



## The Department of Design of UFPR and teaching in the graduation as definator of its trajectory (1974-1993)

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### ABSTRACT

The article focuses on the group of teachers and the undergraduate teaching structure of the Department of Design (DDES) of the Federal University of Paraná from 1974 to 1993, when extension and research activities were sporadic and consequently part of the study of the trajectory of this administrative unit revolved around the structuring of the disciplines and the training of the faculty. The discussion has as theoretical contributions the praxiological theory and the concept of trajectory of Pierre Bourdieu and the idea of configuration of Norbert Elias, in the understanding that the history of this institution of higher education accepts the position of its agents within the university field, that represents the micro universe of the Sector of Exact Sciences. We found that the teachers who founded the DDES were linked to the Institute of Mathematics, most of them had a degree in Engineering. In the course of almost two decades there was a renewal of teachers from 1992 and 1993. The link with the graduations, mediated by the number of courses, disciplines and classes did not present changes in this interstice. Among the disciplines offered, the DDES presented three basic contents: Geometric Design, Descriptive Geometry and Technical Design, distributed in 14 undergraduate courses.

### KEYWORDS

Drawing. College education. Teacher training. History of education.

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## O Departamento de Desenho da UFPR e o ensino na graduação como definidor da sua trajetória (1974-1993)

### RESUMO

O artigo focaliza o grupo de professores e a estrutura de ensino de graduação do Departamento de Desenho (DDES) da Universidade Federal do Paraná no período de 1974 a 1993, quando as atividades de extensão e pesquisa eram esporádicas e conseqüentemente parte dos elementos do estudo da trajetória dessa unidade administrativa girava em torno da estruturação das disciplinas e da capacitação do corpo docente. A discussão tem como aportes teóricos a teoria praxiológica e o conceito de trajetória de Pierre Bourdieu e a ideia de configuração de Norbert Elias, no entendimento de que a história dessa instituição de ensino superior se conforma pela posição dos seus agentes dentro do campo universitário, que representa o microuniverso do Setor de Ciências Exatas. Constatamos que os professores que fundaram o DDES estavam vinculados ao Instituto de Matemática, a maioria tinha formação em Engenharia. Nesse percurso de quase duas décadas houve uma renovação dos docentes a partir de 1992 e 1993. O vínculo com as graduações, mediado pela quantidade de cursos, disciplinas e turmas não apresentou alterações nesse interstício. Entre as disciplinas ofertadas, o DDES apresentava três conteúdos básicos: Desenho Geométrico, Geometria Descritiva e Desenho Técnico, distribuídos em 14 cursos de graduação.

### PALAVRAS-CHAVE

Desenho. Educação superior. Formação docente. História da educação.

## El Departamento de Diseño de la UFPR y la enseñanza en la graduación como definidor de su trayectoria (1974-1993)

### RESUMEN

El artículo se centra en el grupo de profesores y en la estructura de enseñanza de graduación del Departamento de Diseño (DDES) de la Universidad Federal do Paraná, en el período de 1974 a 1993, cuando las actividades de extensión y de investigación eran esporádicas, por lo tanto, los elementos de estudio de la trayectoria del grupo son la estructuración de las disciplinas y la capacitación del cuerpo docente. La discusión se basa en la teoría praxiológica, en lo concepto de trayectoria de Pierre Bourdieu y en la idea de configuración de Norbert Elias. De esta forma, se entiende que la historia de esa institución de enseñanza superior se conforma por la posición de sus agentes en el campo universitario que representa el microuniverso del Sector del Ciencias Exactas. Constatamos que los profesores que han fundado el DDES estaban vinculados al Instituto de Matemática y en su mayoría son ingenieros. En ese recorrido de casi dos décadas hubo una renovación de los docentes a partir de 1992 y 1993. El vínculo con los cursos de graduación no ha presentado alteraciones en las disciplinas ofrecidas en el intersticio. Entre las disciplinas ofrecidas, el DDES presentaba tres contenidos básicos: Dibujo Geométrico, Geometría Descriptiva y Dibujo Técnico, distribuidos en 14 cursos de graduación.

### PALABRAS CLAVE

Diseño. Educación universitaria. Formación docente. Historia de la educación.

## Introduction

The Federal University of Paraná was restructured in Institutes and Colleges according to Decree n. 66,614 of May 21, 1970, and in September 1973 the University went through a new structuring. The administrative units were distributed in sectors as established by Decree n. 72,782 (SANTOS, 2012). The Department of Design began its trajectory at the Federal University of Paraná (UFPR), linked to the Exact Sciences Sector at the end of 1973 (UFPR, 1973c)<sup>1</sup>, but it had existed for two years when it was associated with the Institute of Mathematics (UFPR, 1971). At the time, the Institute was composed of four Departments: Algebra and Geometry; Math analysis; Design and Descriptive Geometry; Computing and Statistics. In a transient way, the Department of Applied Mathematics and Design was formed by joining the Department of Design and Descriptive Geometry with the Department of Computation and Statistics, based on Decree n. 72717 of 08/29/1973 (UFPR, 1973c). From June 25, 1974, the Design Department (DDES) received this denomination, which was extended until the end of 2008 (UFPR, 1974b; UFPR, 1974c; UFPR, 2008a; UFPR, 2008b).

The present study covers the period from 1974 to 1993. The starting date is justified by the time DDES dissociated itself from other departments in the sector and the deadline comes from the period in which faculty renewal occurred in 1992 and of the modification of the framework of subjects in undergraduate education in 1993. As a theoretical basis, we adopt the praxiological theory and the concept of trajectory of Pierre Bourdieu, along with what Norbert Elias defines as configuration. In order to outline the elements of teaching, research and extension that constituted the institutional trajectory of the Department, the minutes of the DDES departmental meetings, the administrative reports of the UFPR, the documents of the subjects available online and other documents were used as sources.

In the case of undergraduate and postgraduate education we aim to present the teachers involved in this interstice in the DDES and to identify the contents of design given by the Department for undergraduate courses; quantify the disciplines and classes; understand the lease of didactic assignments. As far as the research and extension activities are concerned, we seek to locate the profile of the projects developed, as well as links with the graduation, particularizing the teaching of drawing, in the hypothesis in which the activities developed by the DDES were scarce, either because the Department did not have an undergraduate course, or because of the qualification phase of the teaching staff, which was in line with the postgraduate organization at the University. Methodologically, the article was divided in four parts: Conceptualization of trajectory: theoretical and methodological

<sup>1</sup> Resolution 19/73 CEP of September 26, 1973 approved the departmental organization of the Sector of Exact Sciences in: Department of Mathematics; Department of Applied Mathematics and Design; Department of General and Applied Statistics; Chemistry department; Department of Theoretical Physics; Department of Experimental Physics; Department of Applied Physics. (UFPR, 1973a). The Sector resulted from the Institutes of Mathematics and Physics and the basic part of Chemical Engineering according to Ordinance n. 10,397, September 5, 1973 (MEC, 1973a).

unfolding; The faculty: formations and periodicity; Design in undergraduate education; links with rankings, research and extension activities.

We find that the Department of Design maintained its constant teaching staff, with a total of 16 teachers active in the period from 1985 to 1991. As for the number of subjects and classes in the undergraduate degree, due to the distribution of didactic expenses of teachers, we noticed that there were more open classes than teachers responsible for classes, detailing for 1992, and it is possible to delineate this configuration from the school year 1987; since the first disciplines of the DDES, approved by the Education and Research Council (CEP), date from November 1980, year that coincides with the departmental organization of the Sector (MEC, 1980b), as well as the number of disciplines and classes appear described in the minutes from 1985 (UFPR, 1985a).

As for the disciplines offered in the graduations, we noticed that there was a restructuring of the nomenclatures from 1993 (UFPR, 1993b), although the basic contents were preserved: Geometric Design, Descriptive Geometry and Technical Drawing, organized in two groups of the graphic representation in terms by Andréa B. de Moraes: theorists and technicians. Nominated mixed to a third group, like the disciplines that combined the Descriptive Geometry with the Technical Drawing.

Considering the research activities, the links with the postgraduate program were carried out by the qualification of the professors in masters and doctoral courses, since many DDES projects were in progress, considering the year of 1992. On that same date, the activities in the scope of the extension were scarce due to the courses that were not part of extension projects.

### Trajectory Concept: Theoretical and Methodological Developments

The idea of social trajectory aims to reconstruct the series of positions occupied by the same individual or group of individuals in successive spaces in the field in which they are inserted, the same concept can be applied to the study of an institution. Thus, in the case of the DDES trajectory we articulate how this administrative unit is inserted in the educational field in particular in the subfield of the graphic expression during its historical course, identifying the group of teachers that constituted this social space and its actions in higher education. As Bourdieu mentions:

all social trajectory must be understood as a singular way of traveling through the social space, where the dispositions of the habitus are expressed; each displacement to a new position, while implying the exclusion of a more or less extensive set of substitutable positions and, with this, an irreversible closure of the range of initially compatible positions (...). (BOURDIEU, 1996, p.292).

In this study we present the concepts that underlie Bourdieu's praxiological theory, which are articulated to the one of trajectory: the one of field, habitus and capital. The idea of

capital, both cultural and social, allows us to understand how teachers go through this social space in the understanding that the volume of cultural capital is related to that of social capital; according to Bourdieu (2002: p. 67): "social capital is the set of present or potential resources that are linked to the possession of a durable network of more or less institutionalized relations of inter-cognition and inter-recognition ...". Connected to capital we have the definition of field, as the space where power relations manifest themselves, which differ from group to group and are materialized by the practice of agents. The field is divided into dominant and dominated which, although opposed, are interconnected and is what characterizes its functioning. The global social space is described as a field,

that is, at the same time, as a field of forces, whose necessity is imposed on the agents involved in it, and as a field of struggle, within which the agents face each other, with means and purposes differentiated according to their position in the structure of the force field, thus contributing to the conservation or transformation of its structure. (BOURDIEU, 2007, p.50).

The possibility of conservation or transgression of the structure of the field is conditioned to what each agent takes for itself, in consonance with the group to which it is identified through the habitus. In the author's words:

constructing the notion of habitus as a system of acquired schemas, functioning at the practical level as categories of perception and appreciation, or as principles of classification and simultaneously as organizing principles of action means to construct the social agent in its truth as a practical operator of construction of objects. (BOURDIEU, 1990, p.26).

Focusing on the relationships of the group of teachers who worked in the Design Department from 1974 to 1993, we understand that this cut in the institutional trajectory connects to the whole that permeates the history of design teaching at the higher level and the link of the DDES with other units of the UFPR, like the Department of Arts (VAZ, 2017a). However, the analysis deals with the case study of the history of the Design Department, whose main sources include the minutes of the DDES departmental meetings and the UFPR administrative reports. Methodologically, in adopting the minutes as a source, we evaluated the frequency of teachers in function of the first and last participation in the departmental meetings, during almost three decades (between 1971 and 1999), in order to identify the teachers that composed the DDES and its activities outlined in the next topics.

In order to substantiate the rule of the game in the university field, we take as reference what Bourdieu mentions about the literary microcosm, applied to the scientific microcosm, here thought in terms of the micro universe that is the Design Department according to the position of its agents that direct their actions articulating teaching, extension and research activities. The higher education teacher acts as a producer agent in the educational and scientific field, therefore, the analysis of the scientific productions of the teachers of the DDES corresponds to their position in the educational field and in specific in the subfield of the drawing. Thus, what Bourdieu outlines as the literary struggle applies to the scientific struggle within the academic universe demarcated by higher education consequently:

the strategies of agents and institutions involved in literary struggles, that is, their positions [...], depend on the position they occupy in the field structure, that is, the distribution of specific, institutionalized or symbolic capital. (internal recognition or external notoriety), and which, through the mediation of the constitutive dispositions of their habitus (relatively autonomous in relation to the position), inclines them to either preserve or transform the structure of that distribution, thus perpetuating the rules of the game or to subvert them. (BOURDIEU, 2007, pp. 63-64).

In the academic universe or in the scientific field, what is in dispute is the monopoly of scientific authority that connects technical capacity to social power. "Thus, judgments about the scientific capacity of a student or researcher are always contaminated in the course of his career by knowledge of the position he occupies in the instituted hierarchies [...]" (BOURDIEU, 1994, p. 124), because the scientific and political struggle for legitimacy in the field depends on the structure put into play, "that is, on the structure of the distribution of the specific capital of scientific recognition among the participants in the struggle" (BOURDIEU 1994, p. 136). We reiterate that in every field the dispute is between dominant and dominated (the novices), and through antagonistic strategies the field is put into operation. The dominant ones use conservation strategies and the novices, in hypothesis, adopt the strategies of subversion.

As a way of preserving the positions occupied, the dominant ones have the different mechanisms of action: they use the scientific resources inherited from the past; put into practice the scientific habits already made official and accepted; ensure the production and circulation of scientific goods, controlling the producers and consumers of goods that authenticate the field.

This order also encompasses all the institutions responsible for ensuring the production and circulation of scientific goods, at the same time as the reproduction and circulation of producers (or reproducers) and consumers of such goods, ie essentially the single educational system capable of assuring official science of permanence and consecration, systematically inculcating scientific habitus to the set of legitimate recipients of pedagogical action, in particular to all newcomers to the field of production itself. (BOURDIEU, 1994, pp. 137-138).

Beginners can choose to adopt succession strategies in accordance and continuity with the logic of the dominant or, alternatively, to follow the strategies of subversion, in order to redefine the logic of the established model.

The founders of a heretical scientific order break the contract of exchange which the candidates for succession accept at least tacitly: recognizing only the principle of legitimation that they intend to impose, they do not accept to enter the cycle of recognition exchanges that ensures the regularized transmission of scientific authority between the holders and the suitors (...). (BOURDIEU, 1994, p. 139).

Given the importance of the teaching system to the legitimacy of agents in the scientific field, as part of what characterizes the functioning of the Department of Design, we chose as central element teaching activities in the undergraduate and its connection with research activities, since, actions within the scope of research are a relevant factor in delineating the cultural capital of each agent and their position in this social space. Since the social space occupied by the university professor is characterized by the possession of

cultural capital, that is, it is an agent that is positioned on the dominated side of the field of power.

Bourdieu maps the university field in France according to the great administrative divisions: sciences, letters, law and medicine. In the case of Brazilian universities, by Decree no. 19.851, of April 11, 1931, in its article 5, reads:

The constitution of a Brazilian university should meet the following requirements: I, to join at least three of the following higher education institutes: Faculty of Law, Faculty of Medicine, School of Engineering and Faculty of Education, Sciences and Letters. (SANTOS, 2012, p. 132).

In the early 1930s, we have four areas in Brazil: Medicine, Law, Engineering and the last one that connected three other divisions: Education, Science and Letters. When comparing this model with the structuring plan of the Federal University of Paraná, by Decree n. 72,782, dated September 12, 1973, the institution was organized: on the one hand, in the sectors of the common system of teaching and basic research: Exact Sciences, Biological Sciences, Human Sciences, Letters and Arts; and on the other, in the sectors of professional education and applied research: Education, Applied Social Sciences, Health Sciences, Technology and Agrarian Sciences. We note that the DDES was born linked to Exact Sciences and to the field of mathematics, but most of its teachers had a degree in Engineering, as Carlos H. dos Santos shows (2012), who presented a study on the trajectory of the Mathematics course at UFPR, subject that will still be presented.

For Bourdieu, studying the university field implies unveiling the practices of teachers and servants, showing the forms of legitimation that put the institution in operation.

It assumes that scientifically analyzing the university world means choosing as an object an institution that is socially recognized, enjoys all legitimacy thanks to its rational character and which is seen as 'magic' for achieving an objectivation that is designed to be objective and universal. (BOURDIEU, 2013, p.16).

As a methodological part, to perform a sort of prosopography of college professors, Bourdieu (2013) appeals to public or publication information based on the following indicators: social determinants of access to positions occupied; school determinants; different types of capital and related powers (university, scientific, scientific prestige, intellectual notoriety and political or economic power); political provisions in a broad sense. For the context of UFPR and the Department of Design, we use as sources the curriculum of teachers, the publications available in the UFPR Library System collection, the postgraduate data contained in the administrative reports about the University.

It is reiterated that the purpose of this study is to identify who were the teachers that composed the university field demarcated by the DDES and to map the activities developed in the scope of teaching, research and extension, articulating the teaching in the graduation with the one of the postgraduate since the system is a constraint that can maintain or subvert the logic of the field in function of the agents' position and practices. Part of the education

system for Bourdieu (2013) is codified by indicators in research - which supposedly differs from the reality that circumscribed this moment of the trajectory of the DDES - since the author mixes the capital that measures the power and the scientific prestige added to the notoriety intellectual.

Bourdieu mentions that another important indicator in higher education is the capital of university power, whose accumulation depends on the time in which the teacher is connected to the institution. In the case of the Design Department, the nomination of teachers in the minutes of the departmental meetings was referenced by the time of home based on the level in which they were in the career: holders, regents, assistants and auxiliary teaching<sup>2</sup>, communication model in force until today<sup>3</sup>. We exemplified the distribution of work by the departmental minutes of February 13, 1975, that the teachers had work regime: T-40 and T-20, their activities included: classes, office and research (UFPR, 1975). At that time, professors Jorge Bernard and Clion Dória were the only teachers with research and Professor Orlando S. Pereira in the cabinet activities totaled 30 hours of the T-40 regime, due to the position of Chief of the Department (UFPR, 1975). House time was a power meter, in which temporal distances are perceived by age differences (BOURDIEU, 2013). Thus, the forms of time allocation interfered in the quantum of university power that each teacher conquered throughout his career.

In the scope of graduation education among the variables mapped by the data available in the minutes of the DDES departmental meetings we can list: type of discipline; amount of discipline and class; location of classes and classes on weekdays. However, from the same sources it was not possible to identify the number of students per class, the type of discipline of each undergraduate course and in certain periods the location of the teachers by discipline and class. We note that there are also few data available on the departmental minutes regarding research and extension activities, which confirms the hypothesis that at that time the Department had no structure for postgraduate education. In addition, on the teaching career, we verified that the master's degree and doctoral degree were not conditions for the teacher to begin his career in the university field, standard of the DDES that applied to the model of allocation of vacancy of UFPR in the beginning of the decade of 1980.

In 1980, the teaching work regime included: 397 dedicated teachers, 755 teachers with 40 hours, 755 teachers with 20 hours, 19 teachers with 12 hours and 3 teachers with other standards, making a total of 1,949 teachers. By Decree n. 85.487, of December 11, 1980, the

<sup>2</sup> The Exact Sciences Sector started the teaching staff with 30 holders, 7 regents, 30 deputies, 50 assistants and 91 teaching assistants, in accordance with Administrative Rule no. 11,048, dated December 17, 1973 (UFPR, 1973b). By the General Rules of the Federal University of Paraná, of December 20, 1974, the teaching staff was composed by the professor of higher education (holder, adjunct, assistant) and by the teacher contracted (teaching assistant). (MEC, 1975a).

<sup>3</sup> Observed by the rhetoric between the old teachers as opposed to the new ones and the list of the presence of the teachers in the departmental meetings, since the names are not in alphabetical order but by the hierarchy of the time of service.



career of higher teaching included four levels: assistant, assistant with master's degree; deputy with a Ph.D. or PhD degree; holder; each level with four steps. The University could hire teacher-visitor for a determined time, does not appear in the decree the prediction of collaborating professor as outlined previously. The work regime included part time (20 hours), full time (40 hours) and exclusive dedication (MEC, 1981a). In 1982, there was an increase in the number of professors at the University because some of the collaborating professors migrated to the assistant category, as Cecília M. Westphalen puts it:

In 1980, there were 518 assistants and 415 employees. Now, this category ceases to exist, and that of the assistants comprises 1,127 teachers. In addition, the number of visiting professors without a higher degree was greatly favored by this number. Thus, the assistants become 55.5% of the University's professors. It occurs that 53.2% of them had only the diploma of undergraduate degree, decreasing the qualitative formation of the faculty of the University. Thus, 44.3% of their professors had only undergraduate courses, 38.1% specialization courses or only further training, 8.4% had master's degrees and 9.2% were teachers or free teachers. (WESTPHALEN, 1987, p.52).

With this, higher education was structured without a direct link with the area of research, a lag that was gradually supplied. Cecília (1987) mentions that in 1984 the number of university professors decreased to 1,948. Compared with the 1980 data, however, there was an increase in the number of masters, doctors and PhDs. It should be noted that by Resolution n. 18/81 CEP, which approved the rules of work regime for teaching activities in higher education, the type of activity of the 20-hour teacher differed from that of 40 hours. The first one involved only the didactic costs (teaching) and the second was the didactic and additional costs - research and extension (MEC, 1981c).

From what was presented, we agree with Bourdieu (2013) when he mentions that in the university field different kinds of capital correspond to different forms of time allocation, which in the case of UFPR can be expressed by the type of charge that the teacher assumed in the higher teaching. Still on the allocation of time, the author proposes to confront biographies and bibliographies in order to relate the productions with the reproduction activities and thus to verify how the allocation of time occurs, divided in activities of teaching and research. On the other hand, the position of the teacher as an articulating agent of new knowledge leads us to the research in which we presented the survey of authors with books in the field of graphic expression in circulation in the collection of the Library System of UFPR (VAZ and SILVA, 2017). In this study, considering the descriptors: geometric design, descriptive geometry and technical drawing, between 1941 and 1990, we verified the contribution of the teachers: Clion Dória, Jorge Bernard, José Cavallin, José Ribeiro do Nascimento Jr., and during the 1990s appeared the production of teachers: Adriana Luz, Antonio M. Costa, Roberto A. Schlemm - theme that composes the following topics.

For Bourdieu, teaching activities are intertwined with research activities by the time that each teacher dedicates to each of them and their possible connections.

As the allocation of time between research activities and teaching activities, and finally, within them, determine the place assigned to the education intended to

prepare for research itself and teaching to produce teachers. (BOURDIEU, 2013, p.141).

At the time, the lack of an undergraduate degree in the Design Department contributed to the fact that the teaching activity did not have a connection with the research activity, causing the teacher in his undergraduate classes not to generate links with the research, which was added to the career plan and the work regime of each teacher.

## The Teaching Staff: Trainings and Periodicity

For the mapping of the DDES teaching staff, through the departmental acts, we initially adopted the temporal cut from 1971 to 1999 and in the second moment we selected the group of teachers in practice from 1974 to 1991. In this study we did not consider teachers who they closed their ties with the Department before 1974<sup>4</sup> or began their activities between 1992 and 1993<sup>5</sup>, a time cut, appropriate to the disciplines of graduations that showed changes from 1993, since we found that during the first years of operation of the DDES, the concern was to structure the unit design content in the scope of graduation. Another factor that influenced the temporality of this article follows Santos 's positions (2012) regarding the UFPR regiment change in the late 1960s. In the period between 1971 and 1973, the Design Department was associated with the Institute of Mathematics, period in which the teaching career was reformulated.

Before the university reform, regulated by Law 5.540, dated 11/28/1968, the apogee of the university career was the position of full professor or lecturer. The full professor was the holder of the chair, a chair equivalent to a course material for which the teacher was responsible.

In order to become a full professor, the professor was a contestant, which included the defense of a thesis. The position was lifelong, there was a professor for each chair, and it could hold various disciplines; to assist him, instructors and/or assistants could be hired, who were appointed by the professor himself. (SANTOS, 2012, p.21).

In the case of the lecturer,

Opinion 572/70 of the Federal Council of Education establishes that the title of free teacher is of a hierarchy superior to that of doctor. From 1972, with the validity of the law n. 5.802, the doctor's degree, obtained in an accredited postgraduate course, became a requirement for enrollment in the qualification test for free teaching (SANTOS, 2012, page 22).

<sup>4</sup> Eurico Dacheaux de Macedo, Ildelfonso Clemente Puppi, José Cavallin, José Rodolfo de Lacerda, Onaldo Pinto de Oliveira, Robson Scardua.

<sup>5</sup> Adriana Augusta B. dos Santos, Cristiane Marques Camillo, Cyntia C. Zaruch Calixto, Deise M. Bertholdi Costa, Elói Fávaro, Luzia Vidal de Souza, Mario C. Wolf Rigotti, Alice e Rosangela Rhodes do Nascimento.

Until university reform it was not usual for the teacher to have a work regime with exclusive dedication. The full professors held other working positions, besides their activities in the University; the teaching assistants and assistants had an annual contract for a specific subject, with a weekly working day that varied from 24 hours, 18 hours or 12 hours a week of class work. With the extinction of the full professor, the occupant of this position became the titular professor (SANTOS, 2012).

The teachers who concluded their careers in the DDES prior to 1974 were conditioned to the model described above, we reiterate that the identification of the teachers that comprised the teaching staff of the Design Department was evaluated by the presence in the departmental meetings, considering the year of the first and last participation between 1971 and 1999. After this initial mapping by the minutes we also used as source the documents of appointment of the teachers and the bulletins and administrative reports of UFPR. As a criterion of analysis to diagnose the time of service of each teacher in the DDES, a priori, if the teacher was effective or temporary, we consider as effective those who had the interval between the first and last participation over two years of attendance at the meetings.

By examining the minutes of the departmental meetings, we found that most of the teachers established a link with the Department in the first years of operation, between 1971 and 1972, with a total of 17 teachers. Teachers Theodocio Jorge Atherino and Leonidas Aniceto de Souza were not included in the attendance at meetings, they were only mentioned in the minutes. Following the career plan according to the departmental meeting of 1973 we have: 3 holders, 6 deputies, 6 assistants, 1 teaching assistant, and did not include the career plan of Professor Hayton Silva (UFPR, 1973c), according to Chart 1.

**Chart 1.** Teachers of the department of design - UFPR (1971-1994)

TEACHER	IMUP (1970)	1975	MEETING PARTICIPATION (1st / LAST)
José Cavallin	-	Holder	-
Jucundino da Silva Furtado	Holder	Holder	(1972-1979)
Orlando Silveira Pereira	Holder	Holder	(1971-1982)
Theodocio Jorge Atherino	Holder	-	-
Lourenço da Silva Mourão	Deputy	Deputy	(1971-1977)
Jayne Machado Cardoso	Deputy	Deputy	(1972-1983)
Jurandyr Pavão	Assistant	Deputy	(1971-1977)
Augusto Conte	Assistant	Deputy	(1971-1981)
Clion Dória	Assistant	Deputy	(1972-1986)
Leonidas Aniceto de Souza	-	-	-
Leonilda Auriquio	teaching assistant	Assistant	(1971-1981)
Mila Aguilar	teaching assistant	Assistant	(1971-1987)
Jose Ribeiro do Nascimento Jr.	teaching assistant	Assistant	(1971-1991)

Roberto Portugal Alves	teaching assistant	Assistant	(1971-1991)
Gilberto Azeredo Lopes	teaching assistant	Assistant	(1971-1992)
Jorge Bernard	teaching assistant	Assistant	(1971-1994)
Hayton Silva	-	teaching assistant	(1971-1991)
Renato Emilio Coimbra	-	teaching assistant	(1972-1991)

Sources: Minutes of departmental meetings - DDES (1971-1994); (UFPR, 1973b, pp. 29-31); (MEC, 1975b, pp. 424-425); (SANTOS, 2012, pp. 39-40).

By listing each subgroup as headlines, we have: Jucundino da Silva Furtado; Orlando Silveira Pereira; Theodocio Jorge Atherino. Among the adjuncts, we listed: Lourenço da Silva Mourão, his link with the University occurred on 02/15/1960 and closed on 10/13/1977; Jayme Machado Cardoso joined the University in 1961 and was approved as a full professor on December 26, 1979 (MEC, 1980a), retired at age 70, as well as Jurandyr Pavão, Augusto Conte, Clion Doria and Leonidas Aniceto de Souza. Among the assistants were: Leonilda Auriqiuo; Jose Ribeiro do Nascimento Jr., approved as titular professor in the defense of the work named **Graduação dos eixos axonométricos, é necessário?** (NASCIMENTO JR., 1987); Mila Aguilar worked at the institution from 01/03/1964 to 05/18/1987, in 1989 she was approved as a full professor in the 20 hours weekly regime in the Chemistry Department (AGUILAR, 1989), her academic production is directed to the area of Chemistry (AGUILAR, 1977, 1978 and 1987); Roberto Portugal Alves<sup>6</sup> was born in São Paulo in 1944 and moved to Curitiba in 1951 where he graduated in Architecture from UFPR in 1968. In that same year he held his first solo exhibition at the Cocaco Art Gallery, which died early in 1991 at the age of 46; Gilberto Azeredo Lopes began working at the University on January 1, 1964 and retired on March 25, 1992; Jorge Bernard worked at UFPR between July 1, 1968 and September 26, 1994. During his career as a teacher in higher education, he taught at the University of Maringá between 1963 and 1968, and then from 1968 to 1978 at the School of Music and Fine Arts of Paraná, concomitantly with UFPR, and in 1978, he enrolled as a full professor according to Resolution n. 24/78 CEP. (MEC, 1978a). Finally, the teaching assistant Renato Emilio Coimbra and the regent Hayton Silva.

A second group of teachers had their frequencies recorded in the minutes between 1976 and 1999, which included nine teachers, see Chart 2, as well as the eight teachers linked to the Department as a time-bound teacher: on the one hand, Celso Augusto Martins Meiras and Josef Miguel Kalter whose assiduity in minutes corresponds with the contract time (MEC, 1980a); on the other, those identified by temporary contracts, namely: Maria C. Nickel, Osvaldo de Bassi, Wladimir de Iara Araújo, Ivens de Jesus Fontoura who did not attend departmental meetings, however, their contracts as collaborators date from 1978 and 1979 (MEC, 1979a, MEC, 1980a). Finally, Juan Pablo Heller and Milton de Macedo Cavalcanti Filho who did not attend departmental meetings, although their names appeared in the content of the minutes.

<sup>6</sup> According to the academic manual of 1981, Professor Alves was the Head of the Department of Design and the deputy head, Mila Aguilar (UFPR, 1981).

**Chart 2.** Teachers of the department of design - UFPR (1976-1999)

PROFESSOR	MEETING PARTICIPATION (1st / LAST)
Antonio Mochon Costa	(1976-1998)
Edson Andretta	(1978-1998)
Elói Fávaro	(1979-1992)
Joaquim R. Mancio da Silva	(1976-1981)
José Luiz Teixeira	(1976-1996)
Luiz H. Antunes Lopes	(1979-1999)
Regina Sommer de Kalter	(1977-1999)
Roberto Alexandre Schlemm	(1976-1999)
Vicente de P. Caldas Passos	(1981-1991)

Source: Minutes of departmental meetings - DDES (1976-1999).

Among the teachers who worked in the course of the 1990s, they were: Joaquim Roberto Mancio da Silva, who had been enrolled for six years, which signaled his resignation from the DDES in 1981; José Luiz Teixeira started as a visiting professor and was later approved in a public contest in the Technical Drawing vacancy, in November 1981, according to the Public Notice n. 58/81 (MEC, 1981d); Antonio Mochon Costa for 23 years taught in the Department of Design, considering the intersection between 02/20/1975 and 03/26/1998, he ended his career as an deputy having completed his master's degree in the postgraduate program in Sciences (COSTA, 1976); Roberto Alexandre Schlemm initiated the bond with the DDES as collaborating professor from April of 1978, defended the doctorate in Education in 1980, in Oklahoma State University. Faculty of the Graduate College (SCHLEMM, 1980) - his exercise time lasted for 33 years, retiring on April 5, 2011 as an adjunct; Regina Sommer de Kalter served in the Department between January 1, 1980 and September 2, 2002, retiring with exclusive dedication as an adjunct professor, although her records in the minutes had occurred as of December 5, 1977 (UFPR, 1977) and administrative data from UFPR was contracted in 1978 (MEC, 1978b), with renewals as a collaborating teacher (MEC, 1980a, MEC, 1980c). Kalter completed his master's degree in Education at his own institution, dealing with the teaching of geometric design in the first degree, in Curitiba (KALTER, 1986).

Continuing the analysis of Table 2, Edson Andretta started as collaborating professor on August 4, 1978 (UFPR, 1978b), which coincides with UFPR contracting reports (MEC, 1979a; MEC, 1979c; MEC, 1980a), in 1979, he received a Bachelor's degree in Design Didactics from the Catholic University of Paraná (MEC, 1979b) and in the mid-1980s he completed his master's degree in Education at UFPR (ANDRETTA, 1985). Elói Fávaro for the frequency of the minutes maintained the bond with the DDES for 13 years, starting as a contributing professor in 1979 (MEC, 1980a); Luiz Henrique Antunes Lopes was admitted on 01/01/1980, held his PhD in Production Engineering at UFPR (LOPES, 2003) and retired on 07/03/2013, concluding his career at associate level and his initial link was also as a

contributing professor (MEC, 1980c); Vicente de Paulo Caldas Passos, following the data of the minutes, worked in the Department between August of 1981 and December of 1991.

Quantifying the number of DDES teachers by the University report in 1991, the Department had a total of 10 professors considering: 1 auxiliary, 2 assistants and 7 deputies, which represented 5.37% of the Faculty of Exact Sciences. At the time the Sector was formed by five other Departments: Statistics, Physics, Informatics, Mathematics and Chemistry, totaling 186 teachers (UFPR, 1992a). Nevertheless, for 1992, the DDES modified the configuration of teachers having: 5 auxiliaries, 1 assistant and 6 adjuncts (UFPR, 1993a).

Regarding the formation of the teaching staff of the DDES, we observed that the Institute of Mathematics conformed the origin of this group of teachers, because most of the teachers who joined the Institute had a major degree in Engineering. According to Resolution n. 6/70 of the University Council of 12/11/70, as Santos (2012) puts it, the professors graduated in Engineering were: Theodócio J. Atherino, José Cavallin, Orlando S. Pereira, Ildefonso C. Puppi, Eurico D. de Macedo, Jurandyr Pavão, José R. do Nascimento Jr., Jorge Bernard, Gilberto A. Lopes, Roberto P. Alves. Among the professors with an Engineering and other training course were Jayme M. Cardoso (Philosophy) and Jucundino da S. Furtado (Economics and Administration), as well as graduates in Chemical Engineering such as: Lourenço da S. Mourão, Mila Aguilar and Haylton Silva. Added to the group were those who had other formations: Clion Doria and Augusto Conte, graduated in Agronomy and Veterinary; Leonilda Auriquio graduated in Philosophy.

The Engineering connection with the Physical and Mathematical Sciences area dates back to the 1920s, since, "by Decree no. 16,782 A, of 01/13/1925, the engineer who was approved in defense of thesis or in competition for Full Professor or Professor, received the title of Doctor of Physical and Mathematical Sciences "(SANTOS, 2012, p. 22).

## Drawing in Graduate Education

Bourdieu's concept of trajectory and the notion of the configuration of Elias allow us to operationalize the different positions of agents that make up the social space delimited by the university field. The idea of configuration proposed by Elias alternates social and individual, overcoming the antagonism between individuals and society, in the proposal that they be:

replaced by a more realistic view of people who, through their basic dispositions and inclinations, are oriented towards one another and united to one another in a variety of ways. These people constitute webs of interdependence or configurations of many kinds, such as families, schools, cities, social strata, or states. (ELIAS, 1999, p.15).

For the author, the configuration refers to the game image, in which each individual even having its singularity is linked to a larger structure, which is permeated by the social, consequently, each individual action changes the sense of the game, bets and choices that unfold in a procedural way, due to the interdependence between the players and their power relations.

The idea of configuration as a methodological model allows us to analyze the material relations between individuals according to the various instances of the social, to which they are linked, as well as to understand how society perceives these relations in the course of a historical course. Thinking about the configuration of the Design Department means establishing links between the individuals that participate in this administrative unit, identifying their positions and actions along their institutional trajectories, whose reference connection is to act as a drawing teacher at the Federal University of Paraná, actions that may expand to other spheres of educational, political and social field. Associated with the configuration we have the concept of power, which Elijah relationally defines. For him,

in the midst of the changeable configurations - which are the very center of the configuration process - there is a fluctuating and elastic balance and a balance of power, which moves back and forth, tilting first to one side and then to another. This type of floating equilibrium is a structural feature of the flow of each configuration. (ELIAS, 1999, p.143).

Thus, the amount of power that each player holds is not a permanent and sealed quality, each configuration and its effectiveness is interconnected to the results of the actions of the group of individuals, that is, result that each person constructs in an interdependent way.

Having started its activities in the Department of Exact Sciences in June 1974, the Design Department was institutionalized from the first semester of 1981, when the first disciplines of the Department were in force, approved by the Teaching and Research Council (CEP) according to Resolution n. 75/80, organized in 7 annual disciplines and 17 semester disciplines. From the annual we have: Descriptive Geometry and Technical Drawing I and II (CD401-5h and CD402-4h), Descriptive Geometry and Perspective (CD403-4h); Descriptive Geometry A and B (CD404-4h and CD406-4h); Geometric Drawing A (CD405-4h); Technical Drawing A (CD407-6h). Semester codes include: Geometric Design I and II (CD001-3h and CD002-3h); Descriptive Geometry I, III and IV (CD003-3h, CD005-3h, CD017-3h); Nomography (CD006-3h); Technical Drawing I, II and III (CD007-6h, CD008-6h and CD009-4h); Graphic Expression I and II (CD010-4h and CD011-6h); Geological Design (CD012-4h); Geometric Drawing III and IV (CD013-4h and CD014-4h); Graphic Representation Techniques I and II (CD015-4h and CD016-6h).

However, a new list of disciplines was approved by the CEP according to Resolution n. 72/81, effective as of the first semester of 1982, of the annual disciplines remained the codes: CD401, CD402, CD403, CD404, CD405, CD406, CD407 and Euclidian Geometry

discipline was added (CD408-3h). Whereas the semesters were reduced to five codes: CD001, CD003, CD006, CD009 and CD012 (MEC, 1981c, p.141).

Following the DDES-related articles, made available on-line, we find another restructuring of the contents with validity from 1983, according to Resolution n. 60/82, of 12/28/1982<sup>7</sup>, in the case of Technical Drawing (CD013-6h). Also based on the non-valid papers, which were part of the semester's repertoire offered by the DDES, we have two additional optional codes: Descriptive Geometry I (CD016-3h) and Technical Drawing I (CD017-3h), both approved by Resolution n. 78/96 of 12/20/1996<sup>8</sup>. Professor Roberto Schlemm was the teacher responsible for these disciplines, and the head teacher, Cyntia Calixto. In 1980 and 1983, the professors were Roberto Alves and Roberto Schlemm, respectively. In the same resolution of 1996, the disciplines of Descriptive Geometry (CD014-4h)<sup>9</sup> and Technical Drawing (CD015-4h), of obligatory nature and semester periodicity were approved; the two contents under the responsibility of Professor Adriana Luz who joined the DDES in 1992.

**Chart 3.** Quantity of disciplines and semester classes DDES (1985-1993) and quantity of classes with teachers (1992)

DISCIPLINES (weekly workload hours)	QUANTITY OF CLASSES PER SEMESTER AND LEASE OF TEACHERS					
	1985/1992 CLASSES		1992 – CLASSES/ TEACHERS		1993 CLASSES	
	1 <sup>st</sup> SEM.	2 <sup>nd</sup> SEM.	1 <sup>st</sup> SEM.	2 <sup>nd</sup> SEM.	1 <sup>st</sup> SEM.	2 <sup>nd</sup> SEM.
CD001 – DG I (3h)	4	4	1	0	-	-
CD003 – GD I (3h)	2	2	0	0	-	-
CD012 – Geological Design (4h)	1	1	0	0	-	-
CD014 – GD (4h)	4	4	2	0	6	6
CD015 – DT (4h)	2	2	1	0	2	2
CD016 – GD (3h)	2	2	0	0	2	2
CD017 – DT I (3h)	1	1	0	0	1	1
Total	16 classes (55 hours)		4 classes (15 hours)	0	11 classes (41 hours)	

Source: Minutes of departmental meetings of the Department of Design (DDES) - (1985-1993).

In Chart 3, for the distribution of classes evaluated by the minutes between 1985 and 1992, four contents were offered that comprise seven semester subjects: Geometric Design (GD) and Descriptive Geometry (DG), which follow what Andréa de Moraes calls of theoretical contents of the graphic representation, as well as the disciplines of Technical Design (TD) and Geological Design, which refer to technical contents of the graphic representation (MORAES, 2001). As of 1993, CD001, CD003 and CD012 codes were no longer administered by the Department, reducing the number of classes and weekly workload. In the minutes analyzed, we found a gap in the number of disciplines and classes between

<sup>7</sup> Available on: <[http://www.exatas.ufpr.br/portal/docs\\_degraf/ementas/013.pdf](http://www.exatas.ufpr.br/portal/docs_degraf/ementas/013.pdf)>. Access on: Oct 7<sup>th</sup>, 2016.

<sup>8</sup> Available on: <[http://www.exatas.ufpr.br/portal/docs\\_degraf/ementas/016.pdf](http://www.exatas.ufpr.br/portal/docs_degraf/ementas/016.pdf)>. Access on: Oct 10<sup>th</sup>, 2016.

<sup>9</sup> Available on: <[http://www.exatas.ufpr.br/portal/docs\\_degraf/ementas/014.pdf](http://www.exatas.ufpr.br/portal/docs_degraf/ementas/014.pdf)>. Access on: Oct 10<sup>th</sup>, 2016.



1980 and 1984 (UFPR, 1980, UFPR, 1984b) and the lack of data on teachers' didactic costs between 1980 and 1986.

**Chart 4.** Quantity of disciplines and annual classes (1985-1993) and quantity of classes with teachers (1992)

DISCIPLINES (weekly workload (hours))	QUANTITY OF CLASSES PER YEAR AND LEASE OF TEACHERS				
	1985 e 1986	1987	1988-1992	1992 CLASSES/ TEACHERS	1993
CD401 (5h)	14	12	14	7	15
CD402 (4h)	2	2	2	2	2
CD403 (4h)	1	1	1	1	2
CD404 (4h)	9	9	9	8	8
CD405 (4h)	6	7	7	4	5
CD406 (4h)	2	2	2	0	-
CD407 (6h)	2	2	2	0	-
CD408 (3h)	2	2	2	2	-
CD409 (6h)	1	1	1	1	1
CD410 (6h)	1	1	1	1	2
CD411 (6h)	1	1	1	0	1
CD412 (4h)	4	4	4	2	6
CD414 (2h)	7	7	7	3	13
CD415 (2h)	2	2	2	0	2
CD416 (4h)	2	2	2	0	2
Total	56 (t) (228h)	55 (t) (222h)	57 (t) (228h)	31 (t) (126h)	59 (t) (229h)

Source: Minutes of departmental meetings of the Department of Design (DDES) - (1985-1993).

Continuing the analysis of the subjects offered annually we have three basic contents: Geometric Design, Descriptive Geometry with Technical Drawing, which make up 15 codes, see Chart 4. Resuming the classification of Moraes, five disciplines attended to heoretical contents, two disciplines focused on the technical contents, and with mixed content involving the theoretical and technical part of the graphic representation total four codes. In addition to this, the following disciplines are added: Instrumental Language of Techniques of Graphic Representation I and II (CD409-6h and CD410-6h), Techniques of Graphic Representation (CD411-6h) and Techniques of Industrial Representations (CD416-4h). offered by the DDES. This implied, in the majority, that these codes had the same matrix of the other disciplines, as part of the 70th departmental meeting held on October 29, 1984:

Another important subject is about the Course of Artistic Education the discipline Instrumental Language of Techniques of Graphic Representation I is equal to the Geometric Drawing A; Instrumental Language of Techniques of Graphic Representation II is Descriptive Geometry; and Techniques of Graphic Representation is Technical Drawing. (UFPR, 1984a, s.p.).

We see in Chart 4 that two disciplines presented the largest number of classes and the time load, considering the period from 1985 to 1992, namely: Descriptive Geometry and Technical Drawing I (CD401) and Descriptive Geometry A (CD404). It is also clear that in 1993 CD406, CD407 and CD408 codes were not issued, as opposed to the increase in the

CD414 course offer; even with these changes the DDES remained with little variation among the number of hours of annual classes offered at this interstice.

**Chart 5.** Average weekly time load of DDES - UFPR (1985-1993)

DISCIPLINES	– AVERAGE WEEKLY TIME LOAD			
	1985 e 1986	1987	1988-1992	1993
Semesterly (1° e 2°)	55	55	55	41
Annual	228	222	228	229
Total	283	277	283	270

Source: Minutes of departmental meetings - DDES (1985-1993).

In Chart 5, by the synthesis of the weekly workload added to the semester and annual disciplines, offered by the Department in the period from 1985 to 1993, the reduction represented a maximum of 13 hours between the lowest and the highest workload of the whole period, however, the decrease measured by disciplines was more significant, from 22 disciplines in 1985 (7 semesters and 15 per year), the number reduced to 16 subjects in 1993 (4 semesters and 12 per year), indicating that the representativeness of the Department in relation to undergraduate courses decreased. From Table 6, eleven teachers taught classes between 1987 and 1991, we noticed a renewal in 1992 with the approval of the teachers: Adriana Santos, Cyntia Calixto, Deise Costa and Luzia Vidal. Part of the academic course of the faculty that joined the DDES from 1992 and 1993 is outlined in other studies (VAZ, et.al., 2017b).

**Chart 6.** Teachers of the DDES with didactic positions (1987-1992)

TEACHERS	DIDACTIC POSITIONS (1987-1992)
Adriana Augusto B. dos Santos	1992
Antonio Mochon Costa	1987, 1988, 1989, 1990, 1991, 1992
Cyntia Cristina Zaruch Calixto	1992
Deise Maria Bertoldi Costa	1992
Edson Andretta	1987, 1988, 1989, 1991, 1992
Elói Fávaro	1987, 1988, 1989, 1990, 1991
Gilberto Azeredo Lopes	1987, 1988, 1989, 1990, 1991
Hayton Silva	1987, 1988, 1989
Jorge Bernard	1987, 1988, 1989, 1990, 1991, 1992
José Luiz Teixeira	1987, 1988, 1989, 1990, 1991, 1992
José Ribeiro do Nascimento Jr.	1987, 1988, 1989, 1990, 1991
Juan Heller	1991
Luiz H. Antunes Lopes	1987, 1988, 1989, 1990, 1991
Luzia Vidal de Souza Zamboni	1992
Regina Sommer de Kalter	1987, 1988, 1989, 1990, 1991, 1992
Renato Emilio Coimbra	1987, 1988, 1989, 1990

Roberto Alexandre Schlemm	1987,1988, 1989, 1990, 1991,1992
Roberto Portugal Alves	1987, 1988,1989,1990, 1991
Vicente de P. Caldas Passos	1987, 1988, 1989

Source: Minutes of departmental meetings - DDES (1987-1992).

In considering the leasing of teachers by classes, by the data of the minutes in the intersection between 1987 and 1992, we observed that there were more open classes than teachers to assume the didactic costs, as planned for 1992 (Charts 3 and 4). According to the UFPR activities report of 1992, considering the total number of students enrolled, approved, disapproved and canceled by the number of classes offered biannually and annually, in the case of DDES activities, we found a difference between the number of classes recorded in the minutes compared To the data of the report, that is, in the minutes we have 52 annual classes and 16 semester classes for the year 1992, officially there were 32 annual classes and 9 semester classes (UFPR, 1993a).

As for the number of enrolled, we have 1,480, of those 602 approved, 753 disapproved and 125 canceled. Based on the departmental minutes, the leasing of classes by teachers made 31 classes per year and 4 semester classes, keeping more classes open than the number of teachers to take on the didactic costs, approximating the information contained in the report. An indication that there were classes with overlapping schedules and classes taught by a single teacher.

Considering the flow of the annual and semester disciplines we list the undergraduate courses as a link with the DDES in the intersection between 1975 and 1990. For the year of 1988, the annual courses included: Architecture and Urbanism, Mathematics (day and night), Industrial Design, Arts Education and Engineering: Civil, Electrical, Forestry, Mechanics, Chemistry, Cartographic. As for the semesters we have: Geology, Agronomic Engineering (UFPR, 1988). Below we detail the links of the DDES with the graduations, in particular with the courses of the Department of Arts and thematized about the activities of research and extension.

### Links with graduations, research and extension

Covering the period from 1974 to 1993 for the diagnosis of the departmental records, there was little change in the courses linked to the Department, jointly evaluated by the participation of the professors as representatives in the colleges. In the period from 1975 to 1990, the Department preserved 12 representations, of which nine courses were opened during the 1960s and 1970s, namely: Mathematics (1940), Architecture and Urbanism (1962), Bachelor of Science – 1<sup>st</sup> grade (1965)<sup>10</sup>, Geology (1973), Industrial Design (1975) and Visual

<sup>10</sup> In 1991, we did not verify the offer of the course of Degree in Sciences.

Communication (1975)<sup>11</sup> with a single representation in collegiate and Engineering: Civil (1912), Agronomic (1918), Chemistry (1924), Forestry (1960) Mechanics (1962), Electrical (1965), Cartographic (1977) (UFPR, 1983). By the minutes, from 1985 (UFPR, 1985b), the DDES began to offer subjects to the Artistic Education course, created in 1975, in accordance with the full curriculum approved by Resolution n. 19/83 CEP whose qualifications involve Music, Drawing and Plastic Arts (VAZ, 2017a).

For Arts Education, the DDES offered the subjects CD409 and CD410 including the qualifications in Fine Arts and Design, and the CD411 for habilitation in Drawing still following Resolution n. 19/83 CEP (VAZ, 2017a). Part of these disciplines, which forms the training of the graduate in Drawing, was also part of the degree in Mathematics; by Resolution n. 71/81 CEP, the math course offered the subjects: CD404, CD405 and CD408 (MEC, 1981d). The same model of discipline extended to the courses of Visual Communication and Industrial Design, because, for the periodization of the Visual Communication course, approved by Resolution n. 40/81 CEP, we have the codes: CD405, CD406 and CD407 that were 14 hours a week (MEC, 1981d). Since the same disciplines were offered for the course of Industrial Design, according to Resolution n. 41/81 CEP (MEC, 1981d).

In addition to the teaching activities in which the action of the DDES teachers depended on the curricular reformulations of the graduations, the career plan of the higher teaching profession was articulated with the graduate programs. In 1974, following the annual report of UFPR, the Exact Sciences Department did not have a postgraduate course (UFPR, 1974a), but by the research register of 1976 and 1977 the Department of Design had four teachers with registered projects: Dória, Bernard, Auriquio and Hayton Silva. Clion Dória dedicated himself to the study of the applied design in the planning of engineering projects, geology, architecture, industrial design and plastic arts; his works, available in the collection of the UFPR library, were produced during the 1950s (Doria, 1952, 1958). Jorge Bernard, who explored the subject of cartographic design, graduated as a doctor from L'Université de Nice Geodesie Spatiale in the early 1980s (BERNARD, 1981); two other productions were directed to the perspective studies: the knight, carried out as a function of the free-teaching thesis in Descriptive Geometry in UFPR, and the conic (BERNARD, 1972, 1976). Hayton Silva studied design applied to statistics and rural electrification. Leonilda Auriquio addressed the theme related to color theory, entitled Color, possibilities of coloring materials (MEC, 1977a).

Within the University, in 1977, there were 16 postgraduate courses, 14 master's degrees and 2 doctorates, with possible dialogues to the profile of the professors of the DDES, we highlight three master's degrees: Geodetic Sciences, 1971; Forest Engineering, 1973; Education, 1975 (MEC, 1977b). Extending the analysis to the mid-1980s, of the total of 1,903 teachers who made up the teachers' community in 1986, only 502 teachers participated

<sup>11</sup> The nomenclature of the course changes to Industrial Design, with two qualifications: Product Design and Visual Programming (UFPR, 1988).

in *Stricto-Sensu* courses, distributed in 66% masters, 4% specialists, 4% graduates, to 53 visiting professors. This structure included 20 master's and 5 doctoral courses in operation. When we considered the qualification of the Faculty of Sciences in absolute numbers we have 232 teachers, of which: 138 graduates, 61 masters and 33 doctors (UFPR, 1986).

At the end of the decade by the 1989 annual report we realized that the DDES had no research in progress and no extension project; However, according to BANPESQ data, the surveys of the Exact Sciences Sector covered 30 records, totaling 246 projects linked to the various sectors of the University (UFPR, 1989). Research in the Department of Design has been extended since 1992<sup>12</sup>. Among the 12 teachers, the productivity of the period included: eight ongoing research, four articles in periodicals, two presentations in seminars, two participations in seminars and congresses, eight newsstands. As for the extension, the DDES continued with no project and had offered two isolated courses.

If on the one hand, there was an increase in the number of researches in progress; on the other hand, the production of teachers mapped by UFPR's library collection mostly dealt with titles related to teachers' career plans: a master's and doctoral degree, the one of free teaching and titular professor - with little production that was aimed to foment the field of study of the graphic expression and the teaching of drawing in the scope of the superior formation in the terms of Bourdieu (2013).

In the UFPR Library System, through the simple search by author, of the 27 teachers who worked in the DDES (Tables 1 and 2), we outlined the productivity of the 16 teachers in practice between 1985 and 1991. Of this group they did not have any identified academic production by the sources: Elói Fávaro, Gilberto Azeredo Lopes, Hayton Silva, José Luiz Teixeira, Renato Emilio Coimbra, Roberto Portugal Alves and Vicente de Paulo Caldas Passos. Except for the production that supported the academic career of each teacher, we highlight the materials that had connection with the basic disciplines of graphic expression, of which: Clion Dória wrote about perspective and shadows (Doria, 1958); José R. do Nascimento Jr. focused on descriptive geometry, including monkish and quoted projection (NASCIMENTO JUNIOR, 1981, 1985 and 1986); Antonio Mochon wrote co-authored with Professors Deise Costa and Luzia Zamboni, who entered the Department in 1992, a didactic booklet focused on graphic expression area (COSTA et al., 1995). Roberto Schlemm published two editions of the book **Geometria Descritiva Aplicada**, with the 1977 edition being the lead author Aramis Demeterco and the 1995 edition of Demeterco as a secondary author (Demeterco, Schlemm, 1977), (Schlemm, Demeterco, 1995).

<sup>12</sup> UFPR consisted of 19% doctors, 39% masters, 17% specialists and 25% graduates, out of a total of 1,774 professors.

## Final Considerations

The shortcomings in the initial phase of the historical course of the Design Department (DDES) revealed that the formalization of the individuals' actions occurred late, a situation that presumes predefined and hierarchical functions. The formation of the disciplines and classes was officialized from 1980, however the disciplines actually offered and the distribution of classes by disciplines appeared in the departmental acts from 1985.

Regarding the origin of the professors of the Design Department, most of them were linked to the Institute of Mathematics (IMUP) as early as 1970. In the period from 1985 to 1991, we had the participation of 16 teachers. In this group, in terms of research activities and productivity in the postgraduate context we found that the emphasis was on the training itself, which included the action of nine teachers, since of the total of 21 titles mapped in the SiBi<sup>13</sup> we have: 11 productions that included the thesis of full professor and free-teaching, as well as the degree of masters and doctorate<sup>14</sup>; the other titles deal with content of graphic expression and other areas of knowledge<sup>15</sup>.

A portion of the faculty was renewed from 1992 and 1993, which coincided with the reformulation of disciplines and classes. For undergraduate education, three basic contents of graphic expression prevailed: Geometric Design, Descriptive Geometry and Technical Design - with emphasis on the disciplines of graphic representation theory in terms of Andréa B. de Moraes. Regarding the extension activities, the number of projects was incipient, since the offer was based on isolated courses.

Still on the theoretical and methodological contribution brought in the present study, we understand that the common point between the two authors - Bourdieu and Elias - is that both the concept of trajectory and the concept of configuration bring in its core dialogue with historical temporality and the idea of the individual and of society not as isolated entities, but rather as relational entities. In conclusion, one of the conclusions obtained is that the Design Department, even when it modified its faculty, preserved the current structure, judged by the profile of the contents of graphic expression offered to the graduations, which totaled 14 courses, indicating that there was no generation conflict in Bourdieu's terms.

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<sup>13</sup> UFPR LIBRARY SYSTEMS. Available at: <http://acervo.ufpr.br/>. Accessed on: May 8, 2018.

<sup>14</sup> It refers to the following productions: Aguilar (1977, 1978, 1987), Andretta (1985), Bernard (1981), Costa (1976), Kalter (1986), Lopes (1996, 2003), Nascimento Jr. Schlemm (1980).

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