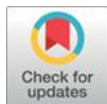


Being a teacher in the backlands of Bahia: memories of lay teachers (Casa Nova-BA, 1960-1990)



Maria do Socorro Carvalho^{iD}

Alfredo Nasser College, Goiânia, GO, Brazil

Virginia Pereira da Silva de Ávila^{iD}

University of Pernambuco, Recife, PE,

Abstract

This text analyzes the trajectory of three lay teachers, two women and a man, who worked in elementary schools in the rural area of Casa Nova, Bahia, Brazil, between the 1960s and 1990s. The time frame includes the arrival of the Normal Course in Casa Nova and the completion of this course by most of the interviewees. The methodology consists of the use of Oral History and analysis of personal and institutional documents. The interviews were conducted in 2022, during the Covid-19 pandemic, a moment that required social isolation, especially from the elderly. In this atypical context, respecting the health protocols, the teachers were contacted by telephone and the questionnaires sent to each one's home. In general, the reports showed that, despite the obstacles to attending the Training course for the Primary Magisterium, everyone successfully completed the training and some went on to higher education and specialization courses.

Keywords

memories of lay teachers; teacher education; history of education.

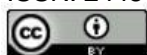
Ser professor no sertão baiano: memórias de professores leigos (Casa Nova-BA, 1960-1990)

Resumo

Este texto analisa a trajetória de três professores leigos, duas mulheres e um homem, que atuaram em escolas de Ensino Fundamental na zona rural de Casa Nova, Bahia, Brasil, entre as décadas de 1960 e 1990. O recorte temporal compreende a chegada do Curso Normal em Casa Nova e a conclusão deste curso pela maioria dos entrevistados. A metodologia consiste no uso da História Oral e análise de documentos pessoais e institucionais. As entrevistas foram realizadas em 2022, durante a pandemia da Covid-19, momento que exigiu isolamento social, principalmente dos idosos. Nesse contexto atípico, respeitando os protocolos de saúde, os professores foram contatados por telefone e os questionários enviados para a casa de cada um. De forma geral, os relatos mostraram que, apesar dos obstáculos para cursar o curso de Formação para o Magistério Primário, todos concluíram com sucesso a formação e alguns seguiram para cursos superiores e de especialização.

Palavras-chave

memórias de professores leigos; formação de professores; história da educação.



**Ser docente en el sertão de Bahia: memórias de docentes laicos
(Casa Nova-BA, 1960-1990)****Resumen**

Este texto analiza la trayectoria de tres docentes laicos, dos mujeres y un hombre, que trabajaron en escuelas primarias de la zona rural de Casa Nova, Bahia, Brasil, entre las décadas de 1960 y 1990. La delimitación temporal incluye la llegada del Curso Normal a Casa Nova y la realización de este curso por la mayoría de los entrevistados. La metodología consiste en el uso de la historia oral y el análisis de documentos personales e institucionales. Las entrevistas fueron realizadas en 2022, durante la pandemia de Covid-19, época que requirió aislamiento social, especialmente para las personas mayores. En este contexto atípico, respetando los protocolos sanitarios, se contactó telefónicamente con los profesores y se enviaron cuestionarios al domicilio de cada uno. En general, los informes mostraron que, a pesar de los obstáculos para asistir al curso de Formación para la Enseñanza Primaria, todos completaron exitosamente su formación y algunos alcanzaron estudios superiores y cursos de especialización.

Palabras clave

memoria de los maestros laicos; formación de profesores; historia de la educación.

1. Introduction

Lay teachers¹ played an important role in the municipality of Casa Nova, Bahia (BA). They were responsible for the literacy of children and adolescents from isolated rural communities in the 1960s. Most of the teachers lived in the rural communities where they taught and used their own homes to run the school. There, in that home space, they reconciled household chores, taking care of the family, with the commitment to teach the little they knew to the students. Others left their families in the city and went to live in the countryside in isolated and distant places (Gonçalves, 2015).

According to Oliveira (2023), the 1960s and 1970s were a milestone in the history of education in Casa Nova-BA. In education, there were advances with the arrival of the Normal Course, which provided opportunities for the training of lay teachers in the region. In 1961, when the Normal Course arrived in the city, the primary teacher staff was basically composed of lay teachers. Oliveira (2023) identified that, until the 1990s, there were still lay teachers in schools in the interior of the municipality.

In Brazil, teacher training becomes the subject of its own legislation as of the promulgation of the Organic Law on Normal Education, by Decree-Law No. 8.530, of January 2, 1946. In this Decree-Law, two important points stand out, the first is that the

¹ Term attributed to teachers who did not have qualification for the exercise of teaching (Ávila, 2013).

Normal Course was intended, in the first place, for the states and the Federal District, and the second point is the concern with the expansion of Primary Education in Brazil associated with the need to train teachers to meet this demand. Another important aspect refers to the gratuity of teacher training courses at Escola Normal. It is in this perspective of educational advancement that Decree-Law no. 8.530/1946 remains in force until the creation of the next law in 1961.

In 1961, Law No. 4,024, of December 20, sanctioned by President João Goulart, established the Guidelines and Bases of National Education. From then on, the training of teachers for primary education will be carried out in a normal high school with a minimum of four annual grades, with compulsory subjects of secondary school and pedagogical preparation; and in a normal high school with at least three annual grades, in continuation of the vetoed high school (article 53). For rural primary schools, the training of teachers, advisors and supervisors could be done in establishments integrated into the environment (article 57).

During this period, the municipality of Casa Nova-BA was located in the region now called Dunas do Velho Chico; at the time, several localities ceased to exist due to the construction of the Sobradinho dam in the early 1970s, causing flooding and submergence of small towns.

Currently, the city of Casa Nova-BA is located in a new geographic space, according to the 2022 Census of the Brazilian Institute of Geography and Statistics (IBGE), with an area of 9,647.072 km². The municipality has 72,085 inhabitants and is part of the territory of the São Francisco hinterland, including municipalities such as Sobradinho, Sento Sé, Remanso, Curaçá and Pilão Arcado. Considering the cities of Petrolina, Pernambuco (PE), Rajada-PE, Juazeiro, Bahia (BA), and Dom Inocêncio, Piauí (PI), this population totals more than one million inhabitants. The economic activities developed in the municipality are focused on irrigated fruit growing, wineries, cooperativism and associations, since the city is the largest breeder of goats and sheep in the state of Bahia. Regarding the literacy level, according to data from the Basic Education Development Index (IDEB) 2023, the municipality reached the target of 4.3 in the Portuguese and Mathematics assessments, surpassing the results of 2023.

The municipality, in the 1960s, had 103 teachers, of whom 28 were graduates and worked at the headquarters, the others were lay people, that is, they did not have a

qualification for teaching (Oliveira, 2023). To enter the Teaching Training course, candidates must present a birth certificate, medical certificate, certificate of good health, including up-to-date vaccines, diploma of completion of the primary course and three 3x4 photos (Oliveira, 2023).

The course for the training of teachers received the denomination of Normal Course. In this course, the students enrolled were mostly single women who lived in homes provided by families (Oliveira, 2023). On this issue, the Law of Guidelines and Bases of National Education (LDBEN) of 1961, in article 32, mentions that “Rural landowners who are unable to maintain primary schools for children residing in their plots must facilitate their attendance at the nearest schools, or provide for the installation and operation of public schools on their properties”. From the simplest families to farmers, everyone should contribute by opening the doors of their homes to literate the children of the rural area of the municipality.

In 1971, Law no. 4.024/1961 was reformulated and replaced by Law no. 5.692, of August 11, under the government of President Emílio Garrastazu Médici (1969-1974), requiring as a minimum training for the exercise of teaching: in 1st grade education, from 1st to 4th grades, specific 2nd grade qualification; in 1st grade education, from 1st to 8th grades, specific higher degree qualification, at the undergraduate level, represented by a 1st grade degree obtained in a short course; in all 1st and 2nd grade education, specific qualification obtained in an undergraduate course corresponding to the full degree (article 30). In the context of a civil-military dictatorship, this legislation met the requirements of one of the most violent periods experienced in the country. According to Ávila, Silva and Rocha (2018), the educational policy of the military regime (1964-1985) caused many changes in the educational scenario over its 21 years of duration, with a lot of turbulence throughout the national territory. In 1985, the dictatorship ended, leaving sequels to the present day.

In the 1990s, teacher education gained new contours with the publication of LDBEN No. 9.394, of December 20, 1996. Article 62 states that “[...] the training of teachers to work in Basic Education will take place at a higher level, in a degree course, full graduation, in universities and higher institutes of Education”. The article also adds that, for Early Childhood Education and Elementary School, “[...] a minimum training for

the exercise of the Magisterium was allowed, which is the high school level in the normal modality” (Brasil, 1996).

Oliveira (2023) reports that “[...] the Casa Nova Normal course was extinguished in 2004”, in this period, there was “[...] the implementation of Teaching Degree classes in Pedagogy by the National Program for the Training of Basic Education Teachers – Parfor” (Andrade, 2017, p. 29). The selection of students consisted of an entrance exam, with the application of the test in the municipality itself. At Casa Nova-BA, the classes were composed of teachers who had completed the Normal Course.

This text addresses the trajectory and experiences of three teachers, two women and a man, who worked in primary schools in the rural area of Casa Nova-BA, between the 1960s and 1990s. The temporal delimitation comprises the year of implementation of the Normal Course and the completion of the course of most of the interviewees.

2 Methodology

The research procedures consisted of the use of the Oral History methodology. For Joutard (2000), Oral History allows each individual to be the author of their own story, so, as Bosi (2009) says, the narrator's veracity does not matter so much. For her, what matters is what was remembered, what will go down in history. It is understood, as Le Goff (2012, p. 457) says, that “Memory, in which history grows, which in turn feeds it, seeks to save the past to serve the present and the future. We must work in such a way that the collective memory serves for the liberation and not for the servitude of men”.

The thought of Le Goff (2012) contributes to reflect on the construction of memories and the importance of preserving these memories in the construction of a collective history. In the context of rural education, teachers' memories have an invaluable historical value, as they contribute so that their own stories and those of so many other teachers are not forgotten, but that they are part of a historical record of local education.

On the other hand, as Thomson (2000) reminds us, it is necessary for the historian to be aware of cultural nuances when conducting interviews, that is, to understand cultural diversity within the same society. Documentary research, in turn, uses “[...] more diverse and dispersed sources, without analytical treatment, such as:

analytical tables, newspapers, magazines, reports, official documents, letters, films, photographs, paintings, tapestries, company reports, television program videos, etc.” (Fonseca, 2002, p. 32).

The year 2022 was marked in Brazil and in the world by the Covid-19 pandemic, a moment that required social isolation, especially for elderly people, as was the case of our interviewees. In this atypical context, respecting the sanitary protocols of social isolation, the teachers were contacted by telephone and the questionnaires sent to each one's home². The three questionnaires were answered by hand. The questions were divided into four blocks, the first consisting of questions on childhood and basic education, the second on teacher training, the third on professionalization and the fourth on career and working conditions. To deepen the theme, studies on training, professionalization and memories of rural teachers (Ávila; Silva; Rocha, 2018; Chaloba; Celeste Filho; Mesquita, 2020; Oliveira, 2023; Schelbauer; Souza, 2020; Serra; Barreto, 2020) were used, among others no less important.

3. Results and Discussion

3.1 *Growing up and working as a teacher in rural Casa Nova*

Our first interviewee was Maria de Lourdes Lopes da Silva Xavier, known as Professor Lourdinha. He was born on February 20, 1943, in the city of Casa Nova-BA (old), in the backlands of Bahia. The interview was conducted in 2022; at the time, the teacher was 79 years old.

Image 1 – Professor Lourdinha, 2022

² Project approved by the Ethics Committee of the Amaury de Medeiros Integrated University Health Center (Cisam) of the University of Pernambuco (UPE), on December 9, 2021. Opinion No. 5,177,797.



Source: Personal collection of Maria de Lourdes Lopes da Silva Xavier (2022).

According to teacher Maria de Lourdes, she recalls her childhood, adolescence and family life.

My childhood until the age of 12 was great, with games and studies. My teenage years were for work, as I started working from the age of 13. I went to live in the countryside to teach my cousins and adjacent regions. I taught in a family home and then in a roadside house that they managed for me to teach all the children in that rural community (Xavier, 2022).

The teacher's testimony reveals a happy childhood with her family until the age of 12. Later, at 13, the child becomes the teacher-girl. According to Xavier (2022), she was called to live in the countryside at her uncles' house to teach her cousins and ended up teaching more than 60 children and adolescents like her, divided into two shifts, morning and afternoon.

His primary schooling was done with the ABC booklet until the 4th grade, considered the necessary basis for literacy. Since he already knew how to read and write, he could teach children who were not yet literate. According to her, “[...] *in the rural area, at that time in the late 1950s and early 1960s, there were no schools built either by the state or the municipality; it was a rarity to hear about; schools worked in families' homes*” (Xavier, 2022).

It was in the 1960s that teacher training began to be offered in the municipality with the arrival of the Normal Course. As Andrade (2017) mentions, the marks left by the experiences lived in the schooling process are important to think about our trajectory, our professional and human formation, as the teacher teaches us. For Oliveira, Araújo and Silva (2020, p. 5), “[...] teachers' professional knowledge bears the marks of the human being and even comes from their life history and their previous school culture”.

In the case of teacher Lourdinha, her professionalization came before her training. She says that it was from the farmer's invitation, only for her to teach his children to read and write (Xavier, 2022). For Schelbauer and Souza (2020, p. 364), “[...] thinking about history is thinking about our action and transforming the world, based on the relationships we establish with our place”. The place of origin and the need to contribute to the transformation of the children's lives meant that Dona Lourdinha did not look at the difficulties, such as the lack of school supplies, a chair for the children to sit on, food and – what was more important – a school to be able to teach so many children.

The teacher was hired by the municipality on March 1, 1960, with the salary of 300 cruzeiros, which, converting to real, corresponds to 10.91 reais. The portfolio was signed by Mayor José Hermelino Santos, known as Zé da Totonha, who updated the portfolio in 1991, the year in which they accounted for the exact 31 years of her teaching profession with a signed license by the municipality of Casa Nova-BA.

She says that she was already teaching in an abandoned house when she received an illustrious visitor, Dr. Adolfo Viana, a politician from the region who changed her history, the children and the community. Image 2 shows the inauguration of the first rural school in the old city of Casa Nova-BA.

Image 2 – Canudos School, rural area of Casa Nova-BA, 1964

Source: Personal collection of Maria de Lourdes Lopes da Silva Xavier (2022).

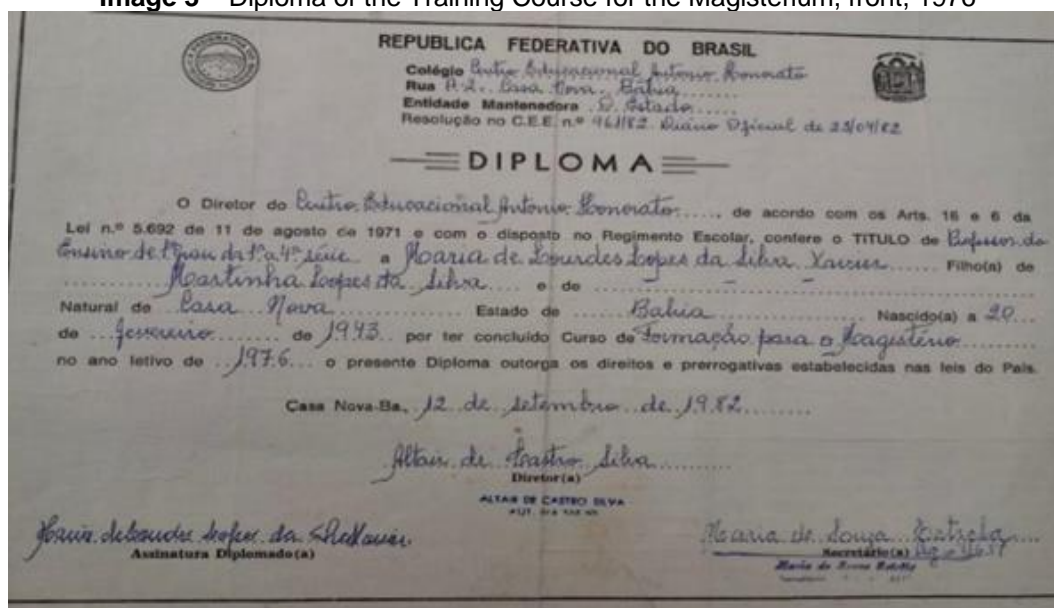
Professor Maria de Lourdes tells the most unforgettable story of her life:

I was teaching in a small house on the side of the road, when the car of Dr. Adolfo Viana, a politician at the time, stopped. He was passing by on the road and saw a little house [...]. When he called me in the corner, he asked me to look for him in the city hall, as he was going to build a school for my children. I reached out to him quickly and he kept his promise and built our first Canudos school. It was inaugurated with a beautiful mass and the students' first communion was unforgettable (Xavier, 2022).

In 1976, teacher Maria de Lourdes completed the Teacher Training course at Centro Educacional Antônio Honorato, in Casa Nova-BA. His trajectory was marked by a lot of dedication to studies.

The diploma ahead, as shown in Image 3, represents a long process of education, changing the status from a vocation-driven lay teacher to a qualified teacher in the Normal Course at the Antônio Honorato Educational Center, in Casa Nova-BA.

Image 3 – Diploma of the Training Course for the Magisterium, front, 1976



Source: Personal collection of Maria de Lourdes Lopes da Silva Xavier (2022).

In 1994, Professor Lourdinha entered the full degree course in Letters – qualification in Portuguese/English, at the former Faculty of Teacher Training of Petrolina (FFPP)³, completing the course in 1998. The teacher dedicated her life to education. She retired in 1991 by the municipality and worked as a civil servant for the state, entering her retirement by the state of Bahia in 2015.

3.2 From the farm to the school: reminiscences of a black teacher in the Poço region

The second interviewee was teacher Ana da Rocha Braga, known as Ana Rocha. He was born on August 26, 1951, in the town of Recanto, Poço region, in the old city of Casa Nova-BA. In 2022, the teacher was 72 years old.

³ Created by municipal law No. 31, of October 29, 1968, the FFPP was incorporated into the Higher Education Foundation of Pernambuco (FESP) in 1978. In 1991, with the creation of the UPE, it became the Centro de Ensino Superior Público Estadual do Sertão do São Francisco.

Image 4 – Professor Ana Rocha Braga, 2022

Source: Cosme de Oliveira's personal collection (2022).

For teacher Ana Rocha, the first memories of her childhood and adolescence were unforgettable moments, according to her words, mentioning the moments of difficulties in the schooling phase, which involved other aspects, both family and economic, which associated bring feelings of joy and sadness. About his childhood, he says:

My childhood was a very happy period, but full of many financial difficulties, but we had the affection of our parents. In the community there was no school. During this phase, we helped our parents in the work of the farm, at home, taking care of the animals, the few we had. In our community, the water was salty; we lived in a saline area and we needed to move far away to get water to drink, using load on donkeys, carrying water on the head, cans, barrel, etc. We lived in a mud house, mud floor, no door, no plaster, etc. When I remember my house, I remember Vinicius de Moraes: 'It was a house / Very funny / There was no roof / There was nothing [...]'. When it rained, it was difficult to accommodate so many people, to find a place that wasn't wet [...]' (Braga, 2022).

The beginning of the schooling of Mrs. Ana Rocha happened late, but, at that time, this was common in the interior of Casa Nova-BA. She reports that her “[...] *reality of life began to change with the arrival of a lay teacher in 1959, which gave me to the 8 and to all the children of the locality the learning. The lay teacher offered her own home as a school*” (Braga, 2022).

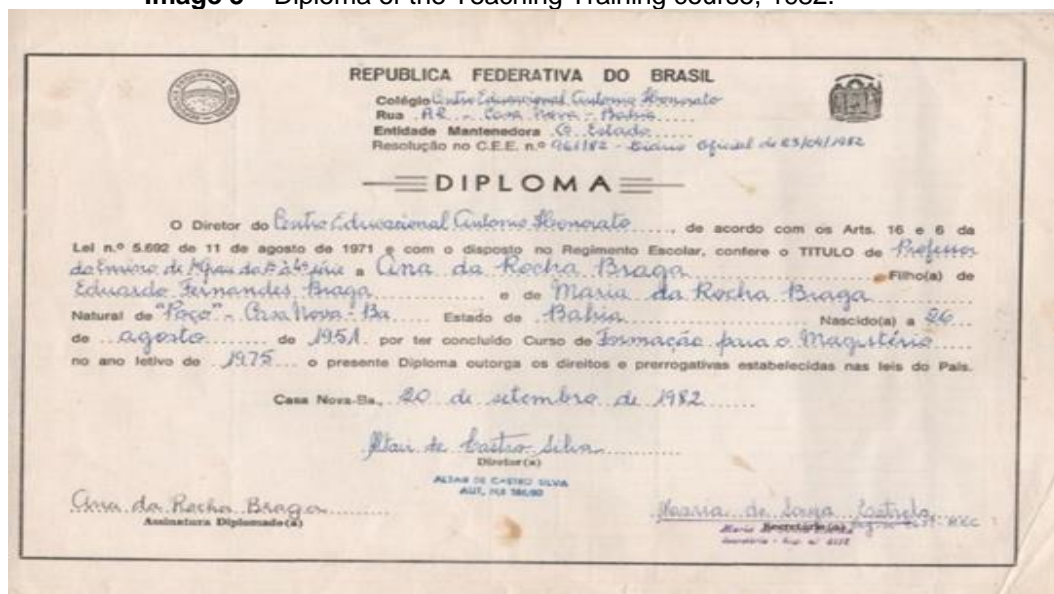
Regarding working conditions, Leonel, Castro and Rosário (2024, p. 11), highlight that “[...] teaching in multigrade classes has developed precariously throughout the history of education in Brazil”. It is possible to observe in the reports of teacher Ana

Rocha that the school in the home of the lay teacher was already part of the expansion of Primary Education, especially in the rural area in many municipalities of the country. During this period, as mentioned by Gonçalves (2015), the creation of primary schools increased substantially, but without the minimum operating conditions; normally, the teacher's house was used when there was no other available.

When she was already in the 2nd year, Ana Rocha went to study with her aunt Georgina, who worked as a trained teacher in a place very close to her home; to access school, it was enough to cross to the other side of the river. Upon completing the 4th grade, now the 5th year of Elementary School, in 1968, at the age of 17, she returned to her parents' house and was invited to replace the lay teacher who had literate her.

The formative trajectory of teacher Ana Rocha was rich in acquired knowledge. She attended the Normal Course and other complementary courses, because, for her, they were very useful in the rural area of the municipality. Only in 1976, at the age of 25, did he pass a public exam. In 1982, he received his diploma from the Teaching Training course, as shown in Image 5.

Image 5 – Diploma of the Teaching Training course, 1982.



Source: Personal collection of Professor Ana Rocha (2022).

The beginning of the Teaching Training course, in 1975, was applied in the Normal School, which worked in the structures of the gymnasium of Casa Nova-BA, “[...] only in 1977, the Centro Educacional Antônio Honorato officially begins its activities”

(Azevedo; Ávila, 2023, p. 44). With this, the teacher's diploma, which was issued in 1982, has already come with the new nomenclature of Centro Educacional Antônio Honorato.

Professor Ana Rocha says that, as soon as she completed the Magisterium course, she had to continue teaching in the rural area, because in the city there were no vacancies to teach: “[...] *the working conditions were not good: first, because she needed to live in the locality, because at that time there was no transportation*” (Braga, 2022). However, in the teacher's memories, they were unforgettable moments, as she had left in the rural community many friendships she had made with the families of her students.

The teacher took several complementary courses to better contribute to the community in which she worked, including midwifery.

Image 6 – Lay Midwifery Course of the Diocese of Juazeiro-BA, 1980



Source: Personal collection of Professor Ana Rocha (2022).

Regarding the preparatory courses of the Diocese of Juazeiro-BA, Professor Ana Rocha made a point of taking them to better serve the community. The teacher's memories remind us of the work of Gonçalves (2015) with the theme *I was a teacher, I was a catechist, I was a nurse, I was everything: the teaching profession in rural Piauí (1971-1989)*. The reality of the primary teachers of Casa Nova-BA was no different, they also did everything within the school and, in the community where they lived and taught, they even gave birth. The teacher worked for 36 years and retired at the age of 61 in 1987.

3.3 Caring for people: memories of a teacher inside a new home

Cosme de Oliveira, the only male interviewee, is known in the locality of Entroncamento and throughout Casanovian society as “Cosme do Entroncamento”. He was born on September 27, 1956, in the city of Petrolina-PE, a city near Casa Nova-BA. In 2022, the teacher was 66 years old. The interview was conducted through a questionnaire, answered by the teacher at his residence, in handwritten format.

Image 7 – Professor Cosme de Oliveira, 2022.



Source: Cosme de Oliveira's personal collection (2022).

Professor Cosme de Oliveira (2022) reveals unforgettable events about his childhood and schooling:

I had a childhood committed to working from door to door, sometimes selling shard beiju, cakes, fruits, lollipops, everything to survive, since I was an orphan of my father, and my mother, as a lunch lady at Dom Malam State School, on the banks of the São Francisco River, in the city of Petrolina. At Dom Malam State School, I studied from the ABC letter to the 3rd grade (2nd year today). I stopped studying as a child because I had to work. [...] There I lived until I was 16, when I wanted the destination that I would come across with a friend who was Corrinha's boyfriend, who later married, and I infiltrated between them, and that was how I arrived in the town of Entroncamento, in Casa Nova-BA; I lived at their house since September 15, 1972, the year I had returned to school, now through the Mobral modality [Brazilian Literacy Movement] and attending classes on the radio. Even studying, I continued as a street vendor.

The teacher's life was not easy. She had a work-focused childhood, although her mother worked in a school, food needs and economic and social vulnerabilities contributed to school dropout as a child. At the age of 16, he returned to study in the Mobral modality⁴.

In his memories, the teacher recalls the basic needs that surrounded him: housing, food, clothing, study, among others. At the age of 19, he went to live in São Paulo at the residence of an uncle, to work. He says that, with a lot of effort, he returned to study and took some technical courses that met the needs of his work at the time: “[...] *I managed to reach the 8th year of high school. I joined Senai [National Service for Industrial Learning] in 1980, where I studied paintings for doors, bars and walls*” (Oliveira, 2022).

Among the courses, what stood out was the administration technician. However, his stay in São Paulo was interrupted by health problems; then he had to return to the Northeast, as the heat was very good for his health. His schooling was marked by several courses, which distanced him from an educational project focused on teaching in rural areas.

The teaching profession opened other doors for him in the community, including caring for patients with natural treatments. This new condition of caregiver aroused in him the desire to take the nursing technician course, because in the rural area the teacher should have numerous skills. Among them, the most requested in the teacher's work was the area of Health, both for children and parents and for the entire community. In a way, this desire to take care of people's health caused the teacher to change his formative focus.

In addition to teaching, I started to care for sick people with socks, who benefited many with symptoms of different natures; I even gave birth in my community. With so many challenges and loving what I did, I sought to study nursing technician.

Regarding training for the Magisterium, the teacher recalls that:

[...] in 2005, an application for the entrance exam for the UNEB [State University of Bahia] entrance exam for the Pedagogy course arrived in Casa Nova. Classes began in 2006 to 2008, with the right to rest only on Sundays, to accelerate the

⁴ Movement created in 1970 with the objective of eradicating illiteracy among young people and adults, having been extinguished in 1985.

course, since the college or course was offered by the city hall, under the management of Mayor Dagmar Nogueira (Oliveira, 2022).

Image 8 – Diploma of the degree course in Pedagogy – UNEB, 2008



Source: Cosme de Oliveira's personal collection (2022).

He started his degree in Pedagogy in 2006 and completed it in 2008. The course was intensive, with less time and more workload.

The training had recommendations that teachers accurately instigate the encouragement of writing and reading and the accuracy of the four operations and problem solving. It was offered BY UNEB in partnership with the municipality; it was mandatory for all teachers who were working in the classroom (Oliveira, 2022).

Cosme de Oliveira worked as a lay teacher in the same school in the countryside for 31 years, from 1986 to 2017. His interest in caring for people led him to graduate from another health-related profession.

In the teacher's memories, it is evident that he learned to read other needs of the community, which for him were as important and urgent as teaching how to read and write. He saw that the social can go hand in hand with Education. About this type of

experiences lived and told by the teacher, Antônio Montenegro says in an interview with Cavalcanti and Soares (2016, p. 434):

We perceive the world not as it presents itself, but as socially others teach us to read it, to represent it, to signify it. Thus, the interviewee, when reporting his experiences, refers to the individual dimension, but this individual is also social, because there is no individual without the social, there is no individual without social brands.

By thinking differently, Professor Cosme only did the teacher training when the Ministry of Education (MEC) required, based on Law No. 9.394, of December 24, 1996, according to its article 9:

§ 1 The new career plans and remuneration of the Magisterium must include investments in the training of lay teachers, who will become part of a staff in extinction, lasting five years. § 2 Lay teachers are guaranteed a period of five years to obtain the qualification necessary for the exercise of teaching activities. § 3 The qualification referred to in the previous paragraph is a condition for entry into the permanent staff of the career according to the new career and remuneration plans.

The Magisterium, which came to be called a qualification for the Magisterium, became a high school course (Faria, 2018). Even so, Professor Cosme only entered Higher Education ten years after the promulgation of LDBEN/1996, when the municipality, through the Department of Education, formed a partnership with UNEB, with the objective of extinguishing the class of lay teachers in the state. The municipality of Casa Nova-BA made public the requirement that lay teachers attend higher education to continue in the classroom, since the Normal Course had already been extinguished. Cosme de Oliveira attended a full degree in Pedagogy, offered BY UNEB in partnership with the municipal government of Casa Nova-BA, but did not settle for the pedagogue diploma, going beyond what the law required, having completed a postgraduate degree in Political Education and Environment.

Image 9 – *Lato sensu* postgraduate diploma in Political Education and Environment, 2008



Source: Cosme de Oliveira's personal collection (2022).

With the concern of uniting Health and Education, Professor Cosme Oliveira took, in 2009, a *lato sensu* postgraduate course in Political Education and Environment at the Faculty of Education Montenegro (FEM) and his Final Paper (TCC) was entitled: *Phytotherapy: the power of healing through plants*. With this specialization, he was able to continue with the work he was already doing to take care of the health of the community of Entroncamento and surroundings.

In 2022, the teacher completed 36 years of teaching; at the time of the interview, he was away due to health problems, already thinking about retiring.

4 Final Considerations

This study analyzed the training and professionalization path of three teachers, two black women and one white man, who taught in the rural area of Casa Nova-BA between the 1960s and 1990s. The analysis allowed us to perceive some common elements among the interviewees, all three were laypeople. Ana Rocha completed the training for teaching 14 years after the arrival of the Normal Course at Casa Nova-BA, in 1975; Professor Lourdinha, 15 years later, in 1976; and Professor Cosme, 12 years after the publication of LDBEN/96. Another uniqueness among the three teachers is that they

all lived in the countryside to teach. Professor Cosme, to this day, continues to live in the locality, until he was transferred to a school in the headquarters against his will, so he continues to live in the rural area where he worked for much of his teaching life.

Dona Lourdinha's memories revealed to us the long and difficult journey of the lay teacher. She completed her Magisterium course and then studied English Literature. Professor Ana Rocha, in turn, has always been concerned with the community in other aspects, so, in addition to training for the Magisterium, she took several courses focused on Health, as she had the desire to help the community with first aid, as a midwife, and natural medicine. The memories of Professor Cosme also allowed us to observe the various paths taken by him, for whom the needs of the community have always been his priority, so it is similar to that of Professor Ana Rocha, who took several courses to attend the students' parents and even attended a technical course in nursing, natural medicine, among others, in order to contribute to the well-being of the community of Entroncamento.

Attending school during this period was inaccessible for poor people, since the economic scenario in the community left no gaps to envision a different educational future, nor to take the Normal Course. Not only they, but other lay teachers took a long time to take the Normal Course in the city. There were several obstacles faced by the interviewees, who were not only teachers, but also food workers, cleaners, catechists and even midwives.

Memories reveal that despite the difficulties and challenges encountered throughout their careers, the satisfaction of seeing students' progress and the positive impact of their work on their lives was a valuable reward for teachers.

5 References

ANDRADE, V. S. *Exercício da docência na formação de professores: identidades docentes no município de Cansanção – BA*. Jacobina: UNEB, 2017.

ÁVILA, V. P. S. *A escola no tempo: a construção do tempo em escolas isoladas (Florianópolis – 1930-1940)*. Florianópolis: Udesc, 2013.

ÁVILA, V. P. S.; SILVA, R. S. M.; ROCHA, C. M. P. Memórias de professoras de escolas rurais em Juazeiro-BA e Petrolina-PE (1950-1970). *Revista Cocar*, Belém, v. 12, n. 24,

p. 501-523, 2018. Available at:

<https://periodicos.uepa.br/index.php/cocar/article/view/1957>. Accessed on: 20 jan. 2022.

AZEVEDO, E. O. N.; ÁVILA, V. P. S. A implantação do Curso Normal e a formação de professores primários no município de Casa Nova – Bahia (1961-1977). *Revista Cocar*, Belém, v. 18, n. 36, p. 1-18, 2023.

BRASIL. Decreto-Lei n.º 8.530, de 2 de janeiro de 1946. Lei Orgânica do Ensino Normal. *Diário Oficial da União*, Rio de Janeiro, DF, 4 jan. 1946.

BRASIL. Lei n.º 4.024, de 20 de dezembro de 1961. Fixa as Diretrizes e as Bases para o Ensino de 1º e 2º graus, e dá outras providências. *Diário Oficial [da] República Federativa do Brasil*, Poder Executivo, Brasília, DF, 27 dez. 1961.

BRASIL. Lei n.º 5.692, de 11 de agosto de 1971. Fixa Diretrizes e Bases para o Ensino de 1º e 2º Graus, e dá outras providências. *Diário Oficial [da] República Federativa do Brasil*, Poder Executivo, Brasília, DF, 12 ago. 1971.

BRASIL. Lei n.º 9.394, de 20 de dezembro de 1996. Estabelece as Diretrizes e Bases da Educação Nacional. *Diário Oficial [da] República Federativa do Brasil*, Poder Executivo, Brasília, DF, 21 dez. 1996a.

BRASIL. Leis nº 9.424, de 24 de dezembro de 1996. Dispõe sobre o Fundo de Manutenção e Desenvolvimento do Ensino Fundamental e de Valorização do Magistério, na forma prevista no art. 60, § 7º, do Ato das Disposições Constitucionais Transitórias, e dá outras providências. *Diário Oficial [da] República Federativa do Brasil*, Poder Executivo, Brasília, DF, 26 dez. 1996b.

BOSI, E. *Memória e sociedade: lembranças de velhos*. São Paulo: Companhia das Letras, 2009.

CAVALCANTI, E. V.; SOARES, F. S. História Oral entre reflexões e memórias: revisitando o percurso de Antônio Torres Montenegro e suas trilhas metodológicas do fazer historiográfico. *Revista Observatório*, v. 2, n. esp. 1, p. 426-446, 2016.

CHALOBA, R. F. S.; CELESTRE FILHO, M.; MESQUITA, I. M. *História e memória da educação rural no século XX*. São Paulo: Cultura Acadêmica, 2020.

FARIA, A. H. *Trajetórias docentes: memórias de professores homens que atuaram com crianças no interior de Mato Grosso do Sul (1962-2007)*. 2018. 112 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal da Grande Dourados, Dourados, 2018.

FONSECA, J. J. S. *Metodologia da pesquisa científica*. Fortaleza: UEC, 2002. Apostila.

GONÇALVES, M. C. *“Eu era professora, era catequista, era enfermeira, eu era tudo!”: a profissão docente no meio rural piauiense (1971-1989)*. 2015. 198 f. Tese (Doutorado em

Educação) – Programa de Pós-Graduação em Educação, Universidade Federal do Piauí, Teresina, 2015.

IBGE. *Censo de 2022*: Bahia. Rio de Janeiro: IBGE, 2022.

IDEB. *Casa Nova*. Brasília, DF: IDEB, 2023.

JOUTARD, P. Desafios à História Oral do século XXI. In: FERREIRA, M. M.; FERNANDES, T. M.; ALBERTO, V. (org.). *História oral*: desafios para o século XXI. Rio de Janeiro: Fiocruz, 2000. p. 31-45.

LE GOFF, J. *História e memória*. Campinas: Unicamp, 2012.

LEONEL, R. S.; CASTRO, A. O.; ROSÁRIO, K. D. S. Garantia do acesso à educação às crianças camponesas: o ensino infantil multisseriado em Altamira, Pará. *Educação & Formação*, Fortaleza, v. 9, e13715, 2024. Available at: <https://revistas.uece.br/index.php/redufor/article/view/e13715>. Accessed on: 30 ago. 2024.

OLIVEIRA, E. N. A.; ÁVILA, V. P. S. A implantação do Curso Normal e a formação de professores primários no município de Casa Nova – Bahia (1961-1977). *Revista Cocar*, Belém, v. 18, n. 36, 2023. Available at: <https://periodicos.uepa.br/index.php/cocar/article/view/5650>. Accessed on: 25 ago. 2024.

OLIVEIRA, S. M. S.; ARAÚJO, F. M. L.; SILVA, C. D. M. A prática como locus de produção de saberes: vozes de professores sobre formação inicial e práticas escolares cotidianas. *Educação e Formação*; Fortaleza, v. 6, n. 1, e2885, 2020. Available at: <https://revistas.uece.br/index.php/redufor/article/view/2885>. Accessed on: 25 ago. 2024.

SCHELBAUER, A. R.; SOUZA, J. E. Atuação docente no meio rural: cultura e práticas escolares. In: CHALOPA, R. F. S. (org.). *História e memória da Educação Rural no século XX*. São Paulo: Cultura Acadêmica, 2020. p. 363-398.

SERRA, A. E.; BARRETO, R. A. D. N. A formação de professores rurais no Brasil (1940-1970): o que as memórias revelam. In: CHALOPA, R. F. S. (org.). *História e memória da educação rural no século XX*. São Paulo: Cultura Acadêmica, 2020. p. 400-439.

THOMSON, A. Aos cinquenta anos: uma perspectiva internacional da História Oral. In: FERREIRA, M. M.; FERNANDES, T. M.; ALBERTO, V. (org.). *História oral*: desafios para o século XXI. Rio de Janeiro: Fiocruz, 2000. p. 47-65.

Maria do Socorro Carvalho, University of Pernambuco (UPE)

 <https://orcid.org/0000-0002-3388-5242>

Master in Education from UPE. Coordinator of the Pedagogy course at Alfredo Nasser College (Unifan). Teacher of the Pedagogy course of the disciplines: scientific methodology, research project, course completion work, Portuguese language.

Authorship contribution: Writing – original draft, investigation and methodology.

Lattes: <http://lattes.cnpq.br/3033365553067849>

Email: msocorro.silva5658@gmail.com

Virginia Pereira da Silva de Ávila, University of Pernambuco (UPE), Mata Norte *campus*

 <https://orcid.org/0000-0003-4486-6124>

PhD in Education from Universidade Estadual Paulista "Júlio de Mesquita Filho" (Unesp), Araraquara *campus*. Post-Doctorate in History of Education from the University of Lisbon (2019) and the Polytechnic of Leiria (2024). Associate professor at UPE.

Author's Contribution: Writing – Review and Editing, Supervision.

Lattes: <http://lattes.cnpq.br/4618776221936510>

Email: virginia.avila@upe.br

Editor in Chief: Lia Machado Fiuza Fialho

Ad hoc reviewers: Maria Teresa Santos Cunha and Edilson Fernandes de Souza

Translated by: Thiago Alves Moreira

Como citar este artigo (ABNT):

CARVALHO, Maria do Socorro; ÁVILA, Virgínia. Ser professor no sertão baiano: memórias de professores leigos (Casa Nova-BA, 1960-1990). *Educação & Formação*, Fortaleza, v. 9, e13994, 2024. Available at:

<https://revistas.uece.br/index.php/redufor/article/view/e13994>



Received on September 5th, 2024.

Accepted on December 6th, 2024.

Published on December 26th, 2024.