social dispute and conflict, certain curriculum forms - and not others - have become consolidated as the curriculum" (SILVA, 2009, p.148). Besides, there are also disputes within the school environment, to consider the interests of some and not of others.

Thinking about the curriculum is necessary for the analysis of existing disciplines in the curricula of the normal course before and after the Law 5692/71. This also includes the exclusion of some disciplines and nomenclature changes, leading us to reflect upon why these changes occurred and what teacher was sought to be designed from this curriculum.

About the knowledge selected to integrate the curriculum, "for methodological reasons we cannot take as a certainty that curricular knowledge is neutral. On the contrary, social interests inserted in the very form of knowledge are sought"(Note 2). Even more, those interests pervade the relations among disciplines, among teachers, among the school community and especially pervade the power relations linked to the State's interest, as Silva (re) states that "as a meaning system, all knowledge is closely linked to power relations

"(2009, p. 139).

Therefore, the format and organization of the curriculum also reflect hierarchical and power struggle systems. According to Goodson, "the preparation itself and the form of the curriculum (such as its content) take on and establish a particular way of relations and social hierarchy" (2001, p.73). We must then question and reflect upon the reasons why the curriculum of the IE normal course underwent significant changes throughout the 1970s.

3. Analysis of the Curricula of the Institute of Education in the 1970s

To make the analysis of curricular changes in the Institute of Education teacher education course possible, we consulted 150 records of former students in the IE file containing the lists of disciplines shown in the "report cards" of each training teacher. Despite the fact that in the records the course load of the disciplines is not mentioned, we can establish analyzes from a comparative study of these curricula.

Table 1. Normal Course Disciplines According to the Record of a 1970 Graduate

DISCIPLINES – 1970 GRADUATE		
1st GRADE - 1968	2nd GRADE - 1969	3rd GRADE - 1970
Portuguese	Portuguese	Portuguese
Mathematics	Literature	English
History	Mathematics	Basic Speech Therapy
Geography	Educational Biology	History and Philosophy of Education
Natural Sciences	Educational psychology	Educational Statistics
Teaching Practice	Hygiene and school health	Audiovisual Resources
Educational psychology	Specific Language Didactics	Educational Psychology
Drawing	Specific Mathematics Didactics	Hygiene and school health
Educational sociology	Specific History and Geography Didactics	Specific Language Didactics
Literature	Specific Science Didactics	Specific Mathematics Didactics
	Specific Physical Education Didactics	Specific History and Geography Didactics
	Specific Music Education Didactics	Specific Science Didactics
	Teaching Practice	Specific Physical Education Didactics
	English	Specific Music Education Didactics
	Visual Arts	Teaching Practice
		Visual Arts
		Professional Information
		Basic Excepcional Education

Table designed by the author from the record.

Each grade - 1st, 2nd and 3rd - has a specific list of disciplines and their grades next to them, and the 1st grade of 1969 may be different from the 1st grade of 1970, which in turn can be distinguished from the 1st grade of 1971, and so on. The same applies to the other two grades. Given this observation, we list the disciplines of the three grades on the records of former students who finished the normal course in 1970, 1971, 1973, 1974, 1975 and 1976, so we can have a sample of curriculum disciplines before the advent of the Law 5692/71, and the curriculum in the years after this. Below we will show the disciplines in the order of the graduating years listed above and then analyze the changes made (Note 3).

In the above table, the training teacher attended the 1st grade in 1968, the 2nd grade in 1969 and the 3rd grade in 1970. Below we present the disciplines in the normal course from 1969-1971, to make the comparison.

Table 2. Normal Course Disciplines According to the Record of a 1971 Graduate

DISCIPLINES – 1971 GRADUATE		
1st GRADE - 1969	2nd GRADE - 1970	3rd GRADE - 1971
Portuguese	Portuguese	Portuguese
Mathematics	Literature	English
History	Mathematics	Basic Speech Therapy
Geography	Educational Biology	History and Philosophy of Education
Natural Sciences	Educational Psychology	Educational Statistics
Teaching Practice	Hygiene and school health	Audiovisual Resources
Educational Psychology	Specific Language Didactics	Educational Psychology
Drawing	Specific Mathematics Didactics	Hygiene and school health
Educational sociology	Specific History and Geography Didactics	Specific Language Didactics
Literature	Specific Science Didactics	Specific Mathematics Didactics
	Specific Physical Education Didactics	Specific History and Geography Didactics
	Specific Music Education Didactics	Specific Science Didactics
	Teaching Practice	Specific Physical Education Didactics
	English	Specific Music Education Didactics
	Visual Arts	Teaching Practice
		Visual Arts
		Professional information
		Basic Exceptional Education

Table designed by the author from the record.

It can be seen that the curriculum of the students who finished the normal course in 1970 is identical to the curriculum of those who finished in 1971, there was no change.

Below is the curriculum of 1973, in which the 1st grade was in 1971, the 2nd grade in 1972 and the 3rd grade in 1973, that is, all three grades taken after the enactment of the Law 5692/71.

Table 3. Normal Course Disciplines According to the Record of a 1973 Graduate

DISCIPLINES – 1973 GRADUATE		
1st GRADE - 1971	2nd GRADE - 1972	3rd GRADE - 1973
Portuguese and Literature	Portuguese and Literature	Portuguese
Mathematics	Mathematics	Educational Statistics
History	Educational Psychology	Teaching Practice
Brazil and geography	Teaching Practice	Educational Psychology
Educational sociology	Educational Biology	History and Philosophy of Education
Educational Psychology	School hygiene	School hygiene
Teaching Practice	English	English
Drawing	Mathematics Didactics	Mathematics Didactics
	Language Didactics	Language Didactics
	Science Didactics	Science Didactics
	Geography and History Didactics	Social Studies Didactics
	Physical Education Didactics	Physical Education Didactics
	Music Education Didactics	Music Education Didactics
	Visual Arts	Moral and Civic Education (EMC)
		Visual Arts
		Basic Education
		Exceptional Education
		Personal Information
		Audiovisual Resources
		Basic Speech Therapy
		Student Teaching

Table designed by the author from the record.

Comparing this curriculum with the previous two (graduates of 1970 and 1971, which were identical), we can observe some changes: in the 1st grade there was a decrease of disciplines – there were 10 disciplines before that were reduced to 7, and Portuguese and Literature were

grouped into one - before they were two separated disciplines. For the 2nd grade, there were previously 15 disciplines that were changed to 14, but since there was a junction of Portuguese and Literature then the same amount remained. The nomenclature of the course "Hygiene and school health" changed to "School Hygiene", removing the term "health"(Note 4). In the 3rd grade there was an increase from 18 to 20 disciplines, including "Moral and Civic Education" and "Student Teaching", and the name of discipline "Geography and History Didactics" was replaced by "Social Studies Didactics".

3.1 Questions

1. Why were changes made in the terminologies of the disciplines?
2. Why were new disciplines included?

The inclusion of the discipline "Moral and Civic Education" was imposed by the Law 5692: "Article 7 The inclusion of Moral and Civic Education, Physical Education, Artistic Education and Health Programs will be mandatory in the full curricula of primary and secondary schools [...] religious education, of optional registration [...]" (BRAZIL, 1971, our emphasis). For authors as Cunha (1985), the discipline was included for significant reasons:

The role of the new discipline would fill the "ideological vacuum" left in the minds of young people so that it would not be filled by the "materialistic and leftists insinuations." [...] The purposes of moral and civic education represented a solid fusion of reactionary thinking, conservative Catholicism and the doctrine of national security, as it was conceived by the Superior School of War (p. 74-76).

We can say that, according to Cunha (1985), there was the belief that the discipline of Moral and Civic Education would control the possible revolutionary ideals of individuals.

It should be noted that in the objectives of the discipline Moral and Civic Education there is the need to instill in the student, future teacher, a sense of nationalism:

Course discipline objectives: To provide the student with knowledge of the Brazilian reality, the problems and **difficulties that must be solved so that Brazil can achieve the full development of its potential.** To provide you the ability to understand, interpret and criticize information about Brazil, select them and integrate them into a logical and coherent whole **essential to their future primary teacher activities.** To **strengthen in the student the feelings of nationalism and appreciation and preservation of Brazilian natural and cultural heritage** (IE / GB-CMEB / ISERJ Archive, our emphasis).

As it can be read above, the discipline EMC aimed at giving the students the ability to understand and interpret the problems of the country, this ability understood as something "essential" for the "primary teacher future activities", a professional that will mold future generations. These intentions are directly related to the political and social context of civil-military dictatorship that the country was experiencing.

Continuing the analysis of the amendments made in the curriculum of IE normal course, we

proceed with the disciplines found in records of graduates of the year 1974:

Table 4. Normal Course Disciplines According to the Record of a 1974 Graduate

DISCIPLINES – 1974 GRADUATE		
1st GRADE -1972	2nd GRADE - 1973	3rd GRADE - 1974
Portuguese and Literature	Portuguese Language and Brazilian Literature	Portuguese and Literature
Mathematics	History	Artistic education
History	Mathematics	Brazilian Social and Political Organization(OSPB)
Geography	Physical and Biological Sciences and Health Program	Mathematics
Natural Sciences	PE	Hygiene / Health Programs
Teaching Practice	Studying Technique and Intellectual Work Organization (Teoti)	PE
Educational Psychology	Basic Education Statistics	Children's Literature and Folklore
Drawing	Sociological Foundations of Education	Psychology
Educational Sociology	Bio-Psychological Foundations of Education	History and Philosophy
Moral and Civic Education	Literacy Method and Processes(MPA)	General Didactics (theory)
	General Didactics (theory)	Visual Arts
		Functional Structure of Primary Education(EFE)

Table designed by the author from the record.

It is worth mentioning that the curriculum in the period after the Law 5692/71 was divided in "General Education", which included the Common Core, and the "Special Training", which covered the "Instrumental" and "Professionalizing" parts. The discipline "Religious Education" does not appear in the records because it was optional, and Electives taken by the students appear in a separate field on the records, next to the main data (address, previous school, etc.). The data indicate that the normal course curriculum was adjusting itself to the Law 5692/71.

From the observation of the disciplines shown in the records of the 1974 graduates and comparing them to the previous ones, it is possible to identify some changes: the discipline "Moral and Civic Education" first appears in the 1st grade, not in the 3rd. The following disciplines were introduced in the 2nd grade: "Studying Technique and Intellectual Work Organization" (Teoti); "Literacy Method and Processes" (MPA) and "Physical and Biological Sciences and Health Programs" – we assume that this discipline is related to the one seen in previous records, "Hygiene and School Health." In the 3rd grade, the disciplines "Brazilian

Social and Political Organization" (OSP); "Children's Literature and Folklore" and "Functional Structure of Primary Education" (EFE) were included.

The discipline of Physical Education, seen in the 2nd grade, presents the following objectives:

Discipline objectives in the course: To promote and contribute to the improvement of physical fitness for the integrated use of all physical, moral and psychic capabilities of the individual, together with his as perfect as possible socialization and the preservation of health, strengthening of the will, Archiving of new skills, stimulus to leadership tendencies and implementation of healthy habits that allow them the useful employment of leisure time. Specific objectives: general physical conditioning. Sports initiation. Preparation of future primary teachers to conduct physical activities from the 1st to the 4th grade of primary education (IE / GB-CMEB / ISERJ Archive).

Apparently, physical education had as an objective working the physical aspect and also stimulating the spirit of leadership, as well as preparing training teachers to the job and the physical activities with students.

Continuing the analysis of the changes, it can be observed the disappearance in the curriculum of the discipline Music Education at the expense of Artistic Education. With the enactment of the Law 5692/71, Artistic Education was created, first as an activity and subsequently understood as a discipline. Artistic Education should be taught in an integrated way, considering the contents of art, music and theater. However, it was the area of visual arts that best occupied this space in school and Music Education became restricted only to specific schools of music and conservatories.

Before being excluded from the curriculum of the IE normal course, resulting from the enactment of the Law 5692/71, the discipline of Music Education had the following objectives:

Course discipline Objectives: To create a positive attitude towards music, developing the artistic taste. To make a positive contribution to the engagement with other disciplines of the Curriculum aimed at the integral formation of the student. To provide the student the understanding that art is a projection of the social reality of the moment when it occurred. **To provide and/or to develop the rhythmic and auditory sensitivity. To listen, distinguish, play and create sound and rhythmic cells. To listen and recognize music from several periods and their main musical forms. To oppose periods and musical styles** (IE / GB-CMEB / ISERJ Archive, our emphasis).

The part of targeted goals related to artistic taste and understanding of art probably started to be covered by the discipline Artistic Education. However, the part related to musical sensitivity and recognition of songs that characterized certain periods was possibly harmed in the formation of the training teacher.

It should be noted that the 1972-1974 curricula occurred as a specific qualification for teaching (HEM), while the curricula of 1968-1970 and 1969-1971, presented earlier, occurred as a teacher training course according to the Law 4024/61. That would explain why there were so many changes in the disciplines, because the essence of the course was modified, it had to fit into a professional qualification as the other ones.

Proceeding with the exposure of disciplines over the years, it should be presented the curricula attended by graduates of the normal course in 1975.

Table 5. Normal Course Disciplines According to the Record of a 1975 Graduate

DISCIPLINES – 1975 GRADUATE		
1st GRADE - 1973	2nd GRADE - 1974	3rd GRADE - 1975
Portuguese Language and Brazilian Literature	Portuguese Language and Brazilian Literature	Portuguese and Literature
History	Artistic Education	Mathematics
Mathematics	History	Geography
Physical and Biol. Sciences and Health Programs	Moral and Civic Education	Brazilian Social and Political Organization(OSPB)
Studying Technique and Intellectual Work Organization (Teoti)	Mathematics	Hygiene
Basic Education Statistics	Physical and Biol. Sciences and Health Programs	Children's literature
Bio-Psychological Foundations of Education	PE	Psychology
General Didactics	Bio-Psychological Foundations of Education	History and Philosophy
	Sociological Foundations of Education	Structure and Operation of the Primary School (EFE)
	Literacy Method and Processes (MPA)	Artistic Education
	General Didactics (theory)	PE
		General Didactics

Table designed by the author from the record.

From the above table of the disciplines of 1973-1975, with the whole curriculum in HEM, it is worth making a comparison of each grade with the first grade presented in 1968-1970, where the curriculum was still functioning according to the design of the normal course before the Law 5692/71.

The 1st grade attended in 1968 is totally different from the 1st grade attended in 1973: only four disciplines remained the same, all the others were changed. As to the 2nd grade, there was the disappearance of the discipline "English". Since the 2nd grade attended in 1972 (shortly after the enactment of the Law), the discipline "English" no longer appears on the records.

Still talking about the 2nd grade, it can be seen that the specific "Didactics" no longer appear. In the 2nd grade of 1969, 1970 and 1972 there were still many didactics (language, mathematics, history and geography, etc.). Later, there is only the "General Didactics" discipline. This change occurred because the 2nd grade of 1969, 1970 and 1972 still belonged to the old curriculum model, and with the enactment of the Law 5692, it began to be applied to the 1st grade in 1972, the 2nd grade in 1973 and the 3rd grade in 1974, so that from the 2nd grade of 1973 onwards it appears only "General Didactics" and not the specific didactics.

Regarding the 3rd grade, establishing a comparison between the curriculum before and after the enactment of the Law 5692/71, we observe that the disciplines of "Basic Speech Therapy"; "Audiovisual Resources"; "Professional Information" and "Basic Exceptional Education" disappeared.

Next, we have the disciplines from the curricula of 1974-1976, from the records of 1976 graduates:

Table 6. Normal Course Disciplines According to the Record of a 1976 Graduate

DISCIPLINES – 1976 GRADUATE		
1st GRADE - 1974	2nd GRADE - 1975	3rd GRADE - 1976
Portuguese Language and Brazilian Literature	Portuguese Language and Brazilian Literature	Portuguese Language and Brazilian Literature
Artistic education	Mathematics	Artistic Education
History	Moral and Civic Education	Geography
Mathematics	Biology	Brazilian Social and Political Organization (OSPB)
Science	Sociology	Hygiene
Studying Technique and Intellectual Work Organization (Teoti)	Psychology	Mathematics
Basic Education Statistics	General Didactics	Physical and Biol. Sciences and Health Programs
Bio-Psychological Foundations	Artistic education	PE
General Didactics	Literacy Method and Process (MPA)	Children's Literature and Folklore
		History and Philosophy Foundations
		Structure and Operation of the Primary School
		General Didactics

Table designed by the author from the record.

It should be noted that in this period there was a change in the way of recording the evaluation of the student. Before this time it was done by grades and later it was done through concepts: A, B, C, D. The records of students who attended the 1974-1976 course were the first who were fully assessed through concepts.

Maria de Fátima, a 1973 graduate, who returned in 1976 to work as a teacher of the old primary school and then in the normal course, criticizes the adoption of the system of concepts: "*There was a loss in the demand of grades, the grades became concepts, they became concepts A, B, C. How to evaluate? There was a decline of the content, spelling, vocabulary.*" This quote seems to demonstrate that the faculty felt insecure with this new way of evaluating or even disagreed with it, also because they were accustomed to the numeric system.

From the exposition and analysis of the curricula of the years 1970, 1971, 1973, 1974, 1975 and 1976, taken from the records of former students, it is worth carrying out a reflection upon the changes undergone over those years. We notice in the curricula, after the enactment of the Law 5692/71, the elimination or reduction of some disciplines, such as the so called "didactics", and the introduction of new ones, as Moral and Civic Education, OSPB and EFE, among others. According to Rodrigues (2011), "the curriculum imposed by the Educational Reform, did not meet neither the general training and neither the vocational training, since it did not focus on any of the two types of education, and it became a hybrid curriculum without a definition" (p.116). Sonia, a 1968 graduate interviewee, also makes considerations regarding the changes in the curriculum in this period:

the curriculum was too fragmented, there were indeed certain discipline classes, you had a lot of material, many disciplines, but all very fragmented, like with two weekly periods, which is a thing that exists to this day there. This fragmented curriculum is a mark that exists at the Institute today, when I taught there [1998-2006] I felt this same mark (Sonia, class of 1968 student).

The interviewee brings us a piece of information that could not be found on the former students' records: the issue of fragmentation, the split time, a phenomenon that was consolidated after the enactment of the Law 5692/71.

Goodson (2001) states that one of the curriculum history paradigms is the "internal processes" of the school, being the disciplines and courses provided with mechanisms to "describe and differentiate the students." For the author, when a discipline "achieves the condition of school discipline," this reflects the development of the community. In this perspective, some questions can be raised:

1. Were the disciplines introduced in the curriculum of the IE normal course aimed at shaping the new students?
2. Would these be a reflection of the society of that time?

I propose these questions because when we conduct a study, this is the main goal: to encourage reflections and create possibilities for further research on this topic.

4. Recommendations for Future Research

The analyses performed in this study, as well as the questions raised, are evidence that we still need to deepen the studies on curriculum changes, especially when dealing with the field of history of education.

When dealing with a time that has passed, we are dealing with memories, with documents of a time past that are being analyzed in a present time, with a perspective made of beliefs and values of a modern society. Therefore, the researcher must be careful when conducting researches with primary sources.

From that point of view, this study aims to encourage others to research into the teacher training course at the Institute of Education of Rio de Janeiro and the changes made in their curricula, and how these affected the student body and faculty. We believe that this research may help other researchers and students to reflect upon these changes.

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Interviews performed

Maria de Fatima Simeon. Granted to the author on 08/07/2014.

Sonia Maria de Castro Nogueira Lopes. Granted to the author on 11/15/2014.

Notes

Note 1. We believe that the most correct term would be "civil-military dictatorship" because at various times Entrepreneurship "financed" and actively supported Operation Bandeirante (Oban), besides other segments of the population who supported the coup. The OBAN was designed by the Minister of Justice and Professor Luis Antonio da Gama e Silva, and General Carlos de Meira Matos, who served as head of the General Inspectorate of the Military Police, and aimed at containing and combating the manifestations of armed opposition organizations (LIRA, 2010).

Note 2. Apple (1979, p.17) "*Ideology and Curriculum*". Apud Goodson (2012).

Note 3. The disciplines, in their respective tables, are listed exactly in the same order of the former students' records.

Note 4 According to the syllabus of the discipline "School Hygiene" in the normal course

during this period, this covered content of school hygiene, school health and the "opportunity to learn and teach health; the relation between health and other types of knowledge; health and normality; normal individual "(CMEB / ISERJ). And at the CPFEN, the discipline contemplated the contents of child health, school health and mental health.

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