

TEMA MONOGRÀFIC

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Material school culture in the fields and  
gardens<sup>1</sup> of the history of education: a look at  
academic production in Brazil (2000-2020)  
*Cultura material de l'escola als camps i jardins  
de la història de l'educació: una mirada a la  
producció acadèmica al Brasil*

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RESUM

Aquest article té com a objectiu sistematitzar i examinar les dades que permetin visualitzar la constitució de la cultura material escolar com una perspectiva d'anàlisi en l'àmbit de la història de l'educació brasilera. Metodològicament el treball es va organitzar per a presentar informació que reflecteixi la producció publicada en diaris

1 Inspired in the subtitle of the work by BOUTIER, Jean; JULIA, Dominique (Orgs.). *Passados recompostos: Campos e canteiros da História*. Rio de Janeiro /RJ: Editora da UFRJ/Ed FGV, 1998, 352 p.

(especialment els dedicats a transmetre la producció de l'àrea) i en format de llibre, la producció de tesis i dissertacions, la presència d'aquest tema en esdeveniments de l'àrea i la configuració de línies de recerca (en Història de l'Educació o correlacionades) en el context dels programes de postgrau en Educació al Brasil. En el conjunt d'aquesta producció, més que identificar autors i formats, intentem destacar temes i perspectives des de les quals la cultura material escolar s'associa i s'estableix en la història de l'educació brasilera. La delimitació temporal, de 2000 a 2020, a més de alinear-se amb la proposta de Dossier a la qual s'associa el treball, és també un reconeixement de la potència d'aquest enfocament en la producció brasilera dedicada a la història de l'educació.

**PARAULES CLAU:** cultura material escolar, història de l'educació, historiografia de l'educació, postgrau en educació, Brasil.

## ABSTRACT

The purpose of this article is to systematize and examine data that allow visualizing the construction of material school culture as an analytical perspective within the field of history of Brazilian education. Methodologically, the paper is organized to present information that reflects studies published in journals (especially those dedicated to promoting work in this field) as well as books, theses and dissertations, the presence of this theme in events in the field and in the configuration of research lines (in educational history or related fields) in graduate studies programs in Brazil. Within this production, more than identifying authors and formats, we intend to reveal the themes and perspectives through which the material school culture is associated to and established in the history of Brazilian education. The time period chosen, from 2000 to 2020, in addition to aligning with the proposal of the dossier to which the work is affiliated, is also a recognition of the strength of this approach in Brazilian academic works dedicated to educational history.

**KEY WORDS:** material school culture, history of education, historiography of education, graduate studies in education, Brazil.

## RESUMEN

Este artículo tiene como objetivo sistematizar y examinar los datos que permitan visualizar la constitución de la cultura material escolar como una perspectiva de análisis en el ámbito de la historia de la educación brasileña. Metodológicamente el trabajo se organizó para presentar información que refleje la producción publicada en perió-

dicos (especialmente los dedicados a transmitir la producción del área) y en formato de libro, la producción de tesis y disertaciones, la presencia de este tema en eventos del área y la configuración de líneas de investigación (en Historia de la Educación o correlacionadas) en el contexto de los Programas de Posgrado en Educación en Brasil. En el conjunto de esta producción, más que identificar autores y formatos, intentamos destacar temas y perspectivas desde las que la cultura material escolar se asocia y se establece en la historia de la educación brasileña. La delimitación temporal, de 2000 a 2020, además de alinearse con la propuesta de Dossier a la que se asocia el trabajo, es también un reconocimiento de la potencia de este enfoque en la producción brasileña dedicada a la historia de la educación.

**PALABRAS CLAVE:** cultura material escolar, historia de la educación, historiografía de la educación, posgrado en educación, Brasil.

«The objects of history are always constructed from a perspective that is, itself, historic» (Antoine Prost).<sup>2</sup>

This study reveals not only years of investment in research in this field, but our forms of sensing and operating with the theme of material school culture. Our individual trajectories have distinct formative paths, diverse institutional activity, but are articulated and aggregated in the investments in research of archives, in the indications of materiality on early childhood schooling, in group work, and this amalgamates our forms of seeing and locating ourselves in this historiographic field.

The object of the history that we propose to examine – research about material school culture in Brazil – reveals marks and modes of how we understand, produce and weave a narrative about this thematic field. These sketches do not only derive from focusing the analysis on bibliographic production in Brazil but also by the choices we make as researchers in this field, opting to look and present an interpretive possibility about how the constitution of material school culture is established as a perspective in the field of Brazilian educational history.

2 PROST, Antoine. *Doze lições sobre a história*. 2ª ed. Belo Horizonte / MG: Autêntica (Coleção História & Historiografia), 2012, p. 257.

The period chosen, from 2000 to 2020, is a significant temporal space for locating and learning about the thematic emphases, emergences and consolidations. The two-decade long path allows problematizing, if not explaining, the place of the theme of material school culture in the field of educational history.

With the proposal to map and examine academic work about material school culture in Brazil, in the period from 2000 to 2020 – some warnings are needed to locate the strategies used to consult and analyze the data and the theoretical-methodological definitions that anchored us. The first of these is the conceptual dimension, the understanding of what encompasses production about material school culture in Brazil. There are many possibilities for grasping schools and their interfaces with material culture and expressions. We opted here to treat materiality not as a thematic subterfuge and discursive appendix, but to identify studies that present a historic narrative of schooling based on its materiality, or on its material aspects. Or, as Heloisa Pimenta Rocha qualifies, as a perspective that interrogates «the educational past by examining the artifacts and modes of fabrication invented by different subjects and groups, to respond to the demands of schooling».<sup>3</sup> In this sense, a hybrid composition is fitting, both in the debate about materiality in the historic process of schooling, as in the cultural uses that the school makes of artifacts.<sup>4</sup>

The second highlight is of a methodological character, and concerns the nature of the work, the constitution of the empiric body and the research procedures. The empirical data came from various sources that offer indications about the theme in question, from both graduate study programs and bibliographic production in general, giving priority to articles published in periodicals and the circulation of the field of educational history at events in Brazil. Previous studies dedicated to mappings in the field of history of education or of material school culture in a historic perspective were also consulted. The effort was not to conduct a study of the state of the art, but to delimit and shape an exhaustive production of reference and extract from it themes and perspectives for analysis.

3 ROCHA, Heloisa Helena Pimenta. «“Indispensáveis em todas as escolas”: uma incursão no mundo dos objetos escolares», *Educar em Revista*, n. 76, v. 35 (2019), p. 95-118 (cit. p. 102) [URL: <https://www.scielo.br/pdf/er/v35n76/1984-0411-er-35-76-0095.pdf>. Consulted: 20/03/2020].

4 This perspective appears as a priority in the configuration of schooling in early childhood, which encompasses both early childhood schooling and primary school. Some productions also focus on high school, on a more limited scale.

Clarice Nunes and Marta Carvalho wrote about the historicity of the field: «any study that we conduct, trying to understand how the field of educational history is produced, must be focused on two concerns: the content of this history and the institutional organization that supports it. These concerns appear to be nearly always associated, given that the examination of the products does not exclude the analysis of the places and practices that establish them».<sup>5</sup>

Many colleagues, in conjunction with the efforts of Clarice Nunes and Marta Carvalho, have dedicated themselves to tracing, evaluating, and identifying trends in the historiographic production of Brazilian education or even reflections about the constitution of this field. We can recall here that some references like the works of Evaldo Vieira,<sup>6</sup> Dermeval Saviani,<sup>7</sup> Jorge Nagle,<sup>8</sup> Mirian Warde,<sup>9</sup> Luís Barreira,<sup>10</sup> Leonor Tanuri,<sup>11</sup>

5 NUNES, Clarice; CARVALHO, Marta Maria Chagas de. «Historiografia da Educação e Fontes», *Cadernos ANPED*. n. 5 (1993), p. 7-64 (cit. p. 10) [URL: [https://anped.org.br/sites/default/files/caderno\\_anped\\_no.5\\_set\\_1993.pdf](https://anped.org.br/sites/default/files/caderno_anped_no.5_set_1993.pdf). Consulted: 11/06/2020]. Text presented at the 15th Reunião Anual da ANPED (1992) and later included as a new publication as part of the book GONDRA, José Gonçalves (Org.). *Pesquisa em história da educação no Brasil*. Rio de Janeiro / RJ: DP&A, 2005, 352 p. (p. 17-62).

6 VIEIRA, Evaldo. «Por uma história da educação que esteja presente no trabalho educativo», *Educação & Sociedade*, n. 12 (1982), p. 110-112.

7 SAVIANI, Dermeval. «A função do ensino da filosofia da educação e da história da educação», *Do senso comum à consciência filosófica*. São Paulo / SP: Cortez & Autores Associados (Educação Contemporânea), 1980, 224 p.

8 NAGLE, Jorge. «História da educação brasileira: problemas atuais», *Em Aberto*, n. 23 (1984), p. 27-29 [URL: <http://www.emaberto.inep.gov.br/ojs3/index.php/emaberto/article/view/1898/1637>. Consulted: 18/05/2020].

9 WARDE, Mirian Jorge. «Anotações para uma historiografia da educação brasileira», *Em Aberto*, n. 23 (1984), p. 1-6 [URL: <http://www.emaberto.inep.gov.br/ojs3/index.php/emaberto/article/view/1896/1635>. Consulted: 18/05/2020]; WARDE, Mirian Jorge. «Contribuições da História para a Educação», *Em Aberto*, ano IX, n. 47 (1990), p. 3-11 [URL: <http://www.emaberto.inep.gov.br/ojs3/index.php/emaberto/article/view/2100/1839>. Consulted: 18/05/2020]. WARDE, Mirian Jorge. «Questões teóricas e de método: a História da Educação nos marcos de uma história das disciplinas», SAVIANI, Dermeval; LOMBARDI, José Claudinei; SANFELICE, José Luís (Orgs.). *História e História da Educação: O debate teórico-metodológico atual*. Campinas / SP: Autores Associados / HISTEDBR (Coleção Educação Contemporânea), 1998, 141 p. (p. 88-99); WARDE, Mirian Jorge. «A produção discente dos Programas de Pós-Graduação em Educação no Brasil (1982-1991): avaliação & perspectivas», *Avaliação e perspectivas da área de Educação*. Porto Alegre: ANPED, 1993. Mimeo.

10 BARREIRA, Luiz Carlos. *História e historiografia: As escritas recentes da história da educação brasileira (1971-1988)*. Campinas: Faculdade de Educação, UNICAMP, 1995 (Doctoral thesis). [URL: <http://repositorio.unicamp.br/jspui/handle/REPOSIP/253874>. Consulted: 15.06.2020].

11 TANURI, Leonor Maria. «Historiografia da educação brasileira: contribuições para o seu estudo na década anterior à instalação dos cursos de pós-graduação», *Revista História da Educação*, n. 3, v. 2 (1998), p. 139-153 [URL: <https://seer.ufrgs.br/asphe/article/view/30724>. Consulted: 15/06/2020].

Bruno Bontempi Jr.,<sup>12</sup> Moysés Kuhlmann Jr.,<sup>13</sup> and Carlos Monarcha.<sup>14</sup> Other inventories and analyses were also produced in later years, like the text presented by Clarice Nunes,<sup>15</sup> or that of Denice Catani and Luciano Faria Filho,<sup>16</sup> by Libânia Xavier,<sup>17</sup> of Diana Vidal and Luciano Faria Filho,<sup>18</sup> as well as those dedicated to understanding this production in particular states and institutions. Some of these studies, with different sources and emphases, were brought together and published in the work «Pesquisa em história da educação no Brasil», which was the result of seminars led by the Working Group in the History of Education of the National Association of Graduate Research in Education – ANPED, in 2005.<sup>19</sup> In the context of this event, Vieira and Gondra indicate that «there are no recent data on the space occupied by the history of education in the educational-academic field»,<sup>20</sup> even if perceivable, according to the authors, in the expansion of the participation by historians

12 BONTEMPI JÚNIOR, Bruno. «História da Educação Brasileira: O terreno do consenso», FREITAS, Marcos Cezar (Org.). *Memória intelectual da educação brasileira*. Bragança Paulista/SP: Edusf, 1999, 102 p. (p. 87-100).

13 KUHLMANN JÚNIOR, Moysés. «Raízes da historiografia educacional brasileira (1881-1922)», *Cadernos de Pesquisa*, n. 106 (1999), p. 159-171 [URL: <https://www.scielo.br/pdf/cp/n106/n106a07.pdf>. Consulted: 28/03/2020].

14 MONARCHA, Carlos. «História da educação brasileira: atos inaugurais», *Horizontes*, n. 14 (1996), p. 35-44; MONARCHA, Carlos. *História da educação brasileira: formação de um campo*. 2ª ed. rev. Ijuí / RS: Ed. Ujuí (Coleção fronteiras da educação), 1999, 352 p.

15 Text presented by the author as a «requested work» at the 23ª Reunião Anual da ANPED, em 2000.

16 Text presented by the authors as a «requested work» at the 24ª Reunião Anual da ANPED, 2001 and later published. CATANI, Denice Barbara; FARIA FILHO, Luciano Mendes de. «Um lugar de produção e a produção de um lugar: a história e a historiografia divulgadas no GT História da Educação da ANPED (1985-2000)», *Revista Brasileira de Educação*, n. 19 (2002), p. 113-128 [URL: <https://www.scielo.br/pdf/rbedu/n19/n19a09.pdf>. Consulted: 20/04/2020].

17 XAVIER, Libânia. «Particularidades de um campo disciplinar em consolidação: balanço do I Congresso Brasileiro de História da Educação (RJ/2000)», SOCIEDADE BRASILEIRA DE HISTÓRIA DA EDUCAÇÃO (Org.). *Educação no Brasil*. Campinas / SP: Autores Associados; São Paulo / SP: SBHE, 2001, 234 p. (p. 217-234).

18 VIDAL, Diana Gonçalves; FARIA FILHO, Luciano. «História da educação no Brasil: a constituição histórica do campo (1889-1970)», *Revista Brasileira de História*, n. 45, v. 23 (2003), p. 37-70 [URL: <https://www.scielo.br/pdf/rbh/v23n45/16520.pdf>. Consulted: 13/05/2020].

19 The existing production is extensive and spans various Brazilian regions and researchers at different universities. The purpose here is only to indicate some common references in the field of Brazilian educational historiography.

20 VIEIRA, Carlos Eduardo; GONDRA, José Gonçalves. «Mapas da produção em história da educação», GONDRA, José Gonçalves (Org.). *Pesquisa em história da educação no Brasil*. Rio de Janeiro / RJ: DP&A, 2005, 352 p. (p. 7-13, cit. p. 12).

of education in the organization of congresses, the rise of specific scientific associations, calls for projects with public financing and in publications in books and periodicals, as well as the «presence and consolidation of research lines [formal ongoing research programs] in educational history in most of the graduate programs in education in the country».<sup>21</sup> It is therefore, a need that has been previously identified but little examined, indicating by the fifteen years that separate the production of one text from the other.

## I. LOCATING A FIELD OF PRODUCTION

To construct a field of interlocution formal research lines [or programs] at graduate programs in education were mapped, which are considered here as indications of production in the field. To conduct this endeavor, some research protocols were established, such as the definition of the sources to be consulted, and the mechanisms for cataloging, grouping and analyzing the information.

Aware that the mapping of a given academic production requires mechanisms for developing a thematic framework and search strategies, in relation to production linked to master's and doctoral programs,<sup>22</sup> we chose indirect and direct routes. Thus, searches were made to identify research lines that include in their titles the term «history» or «history of education», or those that include them in their syllabuses, as well as examine potential relations with the theme of school culture and materiality. The survey was possible because of two interlinked strategies: a search on the database Plataforma Sucupira<sup>23</sup> managed by Capes<sup>24</sup> and directly on the web pages of the graduate programs, examining all of the graduate programs operating in Brazil. To do so, it was necessary to establish charts, organized by region, that present the information. By inserting and tabulating the data raised it was possible to quantify the number of programs that explicitly mention the terms «history» or «history of

21 *Ibidem*, p. 12.

22 In Brazil, this includes master's and doctoral programs.

23 The Plataforma Sucupira is «a tool to collect information, conduct analyses and evaluations and serve as the base of reference of the National Graduate Studies System (SNPG)». URL: <https://www.capes.gov.br/avaliacao/plataforma-sucupira>.

24 Coordenação de Aperfeiçoamento de Pessoal de Nível Superior [Coordination for Improvement in Personnel in Higher Education], a federal government agency.

education». It was also possible to locate those that have formal research lines whose program indirectly refer to the theme through terms like «Theories of Education», «Fundamentals of Education», «Memory», «Educational and Ideas and Institutions», «Culture», «School Culture» and that in their syllabuses refer to studies in the field of history of education.

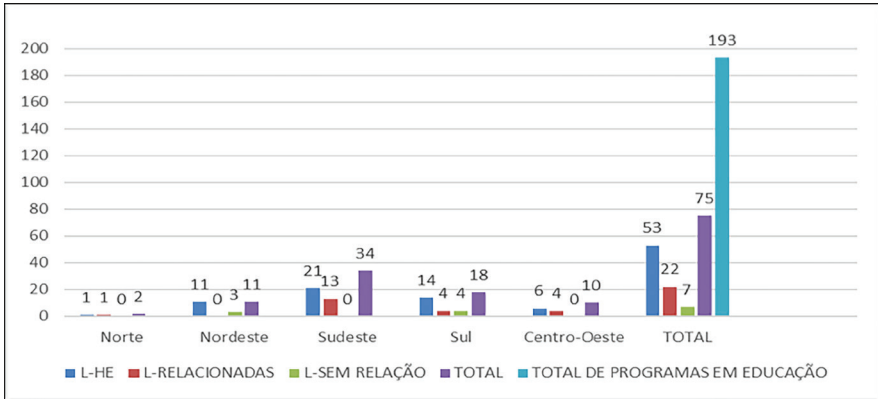
We are aware that this survey, although it is detailed and exhaustive, does not represent the full and precise range of work at all the graduate programs in Brazil in the field of studies in historic perspective, considering that there are various forms of designating the themes and various emphases given by the research lines. There are also various forms of internal organization – at times by foci, at other times by thematic nuclei. Another important variable concerns the updating of the web pages of the graduate programs and possible differences between the professors associated to the research lines and the information presented on the websites.

Despite these ponderations, the information identified and examined points to a quite positive situation in relation to the participation of educational history. From the universe of 193 graduate programs in education operating in Brazil (both academic and professional programs) in 2020, approximately 50 (25%) had 53 research lines that directly included the terms «history» or «history of education» in their titles, with names that vary in composition with other fields such as philosophy, historiography, politics, etc. It is important to clarify that within certain programs, there is more than one research line that mentions these terms. The number increases if we add those that have related terms such as: «theories of education», «fundamentals of education», «educational ideas and institutions», «memory and education», «culture and school culture», and whose syllabuses establish a link with the field. In this direction, the number rises from 50 to 71 graduate programs (36%), composing a total of 75 research lines that directly or indirectly (according to their titles or syllabi) focus on the history of education, in their wide variety of approaches and perspectives.

In relation to the debate about school culture and materiality, it was possible to identify that it at times appears explicitly, at other times it is accompanied by themes of books and readings, printed matter, memory and biographies, school museums and archives, school and academic disciplines, architecture, or school practices. In conjunction with this, there are indications about processes in Brazil and internationally for the production, circulation and appropriation of pedagogical models and proposals. In the graph that follows we present the



presence of material school culture in the composition of Brazilian graduate programs in education.



Graph 1. HISTORY OF EDUCATION AND SCHOOL MATERIALITY IN GRADUATE PROGRAMS IN EDUCATION IN BRAZIL. Source: Plataforma Sucupira and web pages of the graduate programs in education in Brazil. Data systematized by the authors. {North Northeast, Southeast, South, Central-West Total L-related L- w/o relation. Total. Total graduate programs in education}.

What is the purpose of mapping the programs? First, to obtain a portrait (even if partial and indirect) of the places where researchers in the field may be found in the graduate courses. Also to visualize educational possibilities that these research lines may be producing, that is, a *locus* to assist in the examination of the production of the theses and dissertations about the issue. In conjunction with this, we imagine it is possible to locate the activity of the research nuclei linked to the graduate programs in education, whose work can indicate links with the theme being examined. One hypothesis with which we work is that of the intersection of the action of researchers acting in graduate programs with work by students (which result from theses and dissertations), in association to the research nuclei to which they are linked and with the bibliographic production published (either as articles, works in congresses or books).

## 2. WORKS BY STUDENTS: MATERIAL SCHOOL CULTURE IN THESES AND DISSERTATIONS<sup>25</sup>

To locate and examine the theme of material school culture in the work by students, the database of theses organized by CAPES [Banco de Teses da CAPES] was used, which provides public access to studies concluded in the master's and doctoral programs. As a search tool, Capes provides access to the "resumos" [abstracts written in Portuguese] of theses and dissertations since 1987, with information directly provided by the programs. (Until the middle of the decade of 2000, graduate programs were not required to provide this data, which influences the universe of available data). Using as a base the descriptor "cultura material escolar" [material school culture] 123 occurrences were located (including theses and dissertations), and those whose *resumo* or keywords indicated a relation to the theme were selected. When refining the search, studies were discarded that were not directly related to the theme; so of the 39 theses located, 22 were selected, and of the 84 dissertations identified, 41 were selected. With this result we reached a total number of 63 works with the following geographic distribution: from the North 1 dissertation and 2 theses; from the northeast 13 dissertations and 4 theses; the central-west 3 dissertations and 2 theses; the southeast 12 dissertations and 6 theses; and the South 12 dissertations and 8 theses. The distribution of these 63 academic works chronologically can be seen in the chart below, which indicates the year of conclusion of the theses and dissertations identified.

From this chart we highlight two items as the most relevant: 1) the reduced incidence, especially of theses until 2013, which may indicate that studies about the theme of material school culture may have been conducted in this period, but did not explicitly indicate the theme, or they may have been «dissolved» in certain chapters and research items, and in this way were more difficult to identify; 2) There is a visible growth in the theme in theses over the

25 The data referring to the theses and dissertations were compiled with valuable collaboration from three researchers: Franciele Ferreira França, Carolina Ribeiro Cardoso da Silva and GeCIA Aline Garcia. The first two conducted a mapping of the production for the period from 1987 to 2016 and presented part of the data in the study «Le tesi di dottorato brasiliane dedicate alla cultura materiale della Scuola» at the III International Conference on School Material Culture «Production, use and circulation of school furnishing and teaching aids between Europe and Latin America in XIX and XX century», held in September 2017, in Macerata (Italy). The empiric base was revised by GeCIA Garcia, who conducted a survey of the data for the period from 2016 to 2019, as part of her doctoral research in the graduate program in education at UFPR. Since the descriptors used were the same, it was possible to aggregate them and examine them together.

| YEAR         | THESES    | DISSERTATIONS |
|--------------|-----------|---------------|
| 2007         | -         | 2             |
| 2009         | -         | 1             |
| 2010         | 1         | 2             |
| 2011         | 1         | 1             |
| 2012         | -         | 3             |
| 2013         | -         | 7             |
| 2014         | 2         | 2             |
| 2015         | 1         | 3             |
| 2016         | 4         | 9             |
| 2017         | 5         | 5             |
| 2018         | 1         | 4             |
| 2019         | 7         | 2             |
| <b>TOTAL</b> | <b>22</b> | <b>41</b>     |

*Chart 1. NUMBER OF THESES AND DISSERTATIONS DEFENDED BY YEAR. Source: Banco de Teses da Capes. Data systematized by the authors.*

years, with 2019 having the greatest increase. For the dissertations, there were oscillations, which were not progressive, highlighted by the year 2016, which had the most works. The distribution in time and the geographic location of the programs of origin allow us to affirm that the theme of material school culture does not represent a localized investment of certain research groups but that it has in fact become a field of graduate study, in the formation of researchers and academic production.

The production of students about material school culture identified in our survey allow us to outline the following synthesis. The theme had been gaining presence in graduate programs from 2000 to 2019, in theses and dissertations; and the growth in studies about this theme was different for theses and dissertations. There was a more accumulative and gradual growth among theses, while for dissertations there was a temporal oscillation, with advances and declines during the period. There is a visible regional capillarity of the theme, there are investments in it in all regions of Brazil, highlighted by the South, Southeast and Northeast. The theme gained presence and permanence in the investments of the graduate studies and has a broad and varied repertoire of the sources examined.

It is important to clarify that the low presence of works of theses and dissertations in the first years studied does not indicate that there was little attention to the theme, but reveals that only more recently was it clearly understood as an investigative option. There is still a need to consider that the mechanism for submitting the «resumos» [the original abstracts in Portuguese] and the national database itself (Banco de Teses da CAPES) has fragilities as Mirian Warde identified in a broad study in 1993.<sup>26</sup> Her warnings remain opportune despite the passage of nearly thirty years.

### 3. STUDIES PUBLISHED IN JOURNALS AS ARTICLES (BRAZIL, 2000-2020)

Concerning production in the form of articles, the survey conducted included those published in Brazil and not Brazilian production; studies by foreign authors published in Brazil were included but not those of Brazilian researchers published abroad. Brazilian periodicals dedicated to educational history were considered and those registered in data bases as being related to education and that publish articles concerning material school culture in historic perspective.

As mentioned, works were considered that address the history of schooling analyzed from the perspective of material culture or that were related to that perspective, that is, those that construct a narrative about schooling based on its material elements. Studies that examine printed publications were considered when the approach included the production and publication of the artifact.

The first step in the survey involved the access to the Portal de Periódicos CAPES / MEC, do SciELO – Scientific Electronic Library Online and the Plataforma Educ@, maintained by the Fundação Carlos Chagas, using the descriptor «cultura material» [material culture] to locate these terms in the *resumo* or keywords from 2000 to 2020. If there was a doubt about the connection of an article's content with the theme, the *resumo* was read. Articles were not included that were in the database but were published in foreign journals, book reviews, texts that present dossiers, reading notes and interviews or anything not characterized as a scientific article. It should also be mentioned that there are articles that are part of thematic dossiers, which were considered

26 The study contemplated the survey and analysis of theses and dissertations produced in Brazil from 1982 to 1991, using *resumos* [abstracts] as the primary source.

individually, given that some, considering the contours of the search and inclusion established, wound up not addressing the theme. Some articles have a version in a second language, usually English, and although they are in the database two times, they were considered only once. It is important to emphasize that in terms of the year of publication of the edition of the periodical there are conflicts between what the databases register and the year that the article was actually published. As we know, many periodicals were initially published in print format and were also made available online, particularly since 2008; this migration did not always guarantee the recognition of the studies through the search tools.

The data presented here lead to a methodological decision: the databases served to identify periodicals with studies related to the theme, but for the purposes of mapping the articles were accessed directly on the sites of the journals, manually, issue by issue.

The chart below registers the works published between 2000 and 2019, in periodicals with two or more articles published.

| Periódico*            | Ano da Publicação |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | TOTAL |      |
|-----------------------|-------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-------|------|
|                       | 2000              | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |       | 2019 |
| RBHE                  | NP*               |      |      |      | 1    |      |      | 5    |      |      |      | 4    |      | 1    | 1    |      | 1    | 1    | 6    | 2     | 22   |
| RHE-ASPHE             | 1                 | 1    |      | 1    | 1    | 1    | 3    | 2    | 1    | 1    | 2    | 1    | 1    | 4    | 1    | 2    | 3    | 3    | 1    | 4     | 34   |
| CadHE-UFU             | NP                | NP   |      | 2    |      | 2    | 4    | 1    |      |      |      |      |      |      |      |      |      | 1    | 2    | 3     | 15   |
| HistedBr On-Line      | ND                | ND   | ND   | ND   | ND   | ND   | ND   | ND   | ND   | 1    | 1    | 3    | 2    |      | 1    | 2    |      | 3    |      | 2     | 15   |
| Proposições-Unicamp   |                   |      |      |      |      | 8    |      |      |      |      |      | 3    | 3    | 3    |      |      |      |      |      | 1     | 18   |
| Educ. & Pesq. USP     | 1                 | 2    |      |      | 5    |      |      |      |      |      |      | 1    |      |      |      |      |      |      | 2    | 1     | 12   |
| Anais Museu Paulista  |                   |      |      |      |      | 1    |      |      |      |      |      |      |      | 1    |      | 1    |      |      | 1    |       | 04   |
| Teo & Prática - UNESP |                   |      |      |      |      |      |      |      |      |      |      | 1    | 1    |      |      |      |      |      |      |       | 02   |
| Educ. Pública UFMT    |                   |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 1    |      | 1    |      |       | 02   |
| Ed. em Revista UFMG   | 1                 |      |      |      |      |      |      |      | 1    |      |      | 1    | 1    |      | 3    | 2    | 2    |      |      | 1     | 12   |
| Educar-UFPR           |                   |      |      |      |      |      |      |      |      |      |      | 1    |      | 7    |      |      |      |      |      | 7     | 15   |
| Ped UNOCHAPECÓ        |                   |      |      |      |      |      |      |      |      |      |      | 2    | 1    |      |      |      |      |      |      |       | 03   |
| Linhas UDESC          |                   |      |      | 1    | 2    |      |      |      |      |      | 3    | 1    |      | 4    | 2    | 5    |      | 2    | 5    | 8     | 33   |
| Educação PUC/RS       |                   |      |      |      |      |      |      |      |      |      |      |      | 2    |      |      |      |      |      |      |       | 02   |
| HOLOS - IFRN          |                   |      |      |      |      |      |      |      |      |      |      |      | 1    |      |      | 1    |      |      |      |       | 02   |
| Cad. Pesq FCC         | 2                 |      |      |      | 1    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |       | 03   |
| Rev. HHE - ANPUH      | NP                | NP   | NP   | NP   | NP   | NP   | NP   | NP   | NP   | NP   | NP   | NP   | NP   | NP   | NP   | NP   | NP   | NP   | 13   | 3     | 16   |

Legenda: \*NP = O periódico ainda não existia; \*\*ND = Números não disponíveis no Portal.

FONTE: Portal de Periódicos CAPES/MEC, SciELO, Plataforma Educ@. Dados sistematizados pelas autoras.

Chart 2: ARTICLES PUBLISHED IN JOURNALS. Journal Year of Publication. Legend. \*NP The journal had not been created; \*\* ND = numbers not available on the portal. Source: xxxxx Data systematized by the authors.

The data gathered indicate that, although the complete expression «cultura material escolar» [material school culture] appears repeatedly in the academic production in the past ten years, to not consider the previous decade would be to deny an important portion of the work in this «field». It was possible to identify some recurring themes that appear, at times as the theme of

dossiers: pedagogical and school manuals, school books, school architecture, photography, and primers. Some of the articles related to the term concern historic, artistic, religious, scientific heritage, Indigenous culture, African culture or museums, cartography, communication etc. In all these cases, the abstracts were read, and the complete article was accessed to decide if the article would be included.

#### 4. STUDIES PUBLISHED IN BOOKS (BRAZIL, 2000-2020)

The mapping of studies published in books was the most challenging; we were not able to establish a strategy that allowed finding reliable data about this production. We began the operation with a consultation of the Banco de Dados da Biblioteca Nacional [Database of the National Library] (<https://www.bn.gov.br/>), through the catalog of the «Obras Gerais da Biblioteca Nacional» [General Works in the National Library] which is composed of books that arrive in compliance with the Lei de Depósito Legal [legal depositing law]. The Plataforma SOPHIA, which is accessible on the site of the National Library, allows searching by title, author, subject, series, publisher and ISBN/ISSN. In the case of the survey presented here, a search was done by title and subject, based on the descriptor «cultura material escolar» [material school culture] which identified only two books: «Objetos da escola: espaços e lugares de constituição de uma cultura material escolar (Santa Catarina, séculos XIX e XX)», organized by Vera Lucia Gaspar da Silva and Marília Gabriela Petry (Florianópolis: Insular, 2012) and «Cultura material escolar: a escola e seus artefatos (MA, SP, PR, SC e RS, 1870-1925)», organized by Cesar Augusto Castro (São Luís: EdUFMA / Café & Lápis, 2011).

Altering the terms of the consultation to «cultura material» [material culture], the number of works grows expressively, but basically of studies linked to the fields of architecture and archeology. Once again our long experience as researchers of this theme and the fact that we have been constantly attentive to production in the field allowed us to identify absences in the search and led us to other databases such as that of INEP and Google Acadêmico [the Portuguese language equivalent of Google Scholar], which also did not identify a larger field of studies. Turning to Google, narrowing the search to books and using the descriptor «cultura material escolar» once again few studies appeared

in terms of Brazilian production about the issue.<sup>27</sup> This indicates the need for us to create more effective forms of storing data about this type of production, which is so important in and for the field.

##### 5. PRESENCE OF THE THEME AT EVENTS IN THE FIELD (BRAZIL, 2000-2020)

We also examined materials from the main national events in the field of history of education in Brazil. We began with the editions of the Congresso Brasileiro de História da Educação [Brazilian Congress on the History of Education], an event organized by the Sociedade Brasileira de História da Educação [Brazilian Society for the History of Education] SBHE.<sup>28</sup> Based on a consultation of the organizing themes of each edition, those that directly addressed the theme or approached it were highlighted. The volume of work presented in each edition of the event did not make it viable, at this time, to conduct a mapping of this production. Thus, an identification was made from the thematic lines, highlighting those directly linked to material school culture, considering them as indicative of circulation and consolidation of these studies.

27 Although we do not present all of the data found in the survey conducted, in the crossing of information in the universe of production some books are recurring and we decided to register them: *Cultura Escolar, Tecnologias e Práticas: perspectivas históricas e contemporâneas*, organized by Elaine Cátia Falcade Maschio and Eliane Maria do Sacramento Soares (Curitiba: Appris Editora, 2017); *História da Educação, Arquitetura e Espaço Escolar* (São Paulo/SP: Cortez, 2005) e *Culturas Escolares, Saberes e Práticas Educativas: itinerários históricos* (São Paulo: Cortez, 2007), both organized by Marcus Levy Bencosta; *Inovações, coleções, museus* (Belo Horizonte/MG: Autêntica, 2011) organized by Maria Eliza Linhares Borges; *A Escola e seus Artefatos Culturais* (São Luís – Maranhão: EDUFMA, 2013) organizado by Cesar Augusto Castro and Samuel Velázquez Castellanos; *Pedagogium: Símbolo da modernidade educacional republicana* (Rio de Janeiro/RJ: Quartet / FAPERJ, 2013), organized by Ana Chrystina Mignot; *Da Pedra ao Pó: o itinerário da lousa na escola pública paulista do século XIX* (Goiânia/GO: Gráfica UFG, 2016), written by Valdeniza da Barra; *História da Educação, Infância e Cultura Material: Estudos promovidos por grupos de pesquisa da UDESC, UFPR e UNICAMP* (Curitiba/PR: Editora CRV, 2016) organized by Franciele França, Carolina Cardoso da Silva and Cristina Sacramento; *Cultura Material Escolar em Perspectiva Histórica: Escritas e Possibilidades*, (Vitória / Espírito Santo, EDUFES, 2018) organized by Vera Lucia Gaspar da Silva; Gizele de Souza and César Castro.

28 Founded in September 1999, the Sociedade Brasileira de História da Educação – SBHE is dedicated to organizing events to revise knowledge and socialize experience realized in the field and include the editions of the Congresso Brasileiro de História da Educação.

| THEMES OF THE CONGRESSES, HIGHLIGHTING THOSE LINKED TO MATERIAL SCHOOL CULTURE   |   |
|--|---|
| <p>I CBHE – 2000 – Rio de Janeiro/RJ</p> <ul style="list-style-type: none"> <li>- State and Educational Policies;</li> <li>- Sources, Categories and Methods;</li> <li>- Gender and Ethnicity;</li> <li>- Pedagogical publications;</li> <li>- Educational Institutions;</li> <li>- Educational Thinking;</li> <li>- Educational Processes and Practices;</li> <li>- Teaching profession.</li> </ul>   | <p>II CBHE – 2002 – Natal/RN</p> <ul style="list-style-type: none"> <li>- Comparative Educational History;</li> <li>- History of Social Movements in Brazilian Education;</li> <li>- School Cultures and the Teaching Profession in Brazil;</li> <li>- Intellectuals and Memory of Education in Brazil;</li> <li>- Gender Relations and Brazilian Education;</li> <li>- State, Nation and Ethnicity in the History of Education;</li> <li>- Educational Processes and Realms of Sociability.</li> </ul>   |
| <p>III CBHE – 2004 – Curitiba/PR</p> <ul style="list-style-type: none"> <li>- Archive, Sources, historiography;</li> <li>- Comparative studies;</li> <li>- Educational policies and pedagogical models</li> <li>- School culture and educational practices;</li> <li>- Teaching profession;</li> <li>- Gender, ethnicity and school education;</li> <li>- Social movements and democratization of knowledge;</li> <li>- Teaching the History of Education.</li> </ul>  | <p>IV CBHE – 2006 – Goiânia/GO</p> <ul style="list-style-type: none"> <li>- Educational policies and social movements;</li> <li>- History of the teaching profession and school institutions;</li> <li>- Culture and school practices;</li> <li>- Gender and ethnicity in the history of Brazilian education</li> <li>- Historiography of Brazilian education and comparative history;</li> <li>- Intellectuals, social thinking and education;</li> <li>- Archives, documentation centers, museums and education;</li> <li>- The teaching of History of Education.</li> </ul>                                      |
| <p>V CBHE – 2008 – Aracaju/SE</p> <ul style="list-style-type: none"> <li>- History of the teaching profession and educational school institutions;</li> <li>- The Teaching of History of Education;</li> <li>- Sources and methods in History of Education;</li> <li>- School and educational culture and practices;</li> <li>- Curriculum, disciplines and school institutions;</li> <li>- Historiography of Brazilian education and comparative history;</li> <li>- Social movements, generation, gender and ethnicity in the History of Education;</li> <li>- Educational policies, intellectuals of Education and pedagogical thinking.</li> </ul> | <p>VI CBHE – 2011 – Vitória/ES</p> <ul style="list-style-type: none"> <li>- Ethnicities and Social Movements;</li> <li>- History of Educational Institutions and Practices;</li> <li>- History of School Cultures and Subjects;</li> <li>- History of the Teaching Profession;</li> <li>- Intellectual Publications and History of Education;</li> <li>- State and Educational Policies in the History of Brazilian Education;</li> <li>- The Teaching of History of Education;</li> <li>- Sources and Methods in The History of Education;</li> <li>- Educational heritage and SCHOOL MATERIAL CULTURE.</li> </ul> |



|   |   |
|---|---|
| <p>VII CBHE – 2013 – Cuiabá/MT</p> <ul style="list-style-type: none"> <li>- State and Educational Policies in the History of Brazilian Education;</li> <li>- Ethnicities and Social Movements;</li> <li>- Sources and Methods in History of Education;</li> <li>- History of Education of Children- Youth and Adults in Brazil;</li> <li>- History of the Teaching Profession;</li> <li>- History of School Cultures and Subjects;</li> <li>- History of Educational Institutions and Practices;</li> <li>- Publications – Intellectuals and History of Education;</li> <li>- The Teaching of History of Education;</li> <li>- Educational Heritage and MATERIAL SCHOOL CULTURE.</li> </ul> | <p>VIII CBHE – 2015 – Maringá/PR</p> <ul style="list-style-type: none"> <li>- State and Educational Policies in the History of Brazilian Education;</li> <li>- Ethnicities and Social Movements in the History of Education;</li> <li>- Sources and Methods in The History of Education;</li> <li>- History of Education of Children, Youth and Adults in Brazil;</li> <li>- History of the Teaching Profession;</li> <li>- History of Cultures and School Disciplines;</li> <li>- History of Educational Institutions and Practices;</li> <li>- Publications, Intellectuals and History of Education;</li> <li>- The Teaching of History of Education;</li> <li>- Educational heritage and SCHOOL MATERIAL CULTURE.</li> </ul> |
| <p>IX CBHE – 2017 – João Pessoa/PB</p> <ul style="list-style-type: none"> <li>- School subjects and teaching the history of education;</li> <li>- Education and Generations;</li> <li>- Professional education;</li> <li>- Training and teaching profession;</li> <li>- The press and educational publications;</li> <li>- Intellectuals and educational projects;</li> <li>- Memory and educational heritage;</li> <li>- Social movements, ethnicities and gender;</li> <li>- Policies and educational institutions;</li> <li>- Theory of history and historiography of education.</li> </ul>  | <p>X CBHE – 2019 Belém/PA</p> <ul style="list-style-type: none"> <li>- Educational Policies and Institutions;</li> <li>- Intellectuals and Educational Projects;</li> <li>- The Press and the Educational Press;</li> <li>- Training and Teaching Profession;</li> <li>- Education and Generations;</li> <li>- School Disciplines and Teaching the History of Education;</li> <li>- Memory and Educational Heritage;</li> <li>- Theory of History and Historiography of Education;</li> <li>- Professional Education;</li> <li>- Education, Social Movements, Ethnicity and Gender;</li> <li>- Non-School Educational Processes and Sociability Practices.</li> </ul>   |

Chart 3. MATERIAL SCHOOL CULTURE AT BRAZILIAN CONGRESS ON THE HISTORY OF EDUCATION. Source: Portal of the Sociedade Brasileira de História da Educação (<http://www.sbhe.org.br/anais-cbhe>).

Data systematized by the authors.

We also decided to consider as events in the field the editions of the Congresso Luso-Brasileiro de História da Educação [Luso-Brazilian Congress of History of Education] (COLUBHE), which resulted from a partnership between the History of Education working group of the National Society for Graduate Studies in Education (ANPED) and the Secção de História da Educação da Sociedade Portuguesa de Ciências da Educação [Section of History of Education of the Portuguese Society of Educational Sciences], although the work is now conducted by the Associação de História da Educação de Portugal [Association for the History of Education of Portugal (HISTEDUP)]. They are included because most people attending the events are Brazilian researchers. The event is alternately held in Brazil and Portugal and its 12<sup>th</sup> edition will be held in 2020, organized by the Universidade Federal de Mato Grosso (UFMT), although it has been postponed until 2021 due to the COVID 19 pandemic.

In the case of the edition of Luso-Brazilian Congress of History of Education, the survey of information is more difficult given that the set of data is stored on pages of the event, which «disappear» over time. It should also be considered that over period surveyed, the supports for registration of the studies presented at the events has completely changed. They began with totally printed material, shifted to a hybrid form with electronic registration on diskettes, then CD's and DVD's and finally abandoned print and the work was made available directly on the event sites.

| THEMATIC LINES OF THE CONGRESSES, HIGHLIGHTED BY THOSE LINKED TO THE THEME OF MATERIAL SCHOOL CULTURE  |  |
|--|--|
| I COLUBHE – 1996 – Lisbon, Portugal  | VII COLUBHE – 2008 Porto, Portugal   |
| <ul style="list-style-type: none"> <li>- Educational Policies and Forms of Teaching Reading and Writing;</li> <li>- The oral and the written: two Mentalities, two Cultures;</li> <li>- Educational Practices and Pedagogical-Didactic Options;</li> <li>- The Schooling of Boys and Girls;</li> <li>- School Masters, Teachers and Literacy instructors;</li> <li>- History of Education: Sources, Historical Categories</li> </ul> | <ul style="list-style-type: none"> <li>- Circulation of Ideas, Discourses and Educational Models: Manuals, Press and Iconography;</li> <li>- Training, Identities and Teaching Profession;</li> <li>- Curriculum, Educational Practices and School Routine;</li> <li>- Educational institutions and MATERIAL SCHOOL CULTURE;</li> <li>- Childhood, Generation and Family;</li> <li>- Educational Policies and Citizenship;</li> <li>- Inclusion, Gender and Ethnicity;</li> <li>- Historiography, Methods, Sources and Museology.</li> </ul> |

|  |  |
|--|--|
| <p>II COLUBHE – 1998 – São Paulo/SP, Brazil</p> <ul style="list-style-type: none"> <li>- History of the Teaching Profession;</li> <li>- History of Colonization: Educational and Pedagogical Cultural Practices;</li> <li>- Beliefs, Religions and Educational Processes in The History of Education;</li> <li>- History of School Cultures: Educational Practices and Pedagogical Practices;</li> <li>- History of Educational Policies and School Institutions;</li> <li>- History of University and Scientific Institutions;</li> <li>- History of the Educational Press and Publications;</li> <li>- History of Reading and Writing;</li> <li>- Gender, Ethnicity and Generation in Education History;</li> <li>- Sources, Categories and Research Methods in The History of Education.</li> </ul> | <p>VIII COLUBHE – 2010 São Luís/MA, Brazil</p> <ul style="list-style-type: none"> <li>- Childhood, youth and family;</li> <li>- Gender, generation and ethnicity;</li> <li>- Production of knowledge and subjects of education;</li> <li>- Training, Identities and teaching profession;</li> <li>- Educational Policies, Social Movements and Citizenship;</li> <li>- Pedagogical practices, school life and MATERIAL CULTURE;</li> <li>- Instances of socialization of childhood and youth;</li> <li>- Historiography and Teaching History of Education.</li> </ul>  |
| <p>III COLUBHE – 2000 – Coimbra, Portugal</p> <ul style="list-style-type: none"> <li>- History of the Teaching Profession;</li> <li>- History of Education and Colonizing Processes;</li> <li>- Cultures and Identities in the History of Education;</li> <li>- History of Educational Policies and Educational and Scientific Institutions;</li> <li>- History of the Educational Press and School Supplies;</li> <li>- History of Educational Processes;</li> <li>- History of School Life and Pedagogical Practices;</li> <li>- Gender, Ethnicity and Generation in Education History;</li> <li>- Sources, Categories and Research Methods in The History of Education.</li> </ul>  | <p>IX COLUBHE – 2012 – Lisbon, Portugal</p> <ul style="list-style-type: none"> <li>- Spaces, Daily Times, School Sociability;</li> <li>- Reading and Writing: Rituals, MATERIALITIES;</li> <li>- School Institutions: Projects, Identities, Organization, Actors;</li> <li>- Educational Heritage and Museology: FURNITURE, EQUIPMENT, TEACHING MATERIALS;</li> <li>- Rituals, Symbols, School Parties;</li> <li>- Oral Testimonies and Memories of Education;</li> <li>- Teachers and their Training: from the Art of Teaching to The Sciences of Education;</li> <li>- The Historiography of Education: Theoretical Contributions. Methodological approaches. Sources;</li> <li>- Educational Policies, Pedagogical Discourses, Autobiographies;</li> <li>- Internationalization, Circulation and Comparison: Systems, Curricula, Pedagogies.</li> </ul> |

|  |   |
|--|---|
| <p>iv COLUBHE – 2002 – Porto Alegre/RS, Brazil</p>   | <p>x COLUBHE – 2014 – Curitiba/PR, Brazil</p>   |
| <ul style="list-style-type: none"> <li>- Orality and educational processes;</li> <li>- Reading, writing and schooling;</li> <li>- Manuscripts and printed matter as pedagogical devices;</li> <li>- Reading, readers and libraries;</li> <li>- Textbooks and schoolbooks about the History of Education;</li> <li>- Digital technology and research in the History of Education;</li> <li>- Construction of the object and sources in the History of Education;</li> <li>- The Historiography of Education.</li> </ul> | <ul style="list-style-type: none"> <li>- History of Educational Policies and Institutions;</li> <li>- History of the Teaching Profession;</li> <li>- Teaching the History of Education;</li> <li>- History of School Cultures and Educational Practices;</li> <li>- Historiography, Methods and Sources;</li> <li>- Gender, Generation and Ethnicity in History of Education;</li> <li>- History of Education and Colonizing Processes;</li> <li>- The Pedagogical Printing and Materials;</li> <li>- Educational Heritage, Museums and School Archives.</li> </ul> |
| <p>v COLUBHE – 2004 – Évora, Portugal</p>  | <p>xi COLUBHE – 2016 Porto, Portugal</p>  |
| <ul style="list-style-type: none"> <li>- Public Policies and Educational Reforms;</li> <li>- Ideas, Doctrines and Pedagogical Models;</li> <li>- Church and Education;</li> <li>- Education Management, Administration and Financing;</li> <li>- Childhood, Family and Education;</li> <li>- Gender, Ethnicity and Generation;</li> <li>- School Practices and Routine;</li> <li>- Press and Pedagogical Materials;</li> <li>- Historiography and Memory of Education.</li> </ul>                                      | <ul style="list-style-type: none"> <li>- Source Methods and Investigative Techniques;</li> <li>- Research paths: methodological trends;</li> <li>- Educational policies and practices;</li> <li>- (educational) subsystems and educational institutions;</li> <li>- Reading, written culture and school culture;</li> <li>- Agents and recipients of education (teachers, students and family);</li> <li>- Pedagogical thinking;</li> <li>- Heritage, Museology and Archive;</li> <li>- Space(s) of intervention in the history of education.</li> </ul>            |

| vi COLUBHE – 2006 – Uberlândia/MG, Brazil  | xii COLUBHE – 2020 (postponed until 2021) – Cuiabá/MT, Brazil   |
|--|---|
| Education, Childhood and Family;<br>- Teaching of History of Education;<br>- Gender, Ethnicity and Generation;<br>- Historiography and Memory of Education;<br>- Educational Press, Printed Materials and Discourses;<br>- Culture, Pedagogical Models and Educational Practices;<br>- Policies, Systems and Educational and Scientific Institutions;<br>- Profession and Teacher Identity;<br>- Comparative History: Methodological Issues of Education Research. | - Educational Institutions;<br>- Teaching Profession;<br>- MATERIAL SCHOOL CULTURE;<br>- School and non-School Subjects and Processes;<br>- Gender Relations, Generation, Ethnicity, Social Class;<br>- Educational Policies;<br>- Pedagogical Ideas, Curriculum, Educational Practices;<br>- Historiography, Sources and Depository Institutions;<br>- Teaching of History of Education. |

*Chart 4: MATERIAL SCHOOL CULTURE AT LUSO-BRAZILIAN CONGRESSES OF HISTORY OF EDUCATION. Source: Sites of the respective events, document provided by Marcus Levy Bencostta and from the personal files of the authors. Data systematized by the authors.*

Many analyses can be extracted from these thematic charts, but at this time, we emphasize that along the historic path of the events mentioned, the theme of material school culture was diluted in other lines, such as those related to daily school life, school practices and culture. A certain presence is also noticed in the fields of school heritage and archives. In terms of national events, the theme of «Material School Culture» appears explicitly in the 2011, 2013 and 2015 editions. In the Portuguese-Brazilian events, since 2008 the term has been explicit and gained increasing space, it is no longer subsumed to other fields of history. This growth in the field in the congresses is similar to what we observed in other lines of scientific production.

Finally, another forum to be highlighted is the working group GT 2 – History of Education of the National Association of Graduate Research in Education (ANPEd).<sup>29</sup> In a survey of the association's web portal, data for editions 23 to 29 were considered, held from 2000 to 2019, while since 2013 the event was biannual. As in the case of ANPEd, the number of studies

<sup>29</sup> This is a not for profit entity that associates master's and doctoral programs in education, professors and students linked to these programs, and other researchers in the field. For more information see URL: <https://anped.org.br/sobre-anped>.

approved to present at each edition is limited, we conducted a mapping by directly accessing the studies presented at this group. With the exception of those at the 33<sup>rd</sup> edition in 2010, they are available for public consultation and were accessed individually.

In this period, except for the 2010 edition, 225 works were presented to the working group GT2 History of Education, and of these, 36 present a historic narrative of schooling based on its materiality or on its material aspects. Considering the works selected, a significant portion of the studies address issues related to printed pedagogical publications, particularly books, manuals and bulletins. School space and time are also addressed, although in fewer studies. The following chart presents data referring to the work presented in working group 2 during the annual meetings, not including posters, lectures or other forms of presentation.

| YEAR / EDITION OF THE EVENT | TOTAL WORKS AT GT2 | WORKS RELATED TO MATERIAL SCHOOL CULTURE |
|-----------------------------|--------------------|--|
| 2000 / 23 <sup>a</sup>      | 22                 | 03                                       |
| 2001 / 24 <sup>a</sup>      | 12                 | -  |
| 2002 / 25 <sup>a</sup>      | 04                 | -  |
| 2003 / 26 <sup>a</sup>      | 12                 | 04                                       |
| 2004 / 27 <sup>a</sup>      | 14                 | 02                                       |
| 2005 / 28 <sup>a</sup>      | 20                 | 02                                       |
| 2006 / 29 <sup>a</sup>      | 11                 | 03                                       |
| 2007 / 30 <sup>a</sup>      | 17                 | 05                                       |
| 2008 / 31 <sup>a</sup>      | 12                 | 02                                       |
| 2009 / 32 <sup>a</sup>      | 13                 | 03                                       |
| 2010 / 33 <sup>a</sup>      | Not available      | Not available                            |
| 2011 / 34 <sup>a</sup>      | 15                 | 01                                       |
| 2012 / 35 <sup>a</sup>      | 11                 | 02                                       |
| 2013 / 36 <sup>a</sup>      | 15                 | 03                                       |
| 2015 / 37 <sup>a</sup>      | 18                 | 04                                       |
| 2017 / 38 <sup>a</sup>      | 10                 | 01                                       |
| 2019 / 39 <sup>a</sup>      | 19                 | 01                                       |
| <b>TOTAL</b>                | <b>225</b>         | <b>36</b>                                |

*Chart 5. WORK PRESENTED AT GT2 HISTORY OF EDUCATION OF ANPED. Source: Portal of ANPED – Associação Nacional de Pós-Graduação e Pesquisa em Educação. Data systematized by the authors.*

## 6. THEORETICAL AND METHODOLOGICAL CONSIDERATIONS

Considering the body or work analyzed here, it was possible to list, visualize, quantify and identify indications of research themes, approaches and reference perspectives.<sup>30</sup> To present some theoretical indications, we decided to organize them as statements, which can be translated as «operative modes» of a methodological and analytical path that has material school culture as its guide. Thus, we construct a type of map whose coordinates indicate the perspectives that are most commonly found in the construction of narratives about schooling, guided by its artifacts or its material base, as well as aggregating to them others that result from our experience in the field.

Mandatory schooling for early childhood, from the perspective of the materiality that shapes it, creates new forms of inclusion and exclusion. The study of school materiality can be a powerful tool for demonstrating historically taken options in the distinctive supplying of the schooling process of the various groups of childhood, even though mandatory attendance had become a legal measure in many countries in the second half of the nineteenth century. This materiality can also indicate choices and incorporation of objects, methods and school practices that support working with children.

The material supplying of and for schools was shaped by an important set of discourses and theses by pedagogues, inspectors, educational authorities, doctors, and industrial and commercial leaders who promoted them through the daily press, magazines in different fields (pedagogy, medicine, architecture) at Brazilian and international congresses, in travel, through catalogs, at pedagogical museums, at world's fairs and other forms. This repertoire, which historically designates and qualifies the supply of material school culture, was expanded through different paths that penetrated large events such as fairs, but also by other means such as educational journals and pedagogical congresses, in an amalgam that produced certain meanings, expectations and representations around primary school and its material composition.

Support in economic aspects, seeking to link the material edification of schools for the masses to the composition of a market dedicated to supplying

30 This reflection was begun in our article «Historical Perspective of Material School Culture: theoretical and methodological possibilities!», that is part of the dossier «The historical research into school practice» organized by Vera Lucia Gaspar da Silva; Francisca Rubí and Bernat Sureda which will be published in the *History of Education & Children's Literature*.

the emerging demands is a promising line of approach. Studies in this direction carry reflections that indicate that the plan to provide schooling for the masses required a fertile articulation with commercial sectors that produced and commercialized the material apparatus required for the creation of schools. It is important to highlight that the projects on a commercial scale coexist with more simplified forms of providing school materials, involving direct relations with subjects from the community of a school, such as those in which a teacher would order certain artefacts from a local artisan and later negotiate payment by the state.

The imaginary pleasure based on the consumption of novelties. Here we can indicate as an example the large world's fairs as showcases that stimulated the desire to consume novelties and the pleasure (and realization) of those who acquired these novelties and made them available to the public at the institutions. We identify this as the presence and absence of the objects as forms of educating. More than showcases of modernity, the world's fairs were stages for exhibiting and commercializing the consecration of a new mode of life for which industrialized products are one of the vectors and schools were part of this new world. Among the possible investigative paths in the production in keeping with this perspective of analysis we identify studies that trace relations between large international events and national and local actions.

The classroom as construction of a social technology, an expression of changes in the social organization that required schools to perform new tasks, as the English scholar Martin Lawn<sup>31</sup> has indicated in many of his studies, is also revealed in the universe that serves as our reference. Lawn calls attention to the fact that many of the narratives about the grandiosity and efficiency of «well equipped» schools were constructed by suppliers of educational materials. It should be highlighted, as Escolano Benito<sup>32</sup> warns, that the enthusiasm for educational technologies promoted and sold in different formats at the world's fairs and by sales representatives, which proliferated worldwide in the late

31 LAWN, Martin. «A materialidade dinâmica da educação escolar: Professores, tecnologias, rotinas e trabalho», GASPAR DA SILVA, Vera Lucia; SOUZA, Gizele de; CASTRO, César Augusto (Orgs.). *Cultura material escolar em perspectiva histórica: Escritas e possibilidades*. Vitória / ES: EDUFES (Coleção Horizontes da Pesquisa em História da Educação no Brasil, v. 14), 2018, 472 p. (pp. 341-365).

32 ESCOLANO BENITO, Agustín. «Etnohistória e Cultura Material da Escola: A Educação nas Exposições Universais», GASPAR DA SILVA, Vera Lucia; SOUZA, Gizele de; CASTRO, César Augusto (Orgs.). *Op. Cit.*, p. 93-118.



nineteenth and early twentieth centuries, denounce a certain standardization of school contents, homogenizing them and attributing to the bureaucratic machine a regulatory role that removes autonomy from teachers.

The role of the press and other media as vehicles for mass circulation of information about artifacts, along the history of consumption, in this case of school objects, whether by individuals, institutions or their suppliers (like the state) also appears as an analytical perspective. The press is seen in a dual function: as a source of data, which steers the eye to aspects that link and circulate material, and simultaneously as a research object, which reveals dimensions about the conditions and modes of production, of individuals that produce discourses and practices.

The tracking and analysis of the flows of didactic materials and books as modes of operating and understanding schooling processes also stands out, including the perspective that the objects are indications of school contents and practices. It should be noted that on one hand studies that use schoolbooks as an object and source have expanded significantly in recent decades and represent an important portion of the studies. On the other hand, works dedicated to other objects of educational support, including those of science education, are less common and reveal a field of investigation that deserves attention as some initiatives have mentioned.

Another form of analyzing that appears and deserves attention is that which considers the objects and forms of exhibition in «spaces of storing memories» and that in this form, contributes to the construction of a narrative. We consider here that the forms of exhibiting artefacts at school museums, «centers of memory» and similar locations construct a narrative about the past of schools.<sup>33</sup> While on one hand initiatives of this type are important for reaffirming the importance of the historic memory of schools, on the other, it is necessary to pay attention to the fact that these spaces often have a certain disconnected overlapping of elements of different origins and temporalities, which entangle viewers and lead them to a historical «deviation».

Other works stand out that use material supports to speak of subjects, such as those based on letters to speak of schools, the lives of teachers and students,

33 A reflection in this direction is registered in the text by SANI, Roberto. «A pesquisa sobre o patrimônio histórico e educacional na Itália», *Revista Linhas*, n. 44, v. 20 (2019), p. 75-95 [URL: <http://www.revistas.udesc.br/index.php/linhas/issue/view/742/showToc>. Consulted: 12/03/2020].

many of which are constructed with a «biographical» approach. The history of science and of scientific heritage has also gained space and visibility in the production.

These indications suggest that, if up to a certain time artefacts were present in a more descriptive form, occupying a secondary or illustrative space, the more recent production will invest in a historiography that discerns some meanings from the artefacts, with support from other references. Thus, the materiality that organizes the schooling projects comes to be approached from various perspectives, some of which have been indicated in this text. This also favors a plural and connected reading, in the sense that an artefact can acquire meanings that differ by social groups or spaces, and can also signify the circulation of ways of doing thing.

Another important fact to highlight concerns the increasing migration in the period studied of publication from books to scientific articles published in periodicals and made available online. We are from a generation that accompanied the transition from print to online publications and this, to some degree, increases our responsibility to make the connection between one medium or form of publication and another. Many of these studies and issues could only be located and revealed because of our insertion in the field and our experience with different printed formats, without this experience our ability to question the data that we found would be limited, as would the ability to refine the searches, reconstruct paths and use other strategies.

To conclude, we highlight the strength of work conducted in networks as a stimulus to the field, which is clearly revealed in the path that has consolidated the theme examined here.