



# Education, culture and childhood in the Playground: city of São Paulo (1947-1957)<sup>1</sup>

*Educação, cultura e infância no Parque  
Infantil paulistano (1947-1957)*

**Moysés Kuhlmann Jr.<sup>[a]</sup>, Fabiana Silva Fernandes<sup>[b]</sup>**

<sup>[a]</sup> PhD in Social History, Universidade de São Paulo (FFLCH-USP), post doctorate in Educational Sciences, Universidade de Lisboa, researcher at Carlos Chagas Foundation, productivity researcher at CNPq, São Paulo, SP - Brazil, e-mail: mkuhlmann@pq.cnpq.br

<sup>[b]</sup> PhD in School Education, Universidade Estadual Paulista Júlio de Mesquita Filho (Unesp), researcher at Carlos Chagas Foundation, São Paulo, SP - Brazil, e-mail: fsfernandes@fcc.org.br

---

## Abstract

The article analyzes the Internal Bulletin of the Division of Education, Assistance and Recreation [Divisão de Educação, Assistência e Recreio] which was an office of the Department of Education and Culture [Departamento de Educação e Cultura], in the city of São Paulo. This bulletin was published in the period from 1947-1957, as a tool for Children's Playground's teacher training. The Playground was an educational institution that cared for children from 3 to 12 years of age. The theoretical perspective adopted does not consider the school culture

---

<sup>1</sup> Translated by Christine Puleo

as an autonomous entity, because it sees the educational phenomenon as a constitutive element of social relationships. Therefore, the Bulletin is understood as a cultural product that manifests these social relations and involves members of the Division, educators, and staff. It appears that the publication tried to give guidelines to all Children's Playground institutions, and teacher training occurred through the organization of professional procedures, publication of theoretical texts, exercises as well as activities models, which guided the program for the institutions. Children's Playground is shown as not diverging from the school institution, configuring a curriculum proposal that created a selective version of knowledge and culture to be transmitted. The Children's Playground curriculum was inspired by pedagogical models used in kindergartens and primary schools. The social status of the targeted childhood public, coming from low-income and immigrant families marked by adverse situations, was one of the dimensions which also guided care, in addition to expectations with respect to professional training and the future roles of these children as workers and parents.

**Keywords:** History of Education. Culture. Childhood. Periodicals. Playground.

### **Resumo**

*O artigo analisa o Boletim Interno da Divisão de Educação, Assistência e Recreio, da Secretaria de Educação e Cultura do município de São Paulo, publicado no período de 1947 a 1957, como instrumento para a formação dos educadores para o Parque Infantil, instituição extraescolar que atendia crianças de 3 a 12 anos de idade. A perspectiva teórica adotada vai de encontro ao entendimento da cultura escolar como entidade autônoma, compreendendo o fenômeno educacional como um elemento constitutivo das relações sociais e o Boletim Interno como um produto cultural que manifesta essas relações e envolve membros da Divisão, educadores e funcionários. Verifica-se que o periódico buscou imprimir uma diretriz educativa ao conjunto de instituições e que a formação dos educadores ocorria por meio da organização de procedimentos profissionais, da publicação de textos de caráter teórico e da divulgação de propostas de atividade, que orientavam a programação das instituições. Analisa-se que o Parque Infantil não era uma instituição estranha ao escolar, configurando uma proposta curricular que fazia uma versão seletiva do conhecimento e da cultura a ser transmitida, inspirando-se em modelos pedagógicos utilizados nos jardins de infância e escolas primárias. A condição social do público infantil,*

*proveniente de famílias de trabalhadores pobres e imigrantes, com lares marcados por situações adversas, foi uma das dimensões que também orientou o atendimento, além das expectativas com relação à formação do profissional e ao destino dessas crianças, como trabalhadores e pais de família.*

**Palavras-chave:** *História da Educação. Cultura. Infância. Periódicos. Parque Infantil.*

---

## Introduction

In December 1946, Noêmia Ippolito, head of the Technical Section of the Division of Education, Assistance and Recreation, of the Secretary of Culture and Hygiene of the city of São Paulo (later the Secretary of Education and Culture), released the first issue of the *Internal Bulletin*, dated January 1947, to employees of the educational-assistance units, stating that the publication was determined by the head of the Division, Dr. João de Deus Bueno dos Reis. In the missive, it was noted that employee contributions would be “gladly” accepted for the bulletin to expand and to improve its direction and goals.

The Division was responsible for socio-educational institutions in the city that were aimed to educate, assist and offer leisure for children and adolescents, known as Childhood Playgrounds and Childhood Spaces, Centers for Boys and Centers for Girls (later named Social Education Centers and Family Education Centers).

*The Internal Bulletin of the Division of Education, Assistance and Recreation* was published for eleven years, from January 1947 until September 1957, by which time there had been a significant expansion in the number of such institutions. This initiative of the Division fulfilled the function of establishing a channel of communication with employees who worked at the units (educators, gardeners, recreationists, doctors, health professionals and other employees). Members of the Division and its Technical Advisory Council, drawn from different knowledge areas

and expertise, actively participated in the publication: Social Assistance, Education, Medicine, Health Education, Physical Education, Recreation, Nutrition, Psychology, Music and Artistic Activities.<sup>2</sup>

The purpose of this article is to analyze the Internal Bulletin as an instrument for the training of educators, through the organization of professional procedures and articles related to knowledge areas and programming for the institutions; in this specific case, this is the Children's Playground, an extra-curricular program that served children from 3-6 years and 7-12-years outside school hours. In this case, culture and childhood are fundamental elements of its proposals.

### **Studies on the São Paulo Children's Playground**

Children's Playground began to be structured in the city of São Paulo during the 1930s (FARIA, 1999; BRITES, 1999; FILLIZZOLA, 2002). In 1930, the Pro-Childhood Crusade Association (Cruzada Pró-Infância), directed by Pérola Byington, developed a program model with the purpose of decreasing infant mortality and promoting education to improve physical and moral health of children (BRITES, 1999, p. 54). In 1931, Mayor Anhaia Melo partnered with the Crusade to organize the School of Health, which functioned with the playground in Parque D. Pedro II, coming to include in, 1935, the Children's Playgrounds of the city of São Paulo, which was the project of Mayor Fábio Prado (MOTT; BYINGTON; ALVES, 2005, p. 81).

Silva (2008) classifies the research works on these playgrounds into two types. The first analyzes the direct influence of the intellectual Mário de Andrade on this institution, during the period in which he was the Director of the Department of Culture of the municipality, from 1935

---

<sup>2</sup> The digitalized publication is available on the page *História da Educação e da Infância*, hosted on the Carlos Chagas Foundation portal, at the following address: [www.fcc.org.br/pesquisa/jsp/educacaoinfancia/index.jsp](http://www.fcc.org.br/pesquisa/jsp/educacaoinfancia/index.jsp).

to 1938 (among them ABDANUR, 1992; FARIA, 1999; GOBBI, 2004); the second identifies the influence of several institutions on the structuring of Children's Playgrounds, within a larger timeframe, between 1930 and 1950 (FILIZZOLA, 2002; SANTOS, 2005; GUEDES, 2006).

However, the timeframe would not extend from 1930 to 1950, because the related studies by Silva (2008) go little beyond the 1940s. Identifying the focus on the figure of Mário de Andrade is a significant element, because these studies would lead one to believe that there would be a direct transposition of his conceptions to practices of the playground, as well as induce an anachronism that would crystallize the initial period, projected on the later years, after the departure of this intellectual from the Department of Culture.

The study presented here is based on research conducted since 2005 that investigated various aspects of this little-explored period. Beyond guiding research projects and scanning of important documentary sources for the history of education and childhood, a database was produced on the Internal Bulletin of the Division of Education, Assistance and Recreation, of the Department of Education and Culture of the City of São Paulo, published from 1947 to 1957. This database provides information on the structure and content of the publication, allowing for the localization of information about the routine of the institutions, the Division's educational proposal, and the agency's guidelines for its units, among other aspects (KUHLMANN JR. et al., 2007; FERNANDES; KUHLMANN JR., 2012).

### **Internal Bulletin: strategies for training**

There were three strategies for training of professionals in the bulletin. They promoted the creation of educational guidelines for the units: publicizing of meetings and organizing professional procedures; publication of theoretical articles for training and development of

different areas of knowledge; and publishing of proposals for activities, which guided the programming and the practice of the institutions.

### **The organization of professional procedures**

The importance of Technical Meetings, which was intended to address specific issues and also offered lectures with experts, was most heavily emphasized during the first three years of publication. Even in the first issue of the bulletin, on the second page, the head of the Division of Education, continuing the technical improvement program, summoned employees to a lecture with Carolina Ribeiro, Principal of the Caetano de Campos School, on January 16, 1947, at 8:30 p.m., in the Auditorium of the Municipal Library, in order to develop the topic "Discipline, Reward and Punishment". Included at the end of the convocation is the line "the absence at this and for other meetings of this type will not be excused" (DIVISÃO DE EDUCAÇÃO, ASSISTÊNCIA E RECREIO, 1947a, p. 2).

Specific meetings were also summoned for different professional categories that acted within the units, in order to discuss educational and other administrative issues, as was the case for health professionals and administrative staff. The members of the Technical Advisory Council had to attend the meetings relating to his or her area of specialization.

The bulletin presented summaries of meetings, such as in May 1948, when 15 results and resolutions were listed, among them: reports of the various specialties should be delivered together, forwarded by the Principals of the units; the choice of the topic of Playground Gardens and Home Gardens for the next meeting of health educators; the information that musical activities would soon be "enriched with the presentation of fine music through records"; and the request for Recreationists to provide definitions and concepts on Education, to be discussed at next month's meeting.

The constant guidance and decisions regarding the completion and delivery of reports, the organization of work schedules, the definition of programming to be developed, indicate an aspect of training

dedicated to the practices and procedures for professionals within the Children's Playgrounds.

The nature of the meetings was not limited to training, but also included promotion of items such as honors and campaigns. After 1949, information about meetings decreased significantly, suggesting two possible reasons: the use of other means, such as flyers and even the phone to communicate dates, and the fact that these meetings were decentralized, considering the expansion of the number of units in the network. In November 1953, for example, Angélica Franco discusses a "meeting for Educators of the Unit", probably a new administrative device that replaced the Division meetings.

### **Articles for training and development**

In the first two issues, there was no page numbering, and the bulletins showed a lack of editorial organization, without an orderly sequence of articles and without distinguishing between sections and articles. The publication gradually acquires more structure and the table of contents gains numbering, with presentation of sections and articles in its interior. Some of the sections offered more theoretical texts, geared to areas that would provide support for training of its professionals, such as: education, pedagogy, recreation, physical education, music education, mental hygiene, nutrition, psychology and health. Articles were usually the charge of Technical Advisory Council members and other experts, such as the dentist at the Barra Funda Children's Playground, who published an article about children's oral health, in October 1947.

### **Proposal of activities**

From the point of view of educational practices, the bulletin issued proposals for activities and teaching resources for curricular

components such as: recreation, physical education, musical education and artistic education. It sought to establish goals and common practices among educators. The proposals were published mainly in the Coursework section. Educators frequently contributed articles about teaching resources and activity models, published in this section and similar ones, such as Recreation, Arts and Crafts, Physical Education and Musical Education. Other sections, more sporadic, were also aligned with this type of proposal, such as: Making Use of Discarded Materials, Artistic Activities, Sanitary Education, and Horticultural Issues. These proposals were conveyed under the rubric of the Center of Interest, mainly at the beginning of the publication.

### **School culture and the curriculum at the Children's Playground**

The bulletin, during its 11 years of existence, shows itself as a cultural product that expressed the relationships established between managers, employees, educators, children, schools, visitors, among others, within a given historical context. It should be noted that culture, as a system of meanings (WILLIAMS, 2000), needs to be considered as a component of social relations, in which the specifics of the institutions, practices and works combine with other activities, relationships and institutions, with the economic, the political, the social, geographical, etc., in the constitution of the general social system.

This perspective is not aligned with the understanding of the school culture as an autonomous entity, approaching what Julia (2001, p. 17) points out as the need for analysis of cultural transfer from school to society, as well as of other social sectors to school. This is a break with the "educentrism" (KUHLMANN JR., 2010), that means consider the issues of education as produced internally to education, even if subsequently relate to other social aspects. It is understood that, in all these cases, the educational phenomena are constituent elements of social relations and produced within these relationships and not apart, or overlapping them.

The configuration of the professional body, of the rules and practices of the Children's Playground, for disciplines and provided programming, indicates that this institution that does not diverge from school, including a curriculum which makes a selective version of knowledge and culture to be transmitted (WILLIAMS, 2000), specific to that institution and its public.

This appears, for example, in May 1948, in an editorial by Leda Abs Muse about the Centers of Interest. Health Educator, Counselor of Psychology and Principal of the Osasco and Benedito Calixto Children's Playgrounds, she opened this text demonstrating her conception of the institution:

The Childhood Playgrounds, by their nature and organization, and activities, are institutions where children who are less fortunate or in need of free area for recreation have possibilities for a healthy life [...] under continuous and methodical guidance. Because they do not interfere, but on the contrary, help with attendance of School Groups, the Children's Playgrounds provide supplementary function to that which has a more specific function to Instruct, while the Children's Playgrounds as the function of education, in the broadest sense of the term, filling in the gaps of school curriculum and education in the home, so impaired with the increasing remoteness of the parents, going from a family to a factory environment (ABS MUSE, 1948, p. 87).

The curriculum of the Children's Playground has a looser arrangement, given that it is not subordinate in a strict sense to grade progression. In meeting the goal of educating, assisting and recreating, the Children's Playground complements primary school with "free and open" activities, while allowing preschool curriculum development. The Children's Playground foreshadows the future of this institution and provides some practices of school culture for early childhood education.

The reference to the center of interest is a clear indicator of the close relationship between school and Children's Playground practices, in addition to establishment of models for education of young children.

For Decroly, the Center of Interest was developed in order to serve the common interest of children in a group or educational institution. Self-knowledge was the first priority, followed by knowledge of the natural world (animals, plants, minerals) and the social world (family, school, city, society). The discovery of the world would follow universal constants such as nutrition, shelter, conflict, and activity. Observation, attention, concrete and abstract expression: these are the stages of the global method based on activity of children (DUBREUCQ, 1993).

In the mid-1940s, the Center of Interest was adopted by educators of the Normal School of São Paulo as pedagogical model to be disseminated; for example, it was adopted in the kindergarten at the Santa Casa de Misericórdia Orphanage. However, the proposal was hardly aligned with the original conception, since the themes and their study did not necessarily follow logic proposed by its creator (KUHLMANN JR.; ROCHA, 2006).

The article by Leda Abs Muse (1948) stated the need to centralize activities around a single theme. Following this, there was an elaboration of educational activity of the Children's Playgrounds linked to Physical Education, Health Education, Recreation, Artistic and Musical Education, with medical supervision, providing socialization of children via moral and mental training, as well as the development of technical skills and practices and healthy habits. Accordingly, the need for a connection between the various practice areas was considered, with the Center of Interest as the "binding element that promotes the connection of objectives", allowing for an "important mission to centralize and globalize" activities. The author mentions the definition of Delgado de Carvalho, for whom the Center of Interest would be a "grouping of facts, phenomena and ideas around major themes or units, which in some countries are also called complexes" (ABS MUSE, 1948, p. 87).

The Center of Interest area was more active during 1947 and 1948, intended as a central organizer of educational activities, dealing with topics like: hygiene, time, family, means of transportation, Mother's Day, Christmas and the Independence of Brazil. The section

disappears in the years 1949 to 1951, returning in 1952, although with less frequency. During this last period, the proposals were transcribed from the Pre-Primary Education Service of the State, linked to the Caetano de Campos School.

The main proposed axis for programming was focused on the holidays since the beginning. Even without the reference of the Center of Interest, the content of the proposals continued in the Coursework sections and Calendar of Activities (amended for Monthly Celebrations and other similar descriptions), from first to last issues of the publication.

The structuring of the proposals along the calendar served for some time as a reference for the school culture, especially, but not exclusively, in terms of early childhood education. Celebrations guided school activities, with emphasis on a traditional Brazilian party in June (Festa Junina), Mother's Day and Christmas. Other dates promoted civic education, such as the Foundation of the City of São Paulo, the Discovery and the Independence of Brazil, and the Proclamation of the Republic. The dates and other topics drove the contents.

Physical Education was also an important subject of publication throughout the entire Bulletin. In February 1947, this section appeared for the first time, with an article entitled "Good Attitude", which proposed games that would strengthen the body and correct "defective attitudes". In accordance with various editions of the Bulletin, sports and circle games for small children were considered important contributions to the internal construction of social rules, which formed the base of the child's personality in community life. The physical education professor was considered the educator that held the best opportunity to observe potential problems in children, as he worked with recreational activities, in which they express themselves with the utmost naturalness, displaying their individuality (CARVALHO, 1950, p. 21-24).

Play was understood as important for children express their emotions and feelings, and revealed their physical and moral attitudes, providing educators with grounds for potential interventions. Initially, they were directed to a few games that were developed through mechanically

reproduced activities, which were gradually substituted by freer play, in which the child had more freedom of movement. It highlighted, many times, the importance of letting the child be free to create his own movement, expressing himself naturally. At the same time, contradictorily, it was explained how children should perform the movement, with the steps represented in the form of illustrations (MICARONI, 2009).

In May 1947, music appeared for the first time, in the Musical and Artistic Activities section, with a publication by Ruth Amaral Carvalho, Artistic Counselor. In May 1949, this section was renamed Musical and Artistic Education, with an article by the musical educator Gracita de Miranda, about music as a part of childhood education. In addition to this article, in the Education section, João de Deus, chief of the Division, elaborated on Musical Education, opening the text with an epigraph by Mário de Andrade: "Music is one of the most sensitive artistic antennas, as it gathers in your body all of the transformations, achievements, and miseries of humanity" (REIS, 1949c, p. 149). The article by João de Deus Bueno dos Reis seeks to depict the reason why music was introduced into the playgrounds, and girls and boys centers, through Choral Singing:

[...] source of recreation, capable of offering all children and adolescents with forms of behavior that contribute to their emotional and aesthetic education, awakening and perfecting in the students an infinite series of essences kept in latency, which awaken only when education is given (REIS, 1949c, p. 150).

An interesting observation is about the musical educators, who since 1950, initiated regular meetings among themselves and frequently advertised them in the Internal Bulletin. Just in that year, Musical Education was established as a recurring theme in the Bulletin, in educational articles for professionals and others, with proposals of activities, such as musical scores and songs from popular culture and Brazilian folklore.

The Counselor for Musical Education was the Austrian maestro Martin Braunwieser, an important childhood pedagogue, who served from 1937 to 1964. The musician accompanied Mário de Andrade,

during his management of the Department of Culture, on folkloric and ethnographic research in the North and Northeast regions of the country, tasked with registering, writing down, and recording melodies in a specific notation, coordinating and supervising the musical recordings on disks, and trying his best to study popular Brazilian expressions (CARLINI, 1998). Martin Braunwieser actively participated in the Bulletin, preparing lectures, sharing his views on his work with musical education, and introducing musical scores and songs from popular culture and Brazilian folklore.

The musical proposals embedded in the Internal Bulletin emphasized pedagogical, educational, and didactic topics with thematic songs regarding hygiene, health, folklore, socialization, civility, and patriotism. In working with kids, it indicated the necessity of formally integrating the child. Musical education should consider diverse psychosocial aspects in the education of the student. In work aimed at older children, they followed the guidance for Choral Singing classes, in which specifications for the work of singing and musical practice appeared, involving learning musical notation. Although the educational proposals and objectives were linked more for civic purposes, there was also concern for the musical matters themselves, evidenced by use of the piano by the music instructor, the contact with and making of instruments, the task of appreciating musical works, and the classification of voices and emphasis on tuning (PAIVA, 2009).

In April 1949, artistic education was considered separately from music, in the Artistic Activities section, in which two articles were published: one by João de Deus Bueno dos Reis, suggesting a curtain-making activity and another by Ruth Amaral Carvalho, about the parties held at the educational assistance centers. In this second article, the author emphasized that the parties should not lose their educational character. Therefore, she highlighted the following aspects that should be taken into consideration: time, programs, extension of programs, breaks, participants, distribution of snacks, and student accommodations. The numbers could “develop very valuable habits: sociability, good manners,

politeness, chivalry, sense of motor coordination, control, attention, etc.” (CARVALHO, 1949, p. 114). The programs should be forwarded to the Technical Education Session for review.

This section no longer existed, and the activities related to the arts were diluted principally in the Didactic Material section, restricting the very concept of artistic education, insofar as the proposals were limited to publicizing models of activity manuals, in which the resources used were paper, fabric, wood, metal, pencil, rulers, glue, casts/molds, thread, and needles for working with cutting, pasting, assembling, and sewing.

### **Childhood and culture at the Childhood Playground**

When commenting on the history of childhood, Jordanova (1990, p. 80-81) ponders that it would be impossible to speak of a “children’s world” because it could never be singular: the worlds of children are inexorably plural. Not only this, but also “world” supposes a defined territory and children are not inhabitants of “another country”, but are integrated elements of both culture and society. They are not undiscovered territory, now to be added to the history empire, with a special colonial office to manage them. The author warns that there has been not only an avoidance of some important general problems of historical interpretation, but an unfocused sentimentality about giving children a voice. Numerous psychological and social assumptions are made and more easily accepted because so many people believe they “know” about children, just as they claim to “know” about ‘the family’”.

Not only from the point of view of historical research, but also throughout the historical process it is possible to identify this intention of knowing everything about children, along with the distribution of childhood in different social places. In the analysis of the Internal Bulletin, it is clear that while uniting professionals, elaborating on specific topics, and proposing activities for the programming at the centers, the Technical-Educational Section comprised methods of regarding the children who

shaped some types of childhood, comprehended as the way that adults understand this period of life.

In 1953, one highlight was the emergence of the Educational Problems section, detailing childhood characteristics and behavior observed in day-to-day situations at the institutions. In this section, Maria Ignez Longhin, who occupied the post of Counselor for social psychiatrics, wrote about the issue of the humiliation of children who arrived at the centers in conditions of poor hygiene.

The section returns in 1955, dedicated to the presentation of reports from the Children's Playgrounds about the difficulty of working with foreign children and children with discipline problems or disabilities, indicating the measures taken and solutions reached, with the purpose of sharing these experiences with the other centers.

In this section and others, such as Psychology, conceptions of childhood and the children in the Playgrounds are revealed, generally explained through real-life, concrete situations at the institutions. Children of immigrants and children from poor families represented challenges for the aspects relative to behavior and learning.

In March 1949, in an article entitled "Good and Bad Children", João de Deus Bueno dos Reis explained upon aggression, qualifying it as a component of childhood behavior that manifests itself at different levels and situations, potentially posing difficulties for the educator. However, good and bad children did not exist: "what exists are children who take more or less educational work" (1949a, p. 65). The author based his approach upon Early Childhood Educational Psychology in order to disarm the discourse that classified children as:

[...] undisciplined, disobedient, poorly raised, insolent, boisterous, perverse, destructive, restless, neurotic, belligerent, aggressive, conceited, "conspicuous", or by many other denominations, which almost always seek to justify the application of punishment that goes from the simple admonition to expulsion or removal of the "element disturbing the order" (REIS, 1949a, p. 63).

The children who were banned, expelled, and misunderstood by the educators did not conform to the oppression and instead rebelled against them:

And these elements, when well-used, would certainly constitute the leaders of a new generation, but due to the immanent forces that bring themselves, they are increasingly found in the legion of those who create work for the police, fill the jails and penitentiaries, or constitute themselves as free thinkers, declarers of new ideas, tavern philosophers, leaders of subversive movements, and disturbers of social order (REIS, 1949a, p. 64).

Angélica Franco, chief of the Technical-Education Section, through her March 1956 editorial, which announced the section “Educational Problems” and the accounts of cases of “problematic” children, addressed questions of social order, such as factors related to the difficulty of working with children in the Children’s Playgrounds, mentioning the circumstances of immigrants and the obstacles to social integration. The author affirms that cultural differences and communication difficulties engender aggressive behaviors and lack of interest, representing a challenge for the educator, whose role is to provide adaptation and adjustment to new life conditions, socialization, and integration of these children:

In contact with groups of children with similar ages, little by little, they are guided by observation and curiosity, absorbing useful knowledge, acquiring habits, attitudes, and means of expression that overcome the natural inhibition that dominated them before. And the reflection of victory is expressed in the joy and spontaneity with which they begin to take part in group activities, without dreading the inherent responsibilities of becoming participants in collective games, theater groups, choir groups, folkloric and marching bands, and other social activities in which teams are formed (FRANCO, 1956, p. 39).

Social conditions of the child generated an impasse in their presence at Children’s Playgrounds, providing the educators a certain

disaffection when dealing with the little ones, not only because of the obstacles to doing their job, but also because of the cultural differences, expressed in the children's aggressive and aloof behavior, their untidy and dirty appearance, and lack of hygiene habits.

The socialization of children was also observed, not only to foreigners. Cultural practices were not restricted to the inculcation of civic and nationalist values, but passed along popular culture and the lifestyle of the working class that was forming in the country. The work and commitment to social reproduction were one of the valued aspects of educating these children. In this sense, manual labor, used widely in the activities of Recreation and Horticulture, is valued as a means of fulfilling aspirations and preparing for useful activities for the community. In April 1947, the recreation specialist Yvone Vilhegas elaborated upon the importance of cultivating the habit of work in the child, from the early years. She affirmed that children and adolescents should study and work simultaneously, because manual labor would allow them to obtain the ability to live in society, and concluded with an anonymous quotation: "From the work of the laborer, the greatness of nations is born" (VILHEGAS, 1947, p. 90).

The idea of preparing the child for the working world is present in the Internal Bulletin and the conception of deprived childhood emerges in the publication in the articulation between the socioeconomic status of the children served and the expectations with regards their quality of life as future workers. Social condition may have become an aspect of differentiation between children who frequented Playgrounds and children who did not, given the appreciation of intellectual education and theory offered by regular schools, and the depreciation of the work accomplished at the Playgrounds. In the September 1951 Bulletin, about an investigation into the reduced attendance at the Children's Playgrounds, Maria Ignez Longhin affirmed that the child population at the Benedito Calixto unit was undergoing a renewal because the middle-class children had left the Playground as soon as it represented "a disadvantage with regards to their studies and social education, due to the variety of social classes" (LONGHIN, 1951, p. 234). This social heterogeneity, consisting

of children of domestic workers and laborers, and families with a large number of children who lived in collective or poor housing, was also one of the dimensions that directed the services promoted by the Children's Playgrounds, in addition to the expectations with regards to the professional education and the destiny of these children as workers and parents.

### **Concluding remarks**

The Internal Bulletin was founded with the expectation of the Internal Division of Education, Assistance, and Recreation of making a mark on the work of the institutions, directing the programming and establishing conducts and workplace procedures. The publication acquired greater flexibility with time, making for better communication between staff and leadership to educators manifest their experience, aspirations, and difficulties at work.

In this publication, created to establish educational and professional directives and share experiences, the guiding, and sometimes authoritative, role of the Division of Education, Assistance, and Recreation is apparent. The educational proposals, workplace procedures, and the programming of monthly educational activities publicized in the Bulletin became not only guidelines of the administration, but also demands and necessities of the educators and the children being served at the institutions. The accounts of experiences and proposals of activities revealed the values, work-related options, and conceptions of all those who expressed themselves and brought their contributions to the Bulletin.

Another aspect was the fact that the Childhood Playground was inspired by pedagogical models used in kindergartens and primary schools. The repertoire of knowledge and practice in the Playgrounds became known as curriculum subjects selected and aggregated in activities, through the publication of the Didactic Material, Calendar of Activities, and Centers of Interest sections.

Finally, the conceptions of childhood and the child are marked by the adjectives and qualities attributed to children, which pertain to concrete situations and challenges faced in day-to-day work, going beyond the writing of educators and the manifestations of the Division of Education, Assistance, and Recreation. They looked for strategies and a social explanation for the undesired behaviors of a difficult, problematic, aggressive, ugly, dirty, poor, vulnerable, and immigrant childhood. Deeming the children difficult to deal with, the publication gave form to certain concepts of childhood, related to the place occupied by the adult, either in the position of educator or at the management level.

## Sources

ABS MUSA, L. Centros de Interesse e Parques Infantis. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano II, n. 5, p. 87-88, maio 1948.

BRAUNWIESER, M. Saudações orfeônicas para o dia das mães. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano IV, n. 5, p. 119, maio 1950.

CARVALHO, R. A. Papel da dança na Educação Física. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano I, n. 5, p. 98-99, maio de 1947.

CARVALHO, R. A. Da realização de festas nas unidades educativo-assistenciais. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano III, n. 4, p. 113-116, abr. 1949.

DIVISÃO DE EDUCAÇÃO, ASSISTÊNCIA E RECREIO. Tema para cogitações de ordem técnica: disciplina, prêmio e castigo. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano I, n. 1, p. 2, jan. 1947a.

DIVISÃO DE EDUCAÇÃO, ASSISTÊNCIA E RECREIO. Tema para cogitações de ordem técnica: pais e filhos. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano I, n. 2, p. 13, fev. 1947b.

DIVISÃO DE EDUCAÇÃO, ASSISTÊNCIA E RECREIO. Quadrilha caipira. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano I, n. 5, p. 99-102, maio 1947c.

FRANCO, A. Significado da atividade livre. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano I, n. 11, p. 252, nov. 1947.

FRANCO, A. Problemas educacionais: apresentação. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano X, n. 3, p. 39, mar. 1956.

LONGHIN, M. I. Pesquisa sobre a frequência dos educandos realizada no Parque Infantil Benedito Calixto. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano VI, n. 9, p. 233-237, set. 1951.

LONGHIN, M. I. Humilhação deprimente. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano VII, n. 9, p. 219-220, set. 1953.

MIRANDA, G. A música faz parte da Educação Infantil. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano III, n. 5, p. 159, maio 1949.

PEREIRA, M. J. A influência da música na espécie humana. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano IV, n. 5, p. 117-118, maio 1950.

REIS, J. de D. B. Crianças boas e más. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano III, n. 3, p. 61-67, mar. 1949a.

REIS, J. de D. B. Uma sugestão para a confecção do “pano de boca”. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano III, n. 4, p. 110-112, abr. 1949b.

REIS, J. de D. B. Educação musical. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano III, n. 5, p. 149-154, maio 1949c.

VILHEGAS, Y. O hábito do trabalho. *Boletim Interno da Divisão de Educação, Assistência e Recreio*, ano I, n. 5, p.89-90, maio 1947.

## References

- ABDANUR, E. F. *Os “ilustrados” e a política cultural em São Paulo: o Departamento de Cultura na gestão Mário de Andrade (1935-1938)*. 1992. Dissertação (Mestrado em História), Instituto de Filosofia e Ciências Humanas, Universidade Estadual de Campinas, Campinas, 1992.
- BRITES, O. *Imagens da infância (São Paulo e Rio de Janeiro, 1930 a 1950)*. 1999. Tese (Doutorado em História) – Pontifícia Universidade Católica de São Paulo, São Paulo, 1999.
- CARLINI, A. L. R. S. Martin Braunwieser na viagem da Missão de Pesquisas Folclóricas 91938: diário e cartas. *Revista de História*, n. 138, p. 107-116, 1998.
- DUBREUCQ, F. Jean-Ovide Decroly (1871-1932). *Perspectives: revue trimestrielle d'éducation comparée*, Unesco: Bureau international d'éducation, Paris, v. XXIII, n. 1-2, p. 251-276, 1993. Available at: <[http://figuras.liccom.edu.uy/\\_media/figari:anexos:dubreucq\\_f.\\_-jean-vidé\\_decroly.pdf](http://figuras.liccom.edu.uy/_media/figari:anexos:dubreucq_f._-jean-vidé_decroly.pdf)>. Accessed on: 30 jun. 2013.
- FARIA, A. L. G. *Educação pré-escolar e cultura*. São Paulo: Cortez, 1999.
- FERNANDES, F. S.; KUHLMANN JR., M. Análise de periódicos na história da educação: princípios e procedimentos. *Cadernos de Pesquisa*, São Paulo, v. 42, n. 146, ago. 2012. Available at: <[http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S0100-15742012000200013&lng=pt&nrm=iso](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0100-15742012000200013&lng=pt&nrm=iso)>. Accessed on: 30 maio 2013.
- FILLIZZOLA, A. C. B. *Na rua, a “troça”, no parque, a troca: os parques infantis da cidade de São Paulo na década de 1930*. 2002. Dissertação. (Mestrado em Educação) – Faculdade de Educação, Universidade de São Paulo, São Paulo, 2002.
- GOBBI, M. A. *Desenhos de outrora, desenhos de agora: o desenho das crianças pequenas no acervo Mário de Andrade*. 2004. Tese. (Doutorado em Educação) – Faculdade de Educação, Universidade Estadual de Campinas, Campinas, 2004.

GUEDES, L. *Novas velhas formas de dominação: os parques infantis e o novo projeto de dominação social*. 2006. Dissertação (Mestrado em Psicologia) – Instituto de Psicologia, Universidade de São Paulo, São Paulo, 2006.

JORDANOVA, L. New worlds for children in the eighteenth century: problems of historical interpretation. *History of the Human Sciences*, v. 3, p. 69-83, 1990.

JULIA, D. A cultura escolar como objeto histórico. *Revista Brasileira de História da Educação*, n. 1, p. 9-43, jan./jun. 2001.

KUHLMANN JR., M. Relações sociais, intelectuais e educação da infância na história. In: SOUZA, G. (Org.). *Educar na infância: perspectivas*. São Paulo: Contexto, 2010. p. 81-97.

KUHLMANN JR., M. et al. A base de dados sobre o Boletim Interno da Divisão de Assistência e Recreio, São Paulo, 1947 a 1957. In: CONGRESSO DE LEITURA DO BRASIL, 16., 2007, Campinas. *No mundo há muitas armadilhas e é preciso quebrá-las*. Campinas: ALB; FE-Unicamp; Prefeitura de Campinas, 2007. Available at: <[http://www.alb.com.br/anais16/sem07pdf/sm07ss15\\_09.pdf](http://www.alb.com.br/anais16/sem07pdf/sm07ss15_09.pdf)>. Accessed on: 18 jun. 2013.

KUHLMANN JR., M.; ROCHA, J. F. T. Educação no asilo dos expostos da Santa Casa em São Paulo: 1896-1950. *Cadernos de Pesquisa*, São Paulo, v. 36, n. 129, dez. 2006. Available at: <[http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S0100-15742006000300005&lng=pt&nrm=iso](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0100-15742006000300005&lng=pt&nrm=iso)>. Accessed on: 23 jun. 2013.

MICARONI, S. *A educação física nos parques infantis da cidade de São Paulo: 1947 a 1957*. Campinas: Millenium, 2010.

MOTT, M. L.; BYINGTON, M. E. B.; ALVES, O. S. F. *O gesto que salva: Pérola Byington e a Cruzada Pró-Infância*. São Paulo: Grifo, 2005.

PAIVA, J. S. S. *A música nas propostas educacionais dos parques infantis na cidade de São Paulo: 1947 a 1957*. 2009. Dissertação (Mestrado em Educação) – Universidade São Francisco, Itatiba, 2009. Available at: <<http://www.usf.edu.br/itatiba/mestrado/educacao/uploadAddress/JULIANE%20PAIVA%5B11919%5D.pdf>>. Accessed on: 27 jun. 2013.

SANTOS, M. W. dos. *Educadora dos parques infantis de São Paulo: aspectos de sua formação e prática entre os anos de 1935 e 1955*. 2005. Dissertação (Mestrado em Educação) – Faculdade de Educação, Universidade de São Paulo, São Paulo, 2005.

SILVA, C. C. *O álbum “Parques Infantis” como objeto cultural (São Paulo, 1937)*. 2008. Dissertação (Mestrado em Educação) – Faculdade de Educação, Universidade de São Paulo, São Paulo, 2008.

WILLIAMS, R. *Cultura*. 2. ed. Rio de Janeiro: Paz e Terra, 2000.

Received: 06/06/2014

Recebido: 06/06/2014

Approved: 07/15/2014

Aprovado: 15/07/2014