

School Historical Heritage: the Paulistinha Center of Memory, Research and Documentation

Peterson Mendes Paulinoⁱ 

Universidade Federal de São Paulo, Guarulhos, SP, Brasil

Dilma Antunes Silvaⁱⁱ 

Universidade Federal de São Paulo, São Paulo, SP, Brasil

1

Abstract

This article aims an analysis of the collection that will compose the future Center of Memory, Research and Documentation of the Center for Early Childhood Education - Paulistinha School of Education of the Federal University of São Paulo. Starting from the general analysis of both digital and physical files allocated in the institution, the research showed the diversity of documents, and a first impression of the institutional collection of Paulistinha, from its known history, and its transformations over the last decades that have changed the daily life and educational practices of the institution. The research highlights the importance of the idealization and establishment of school memory centers, contributing to think about the history of institutions, as in the process of formation of these spaces as a safeguard of history, memory and institutional identity.

Keywords: Memory and Research Center. SchoolHeritage. Nursery/UniversitySchool.

Patrimônio Histórico Escolar: o Centro de Memória, Pesquisa e Documentação da Paulistinha

Resumo

Esse artigo tem como objetivo uma análise do acervo que irá compor o futuro Centro de Memória, Pesquisa e Documentação do Núcleo de Educação Infantil - Escola Paulistinha de Educação da Universidade Federal de São Paulo. Partindo da análise geral dos arquivos tanto digitais como físicos alocados na instituição, a pesquisa mostrou a diversidade de documentos, e uma primeira impressão do acervo institucional da Paulistinha, a partir de sua história conhecida, e suas transformações ao longo das últimas décadas que mudaram o cotidiano e as práticas educacionais da instituição. A pesquisa evidencia a importância da idealização e estabelecimento de centros de memória escolar, contribuindo para se pensar na história das instituições, como no processo de formação desses espaços como resguardo da história, da memória e identidade institucional.

Palavras-chave: Centro de Memória e Pesquisa. Patrimônio Escolar. Creche/Escola Universitária.



1 Introduction

2

In 2021, the Center for Early Childhood Education - Paulistinha School of Education, at the Federal University of São Paulo (Unifesp) completed 50 years of existence. To celebrate this great milestone, several extension actions were carried out in order to rescue and preserve the memory and identity of this university daycare center/school, as well as the construction of a collection and a Memory, Documentation and Research Center in the institution. The idea of building this space arose from the need to organize, in the school itself, a place to keep and exhibit didactic and pedagogical materials and to provide opportunities for future research by teachers, researchers and other members of the community about the school memory and the history of NEI - Paulistinha. On the other hand, this would be a space to revisit the history itself, gather elements and strengthen experiences that over time have been relegated to the background or erased from the narrative taken as official about the origin and specificities of this school institution.

At this point, Oliveira (2020), when talking about the history and the formation of the Children's Community that decades later would be called NEI - Paulistinha, shows part of the development process of this institution, as a form of resistance, forged in the context of struggles and claims for better working conditions and meeting the demands of working mothers, who needed a safe and close place for the care of their children; and the incessant search for the guarantee of the right to education.

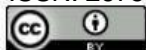
The author also presents the characteristics, singularities, some conceptions and contradictions inherent to the multifaceted history of this institution, having as a time frame the period from 1971 to 1996. Oliveira (2020) points out the acquisition of the new building, in the early 1990s, as an important institutional milestone, corresponding to the phase of "Paulistinha schooling" (OLIVEIRA, 2020), a movement understood as a greater pedagogical professionalization of care. It dates from this period the first hiring of recreationists and professionals with teacher training, as well as the first indications of educational practices, detached from a vision of maternity and/or hygiene.





Thus, it is thought to bring the discussion of what has been done to think about preserving the school heritage and memory. Some examples of safeguarding and preservation actions of school history and memory in Brazil are illustrative to understand this issue. Souza (2013) brings references of school documentation centers in Brazil that emerged from the need to think and expand the conception of what historical and cultural heritage is to the field of History of Education. The author highlights that some of the school documentation centers of reference in Brazil are linked to public universities, such as the documentation and memory centers of UFMG, UNESP, UEFS and USP. Also, the experiences of Santos and Araújo (2019) demonstrate the importance of institutional support from universities for the training and assistance of teachers in the management of memory centers, as well as the role that this body plays in the training of these professionals (SANTOS; ARAÚJO, 2019), which can generate impacts in the realization of practices together with students.

Several initiatives have been employed for the protection and management of school heritage. Cunha (2015), however, shows concerns when stressing the importance of keeping these archives. According to this author, it is necessary to think about a greater attention to the school historical heritage and its constitution to help researchers and historians of education and the challenges that followed in this continuous process of safeguarding school memory. Not only to think about the protection of the collections, but also, as Zaia (2012) points out, to think about its social function within the institution in which it is located. In consonance with what has been discussed about the construction of school memory collections, this research seeks to present cultural and social aspects contained in the collection of the future Center of Memory, Research and Documentation of the Núcleo de Educação Infantil - Escola Paulistinha de Educação (CMPDoc/NEI - Paulistinha), and from the collection, think about the construction of this center of memory, research and documentation to enable that the history of NEI - Paulistinha be protected and available to the internal and external community of the institution.





2 Methodology

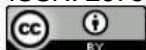
4

For this research were used as a base the collection of photos from the 1980s until the 2000s, and historical documents such as: Minutes of Paulistinha Meetings, Registration Book, Memos, Class Diaries, etc. To enable the cataloging of the collection, these documents and photos were initially scanned and organized in Google drive folders.

It is also worth making some relevant notes about the construction of the methodology of this research. The work is being carried out from the Extension Project "50 years of Paulistinha: from the history", approved by the Pró-Reitoria de Extensão e Cultura (ProEC), of Unifesp on 09/09/2020, under the code 18640/2020, and contemplated by the Programa Institucional de Bolsas de Extensão Universitária (Pibex; edital ProEC 185/2022), which allows a scholarship student to coordinate the process of analysis, cataloging and research of the collection, under the supervision of a teacher. In university extension, as an initial action to preserve the school heritage, Garcia (2012, p.130) highlights the importance of university extension as "a facilitating agent" in building the school collection.

Based on the experience of the scholarship holder and the work of members of NEI Paulistinha as teachers and researchers linked to GEPIEIFOP (Group of Studies and Research on Childhood, Childhood Education and Teacher Training), a research group that has been helping in the research work at Paulistinha, it has been possible to build this initiative to rescue the material and immaterial heritage of the institution. It is also important to mention that the Covid-19 pandemic made it impossible to carry out some of the scholar's activities. This caused new strategies to be taken, and that privileged the photographs that were in the digital collection (in Google Drive folders), and that after the scholar's visit, in July 2022, part of the physical collection was photographed so that it could be analyzed together with the photographs from the Google Drive collection.

As previously mentioned, the option for this methodology was due to the pandemic and restrictions of access to the school space. To analyze the material, we



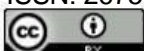


started with the theoretical contributions of Souza (2001), Kossy (2012) and Burke (2017) who deal with the use of images as a form of historical source and its importance for the historical preservation of institutions as a whole. The analysis of institutional documents is based on the contributions of Souza and Giacomini (2021, p. 141), who understand the documentary source as "[...] relevant for the construction of a historical narrative, especially in the field of History of Education." In this case, the spectrum of the institutions addressed is Paulistinha's own. From these analyses, we intend to discuss part of the collection under treatment to understand the changes, its social contribution and its role as a school unit in a university context.

3 Results and Discussion

For the analysis of the collection, we will start with the Paulistinha's collection allocated in a Google Drive folder. In it, it is possible to find photographs of various moments of the children at school: games, class photos, festivities, among other daily activities of the community. This collection of photos was created from a group of former students of Paulistinha on Facebook. With the contributions from this group it was possible to build this collection that contains records of children, educators, spaces of the institution in different periods; in festivities and actions that portray the promotion of health, moments of fun and the inclusion of children in the community.

In this sense, Souza (2001) shows that school photographic records, in a perspective of analysis of institutional history, can be useful to understand the preservation of the school's identity and memory, besides evidencing meanings and emotional and affective ties between students and teachers. Looking at the emotional and affective aspect of archives and how they can contribute to the rescue of institutional history and memory, Almeida (2021) clarifies that personal archives make it possible, within the space of historical research, to know what people produce, their trajectory, as well as the topics of interest of that person. Considering the relevance of photo collections as cultural and historical heritage of institutions, Burke (2017) points out that



the images "capture aspects of material culture that would be very difficult to be reconstituted otherwise"(BURKE, 2017, p. 145)

In addition to the collection of photographs in the digital folder, in the institution it is possible to find other various photographs related to the daily life of Paulistinha and some already cataloged and well organized. Besides the photo album of Christmas festivities, birthdays, and the "Children's Week", held during the decades from 1980 to 1990, there are also photographs that show the structure and old buildings of the institution. This is the case of the "Photo Album of Paulistinha's Old Building", from 1994. This album organizes photos of the old building where the children studied during the period of expansion of the school buildings in the mid-1990s. In it, it is possible to see how the organization and architecture were, as well as the daily life and the places where the activities of the children, employees and teachers of the institution took place: classrooms, bathrooms, secretary, kitchen, changing room, staff cafeteria, kindergarten room (Sunflower class), classrooms for two and four-year-old children, the building's façade, among other spaces.

Image 1: Photo album of the old Paulistinha building in 1994.



Source: Collection of the Paulistinha Memory, Research and Documentation Center.

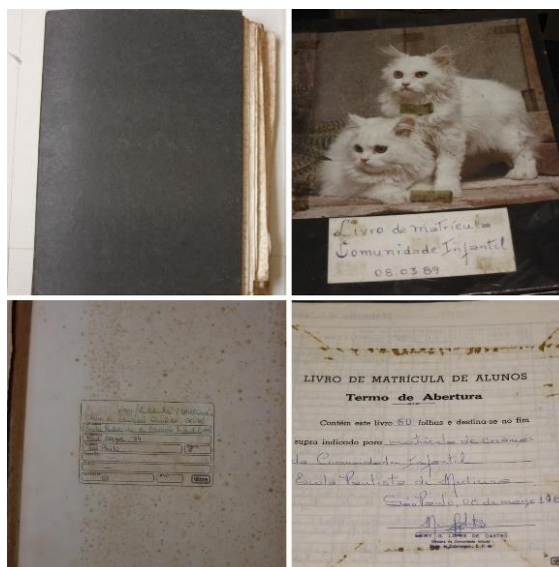
It is also worth noting that in 1997 the NEI - Paulistinha went through a restructuring process that added significant changes that impacted in part, the practices, the daily school life and the school structure, with the addition of an official logo and the move to the new building. This process of change is noted in one of the documents found, which deals with the "Minutes of Paulistinha Parent-Teacher Meetings" (1991 - 1995). The minutes of August 4, 1994, for example, evidence one of the important moments that occurred at Paulistinha, which was the move to the new building on August 8, 1994. In this process of change, it is clear the longing and the questions that guided part of the meeting, which converge directly in the new structure of Paulistinha: possibility of expanding the attendance with the opening of 1st grade classes and new openings for the Assisted Education class

In the collection, there is also the "Children's Community Registration Book", dated 1989. This document is the only one found in the institutional collection that contains a record of the institution's first name. It is, therefore, an important and illustrative document of this historical moment, and one of the rare documents of a time when the school was being constituted as an educational space, which was intended to be "differentiated", since its clientele was mostly middle class, as shown in the following excerpt, taken from the research of Oliveira and Panizzolo (2020, p.175)):

The preference for Community was most likely due to **resistance** of Families and Nursing **in accepting the name daycare**, since at that time the term was associated with equipment aimed at the less favored strata of society and **the children who attended the institution belonged to the middle stratum of society**. (OLIVEIRA; PANIZZOLO, 2020, p. 175, our emphasis)

Based on this testimony, the authors reaffirm that the Paulistinha school was known as Comunidade Infantil (Children's Community), and show, based on the account of Suzana, one of the first mothers of children who attended this institution, the reasons why the name was chosen for the Paulistinha that was still emerging.

Image 2: Pictures from Paulistinha's Meeting Minutes (1991-1995) and Registration Book (1989).



Source: Collection of the Paulistinha Memory, Research and Documentation Center.

To think about the changes of nomenclature of Paulistinha school along the five decades of its existence also implies, according to Silva and Ferrezin (2022), to understand the history of this school institution in the context of great social, political, economic and cultural transformations. In this sense, the registration and preservation of documents such as the "Pupil Registration Book", dated 1989, constitute important actions and resources for the maintenance of the school's material and immaterial heritage.

Other documents that make up part of the collection can also be found in Paulistinha's facilities: class diaries, occurrence books, memos, floppy disks, administrative documents, files that in general show a documental wealth that is still necessary to be analyzed, organized and catalogued. Both are kept in boxes, separated and organized by date and year, in need of cataloging and organization. In this process, it is foreseen the construction of a manual that will help the internal and external community composed by teachers, employees and researchers, to access in a simpler and organized way the physical and digital collection of the memory, research and documentation center of Paulistinha.



4 Final considerations

9

The analysis of the collection enabled that both passages and historical processes of the institution could be understood and rediscovered. Although there are already research works (OLIVEIRA, 2019; OLIVEIRA, PANIZZOLO, 2020; SILVA, FERREZIN, 2022) on the history and educational practices of the institution, much of the collection is still unpublished, which means that there are many documents, and especially photographs, to be known and explored.

The intention is to establish the Paulistinha Memory, Research and Documentation Center on the institution's premises, which is expected to be inaugurated in December this year. In this way, we intend to honor the legacy of Marianna Augusto, creator of the Children's Community, whose desire was also that this school would be a space for dialogue and training with other educational units. It is also worth mentioning that some documents found in the collection provide elements for future research that can contribute to the safeguarding, documentation, and dissemination of the memory of paulistinha.

Thus, consolidating this space as a way to think about the preservation of history, both institutional and of the people who built a dream and a full right of Brazilian citizens: the right to access to education. Today, with this center, we seek the right to memory and to remember old and still living dreams that, like any child, have in their early years.

References

ALMEIDA, Dóris Bittencourt. **Percursos de um Arq-Vivo**: entre arquivos e experiências na pesquisa em História da Educação. Porto Alegre: Letra 1, 2021. Disponível em: <<https://doi.org/10.21826/9786587422077>>. Acesso em: 28 de mai. 2022.





BURKE, Peter. **Testemunha ocular**: O uso de imagens como evidência histórica. 1.ed. São Paulo: Editora Unesp Digital, 2017. 318p.

CUNHA, Maria Teresa Santos. Acervos Escolares: olhares ao passado no tempo presente. **Revista História da Educação**. Porto Alegre, v. 19, n. 47, set./dez, 2015, p. 293- 296. Disponível em: <https://seer.ufrgs.br/asphe/article/view/58105/pdf_104> Acesso em: 01 de jul. 2022.

10

GARCIA, Carlos Alberto Xavier. Centro de Memória Escolar: A Importância da História da Educação. In: XI Encontro Estadual de História: História, Memória e Patrimônio. 2012, Rio Grande do Sul. **Anais Eletrônicos**. Rio Grande do Sul, 2012, p. 1-6. Disponível em: <http://www.eeh2012.anpuh-rs.org.br/resources/anais/18/1347224702_ARQUIVO_centrodememoriafurg_Garcia.pdf> Acesso em: 27 de jun. 2022.

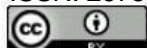
KOSSOY, Boris. **Fotografia e História**. 4.ed. São Paulo: Ateliê Editorial, 2012. 179p.

OLIVEIRA, Rosana Carla de. **Paulistinha, a creche universitária da Unifesp**: a construção identitária de uma história multifacetada (1971 a 1996). Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação. Universidade Federal de São Paulo, Escola de Filosofia, Letras e Ciências Humanas, Guarulhos, 2019. Disponível em: <<https://repositorio.unifesp.br/handle/11600/59534>> Acesso em: 03 de jul. 2022.

OLIVEIRA, Rosana Carla de; PANIZZOLO, Claudia. Comunidade Infantil: Práticas do Cotidiano de uma Creche Universitária na Década de 1970. **Revista Linguagem, Educação e Sociedade**. Teresina, ano 25, v. 46. p. 1-27, 2020. Disponível em: <<https://revistas.ufpi.br/index.php/lingedusoc/article/view/11253>> Acesso em: 01 de jul, 2022.

SANTOS, Bruno Almeida Régis dos; ARAÚJO, Isabella Belmiro. Os Centros de Memória como espaço de formação e reflexão das identidades. In: IX Seminário Nacional do Centro de Memória da Unicamp – Memória e histórias locais: esquecimento, diversidades culturais e identidades. 2019, Campinas. **Anais Eletrônicos**. Campinas, 2019, p. 1-17. Disponível em: <https://www.ixseminarionacionalcmu.com.br/resources/anais/8/1562974884_ARQUIVO_TrabalhoCompleto.BrunoSantos.pdf> Acesso em: 30 de jun. 2022.

SILVA, Dilma Antunes; FERREZIN, Lilian. Escola da infância e extensão: diálogos, desafios e possibilidades. **Extensão em Foco**, [S.l.], n. 27, ago. 2022. ISSN 2358-7180. Disponível em: <<https://revistas.ufpr.br/extensao/article/view/81399>>. Acesso em: 23 ago. 2022. doi:<<http://dx.doi.org/10.5380/ef.v0i27.81399>>.





SOUZA, José Edimar de; GIACOMONI, Cristian. Análise documental como ferramenta metodológica em história da educação: um olhar para pesquisas locais. **Cadernos CERU**, [S. l.], v. 32, n. 1, p. 139-156, 2021. Disponível em:

<<https://www.revistas.usp.br/ceru/article/view/189278>>. Acesso em: 9 ago. 2022.

SOUZA, Rosa Fátima de. Fotografias escolares: a leitura de imagens na história da escola primária. **Educar em Revista**, [S.l.], v. 17, n. 18, p. 75-101, dez. 2001. Disponível em: <<https://revistas.ufpr.br/educar/article/view/32819>>. Acesso em: 04 jul. 2022.

SOUZA, Rosa Fátima de. Preservação do Patrimônio Histórico Escolar no Brasil: notas para um debate. **Revista Linhas**, Florianópolis, v. 14, n. 26, jan./jun. 2013. Disponível em:

<<https://www.revistas.udesc.br/index.php/linhas/article/view/1984723814262013199>>

Acesso em: 09 de ago. 2022.

ZAIA, Iomar Barbosa. O lugar do arquivo permanente dentro de um centro de memória escolar. **Revista Brasileira de História da Educação**, v. 5, n. 2 [10], p. 153-174, 10 fev. 2012. Disponível em:

<<https://periodicos.uem.br/ojs/index.php/rbhe/article/view/38650/20181>> Acesso em 27 de jul. 2022.

ⁱPeterson Mendes Paulino, ORCID: <https://orcid.org/0000-0002-0672-2069>

Universidade Federal de São Paulo, Campus Guarulhos, Escola de Filosofia, Letras e Ciências Humanas, Departamento de História.

Estudante de História na Escola de Filosofia, Letras e Ciências Humanas da Universidade Federal de São Paulo (EFLCH/UNIFESP). Bolsista Pibex no NEI-Paulistinha.

Contribuição de autoria: Escrita do artigo, coleta de dados e parte das referências.

Lattes: <http://lattes.cnpq.br/4102784199391600>

E-mail: peterson.paulino@unifesp.br

ⁱⁱDilma Antunes Silva, ORCID: <https://orcid.org/0000-0003-1475-3532>

Universidade Federal de São Paulo, Campus Reitoria, Núcleo de Educação Infantil - Escola Paulistinha de Educação.

Professora EBTT. Coordenadora do Projeto de Extensão “50 anos da Paulistinha: partir da história” - aprovado pela Pró- Reitoria de Extensão (ProEC) da Unifesp em 09 de setembro de 2020.

Contribuição de autoria: Escrita do artigo, auxílio na coleta de dados e referências bibliográficas.

Lattes: <http://lattes.cnpq.br/9961242002156872>

E-mail: antunes.dilma@unifesp.br

Responsible Publisher: Cristine Brandenburg

Ad-hoc expert: Lia Machado Fiuza Fialho





How to cite this article (ABNT):

PAULINO, Peterson Mendes; SILVA, Dilma Antunes. Patrimônio Histórico Escolar: o Centro de Memória, Pesquisa e Documentação da Paulistinha. **Rev. Pemo**, Fortaleza, v. 4, e49129, 2022. Disponível em: <https://doi.org/10.47149/pemo.v4.9129>

Received August 13, 2022.
Accepted on November 7, 2022.
Published on November 7, 2022.

