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ABSTRACT

This work has as its central theme the History of Education in Pará state within production from Graduate Programs of Education in the Federal University of Pará (PPGED/UFPA) and the Pará State University (PPGED/UEPA). The aim is to identify theme frequency among a total of published scientific works, as well as to check which thematic division and historic period discussions are aligned. The research was carried out through and quantitative-qualitative approach, and had systematic mapping as its technique, developing a state of knowledge on the History of Education in Pará. Results point out a majority of studies about the First Republic and the History of the Present Time in both Programs, also with reoccurring themes related to school education. It becomes evident there is a knowledge gap that may be filled for future research, as it is fundamental for education research, especially in Pará, to undergo developments to deepen works on the History of Education in this state.

Keywords: Historiography, graduate programs, history of education.

1 INTRODUÇÃO

The study of the History of Education is fundamental for understanding contemporary configurations of education, in addition to revealing causes of advances and setbacks, among other aspects, which are linked to public policies and their repercussions on the educational scene. In this sense, Franco Cambi (1999, p. 37) defends history as:

An organism: what is before conditions what comes after; Thus, from the present, from contemporaneity and its characteristics, its problems, one must go back [...] and reconstruct the complex, non-linear, articulated path, harvesting, at the same time, its process and its meaning.

In this way, the historiographic debate has profound implications for educational research, given the historicity of the educational phenomenon itself, which accompanies human existence and that, in this way, intertwines the meaning of education with the meaning of history itself (SAVIANI,

1997). Given this, studying the History of Education in the state of Pará helps us to reveal the arrangements and education that the state has experienced and has been experiencing.

In this sense, we seek to understand the following questions: What is the frequency of the History of Education of Pará as a theme in theses and dissertations produced in the state? What themes and periods of the histories are worked on in the scientific works that address the subject in question?

We outline a general objective: to identify the scientific works that focus on the scope of the History of Education of Pará. As for specific objectives: to see which thematic segments and historical periods they align with. The sources are the theses and dissertations of two graduate programs in Education: The Graduate Program in Education of the Federal University of Pará (PPGED/UFPA); and the Graduate Program in Education of the University of the State of Pará (PPGED/UEPA). We find justification in this proposal due to the importance of unveiling the historiographic studies and what still needs to be studied, as well as fostering a debate in the Graduate Program in Education, especially in the field of History of Education in North Brazil, especially in the state of Pará.

Among the recent works that are dedicated to the study of historiography in Pará, we highlight the analyses of Costa and Moraes (2018), who carry out an analysis of the academic production on the History of Education in the Brazilian Amazon, based on the theses and dissertations defended in the Graduate Programs in Education and History of the region, from its foundations to 2014; Alves, Nery, and Silva (2019), which focus on mapping the History of Education in the theses and dissertations of PPGED/UEPA and PPGED/UFPA, in a time frame from 2005 to 2018; and Maia, Damasceno, and Tomé (2020), who present a state of the art on the History of Education in the Course Conclusion Works defended in the Pedagogy Course of the Federal University of Pará, from 1983 to 2018.

To carry out this study, in addition to considering these related researches, we started with quantitative-qualitative embroidery research, since we were concerned with analyzing and interpreting more detailed aspects of the numerical samples of our survey (LAKATOS; MARCONI, 2011), with studies developed between January and July 2020.

We use a technique of systematic mapping, understood as "secondary studies that follow a methodologically well-defined research process to identify, analyze and interpret the available evidence related to a particular set of research questions, topic or phenomenon of interest" (KITCHENHAM; CHARTERS, 2007 apud FALBO, 2018, p. 1). From this technique are derived the works about the state of knowledge or state of the art, which, according to Brandão (1986), are surveys of what is known about a given area, research analyses, or evaluation of the situation of knowledge production of a focused area. These studies are relevant and necessary since,

In the same way that science is built over time, privileging sometimes one aspect or another, sometimes a methodology or another, sometimes a theoretical framework or another, so the analysis, in research of the state of knowledge produced over time, must be built in parallel,

identifying and explaining the paths of science, to reveal the process of construction of knowledge on a given topic, so that one can try to integrate results and also identify duplications, contradictions and, above all, gaps, that is, aspects not studied or still precariously studied, research methodologies little explored (SOARES; MACIEL, 2000, p. 6).

We frame this work as a state of knowledge that came from a systematic mapping, developed in four stages. First, we defined the search strategy, in which we used the *online* database of the Graduate Programs in Education of UFPA and UEPA, and defined the time frame, which goes from the year of the first defenses of each program (2005 in the PPGED/UFPA, and 2007 in the PPGED/UEPA) to the year before the pandemic period in the country, 2019. We also defined inclusion criteria (whether it is historiographical research, being a thesis or dissertation defended in the selected program, belonging to the delimited time frame) and exclusion (research that is not characterized as historiographical, not defended in the defined programs and that does not fit into the time frame).

The second stage consisted of a survey of the works based on the strategy mentioned. The third is the extraction of information from the results (author, title, type of monograph, and time frame worked) so that we synthesize them in tables. In the fourth and final stage, we categorized the data based on the periods and thematic areas addressed, according to the thematic axes defined by the Brazilian Society of History of Education (SBHE).

It should be noted that the SBHE is an association that aims to bring together Brazilian professionals who carry out research and/or teaching activities in the History of Education, to foster the studies of History of Education. She is an organizer and promoter of relevant events in the mentioned area, in which she classifies the submitted works into eleven themes: Policies and Educational Institutions; Intellectuals and Educational Projects; Educational Press and Print; Training and Teaching Profession; Education and Generations; School Subjects and Teaching of History of Education; Memory and Educational Heritage; Theory of History and Historiography of Education; Professional Education; Education, Social Movements, Ethnicities, and Gender; and, Non-School Educational and Practical Processes of Sociability.

This study is divided into three sections. First, we explain educational research in the field of History of Education and its specificities. In the second part, we present the Graduate Programs of Pará. In the third, we expose the state of knowledge of theses and dissertations in the History of Education of Pará, defended at PPGED/UFPA and PPGED/UEPA.

2 EDUCATIONAL RESEARCH AND RESEARCH IN THE HISTORY OF EDUCATION

Nóvoa (1999, p. 11) argues that "the sciences of nature are historical, by nature, both for their objects and for their modes of knowledge. Therefore, history is consubstantial with the very constitution of these sciences." Thus, it is understood that the History of Education is a necessary

introduction to the science of education itself (BUISSON, 1911), a discipline that carries its roots of it and that is fundamental for its understanding.

In this line of thought, we can conclude that educational research is eminently historical and can be simultaneously theoretical and practical (NÓVOA, 1999), because they stop to investigate human production, in the context in which it develops and, sometimes, the human being himself.

In this way, at its core, all research can become a source for the construction of history, because it is situated in time and reflects, in some aspect, the time in which it is situated – a result of what Cambi (1999, p. 28) points out as a "revolution of documents", an expansion of the sources for historiographic development when it ceases to be a monument, an official heritage and becomes a cultural heritage characterized by a pluralism in the typology of documents from the opening of the conception of the sources as documents of origins considered, until then, as "marginal".

For Dermeval Saviani (2006), historical sources are human productions that constitute themselves as records of history and starting points for historiographic production, which is, are the basis for the reconstruction of the historical object to be analyzed and the source of our historical knowledge. This definition highlights the breadth with which the historical source can be analyzed, which allows us "whenever we return to them [...] to discover new elements, new meanings, new information that had escaped us during the previous incursions" (SAVIANI, 2006, p. 30). In other words, the same source can be reinterpreted indefinitely.

Both the historical sources and the problematic work are bases for research in the History of Education, which has been gaining more and more importance in the educational field since new objects are constantly worked on in their historicity (CASTANHA, 2007). The harvest of this source depends not only on the problem and the objective that the researcher aims to achieve but also on its temporal and spatial cut (SAVIANI, 2006). Thus, although the number of historical sources is extensive, your choice should always respect these cuts.

Castanha (2007) argues about the basis for this type of research by arguing that the work with the sources – that is, their survey, cataloging, identification, and the paths taken until their interpretation is reached – are the constituent menus of historical research and foundations for the preservation of memory through historiography. Ragazzini (2001, p. 14), in turn, argues that the source:

[...] It is a construction of the researcher, that is, a recognition that constitutes a denomination and attribution of meaning; it is a part of the historiographical operation. On the other hand, the source is the only possible contact with the past that allows forms of verification. It is inscribed in a theoretical operation produced in the present, related to interpretative projects that aim to confirm, contest, or deepen the accumulated historical knowledge. The source comes from the past, it is the past, but it is no longer in the past when it is interrogated. The source is a bridge, a vehicle, a witness, a place of verification, and an element capable of providing accurate knowledge about the past.

Therefore, the author concludes that the relationship of the historian with the sources – and not only how he works them – is a fundamental foundation of the historiographic research (RAGAZZINI, 2001). In this sense, the sources used and the problems raised are basic characteristics for the identification of the works in the History of Education, as well as directly imply a relationship with time, inherent to the work of historiographic perspective, which goes beyond the mere identification of the period in which the study was developed, encompassing how the researcher visualizes and works a certain event in time.

Therefore, it is considered that, in historic trafficking research, the researcher studies the history of a certain educational phenomenon "through the element that materializes the referred situation, that is the historiographic source" (BARBOSA, 1999, p. 2). Thus, regarding how we made the selection when classifying research in the field of the History of Education, we analyzed the problematization that the researcher carried out about a certain educational framework, taking into account its temporal frame and historical source, as they were found in the abstracts and introductions of the works.

As mentioned earlier, it is plausible to conclude that all educational research can become a historical source, because it reflects history when it comes to human construction. However, not all educational research belongs to the field of the History of Education. Although it seems like an obvious statement, "making history", situated on so many planes, can lead to the misconception of classifying almost all educational research as within the scope of the History of Education.

In addition, the old history-passes association would despise the richness and variety of historiographical research and situate history in a positivist view, which ignores the "methodological polyphony by which it is possible to access the reconstruction of an effective educational history" (CAMBI, 1999, p. 18), which, as Nóvoa states. (1999), reconstitutes the historical time of education as the construction of a narrative through time, which can be associated with current educational dilemmas. It is in this context that we will talk about the History of the Present Time, one of the study categories with the highest concentration index in the productions raised.

3 THE GRADUATE PROGRAMS IN EDUCATION AT UFPA AND UEPA

In 2022, the institutionalization of graduate studies in Brazil completed 57 years. This institutionalization became a turning point in the history of research in Brazilian education, so the creation and regulation of Graduate Programs took place in 1965, with opinion number 977 (BRASIL, 1965). In this context, the pioneer institution was the Pontifical Catholic University of Rio de Janeiro (BITTAR, 2009). Although Bittar (2009) argues that these programs brought research to the university, which until then was carried out outside it, Almeida (2017) points out the need for this institutionalization not to be confused with the history of research in the country, emphasizing the

existence of research in universities before the institutionalization of these programs.

However, there was an intensification of the magnitude and variety of scientific production in research in education, gaining notability in policies to support technological and scientific development with the process of founding graduate studies (BITTAR, 2009). We still have in universities, in theses and dissertations of graduate programs, the production of most of the books that constitute the bibliography of the area and the articles that supply the journals of this scope (CUNHA, 1991), especially in more qualified strata.

Although growing by leaps and bounds, it currently maintains regional inequalities in its advancement (BALBACHEVSKY, 2005). This is because it is evidenced, through the research, which is documented – and still official –, the regional discrepancy in the Brazilian academic production, in which the North region presents the need for stimuli for its development, especially in the areas of History and Education (COSTAS; MORAES, 2018; BALBACHEVSKY, 2005). In this perspective, by directing our study to theses and dissertations, we seek to contribute to the strengthening of the Graduate Program in Education and, in particular, to the field of History of Education in the northern region of Brazil, specifically in the state of Pará.

According to Alves, Nery, and Silva (2019, p. 3),

The State of Pará had its expansion at the beginning of this century because part of the researchers of the federal and state universities was in the process of training in graduate programs in São Paulo, Rio de Janeiro, and Minas Gerais; a few researchers doing masters and doctoral degrees in graduate programs in the Northeast and South. It was precise with the mass return of these researchers that the universities of Pará began to articulate the implementation of Graduate Programs in Education, initially with the master's degree and then with the doctorate.

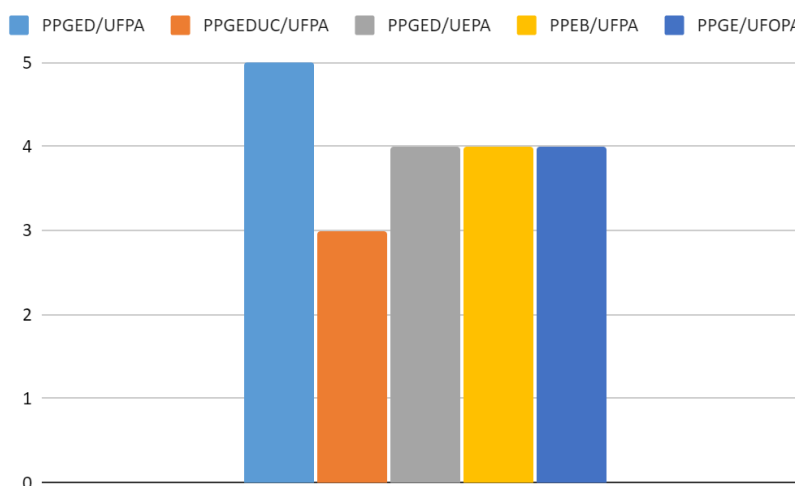
In the North region, Pará is the state that most concentrates graduate programs in Education, there are a total of six programs: Graduate Program in Education of the Federal University of Pará (PPGED / UFPA); Graduate Program in Curriculum and Management of Basic School (PPEB/UFPA); Graduate Program in Education and Culture (PPGEDUC/UFPA); Graduate Program in Education of the University of the State of Pará (PPGED/UEPA); Graduate Program in Education of the Federal University of Western Pará (PPGE/UFOPA); Post-Graduation Program in Education in the Amazon (PGEDA/Associação em Rede¹).

Of these, the two chosen programs are the oldest and have the largest number of dissertations and theses defended. To understand the relevance of the local/regional production of the Graduate Programs in Education of UFPA (PPGED/UFPA) and UEPA (PPGED/UEPA) in the national panorama, we will present a little about these programs and their particularities, taking into account

¹The PGEDA includes graduate programs of nine federal universities and one university state of the North region: UFPA, UFAM, UFOPA, UFT, UFAC, UNIFAP, UFRR, UNIR, and UEA.

their performances in the Evaluation of the National Graduate System, under the responsibility of the Coordination for the Improvement of Higher Education Personnel (CAPES), as per 2017 data. The evaluation classifies the programs on a scale² from 3 to 7, emphasizing that no program in the field of education has a rating higher than 5 – as evidenced in Figure 1.

Figure 1 - Evaluation of the National Graduate System of Graduate Programs in Education of Pará (2017-2020)



Source: Prepared by the authors, based on the Capes Quadrennial General Framework (period 2017-2020) and the Sucupira Platform *website*.

According to Coelho and Silva (2016), the Graduate Program in Education of the Federal University of Pará had its first master's proposal approved in 2003, and, in 2007, the doctorate began. Currently, it has a grade of 5 by CAPES³ and covers three lines of research: Public Educational Policies; Teacher Education, Teaching Work, Educational Theories and Practices; and Education, Culture, and Societies. It is the oldest program in this state, with dissertations defended since 2005 and theses from 2011.

The PPGED/UEPA had its creation and approved in 2003, with accreditation and recognition in 2005, having as main lines of research the Training of Teachers and Cultural Knowledge and Education in the Amazon (COELHO; Smith, 2016). Its current placement in the Quadrennial Capes valuation is grade 4, it has been consolidated by being one of the most popular programs in Brazil, reaching approximately 69 candidates per vacancy in the lines⁴ of Teacher Training and Pedagogical Practices and Cultural Knowledge and Education in the Amazon (ALVES; NERY; Smith, 2019).

² In the said scale the program that obtains grade 3 is considered in the classification as regular; as in note 4 - good;

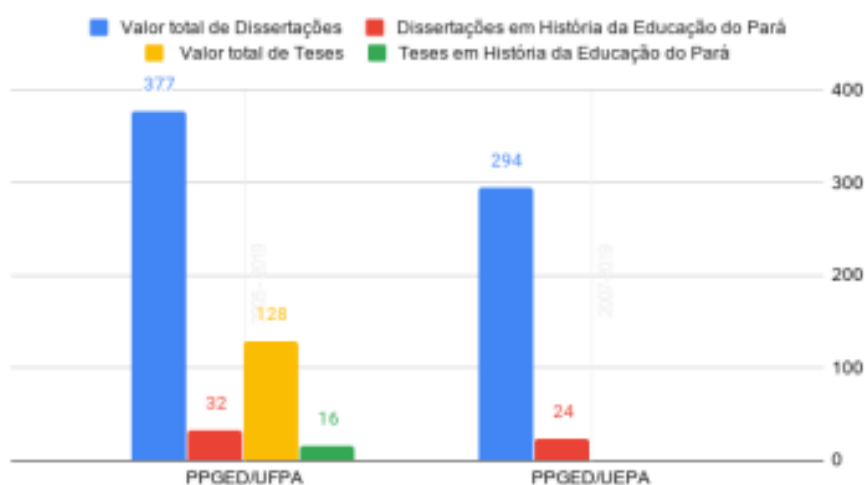
³ Grade 5 has been maintained since the penultimate Evaluation. the Capes Quadrennial. Note 5 - Very good, and grades 6 and 7 are those programs that express excellence at an international level.

⁴ It has risen to grade 4 in the current Program Evaluation.

4 THE STATE OF HISTORIOGRAPHIC KNOWLEDGE OF PARÁ EDUCATION IN DISSERTATIONS AND THESES PRODUCED by PPGED/UFPA and PPGED/UEPA

Because of the relevance of these programs for the production of knowledge both in the North and in Pará, we selected the theses and dissertations that have their themes centered on the History of Education in Pará and⁵ elaborated some graphic representations of the scenario of this type of production, evidencing its incidence with the total of the productions of the PPGs (Figure 2), as well as the thematic axes (Figures 3 and 4) and historical clippings worked (Figures 5 and 6).

Figure 2 - Historiographic production of Pará education at PPGED/UFPA (2005-2019) and PPGED/UEPA (2007-2019)



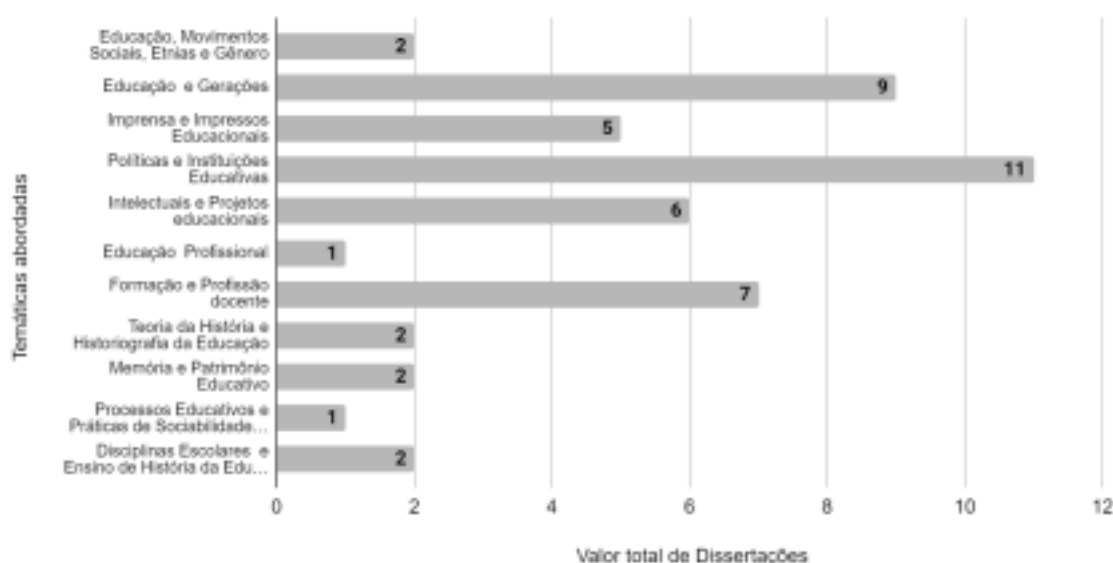
Source: prepared by the authors.

We observed that, in the period from 2005 to 2019, there were 377 dissertations defended at PPGED/UFPA, 32 (8.48%) of them located in the field of History of Education in Pará. We have a more expressive number when it comes to the theses defended in the same area because 128, 16 (12.5%) theses address the area analyzed. Din this way, the number of works defended in the period from 2005 to 2019 was 505, in this program, 48 of them focus on the area analyzed, that is, 9.51% of the total. In the PPGED/UEPA, the number focuses only on dissertations, since the doctorate of this program was only recently approved; among them, 24 (8.16%) of the total 294 are in the field of History of Education in Pará. Both data demonstrated a significant percentage of this field in the total number of productions and induced us to search for greater detail about these studies.

In this way, we unveil the themes addressed by the dissertations and theses in the History of Education of these programs and summarize this information in Figures 3 and 4, which show the themes addressed, respectively, in the PPGED/UFPA and the PPGED/UEPA.

⁵ For the visualization of the mapped theses and dissertations, here is the link to access the public spreadsheet: <https://docs.google.com/spreadsheets/d/1iRATjS1epCunRHupxpUvkiTYExqL3aEleT8MVE7W9fY/edit?usp=sharing>

Figure 3 - Themes of Dissertations in History of Education of Pará produced by PPGED/UEPA (2007-2019)

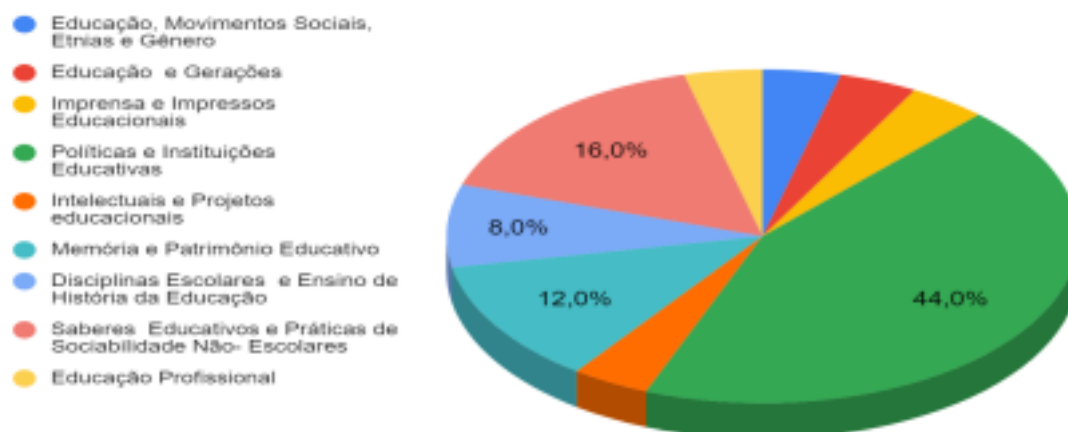


Source: Prepared by the authors.

When we analyze the graph of the axes addressed by the dissertations of the PPGED/UFPA, we observe that they are distributed in the eleven thematic categories of the SBHE. Thus, the highest incidence occurs in the axis of Educational Policies and Institutions, with 11 (22.21%) works defended; of these, nine (six dissertations and three theses) are dedicated to the history of educational institutions and two dissertations focus on the explanation of educational policies. Next, the theme Education and Generations has 9 studies (18.75%) focused on the discussion of Childhood; while the Education and Teaching Profession is worked in 14.28% (7 theses and dissertations) of the total. After this axis is that of Intellectuals and Educational Projects, with 12.5% of the number of productions, gradually higher than that of Press and Printed (10.41%).

There is the same percentage of attendance in four thematic categories, 4.16% (2 productions): Education, Social Movements, Ethnicities, and Gender; Theory of History and Historiography of Education; Memory and Educational Heritage; and School Disciplines and Teaching of History of Education. The same occurs with the axes Professional Education and Educational Processes and Educational Knowledge Practices of Non-School Sociability, both with a production of 2.08%.

Figure a 4 - Themes of Dissertations and Theses in History of Education of Pará produced by PPGED/UFPA (2005-2019)



Source: Prepared by the authors.

Regarding the graph of the themes of the dissertations mapped in the PPGED/UEPA, these address 9 thematic categories. It is noteworthy that the highest incidence of historiographic works occurs in the thematic axis Policies and Educational Institutions, totaling 10 productions (44%), and only one dissertation discusses political issues, while the remainder focuses on the history of educational institutions. The second highest frequency is in the category Educational Knowledge and Non-School Sociability Practices, with four dissertations and a percentage of 16%, preceded by the theme Memory and Educational Heritage, with many 12% (3 works).

We also have the theme School Disciplines and Teaching of History of Education, which emerges with two productions and focuses on 8% of the total. In addition to five thematic axes that exhibit the same quantitative, 4% (1 work) about the total number of dissertations in the history of education in Pará in the program: Intellectuals and Educational Projects; Education, Social Movements, Ethnicities, and Gender; Education and Generations; Educational Press and Print; and Professional Education. Finally, no monographs addressing the themes Theory of History and Historiography of Education and Training and Teaching Profession were identified.

The data from both programs show gaps that may be filled by future research. It is noteworthy that, although the axis about Educational Policy and Institutions is the most frequent in both programs, there is a low percentage of debate aimed at Public Educational Policies (three dissertations), while most of the works in this category are aimed at explaining the history of educational institutions, which is growing in both programs.

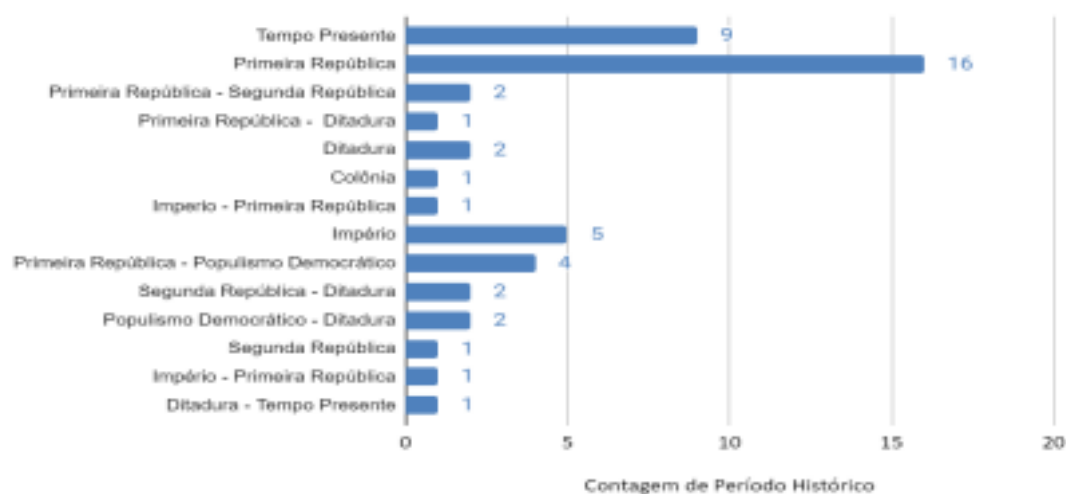
Some thematic categories need a closer look by researchers because they have low frequency with the total of works in History of Education in Pará, such as the themes Professional Education and Memory and Educational Heritage. On the other hand, the approach to Education and Generation, more specifically the history of childhood, has gained prominence in the dissertations and theses of

these programs.

In addition, another significant piece of information in the categorization of these surveys is the selected historical periods. About historical periods, Lombardi (2008) points out that, despite the appearance of constituting itself in a dated, traditional, fixed, and outdated way, the periodization of time throughout history is a current and necessary discussion for the investigation, which expresses the historical conception adopted by the researcher in his practice and in his scientific practice, reflecting the understanding of how historical transformations occur and the transition from one period to the other.

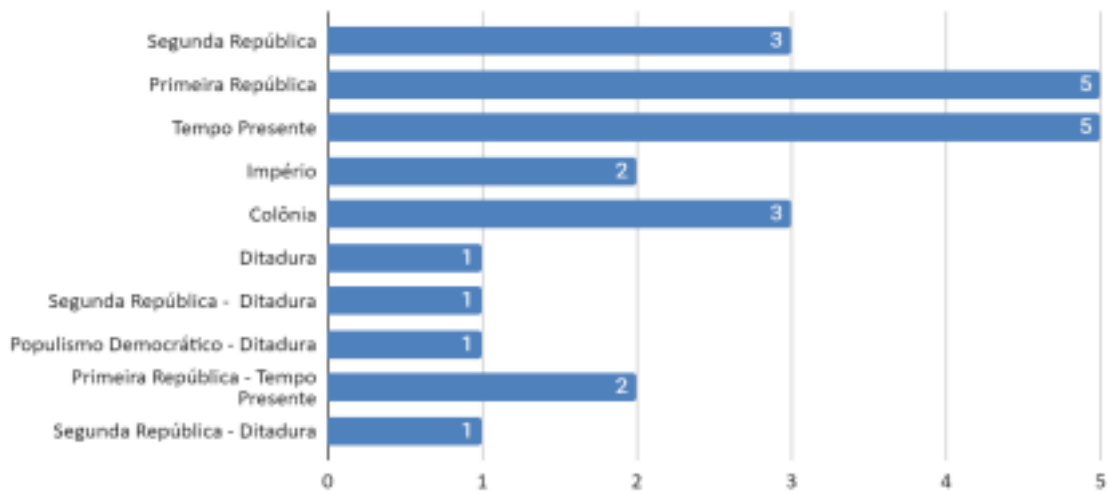
The historical classification used in this research took into account the major periods that demarcate the Brazilian economic, social, political, and educational organizations present in the study by Lombardi (2008). However, we noticed that these periods are sometimes associated with the studies analyzed, which caused the origin of categories that contemplate more than one historical period, as shown in Figures 5 and 6.

Figure 5 - Historical periods of dissertations and theses in History of Education of Pará defended at PPGED/UFPA (2005-2018)



Source: Prepared by the authors.

Figure 6 - Historical periods in the monographs in History of Education of Pará defended in PPGED/UEPA (2007-2016)



Source: Prepared by the authors.

We observed in these graphs that, both in the monographs of the PPGED/UFPA (41.6%) and in those of the PPPGE/UEPA (25%), the period of the First Republic is the most frequent concerning the total number of works defended in both programs (36.1%, with 26 works). It is presented in isolation in 16 works of PPGED/UFPA and five dissertations of PPGED/UEPA, as well as in association with other historical periods in four works in PPGED/UFPA and a dissertation in PPGED/UEPA.

It is followed by the incidence in the debate on the present time, with a total of 10 (20.8%) works defended at the PPGED/UFPA, nine in isolation and one associated with other periods, in addition to there being six (25%) dissertations defended by the PPGED/UEPA, three of them addressing only this period. Thus, there are a total of 16 historiographic works centered on the present time, occurring in 22.2% of the production mapped in the PPGs.

About the historical clipping called "present time", Ferreira (2002) discusses the emergence of this temporal cut in historiographic productions and points out that, from the 1980s, by valuing qualitative analysis and rescuing the importance of individual experiences, cultural history gains a new impetus, causing a revival of the study of the po lithic and occasioning the plunge of history into the study of the contemporary. According to him,

The history of the present time can more easily allow the necessary articulation between the description of the determinations and the unknown interdependencies that weave social ties. Thus, the history of the present time constitutes a privileged place for a reflection on the modalities and mechanisms of incorporation of the social by individuals of the same social formation (FERREIRA, 2000, p. 122).

This reflection of the social in Recent History – in the incorporation of the present time in the field of historical research– reveals a growth of interest in political and pedagogical history having as historical sources the oral reports, which gain space next to the documents (FERREIRA, 2002). The interdisciplinarity of education is the landmark of these studies, when, by uniting education and sociology – education and politics –, it brings out contemporary discussions that diverge from the conception of history as a study of the past, promoting discussions about the present time that focus on the sources and problems with a strong historiographical perspective.

We define it as a historical milestone for the beginning of the time frame Present Time the end of the Dictatorship, which is a precursor of historical transformations and marks the insertion of Brazil in the New World Order, agreeing with Lombardi (2008) to emphasize that, after 1984, education begins to accompany its democratic transition.

The third most worked period in the mapped monographs was that of the Dictatorship (16.6%, with 12 works). The imperial period (12.5%, with a total number of nine studies) was the fourth category with the highest incidence and is more recurrent in the PPGED/UFPA (14.5%), with 7 monographs defended, two of which address the period in an associated way. In the PPGED/UEPA, it is the period of least occurrence, with only two dissertations that work in isolation during this period.

Both the Second Republic and Democratic Populism are addressed in 11.1% of the total percentage of each program, with eight works in each period. Democratic Populism is the only category that appears only in combination, that is, it is approached in association with other periods of history, with four works in PPGED/UFPA, 8.3% of its production in the scope listed, and four dissertations in PPGED/UEPA, 16.6% of the works focused on the History of Education in Pará.

The higher incidence of these historical periods evidences the studies developed in the history of the public school itself, divided into three periods: the progressive implantation of primary schools and the ideology of the republican enlightenment, between the years 1891 and 1931; the national regulation of education and the renewing pedagogical ideology, which ran from 1931 to 1961; and the normative unification of national education, which began in 1961 and had its great milestone in 1996 (SAVIANI, 1998, 2004; LOMBARDI, 2008). This makes these scientific works privilege more current cuts, in addition to indicating, together with the information on the themes addressed, a recurrence in thematic axes in the scope of school education.

Vidal and Faria Filho (2003) raise two hypotheses for the recurrence of studies on republicanism (First and Second Republic) and the history of the present time. The first of these is a supposed tendency of researchers in the area to choose clippings for bibliographic reference is abundant, avoiding periods little studied; therefore, they take into account, when defining their time frame, the greater availability and supply of documentary sources. The second hypothesis would be

the dissemination of certain presentism in the field of the History of Education, which tends to resort in short to more recent historical periods, and the preference of these researchers for oral reports, which naturally limit the temporal scope of coverage.

Finally, in relation to these historical excerpts, the colonial period is the one that most lack in-depth research, with a percentage of 5.5% (four monographs) of the works mapped in the programs, with a higher quantity in the PPGED/UEPA, indicating 12.5% (3 dissertations) of the scientific works defended.

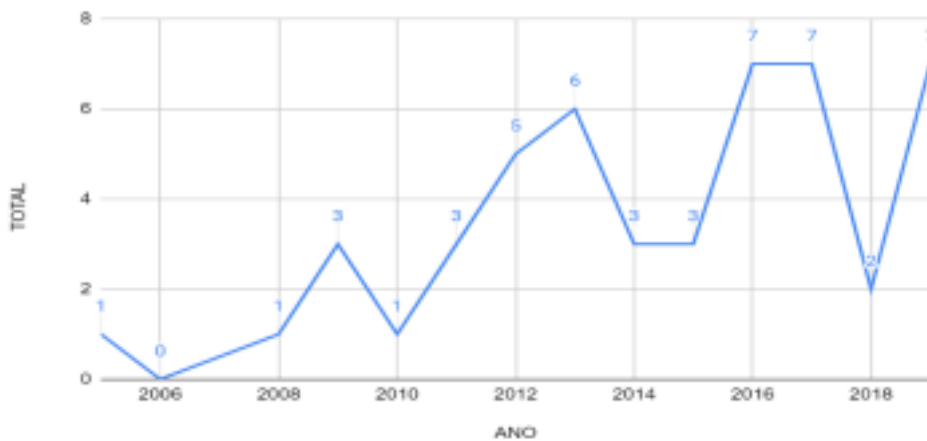
Moving on to our considerations about these findings, it would be appropriate to make a counterpoint to Warde (1990), who points out in his research that historiographic studies were diminishing and were marked by research developed in clippings that focused on the present temporal conjuncture and republicanism, as well as presenting small clippings that privileged increasingly particular aspects of education. Given this, we see that the data of this research, at the same time, corroborate and diverge from these notes.

They corroborate because there is in these studies the recurrence of themes that turn to formal education (WARDE, 1990) and reveal the high frequency of historiographic works centered both on the First Republic and on the Present Time, focusing on presenteeism (VIDAL; FARIA FILHO, 2003). Still, the need for historiographic studies that seek to understand the educational phenomena of the Second Republic of Pará is highlighted.

On the other hand, they differ in showing that the categorization of the historical times addressed demonstrates a significant number of works that broaden their temporal scope and focus on more than one historical period, in search of a macro view of the educational process.

We cannot define whether these studies are decreasing or growing, because the visualization of the annual production of these programs points out that the historiographic studies of education in Pará are marked by oscillations in the total number of works defended in the PPGED/UFPA and in the PPGED/UEPA, as is noticeable in Figures 7 and 8.

Figure 7 - Number of dissertations and theses in History of Education of Pará per year of defense at PPGED/UFPA



Source: Prepared by the authors.

When we analyze the graph above, we see how the oscillation in the number of theses and dissertations defended at PPGED/UFPA indicates low productivity in the initial years of the program (2005-2008), followed by an increase in the number of defenses in 2009, having, however, a decrease in 2010. There is a smooth and growing recovery of this number between 2011 and 2013 and a gradual decline in 2014 and 2015, years in which production remained at three jobs. The years 2016, 2017, and 2019 are the peaks of dissertations and theses in the History of Education in Pará, with seven works defended. However, we observed a sharp drop in the defense of historiographic works aimed at Pará education in 2018, when the number is two monographs.

Figure 8 - Number of studies in the History of Education of Pará per year of defense in the PPGED/UEPA



Source: Prepared by the authors.

In this graph, referring to the PPGED/UEPA, there is low productivity in the historiography of Pará education in the first five years of the program (2007-2011), presenting only one dissertation defended in 2010. There is an increase in this quantity in 2012, for four dissertations, however, it is followed by a drop in the number of defenses in 2013, for a monograph. In 2014, as in 2019, there

were peaks in the production of dissertations defended in this area (six), followed by a second sharp drop in the total of these works in 2015. The year 2016 demonstrates a growing, albeit mild, recovery in the number of dissertations defended, which rises to four dissertations and is followed by a prominent decline in the years 2017 and 2018, growing to 7 dissertations in 2019.

These oscillations make it impossible to state whether studies in the field of the History of Education in Pará are decreasing or growing, only indicating that this field is not yet consolidated, and may rise in one year and fall abruptly in the next. What becomes evident from the analysis of the results is that the History of Education has been studied in a significant way since the last decade and that research in this field needs to be further stimulated.

5 FINAL CONSIDERATIONS

We found significant historiographical production in these Graduate Programs in Education, marked by the recurrence of themes related to school education and by the predominance of time frames that focus on the First Republic and the so-called History of the Present Time. It is also worth mentioning the low frequency of theses and dissertations that address problems in the thematic axes of Professional Education, Memory and Educational Heritage, Public Educational Policies, Educational Knowledge, and Non-School Educational Practices. Just as it is necessary to dedicate oneself to the study of Brazilian historical periods, such as the Colony, Empire, Second Republic, and Democratic Populism.

The analysis of this work leads us to conclude that, because it is a foundation for the scope of Education, the field of History of Education in Pará is extremely relevant for writing in the field of History of Education in Pará, making it necessary stimuli that seek its consolidation in the Graduate Program in Education.

We conclude that studies such as this one allows the identification of gaps for other investigations and can synthesize and summarize the set of productions in the focused scope, making possible a more general understanding of the scenario of production in a given field and assisting in the identification of probable themes to be investigated in the next projects of dissertations or theses on the History of Education in Pará. It is also worth reflecting on the scientific productions from the History of Education, given the possibility of outlining goals and possibilities for public policies that encourage graduate studies.

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