

RURAL PRIMARY EDUCATION IN THE CITY OF APUCARANA-PARANÁ (1940-1990)

EDUCAÇÃO PRIMÁRIA RURAL NO MUNICÍPIO DE APUCARANA-PR (1940-1990)

EDUCACIÓN PRIMARIA RURAL EN EL MUNICIPIO DE APUCARANA-PARANÁ (1940-1990)



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ABSTRACT: This article aims to analyze the history of rural education in Apucarana-Paraná, between the decades of 1940 and 1990, from the contributions of the educational historiography about the subject and the documentary and iconographic sources located in the school collections of the city. The research in the area of school institutions has been concerned with recognizing the local peculiarities and the subjects involved in the schooling process. Therefore, it is necessary to identify the rural primary schools in the Apucarana's region, reconstitute their organization and means of creation, institutionalization and cessation in a context of (re) occupation of the territory by migrants and immigrants. In this reality, the rural school allowed the expansion of primary schooling, for the population living in rural areas, due the process of modernization of the state of Paraná. To reconstruct the reality of a city's rural education can be explained by the identity representation of that territory provided with culture, and this reality can be represented by the school collections; For this research, some locations were visited and it was elected the fields of research: "State School Alberto Santos-Dumont" where it was located the "Regional Training School Pestalozzi"; The "State School Nilo Cairo", building which stores the documents of the "Secondary Training School Ovídio Decroly"; The "Rural State School Manuel Ribas", old "Apucarana's Rural Workers School" where is preserved most of the documents from Apucarana's rural areas primary schools; and the "Regional Department of Education" where it has been found general documentary sources of the city, such as minute books, teachers' records, students enrollment, and land possession documents, photographs, land registers, textbooks, and so on. The research resulted in the mapping of 90 municipal rural schools, two Training Schools and one rural workers school and the trajectory of these (construction, institutionalization, cessation and replacement) in the historical, political, geographical and economic context of the city of Apucarana - Paraná (1940-1990).

KEYWORDS: History of education. School institutions. Rural school. Apucarana-PR.

RESUMO: O presente artigo tem como objetivo analisar a história da educação rural em Apucarana-PR, entre as décadas de 1940 e 1990, a partir das contribuições da historiografia educacional sobre o tema e das fontes documentais e iconográficas localizadas nos acervos escolares do município. A pesquisa na área de instituições escolares tem se preocupado em reconhecer as peculiaridades locais e os sujeitos envolvidos no processo de escolarização. Neste sentido, faz-se necessário identificar as escolas primárias rurais no meio apucaranes, reconstituir sua organização e meios de criação, institucionalização e cessação em um contexto de (re) ocupação do território por migrantes e imigrantes. Neste cenário, a escola rural possibilitou a expansão da escolarização primária para a população residente nas áreas rurais, em meio ao processo de modernização do Estado do Paraná. Reconstruir o cenário da educação rural de um município justifica-se pela representação da identidade daquele espaço territorial dotado de cultura e tal cenário pode ser representado por meio dos acervos escolares; para este trabalho de pesquisa, foram visitados alguns locais e eleitos os campos de pesquisa: "Colégio Estadual Santos Dumont" onde esteve lotada a Escola Normal Regional Pestalozzi, o "Colégio Estadual Nilo Cairo" prédio que abriga os documentos da Escola Normal Secundária Ovídio Decroly, "Colégio Agrícola Estadual Manuel Ribas" antiga Escola de Produtores Rurais, Autarquia Municipal de Apucarana" onde está preservada grande parte dos documentos das escolas primárias rurais de Apucarana e "Núcleo Regional de Educação" onde foram encontradas fontes documentais gerais do município tais como livros-ata, registros de professores, matrículas de estudantes, documentos de posse de terrenos, fotografias, registro de imóveis, manuais didáticos, dentre outros. A pesquisa teve como resultado o

mapeamento de 90 escolas rurais municipais, duas Escolas Normais e uma escola de trabalhadores rurais e a trajetória destas (construção, institucionalização, cessação e substituição) no contexto histórico, político, geográfico e econômico do município de Apucarana-PR (1940-1990).

PALAVRAS-CHAVE: História da educação. Instituições escolares. Escola rural. Apucarana-PR.

RESUMEN: Ese artículo tiene como objetivo analizar la historia de la educación rural en Apucarana-PR, entre las décadas de 1940 y 1990, a partir de los aportes de la historiografía educativa sobre el tema y de fuentes documentales e iconográficas ubicadas en las colecciones escolares de la ciudad. La investigación en el área de las instituciones escolares se ha preocupado por reconocer las peculiaridades locales y los sujetos involucrados en el proceso escolar. De esa manera, es necesario identificar las escuelas primarias rurales en el entorno de Apucarana, reconstituir su organización y medios de creación, institucionalización y interrupción en un contexto de (re) ocupación del territorio por parte de migrantes e inmigrantes. En este escenario, la escuela rural permitió la expansión de la educación primaria para la población residente en áreas rurales, en medio del proceso de modernización en el Estado de Paraná. La reconstrucción del escenario de educación rural de un municipio se justifica por la representación de la identidad de ese espacio territorial dotado de cultura y tal escenario puede ser representado a través de colecciones escolares; Para este trabajo de investigación se visitaron algunos lugares y se eligieron los campos de investigación: “Colégio Estadual Santos Dumont” donde se ubicaba la Escuela Normal Regional Pestalozzi, el edificio “Colégio Estadual Nilo Cairo” donde se encuentra los documentos del Ovídio Decroly Secundaria Normal Escuela, “Colégio Agrícola Estadual Manuel Ribas” ex Escuela de Productores Rurales, Autoridad Municipal de Apucarana ”donde se encuentran la mayor parte de los documentos de las escuelas primarias rurales de Apucarana y “ Núcleo Regional de Educação ”donde se encontraron fuentes documentales generales del municipio como libros - actas, expedientes docentes, matrícula de estudiantes, documentos de propiedad de la tierra, fotografías, registro de propiedad, libros de texto, entre otros. La investigación resultó en el mapeo de 90 escuelas rurales municipales, dos Escuelas Normales y una escuela para trabajadores rurales y su trayectoria (construcción, institucionalización, cese y reposición) en el contexto histórico, político, geográfico y económico del municipio de Apucarana-PR. (1940-1990).

PALABRAS CLAVE: Historia de la educación. Instituciones escolares. Escuela rural. Apucarana-PR.

Introduction

Recent research on rural education, in the field of the history and historiography of education, allows us to identify singularities within the scope of Brazilian municipalities and states, regarding the various models of school institutions, their architectures, school culture and their subjects.¹

The rural primary school has its singularities, as well as other spaces; there is a whole culture and enriching diversity that enable studies on its demand, its geographical space, its school culture and the various specificities that involve the processes of institutionalization and expansion of this modality of primary education, which was permeated by a context in which Brazil was a nation, above all, rural and the challenge of schooling was associated with the modernization of the countryside.

To encompass some of this singularity, this article aims to analyze the history of rural education in Apucarana-PR, between the 1940s-1990s, in dialogue with the reflections that guide research in the area of history of education, specifically, on the history of rural education, from documentary and iconographic sources, located next to the historical collections of the municipality of Apucarana-PR. However, it is necessary to place our object of investigation in the context of studies. As Araújo, Valdemarin and Souza (2015) point out, the analysis of the diversity of primary schools that made up the focus of research in the field of historiography of education in the 1990s, from the school groups, also pointed to investigations about isolated schools, gathered schools and rural schools.

The consideration of this diversity of primary schools has become an interpretive key for the analysis of the expansion of teaching and the problem of educational inequalities. Schools with different designations were created and installed by the state Public Authorities to serve different social groups. This differentiation involved administrative, organizational and pedagogical aspects including different proposals for teaching, programs, material conditions and duration of the primary course (ARAÚJO; VALDEMARIN; SOUZA, 2015, p. 34) (Our translation).

It is with the aim of embracing this diversity, with the focus on rural schools, in order to understand their organizational and pedagogical aspects, as well as their material conditions, that we propose to delimit our analysis to a specific locality – the municipality of Apucarana-PR – to enter into the specificities that accompany the creation of rural schools, in line with the creation of the municipality itself. The studies about the history of rural primary schools are

¹ Avila (2013); Furtado Schelbauer, Figueiredo Sá (2015); Gouvêa and Souza (2016), among others.

mixed with the studies of the constitution of the municipality and these are founded allowing the complete look at the local individuality.

Research in the history of rural education is recent and for some time has been on the fringes of educational research; it is necessary to clarify the identities of the institutions beyond the modern, the standard and the school model that was intended to be disseminated. For this, one must understand the role that rural schooling had in the formation of a large portion of the Brazilian population.

The historical period (1940-1990) was delimited by the emancipation of the municipality and the construction of the first rural school, which can be understood by the need for training to newly arrived migrants and immigrants, sent to the south of Brazil for colonization and commercialization of urban and rural lots, with the consequent (re)occupation of space. The time frame ends in the 1990s, because it is the year in which the largest number of rural primary schools in Apucarana-PR is closed.²

The massive creations of primary schools are idealized by the Organic Law of Primary Education in the year 1946. This law can be marked as one of the first actions of the federal government, in the republican period, in what is in charge jointly with the national states for Brazilian elementary education, the obligation of primary schooling, also present in the Federal Constitutions of 1934 and 1937 (CÔRREA, 2016).

Migratory movements and the structural changes of the Apucarana schools

The composition of the urban and rural spaces of the municipality of Apucarana has specific contours and, at the same time, integrates the colonization project articulated by the Land Company of Northern Paraná, with the allotment of the lands and the intensification of the migratory and immigration processes, which gain specific contours at the municipal level, with the formation of the first Ukrainian colonies and other ethnicities, as well as with the migration of Paulistas, Minas Gerais and Northeasterners who accompany the creation of primary school in rural areas. Hervatini (2011, p. 77) notes that this population was attracted "by the incentives of the colonizing companies, the newly arrived settlers in the region were,

² In Paraná, the context analyzed was marked by the occupation of the territory, population increase, emergence of new urban centers and colonization of rural areas; movement that, not without conflicts, was glimpsed by the people of the time as a period of progress and modernization, in which education was emphasized as one of the factors of this modernity (SCHELBAUER, 2014, p. 77).

for the most part, from São Paulo, Minas Gerais and the Northeast, as well as foreign settlers of various origins and origins."

The coming of the settlers was associated with the advance of agriculture in the then called New Paranaense North, especially from the cultivation of coffee. Process that drives the creation of new cities, the extension of railroads and highways for transport and communication between municipalities and the flow of agricultural production. Such movements are associated with the years of foundation and elevation of 27 municipalities of Paraná between 1930 and 1964, and firstly, the municipality of Londrina was elevated on December 3, 1934 and, on December 30, 1943, Rolândia and Apucarana were elevated. The territorial proportion and its population divergences in the years 1960 and 1968 can be notoriously calculated by the territorial organization and emancipation of some cities. "The municipality of Apucarana, as well as in other regions of the state, had the formation of colonies of immigrants from Ukraine, Japan, Portugal, Africa, Poland, Italy, Spain, Holland and the indigenous natives of this place" (SACCHELLI, 2019, p. 55).

According to Aksenon and Miguel (2017, p. 801) "The influence of immigrants also extended to the educational domains, since they created in their nuclei, where there were no public schools, subsidized schools." The history of the process of colonization of the State is mixed with the history of the formation of the first educational institutions, as we can see in Figure 1, which depicts the inauguration of the New Ukraine School, in Apucarana, in 1941.

Figure 1 – Inauguration of the New Ukraine School



Source: Apucarana Magazine (1968), Silver Jubilee 1944-1969

The image depicts the school building built in wood, covered with clay tiles and large windows, with a significant number of children of different ages. It should be noted that the pioneers were responsible for building the first houses, schools, commercial houses and the first church, having wide relevance in the process of colonization of the municipality. The presence of these immigrants and the creation of colony schools were undoubtedly a strong contribution to primary schooling in the 1940s. However, the legitimacy of these schools has not been guaranteed.

The existing school in the colony of Ukrainian immigrants in Apucarana had its share of contribution to the education of children of primary school age, however, following the official guidance, it became the responsibility of the state government and began to serve a greater number of Apucarana children in primary education (HERVATINI, 2011, p. 89) (our translation).

Attracted by the incentives of the Companhia Melhoramentos Norte do Paraná and by the state government, explains Hervatini (2011), the new municipalities of the brand-new north of Paraná began their urbanization process and the organization of their school attendance in order to educate the populations of the colonies established in the Paraná scenario.

It was necessary to expand primary schools to the rural population newly arrived in the territory of Paraná, in Apucarana in an intensive manner in the 1940s and 1950s; some of these school institutions were organized by the rural workers, landowners and, later, by the municipality in a public and free way.

Giving visibility to these primary education institutions means contributing to the necessary historiographical revision of the diffusion of elementary education in the country. In no way is the exaltation of one type of school to the detriment of another seen as an adequate perspective. On the contrary, it is necessary to quantitatively and qualitatively measure the place occupied by the different types of institutions destined to the schooling of childhood. What is recommended, without a doubt, is the relational perspective that broadens the analytical perspective of the reach of schools in serving the population (GOUVÊA; SOUZA, 2016, p. 1) (our translation).

Debating the rural primary school in Apucarana allows us to highlight the models and educational modalities, therefore, and contribute to the understanding of primary schooling in Paraná, in order to contemplate the history of local education in an aspect that envisions population care at the state and federal levels.

Characteristics and singularities of rural primary schools in Apucarana

The scenario of Paraná permeates the economic context of agricultural production in the temporal spaces of the twentieth century when the economy of the State focused on coffee culture and, later, with the coffee crisis in the 1950s, 1960s and, with the coffee crisis in the 1970s and 1980s, began to focus on the industrialization process.

The efforts focused on agricultural issues have also made Paraná a major coffee producer. The cultivation of this product, present in the state since the first Republic, sustained its economy until the 1960s, a period in which the diversification of agricultural activities and the intensification of the industrialization process (AKSENEN; MIGUEL, 2017, p. 802) (our translation).

The cultivation of coffee and, after that, the crisis of this was one of the issues that influenced the migration of the population from rural areas to urban areas and the municipality of Apucarana also went through these transformations. The changes resulting from the crisis of agricultural coffee production can be glimpsed in Table 1.

Table 1 – Census population in the Municipality of Apucarana and Districts (1960-1970)

Municipality/Districts	Population (1960)	Population (1970)		
	Total	Total	Urban	Rural
General number: Apucarana and districts	47 443	70 577	44 723	25 854
Apucarana	28 701	50 780	42 950	7 830
Correio de Freitas	6 590	7 204	352	6 852
Pirapó	6 074	6 385	932	5 453
São Pedro	3 864	3 615	286	3 329
Villa Reis	2 214	2 593	203	2 390

Source: IBGE (1971, p. 44)

Table 1 shows that the general number of inhabitants concentrated in the municipality in the 1970s is higher in the urban space when compared to the rural space, but when the resident population of the districts of Correio de Freitas, Pirapó, São Pedro and Vila Reis is evaluated, these numbers are higher in rural areas.

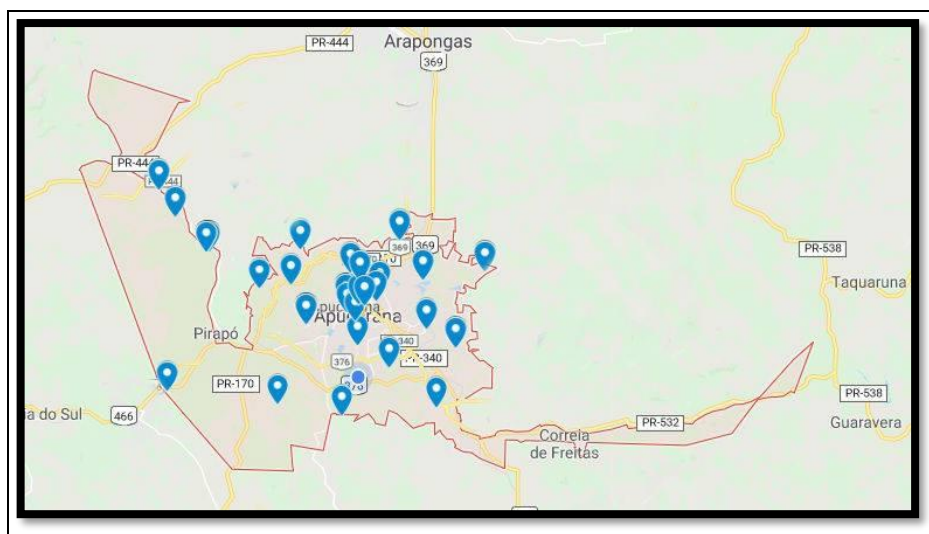
The process of rural exodus in Apucarana, which began in the 1960s and 1970s, is also involved in a national movement, but more discreet in the State of Paraná, as Schelbauer (2014) points out.

With a population of 1,235,849 inhabitants in the 1940s, only 24.5% of Paraná residents lived in the urban area. The urbanization rates of the 1950s point to

rates lower than the national average. While in Brazil the urbanization rate was 36.1%, in Paraná the same rate was 25%. The greatest changes would occur in the course of the sixties and seventies of the 20th century, with the process of urbanization and the exodus of the rural worker from the countryside (SCHELBAUER, 2014, p. 78) (our translation).

Between the years 1940 to 1990, Apucarana had an amount of 90 rural isolated schools, which offered primary education and a school for rural workers. The context of agricultural economy reveals the creation, also justifying the expansion of these schools, some localities had a higher concentration of establishments, such as the Estrada do Rio do Cerne and Água do Xaxim (entrance of the Brazilian Coffee Institute) with 27 schools, the Barra Nova Road (Estrada Nova Ukrânia) were listed 13 schools, on the Estrada do Rio Bom – PR 539 with ten schools; these numbers show the number of resident workers and the number of resources deployed, whether they come from rural landowners, public funds or the community, however the localities show varied information (SACHELLI, 2019).

Map 1 – Location of rural schools in Apucarana



Source: Sacchelli (2019)

Map 1 shows the location of rural primary schools throughout the current territory of the municipality of Apucarana, including its districts; one can observe the concentration of the population residing in the territory during the times described. When interpreting the map, one should take into account the period studied, because some of these places are currently mapped as urban, but that, at the time, were rural.

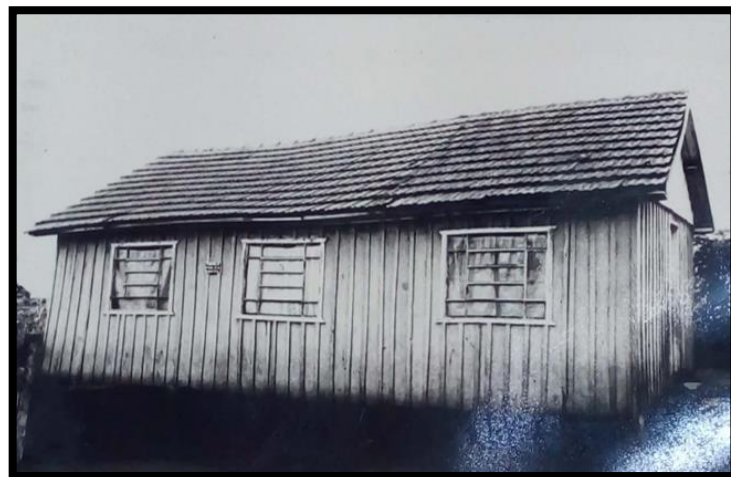
In view of the occupation of the interior of the territory of Paraná and the low cost, isolated schools have spread, sustaining the expansion of primary schooling. Thus, the rural school played an important role in the colonization

movement of the State of Paraná, since the families were concentrated in the rural area and fought for the education of their children (LIMA; SCHELBAUER, 2015, p. 55) (our translation).

The number of isolated rural schools provides us with information about population development and the importance that the municipality gave to studies, so it should be taken into account whether the population number corresponded to the number of schools installed and in operation, as well as the transformation, cessation and extinction of these. Some rural schools in Apucarana have adapted to population changes and have become urban schools.

The field of research on the historiography of school institutions is recent and aims to meet the demands of knowing the educational specificities. Rural schools at this juncture were far from the urban pattern. Figure 2 depicts the photograph of the Ana Nery Municipal Rural School, located on the Bom Rio Road, built in 1957.

Figure 2 – Ana Nery Rural School (1957)



Source: Archive of the Municipal Autarchy of Education (2017)

According to the documentary sources found, the Ana Nery Municipal Rural School had a rectangular plan, was built in wood, with gabled roof, covered by clay tiles, with glass windows, raised floor, no painting on the walls, no access to sewage, no electrical installations and piped water. The situation of the Ana Nery School building was evaluated, according to the diagnostic form that listed the parameters of quality of construction of municipal schools, as "poor", in several items. (SACCHELLI, 2019, p.108).

In the cited document, prepared by the Community Integration Program-APM-PR (s/a), the Ana Nery Municipal Rural School was classified as multigrade, had only one teacher who was responsible for the school, Tereza Volantchuk, with 18 students enrolled.

Table 2 – Models/Types of school units in the State of Paraná

Year/Models of school units	School groups		Isolated schools/ Unique		Schools reunited/ Grouped	
	Units	Classes	Units	Classes	Units	Classes
1932	50	-	1.006	-	-	-
1933	50	397	1.031	2.751	-	-
1934	50	443	1.154	2.968	-	-
1935	52	440	1.144	2.951	-	-
1936	54	481	1.228	2.941	2	10
1937	60	507	1.378	3.232	-	-

Source: Statistical Synopsis of the State of Paraná N. 4 (BRAZIL, 1942)

Table 2 shows the models of schools existing in the 1930s in the State of Paraná as well as the growing increase in the number of classes and units of both school groups and isolated schools, however, the representation of the latter in rural spaces is significant.

The school models mentioned in Table 2 were present in the following decades during the process of expansion of primary schooling in several states of the federation. In terms of pedagogical organization, the expansion of primary education took place basically in two fundamental ways, clarify Araújo, Valdemarin and Souza (2015, p. 35).

The unitary school – governed by a single teacher providing primary education to children of different levels of advancement in the same classroom -, and the graduated school characterized by the division of students into supposedly homogeneous classes, that is, with the same level of advancement; each class corresponding to a grade, running the school in a building with several classrooms and several teachers, each responsible for a class of students considered the class/grade ratio.

However, despite the existence of these two models, the unitary school, isolated or singular, where several classes related to the level of advancement of the students worked, in the same classroom and governed by the same teacher or teacher, was the model that prevailed in the rural space, mostly.

About these isolated schools of the rural Apucaranesse, Hervatini (2011) portrays that the lack of funding for the construction of such school institutions and the lack of maintenance by the state government, forced parents and students to take turns to obtain materials for the construction of schools, as well as school benches, tables and chalk boards, so that their children could study, "Parties were common in the communities to collect income for school, such as, for example, for the purchase of school supplies." (HERVATINI, 2011, p. 99).

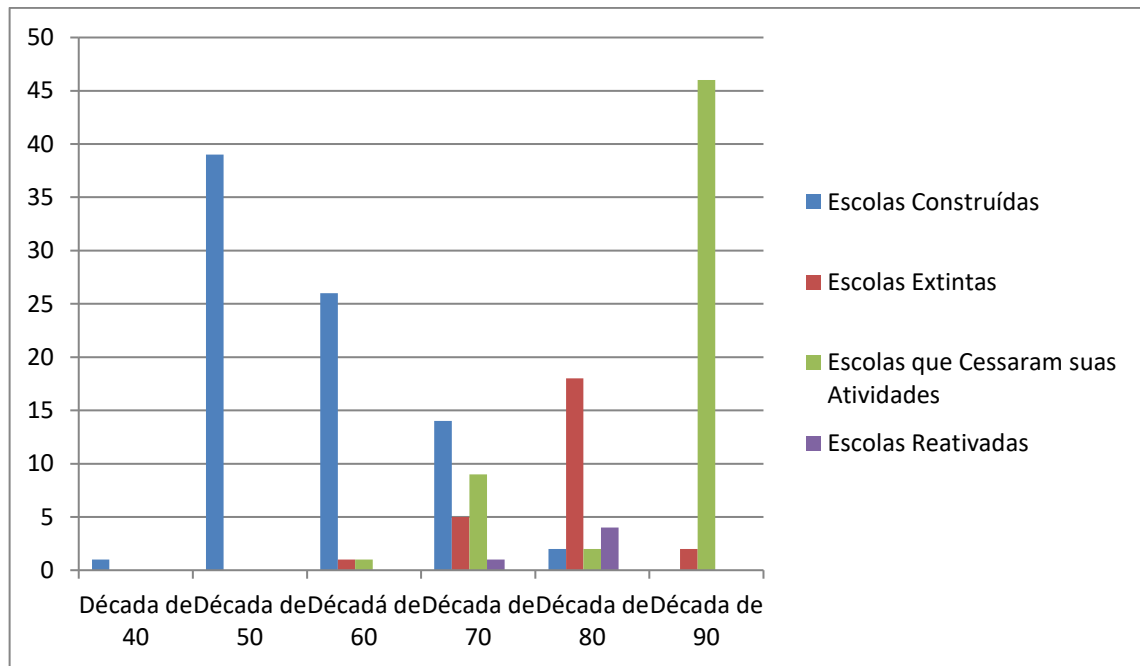
The municipality of Apucarana housed about 90 rural primary schools between the 1940 and 1990. Among them “Nova Ucrânia”, “Marechal Deodoro da Fonseca”, “Pedro Álvares Cabral”, “Dr. Zacarias de G. e Vasconcelos”, “Julia Wanderley”, “Doutor Fernando Costa”, “Romário Martins”, “Carlos Gomes”, “José Bonifácio”, “José de Alencar”, “Rui Barbosa”, “Ana Nery”, “Barão do Rio Branco”, “Benjamin Constant”, “Cardeal Sebastião Leme”, “Dom Pedro II”, “Duque de Caxias”, “Erasto Gardner”, “Getúlio Vargas”, “Lissímaco Ferreira da Costa”, “Manoel Ribas”, “Marechal Hermes da Fonseca”, “Nossa Senhora dos Navegantes”, “Osvaldo Cruz”, “Padre Antônio Vieira”, “Paulo Pimentel”, “Princesa Izabel”, “São José”, “São Pedro (Wilson de Azevedo)”, “Vicente de Carvalho”, “Visconde de Mauá”, “Coelho Neto”, “Cristóvão Colombo”, “Marechal Rondon”, “Nossa Senhora Aparecida”, “Rodrigues Alves”, “Tiradentes”, “Doutor Cândido de Abreu”, “Nossa Senhora de Fátima”, “Nossa Senhora de Lourdes”, “Assis Brasil”, “Coronel Luiz José dos Santos”, “Erwin Schindler”, “Teixeira de Freitas”, “Carlos Smidt”, “Miguel Simião”, “Martins Fontes”, “Ministro Alberto Pascoalini”, “Padre Bartolomeu de Gusmão”, “Casemiro de Abreu”, “Maria Montessori”, “Padre José Canalle”, “Quilômetro Dez”, “Antônia Reginato Viana”, “Dom Armando Círio”, “Paul Harris”, “Rosa Schindler”, “31 de Março”, “Noboru Fukushima”, “Antônio de Lúcio”, “Nipo Brasileira”, “Campos Sales”, “Padre. Severino Cerutti”, “Prudente de Moraes”, “Fazenda Fenato”, “Vila Apucarantina”, “Betel”, “Padre José de Anchieta”, “Papa Paulo VI”, “Padre Manoel de Nóbrega”, “Dom Romeu Alberti”, “Moreira Sampaio”, “Abraham Lincoln”, “Antônio F. Ferreira da Costa”, “Antônio Ostrenski”, “Antônio R. Viana”, “Jeso Manoel dos Santos”, “Dante Peron”, “Manoel de Nóbrega”, “Wilson de Azevedo”, “Novos Produtores”, “Bernardino de Campos”, “Fazenda Vargas”, “Dom Armando Círio”, “Fritz Schwen”, “Humberto Castelo Branco”, “João Rodrigues de Souza”, “Joaquim Rodrigues Vieira”, “Nova Aliança”, “São Bartolomeu”.

Throughout the four decades of operation of the rural primary schools of Apucarana we can follow the chronological profile of their processes of construction, extinction, cessation, deactivation and reactivation in the municipality, as well as the time periods, allowing the understanding of these changes from Graph 1.

Graph 1 – Chronological profile of rural primary schools in Apucarana³

³ Blue: Built schools; Red: Closed schools; Green: Schools that finished their activities; Purple: Reactivated Schools.

40' decade; 50' decade; 60' decade; 70' decade; 80' decade; 90' decade.



Source: Sacchelli (2019)

Among the information that can be observed through the graph, is the construction of isolated schools in rural areas, beginning in the 1940s and significant growth during the 50s and 60s of the twentieth century. On the other hand, the 70s and 90s recorded the highest rates of cessation of rural schools, accompanied by the reactivation of some institutions, from the process of nucleation of rural schools.

About the defunct and deactivated schools, the terminologies are proper to the school documents, of these mentioned schools some were deactivated, however, were reactivated or rebuilt, after some time. With the nucleation process, the schools previously maintained by the rural communities are now safeguarded by the municipalities, receiving resources for snacks, didactic materials and even reconstruction of the schools.

The movement of construction, institutionalization, extinction or cessation of school activities accompanied the political, geographical, social and economic movements of the municipality. It is notorious the population movement that occurred between rural and urban spaces, especially with the intensification of the rural exodus in the 1970s; among the reasons, we can highlight the black frost that caused the crisis of coffee agriculture, causing many families to move to urban spaces in search of better living conditions.

Another aspect to be explained was the municipalization of primary education through the state government, an issue that guided municipal decisions in a certain way.

In the early 1990s, the proposal for municipalization was widespread in the State of Paraná, pressuring the municipal spheres to be responsible for the

teaching of 1st to 4th grades, preschool, special education and supplementary teaching phase I. the municipalization of primary education by the state government, influencing the decisions of the municipal administration. In the early 1990s, the proposal for municipalization was widespread in the State of Paraná, pressuring the municipal spheres to take responsibility for teaching from 1st to 4th grades, preschoolers, special education and supplementary teaching phase I (LIMA, 2015, p. 156) (Our translation).

The influence of the state sphere in the municipal space, as well as the national policies appear in the actions of deactivation of rural primary schools. In the municipality of Apucarana, municipal resolution No. 3402 of 12/10/1982 authorized the operation of only 42 rural schools; between the end of the 1970s and the beginning of the 1990s, 33 schools were inaugurated in urban spaces, relocating the migrant population to schools (SACCHELLI, 2019).

Therefore, the closure of the pedagogical activities in the mentioned schools was not sporadic, but a modernization movement that influenced the society of Paraná and, thus, the schooling of this population; such schools were replaced by primary schools allocated in urban spaces.

Final remarks

In order to analyze the processes of institutionalization, expansion and cessation of rural schools in the municipality of Apucarana-PR, we categorized 90 primary school institutions in rural areas and the relevant role that these schools had for the social and cultural and educational development of the municipality and its districts.

Nevertheless, primary schooling in rural areas faced difficulties in the pedagogical spheres, in access to material and human resources; most of these were built in spaces provided by rural owners with architectures consistent with rural environments, within those conditions of space.

However, it is necessary to take into account the public educational policies of the time and the national demands. But, in this sense, it must be interpreted that there is a gap between the prescribed and the school practice, the laws, norms and the teaching programs demonstrate the purposes and interests of the government at the given moment and, when entering the historiographic research, it must be associated with the school documents.

It is worth noting that the State of Paraná has specific educational policies that must be considered in further analyses and, therefore, rural primary education has its local identity approaching and distancing itself from national policies in certain aspects.

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