

## Celebrations and struggle: Teacher's Day and teaching associations (1946-1958)

### ARTICLE

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### Abstract

This work aims to analyze the relationship between Teachers' Day and teacher associations in Brazil. The sources analyzed were newspapers from the highlighted period (1946-1951), for this reason the research method was an evidentiary paradigm. We based our research on the teachings of António Nóvoa (1991) to understand the socio-professional status of the teaching profession; and the concept of configuration by the German sociologist Norbert Elias. As a result of this study, we were able to observe the forces of power that shape Teacher's Day, through the protagonism given in the news, which sometimes exalts the government, sometimes reinforces a certain claim, exposing the strength of the actions of teaching and state power in its interaction with the press and society. We understand, therefore, that the teachers in our sample gradually became aware of the power they possessed by recognizing themselves as "us", in joint action, strengthening Brazilian teaching associations.

**Keywords:** Teacher associations. Celebration. Teaching Profession. History of Education.

### Festejos e luta: Dia do Professor e associativismo docente (1946-1958)

### Resumo

Este trabalho tem por objetivo analisar a relação entre o Dia do Professor e o associativismo docente no Brasil. As fontes analisadas foram jornais do período destacado (1946-1951), para isso o método de pesquisa foi paradigma indiciário. Fundamentamos nossa pesquisa a partir dos ensinamentos de António Nóvoa (1991) para compreensão do estatuto socioprofissional da profissão docente; e do conceito de configuração do Sociólogo alemão Norbert Elias. Como resultado deste estudo podemos observar as forças de poder que configuram o Dia do Professor, por meio do protagonismo dado nas notícias, que ora exalta o governo, ora reforça determinada reivindicação, ficando exposta a força das ações do magistério e do poder estatal na sua interação com a imprensa e sociedade. Compreendemos, portanto, que os professores do nosso recorte passaram gradativamente a tomar consciência do poder que possuíam ao se reconhecerem a partir dos "nós", na ação conjunta, fortalecendo o associativismo docente brasileiro.

**Palavras-chave:** Associativismo docente. Celebração. Profissão Docente. História da Educação.

## 1 Introduction

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In the First Republic, the number of teachers' associations expanded as the number of professionals grew, as a result of the intensification of measures to expand education to meet the demands of a society that was adapting to economic, political and social changes. At the same time as different associations were being founded, becoming extinct or undergoing changes, Brazil was celebrating Teachers' Day, which emerged in the 1920s.

The date was initially celebrated on the initiative of the League of Catholic Teachers of the District and the influence of intellectuals of the time who propagated, through political and social engagement, October 15 as Teachers' Day and its importance, according to the work of Medeiros Neta and Pessoa (2023). The choice of October 15 is a reference to the First Letters Law of 1827, which ordered the creation of First Letters Schools in all the most populous places (Brasil, 1827).

From 1930 onwards, the celebration spread throughout Brazil and was celebrated in Bahia, Ceará, Minas Gerais, Paraíba, Pernambuco, Paraná, Pará, Rio de Janeiro, Rio Grande do Norte, Rio Grande do Sul, Santa Catarina and São Paulo, according to Pessoa's dissertation (2023) entitled "Teacher's Day in Brazil: for a history of the institutionalization of the date". The aim of the aforementioned research was to analyze Teachers' Day, taking into account the first initiatives to commemorate it and the process of establishing the date.

From the 1940s onwards, the attention of teachers' associations to the institution of Teachers' Day was noted: in a campaign to make the date official in São Paulo, so that it would become a school holiday throughout Brazil and thus be celebrated, and at the end of that decade, when it began to be debated at national teaching events, at the II convention of teachers' unions and at the I congress of primary teachers and at the VI National Teachers' Convention, in the 1950s.

So we ask ourselves: In what way did Teachers' Day serve as a strategic date for strengthening teachers' associations? The aim of this paper is therefore to analyze the relationship between Teachers' Day and teachers' associations, and how this date may have strengthened teachers' collective action.

To do this, we base our analysis on the teachings of the Portuguese teacher and researcher António Nóvoa (1991) to understand the teaching profession; and on the concept of configuration by the German sociologist Norbert Elias, which broadens our understanding of the construction of identity, which is fundamental to understanding the initial arrangements of teachers' associations.

In this sense, this article is organized into three parts: the research paths with the methodological path traced in the study; the discussions and results of our work in the section entitled “Teachers’ Day and teachers’ associations” and, finally, we present our final considerations.

## 2 Methodology

The research method we followed was the Indicative Paradigm developed by historian Carlo Ginzburg (1989). This theorist emphasizes the investigation of small traces, clues and indications to explore different themes in his historiographical research. In this sense, Ginzburg (1989) advises the historian to “examine the most negligible details” and/or discover “clues that are imperceptible to the majority” (Ginzburg, 1989, p. 145). Thus, by analyzing documents such as newspapers, we find a way to understand the meanings of the clues and what they point to and/or reveal.

The sources investigated to answer our research question are available in the Hemeroteca Digital collection. Hemeroteca Digital is “a portal for national periodicals that provides wide consultation, via the internet, of its collection of periodicals - newspapers, magazines, yearbooks, bulletins etc. - and serial publications” (Hemeroteca Digital, 2024). Using the search filter “by period” in which the 1940s and 1950s were selected, we used the expression “Teacher's Day” to select the newspapers (95 newspapers from the 1940s

and 115 newspapers from the 1950s were identified) with news corresponding to the search. In this sense, we selected newspapers with wide circulation in the states of Paraná, Rio de Janeiro and São Paulo, such as: Diário da Tarde (PR), Correio Paulistano (SP), Diário da Noite (SP), Tribuna de Imprensa (RJ), Gazeta de Notícias (RJ) and Última Hora (RJ).

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When analyzing the news in these newspapers, we have to consider that in the case of Brazil, teachers' associations and their structure were shaped by regional differences, demarcated by the federative model and the organization of education. We assume that the main leaders of the category and movements, given the number of schools and therefore professionals, were in the south and southwest of the country, which may have had an impact on the lack of circulation of demands in newspapers in other states. In addition, we can problematize the preservation of documents from certain regions and their digital availability for research purposes.

In order to analyze the printed sources, we agree with Renée Zicman's defense of the relevance of the press for the historian: "It is rich in data and elements, and for some periods it is the only source of historical reconstitution, allowing a better knowledge of societies in terms of their living conditions, cultural and political manifestations, etc." (Zicman, 1985, p. 90). we understand that in order to achieve the objective of this research, newspapers are privileged sources for presenting detailed aspects of the solemnities, and thus arrive at considerations and/or reflections on the past of that date.

Therefore, as Espig (1998) points out, the researcher must be guided by methodological reflections, he explains: "The newspaper must be subjected to methodological reflections that enable a more competent reading, through which one can carefully uncover what is important within a given subject" (Espig, 1998, p. 274). In the case of this research, among the many news items on Teachers' Day, we highlighted those that dealt with demands. In this case, in order to highlight the movement, albeit still subtle, of teachers in Brazil, we emphasized news items of this nature, or dare I say, those that show signs of the process of building class consciousness in this group.

## 3 Teachers' Day and teachers' associations

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In Brazil, the first initiatives for teachers' associations emerged in the second half of the 19th century. Daniel Lemos' doctoral thesis entitled “Professores em movimento: a emergência do associativismo docente na Corte Imperial” (Teachers on the move: the emergence of teachers' associations in the Imperial Court) aimed to study associations during this period. According to Lemos' work (2011), the period saw various demands from teachers and writings with a protest content.

As society underwent transformations and relations became more complex, the state began to exercise greater control through reforms and laws. In this sense, teachers found themselves in a dispute as they took on the role of questioners and proposers of their working conditions. According to Lemos (2011), one of the factors that contributed to the strengthening of associations was the pedagogical conferences. At the same time, in the second half of the 19th century, teachers were able to collectively begin to organize around issues relevant to the profession.

With the growth of discussions on combating illiteracy and defending a quality public school in the Republican period, it was possible to observe measures to structure the educational field, and from this to see the emergence of entities committed to contributing to the advancement of the professional status of teachers (Vicentini and Lugli, 2009). The associations created during this period correspond to the characterization made by Almeida (2011):

As the first form of collective action, the main aspects of associationism were the fragmentation of the category's struggles, evidenced by the number of associations founded, in which the specific interests of each segment were defended; the absence of broader debates that discussed educational policy; and the predominance of dialog with the government, to the detriment of combative practices. In general terms, the organizations had a corporate and welfare character, with an emphasis on providing assistance to teachers (Almeida, 2011, p. 133).

The fragmentation pointed out by Almeida (2011) led to obstacles in the teaching movement, as associations became disjointed around causes that could be tackled

collectively by the professionals in the category. In addition, the different forms of contracting, public or private employment, areas of activity and training, marked out the contrasts of this professional career in Brazil.

That said, throughout history training has been a determining factor in ascending to the best positions, especially those offered by the state. These differences had an impact on the way the movement was organized, especially until the 1970s, when teachers began to gather around a state-level union. As such, these segmentations resulted in the creation of multiple teachers' associations, each catering to the specific needs of different arrangements of teachers, meaning “few consensuses and many divisions.” (Nóvoa, 1999, p. 21).

Therefore, the associations created throughout the first republic acted in a welfare manner, there were no combative practices for professional valorization, which had implications for the fight for labor rights, which was not yet emphatic. Almeida (2011, p. 132) explains that “the permanence of the priestly model at the heart of the professionalization of the teaching career was, for many scholars, a determining factor in shaping the forms of collective action”. The associations sought to distance themselves from practices considered unruly, and to reinforce the widespread image of “priests of the republic”.

For historian Libânia Xavier (2013), these teachers' associations were part of what she calls “old unionism”. In this way, she explains: “operating strategies to obtain material benefits and social projection based on a close relationship with the state and the elites” (p. 59). Thus, the associations defended political neutrality, but acted in partnership with the state, including offering a network of services to meet the basic needs of these professionals.

A new identity for the teachers' movement was born and strengthened within the unions between the 1970s and 1980s, when “advances were made in the self-construction of a more autonomous identity for teachers, allowing them to impose limits on state control and build new dynamics in the field of power relations” (Xavier, 2009, p. 1). In this sense, it is from this period onwards that the teachers' movement incorporates among its agendas

the defense of a national quality and democratic education, and identifies itself with the nomenclature “education workers” in which it encompasses all professionals involved in education.

In the introduction to the book “Associativismo e sindicalismo em educação Organização” (Associations and Trade Unionism in Education Organization), organized by Dal Rosso, he refers to the organized struggle of teachers:

By delimiting the professional sphere, they begin to build an identity as a category working under similar wage relations. As identity bonds are built between unknown individuals, space and conditions emerge for demands that are seen as fair or as rights. By defining flags of struggle, the category assumes a political stance. As a political organization, the association and the union begin to occupy and dispute spaces with those in power (Dal Rosso, 2011, p. 12).

For this researcher, teachers come to recognize elements in common with each other, thus building an identity as a category. This author's understanding of the Brazilian reality is an example of what Norbert Elias (2001, p. 184) calls a configuration: “to say that individuals exist in configurations means to say that the starting point of all sociological research is a plurality of individuals, who, in one way or another, are interdependent”.

Therefore, the subject is formed from “others” and from “us”, so we believe that the teachers' social formation was reflected in their performance in the teachers' association, and consequently, involvement with this way of acting in a group altered the way they acted and identified themselves as professionals.

In this sense, we were able to make the connection between Teachers' Day and the teachers' movement, not only by reading about the history of the teaching profession, but also by analyzing the news about Teachers' Day in the newspapers, which had claims about the profession, indications of strikes and proposals for organized struggles.

So let's return to the celebration of Teachers' Day. According to research by Medeiros Neta and Pessoa (2023), the first signs of ephemerality date back to the 1920s. Based on Pessoa's (2023) work on Teachers' Day in Brazil, nineteen teachers' associations were identified that promoted/participated in the festival. We present the associations that

celebrated the date, the state and year of the celebration identified in the news, based on the table drawn up:

**Table 1** - Mapping the associations that celebrated Teachers' Day in the 1930s

State	Faculty Associations/year of commemoration
Rio de Janeiro	Associação de Professores Católicos do Distrito Federal (1933)
	Federação dos Professores do estado do Rio de Janeiro (1936), (1938), (1939)
	Associação de Professores Coadjuvantes Noturnos (1933)
	Associação Carioca de Educação (1933)
	Associação Brasileira de Educação (1933)
Pernambuco	Sociedade Pernambucana de Educação (1931), (1932), (1933), (1935), (1936), (1937), (1938)
	Sindicato dos Professores de Pernambuco (1939)
Bahia	ASSOCIAÇÃO DOS PROFESSORES PRIMÁRIOS DA BAHIA (1930), (1932) (1933) (1935)
	Associação dos professores Catholicos (1935)
	Sindicato dos Professores primários (1935)
	Grêmio Beneficente do professorado (1935)
Rio Grande do Sul	União dos Professores do Rio Grande do Sul (1936)
	Sindicato dos Professores Particulares de Porto Alegre (1938)
Paraná	Centro do Professorado Paranaense (1937)
	Sindicato dos Professores do Paraná (1939)



Ceará	Associação de Professores Católicos do Ceará (1933), (1936)
Rio Grande do Norte	Associação de Professores do Rio Grande do Norte (1936), (1937)
Minas Gerais	Associações de Professores Católicos de Belo Horizonte (1933)
São Paulo	Centro de Professorado Paulista (1930)

**Source:** elaborated by the authors based on Pessoa's research (2023).

This research into the celebration of the date has made it possible to identify teachers' associations whose history is little known or even unknown. The scarcity of studies of this nature, which seek to understand the variety of associations and their particularities, corroborates the impossibility of “identifying both the specificities of the teachers' movement in each state and the similarities between the associations, taking into account the entire national territory.” (Vicentini; Lugli, 2011, p. 174).

The associations founded in this decade took it upon themselves to celebrate the date. Vicentini and Lugli (2009) state that one of the strategies used by the Centro de Professorado Paulista to gain members was to promote recreational activities. In this sense, we understand that the celebration of Teachers' Day was initially commemorated by the other associations for the same purpose.

Between 1940 and 1950, with the expansion of the public school system, the number of public teachers who joined grew in proportion to the number of new professionals working in public education, so the category gained strength. Although this didn't bring about many changes in the practices developed by the associations, the presence of demands for the valorization of the teaching profession is more evident.

Therefore, during the 1940s, there were campaigns, debates at national teachers' events and the first initiatives by the Ministry of Education and Culture that contributed to the officialization of this day, which only took place in 1963, when Teachers' Day was instituted and made a school holiday throughout the country, through Decree No. 52.682, of October 14, 1963.

However, we are now focusing on analyzing the news circulated at the time, which included aspects of the teachers' collective action, such as, according to Diário da Noite (1946), a movement of around 4,000 teachers gathered to demand that the government equalize the salaries of teachers from São Paulo with those of teachers from the Federal District, on which occasion they handed in a memorial formulated with their demands.

Figure 1 - Clipping from the newspaper “Diário da Noite” (1946)



Source: Diário da Noite, São Paulo, July 20, 1946. Collection: Hemeroteca Digital do Brasil.

This demand was presented in the news as a date that symbolizes a milestone in the construction of teachers' class consciousness, so Teachers' Day was understood as a way of perpetuating the memory of this day in the teachers' movement.

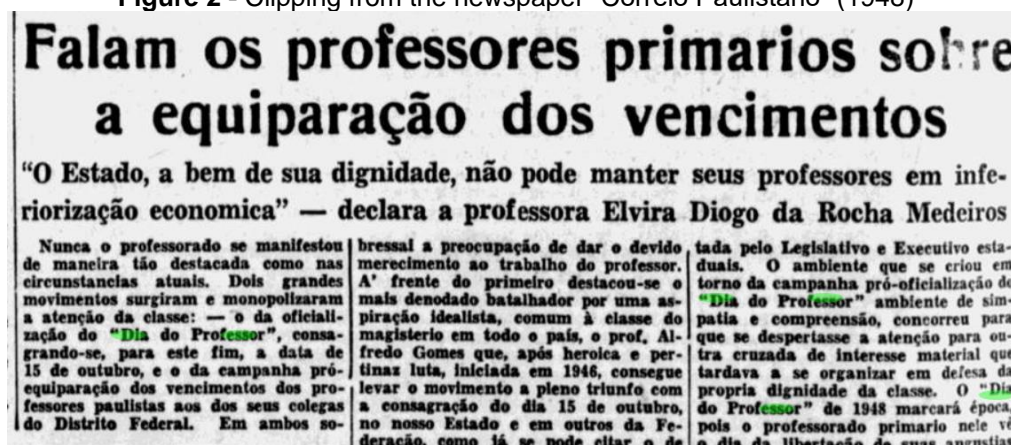
The meeting was adjourned after the unanimous approval of a proposal by one of those present suggesting that a message be sent to the federal interventor asking for July 10 to be consecrated as “Teacher's Day” because of its significance for the class, and all those present signed the document (Diário da Noite, 1946, p. 3).

We would point out that despite the demands made by the teachers, the treatment between the teachers and the São Paulo intervener, Macedo Soares, who held the post between 1945 and 1947, can be considered friendly, in view of the following excerpt “On that day, before a crowd of 4,000 teachers, when he stated that, as a teacher and son of a teacher [...] he promised to consider with all sympathy the cause of those who, like them, are the forgers of the cultural foundations of the nation” (Diário da Noite, 1946, p. 3).

Despite the conciliatory stance between the parties, the large number of teachers present shows that the teachers were determined to fight for better working conditions. According to António Nóvoa, associationism was the last stage in the process of teacher professionalization, which is based on “the teachers becoming aware of their own interests as a professional group” (Nóvoa, 1991, p. 127). Through collective action, teachers mobilize to build and consolidate this profession.

It is interesting to observe the impact of the demands that were frequently circulated in São Paulo newspapers on the construction of readers' perceptions of the teaching profession. According to the news story that followed the campaign to establish the date, the teaching profession was fighting for equal pay.

Figure 2 - Clipping from the newspaper “Correio Paulistano” (1948)



Source: Correio Paulistano, São Paulo, October 14, 1948. Collection: Hemeroteca Digital do Brasil.

In 1948, the movement for equal pay intensified, along with the campaign to officialize the date of Teachers' Day in São Paulo (1948). To justify the choice of a day for teachers, texts circulated both extolling the work of teachers and denouncing the lack of material reward given to this class by the government:

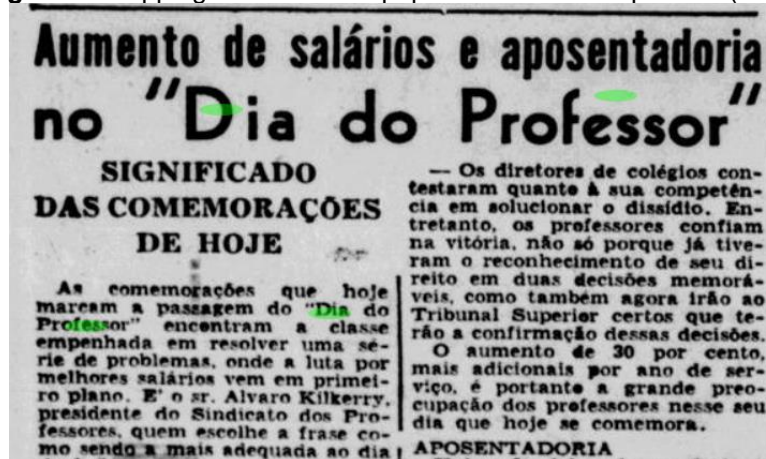
Teachers are social workers whose misery is celebrated by surrounding them with tributes. Apart from the federal government, those in the Federal District and São Paulo City Halls, and a few others, are poor pariahs obliged to have manners: to wear a collar and tie and to whom the dignity of the 'glorious priesthood' is

celebrated. but who are not given the economic resources to live a dignified life. They've only just given him a 'Day', but they're slow to give him the update he's asking for, on decree 204, on the remuneration of teachers in private establishments, which has long been held up at the Ministry for 'very careful study' (Gazeta de Notícias, 1949, p. 7).

Teachers' Day was used to raise the demands of the class, in this case, there was a specific demand for the ordinance to be updated, however, the unsustainable conditions of this job were brought up again. The teachers' dissatisfaction with the stance of the Ministry of Education was accentuated in this news item. At the time, Ernesto de Sousa Campos was minister (1946) in the government of Eurico Gaspar Dutra (1946-1951).

In 1951, in Rio de Janeiro and São Paulo, the teaching profession mobilized to raise the salaries of private teachers. In Rio de Janeiro, according to the newspaper *Tribuna da Imprensa* (1951), teachers were demanding an increase of an additional 30% per year and the establishment of 25 years as the time limit for retirement.

Figure 3 - Clipping from the newspaper "Tribuna da Imprensa" (1951)

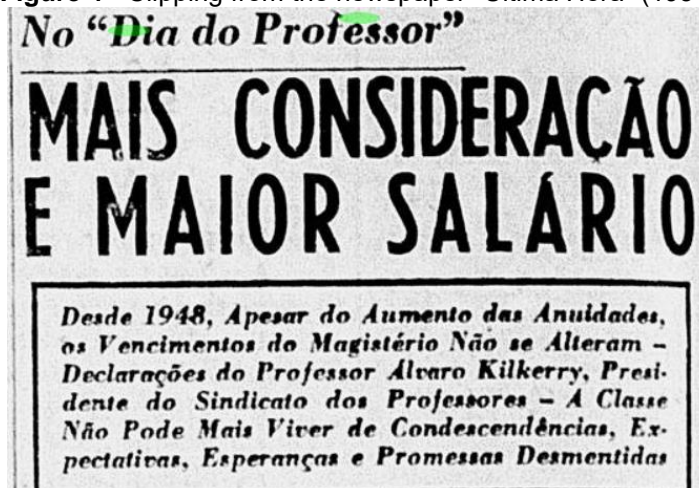


Source: *Tribuna da Imprensa*, Rio de Janeiro, October 15, 1951. Collection: Hemeroteca Digital do Brasil.

The news was driven by the report of the president of the Rio de Janeiro Teachers' Union, Alvaro Kilkerry, including a phrase said by this agent "the condition of the private teacher is painful" (*Tribuna da Imprensa*, 1951, p. 10). It was pointed out that the proposal for an increase had already been approved in two stages, but it didn't say which ones.

However, the newspaper Última Hora (1951), in a more detailed report, states that the legitimacy of the charge had already been recognized by the labor courts.

Figure 4 - Clipping from the newspaper "Última Hora" (1951)



Source: Última Hora, Rio de Janeiro, October 15, 1951. Collection: Hemeroteca Digital do Brasil.

The president reported that he had held talks with the heads of private educational establishments, but had been unsuccessful in his efforts. For this reason, he decided to appeal to the appropriate bodies, which had not readjusted salaries since 1948. This was due to the failure to update the aforementioned ordinance, which was the reason for the demands in 1949. The article ends with the union president thanking the newspaper Última Hora and goes on to mention the schedule for Teachers' Day, which would include a teachers' assembly to discuss the issue.

With regard to the mobilization in São Paulo, it was clear from the news item in Diário da Noite (1951) that it was being addressed to the state authorities. The demand for a salary increase in this campaign was 50%. The Correio Paulistano report features a photo of the governor with members of the Centro Professorado Paulista at the signing of the increase.

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**Figure 5** - Clipping from “Correio Paulistano” (1951)

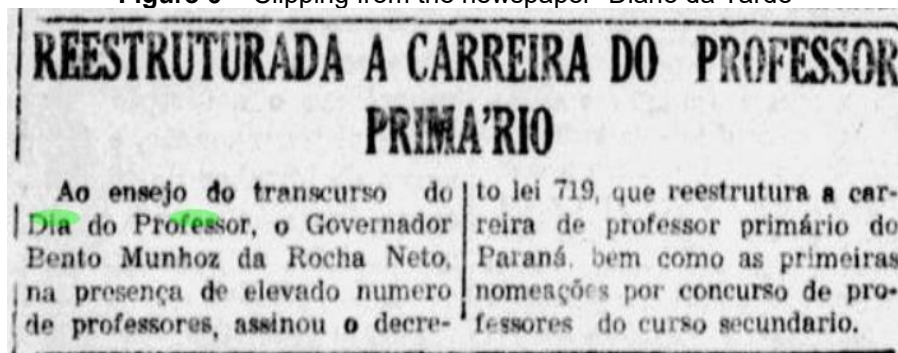


**Source:** Correio Paulistano, São Paulo, October 16, 1951. Collection: Hemeroteca Digital do Brasil.

São Paulo's private teaching profession won a raise on Teachers' Day. The struggle of the members of the representative bodies resulted in benefits being extended to inactive teachers and those who worked in technical and professional education. In the report, it was also described that on that date “the deputies congratulated the head of government for having fulfilled his promise to meet the demands of the class on Teachers' Day” (Diário da Noite, 1951, p. 8).

The choice of date provokes us to think about the symbolism forged in this act: on the day celebrating these professionals, the conquest of a struggle was represented as a benefit from the governor. Something similar was also circulated in Paraná, when the newspaper Diário da Tarde published:

Figure 6 - Clipping from the newspaper “Diário da Tarde”



Source: Diário da tarde, Paraná, October 17, 1951. Collection: Hemeroteca Digital.

The information that in the 1950s the teachers' movement began to undergo transformations that favored its strengthening, leads to the association of these bonuses as a form of contingency of claims. When it is published that the governor “restructured the teacher's career” and appoints teachers on that date, it confers legitimacy on the government in dealing with the career of these professionals, although there is no consistency, this is the representation conveyed. In 1955, in this state, a text was published in which, to a certain extent, it evaluated the government's attitude towards teachers:

Talking about teachers, under any circumstances, cannot avoid remembering the secondary position they occupy here in Paraná in relation to other civil servants. To date, the demands of the class have not been taken into due consideration by the powers that be, in addition to being the worst paid in the whole country (A Tarde, 1955, p. 1).

In this way, we can see that although the governor adopted some measures that benefited the class, this did not change the perception and reality regarding the material conditions of the state's teachers. Finally, a news item in the Última Hora newspaper, with a prominent headline on the second page, highlighted the protest nature of the ceremony.

Figure 7 - Clipping from the newspaper “Última Hora” (1958)



Source: Última Hora, Rio de Janeiro, October 16, 1958. Collection: Hemeroteca Digital.

The news story deals with the solemnity promoted by the Secondary School Teachers' Union, which, as it says, “was attended by various authorities and a large number of teachers” (Última Hora, 1958, p. 2). On that occasion, according to the report, the president of the union, Mr. José Almeida Barreto, gave a long speech. He said the following words:

The Brazilian teacher is a pariah - he said - because the schools are commercial establishments that pay them the salaries of miserable proletarians [...] this date that we are commemorating today must be a milestone in the struggle. We need to demand that the public authorities satisfy our demands, our rights, which will never be met without a fight (Última Hora, 1958, p. 2).

In this way, we can see that the president of this union is expressing not only his demands, but also the idea of the celebration as a milestone in the struggle. In this sense, we relate the proposal, already mentioned in other news items, to the understanding of memory, which was explained as follows by historian Jacques Goff (1990): “Memory, where history grows, which in turn feeds it, seeks to save the past in order to serve the present and the future” (Le Goff, 1990, p. 478). Therefore, we assume that this suggestion, from representatives of the category, would have as its precept the conception of commemorating Teachers' Day as a day to be remembered, in order to serve the present and future of the category.

As a result, the demarcation of the demands that were made on the date transformed the memory that had previously been created, with the emphasis on the



celebrations during the period under investigation being on the expressive presence of demands. We understand, therefore, that despite the limitations of the teachers' associations of the period, already pointed out by Libania (2013) and Vicentini (2009), the teachers in our sample were not static subjects, but became aware of the power they had by recognizing themselves as “us”, in joint action.

Insofar as we are more dependent on others than they are on us, insofar as we are more directed by others than they are by us, they have power over us, whether we have become dependent through their use of brute force or through our need to be loved, our need for money, healing, status, a career or simply stimulation (Elias, 2008, p. 101).

In the news about Teachers' Day, teachers' associations end up being highlighted in a secondary way. This manifests itself as a strategy by the category to strengthen its independence in relation to the power exercised by the state over the professional status of teachers, if we think along the lines of Elisian theory. We can observe the forces of power that shape the celebration of Teachers' Day through the prominence given to it in the news, which sometimes shows a tendency to exalt the government's benefaction, and sometimes reinforces a particular claim, exposing the strength of the actions of teachers and state power in their interaction with the press and society.

## 4 Conclusions

Research into the celebration of Teachers' Day allowed us to access relevant sources on the history of the “teaching profession”<sup>1</sup>, especially teachers' associations. Therefore, we defend the hypothesis that Teachers' Day was strategic for strengthening teachers' associations, given the different demonstrations and mobilizations that took place around this date.

In this sense, just as conferences, pedagogical magazines (and other means of circulating agendas) invited teachers to find out more about their profession, Teachers' Day

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<sup>1</sup> Reference to the title of the book “Profissão Professor” (1995) by António Nóvoa.

was a way of contributing to building class awareness and collective strength among these professionals, even considering the wide dissemination of discussions/agendas about the date linked to the profession in high-circulation newspapers.

Conducting a more in-depth study on this subject could be a contribution to the history of education, more specifically, to the history of the teaching profession, because by exploring this day celebrated by associations, we can find sources that present us with new elements that constituted teachers' associations in different regions of the country. From this, we can understand the particularities in the forms of teacher organization in these states.

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