

TRAJECTORY OF WALTER FERNANDES IN THE ACADEMIC CENTER OF THE SCHOOL OF NURSING ALFREDO PINTO (1968-71)

Trajectoria de Walter Fernandes no centro acadêmico da Escola de Enfermagem Alfredo Pinto (1968-71)

Trayectoria de Walter Fernandes en el centro académico de la Escuela de Enfermería Alfredo Pinto (1968-71)

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ABSTRACT

Objective: to analyze the academic trajectory of Walter Fernandes as an activist of the student movement in the School of Nursing Alfredo Pinto (EEAP). **Method:** a descriptive study, of the bibliographic type, with a qualitative approach. It was used the analysis of thematic content in the perspective of the oral history of life. The data were collected in June of 2018, through a filmed and recorded interview. **Results:** the effective and well-constructed registry along the trajectory of the deponent, through concern for the social field, survival and structural contribution of the student body during the political context of the decades, legitimizes the memory of the student movement of nursing in EEAP. In addition, it addresses the struggles of Brazilian society at the time, the university situation and stigmatization of social rights. **Conclusion:** walter Fernandes 'trajectory reinforces students' participation in articulations and possible solutions to impasses, ratifying their representation and scientific, academic and social aggregation.

DESCRIPTORS: Nursing history; Nursing; Student; Political activism; Leadership.

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RESUMO

Objetivo: analisar a trajetória acadêmica de Walter Fernandes enquanto ativista do movimento estudantil na Escola de Enfermagem Alfredo Pinto (EEAP). **Método:** estudo descritivo, do tipo bibliográfico, de abordagem qualitativa. Utilizou-se a análise de conteúdo temática na perspectiva da história oral de vida. Os dados foram coletados em junho de 2018, por meio de entrevista filmada e gravada. **Resultados:** o registro eficaz e bem construído ao longo da trajetória do depoente, mediante preocupação com o campo social, sobrevivência e aporte estrutural do corpo discente durante o contexto político das décadas relatadas, legitima a memória do movimento estudantil de enfermagem na EEAP. Além disso, aborda os embates da sociedade brasileira a época, a conjuntura universitária e estigmatização dos direitos sociais. **Conclusão:** a trajetória de Walter Fernandes reforça a participação dos estudantes nas articulações e soluções possíveis aos impasses, ratificando sua representação e agregação científica, acadêmica e social.

Descritores: História da enfermagem; Enfermagem; Estudante; Ativismo político; Liderança.

RESUMEN

Objetivo: analizar la trayectoria académica de Walter Fernandes como activista del movimiento estudiantil en la Escuela de Enfermería Alfredo Pinto (EEAP). **Método:** estudio descriptivo, del tipo bibliográfico, de abordaje cualitativo. Se utilizó el análisis de contenido temático en la perspectiva de la historia oral de vida. Los datos fueron recolectados en junio de 2018, por medio de una entrevista filmada y grabada. **Resultados:** el registro eficaz y bien construido a lo largo de la trayectoria del deponente, mediante preocupación con el campo social, supervivencia y aporte estructural del cuerpo discente durante el contexto político de las décadas relatadas, legitima la memoria del movimiento estudiantil de enfermería en la EEAP. Además, aborda los embates de la sociedad brasileña a la época, la coyuntura universitaria y estigmatización de los derechos sociales. **Conclusión:** la trayectoria de Walter Fernandes refuerza la participación de los estudiantes en las articulaciones y soluciones posibles a los impasses, ratificando su representación y agregación científica, académica y social.

Descriptorios: Historia de la enfermería; Enfermería; Estudiante; Activismo político; Liderazgo.

INTRODUCTION

Nursing has a rich history full of struggles and conquests and is marked by great icons who have influenced what this profession means today.

The power to exercise the nursing profession is achieved in various ways. Nevertheless, scientific knowledge is one of the most influential factors in this process.¹ This profession begins in the first years of academic education. In these years, the students build up their profiles and enhance their knowledge. Political and social engagement is associated and developed during this construction. This commitment includes the trajectory of professionals who participated in academic movements in different educational institutions and ended up serving as an instrument for transforming the environment in which they worked.

Historically, students have always organized themselves into movements in search of achievements. The first Brazilian student movement emerged in 1710 when young students from convents and religious schools confronted the French invaders in *Rio de Janeiro* city. Officially, the first Brazilian student organization, the Student Federation, emerged in 1901 with a very short existence and in 1910 we had the first National Congress of Students in *São Paulo* city.²

Since the 1930s, the national situation has led students to act firmly in political organizations, emerging a unique, strong, legitimate, representative organization to promote the quality of education and social justice.

In 1937, the *União Nacional dos Estudantes* (UNE) [National Union of Students] was recognized by the Brazilian government. In July 1977, the *Executiva Nacional dos Estudantes de Enfermagem* (ENEEnf) [National Executive Committee of Nursing Students] was created at *Universidade de São Paulo* (USP), with Dr. Wanda de Aguiar Horta and Dr. Taka Oguisso as the first speakers.

The ENEEnf has the highest authority to represent nursing students in the whole Brazilian territory and abroad. It is a historical organization, holder of records of the activities carried out by Brazilian nursing students, who have been committed to fighting for a just, solidary, and equal society, through the fight in the fields where it has greater bonds: education and health.

The records preserving the memory of the student movement stem from actions and militant activists, whose numbers were gradually increasing. The people acquired political influence over the years.

Preserving the memory of nursing students' performance and achievements in the student movement is of paramount importance to serve as a base and guide for the next steps of this movement. These students need to continuously learn from mistakes and success over the years by those who preceded them. As social agents, students need to demand and seek justice and equal rights strategically and cohesively to understand individually and collectively their political and social role in the environment. Effective participation in the movement guarantees the positive subversion of power domination exercised by teachers and other characters from other academic and other representative organizations.

The mission of nursing education in Brazil is to train people so that they can become qualified professionals and serve the population. They must have an effective organization that can act inside and outside the universities and express their demands to capable, competent educators committed with the transformation of the social reality.

It should be noted that one of the strongest performances of the Brazilian student movement was during the period of the military regime that began in 1964. The apex of the explicit student struggle emblematically occurred in 1968 when the student movement took on the role of the main actor in

the protests against the government and was the protagonist of great changes and achievements.

In 2016, I read some minutes of the 1968 pedagogical changes that were stored in the *Arquivo Setorial Maria de Castro Pamphiro*. At the time I was conducting academic research with Professor Dr. Osnir Claudiano da Silva Júnior. These minutes provided information about Walter Fernandes, a student representative who participated in the teaching staff meetings at *Escola de Enfermagem Alfredo Pinto* (EEAP) [Alfredo Pinto Nursing School].

Participation in the student movement was as symbolic as difficult during the time that Walter Fernandes was a nursing student, especially in public institutions. Participating in this movement could cause damage to the EEAP, such as negative and subversive representation. Walter Fernandes, as a male figure in a mostly female profession, developed strategies to keep academic interests alive in a context of repression. Being a representative of the student movement, he used condescending strategies in his speech. From this perspective, considering the political context at the time, Walter Fernandes' academic trajectory emerges as an object of study since he was the leader of the student movement at EEAP from 1968 to 1971.

The military regime continued to show strength in Brazil with the *Ato Institucional N° 5* (AI-5) [Institutional Act No. 5] promulgated on December 5th, 1968.³ To control political demonstrations, the government turned its gaze to the universities from where several student demonstrations against the military regime. This year was marked by the closing of the National Congress. Most forms of artistic, cultural, and social expression were censored.

The AI-5 lasted until 1978. As a consequence, the government's power to punish anyone who proved to be against the regime was increasing. Clashes between government and opposition became more and more frequent and violent, leading to armed confrontation several times.

Based on the reflections exposed and considering the relevance of the problem, the following guiding question was developed: "what was the Walter Fernandes' academic trajectory during the time that he was a student activist at EEAP?" Thus, the following study objectives were defined: analyzing the Walter Fernandes' academic trajectory during and discussing his participation in the student movement at EEAP from 1968 to 1971 during the military regime.

Therefore, this study is justified. Since 2014, when I was a member of the board of directors of the *Centro Acadêmico Walter Fernandes* (CAWF), I've been driven by pertinent concerns about student issues in educational institutions. This coincidence of academic paths motivated me to discover what led the student nursing community in 1995 to give the

name of this professor to the academic center of the first nursing school in Brazil.

The minutes of collegiate and departmental meetings found in the *Arquivo Setorial Maria de Castro Pamphiro* at EEAP highlighted Walter Fernandes' academic performance as a student representative in 1968. This encouraged me to expand my research on this living icon of the history of nursing when I was working on my undergraduate thesis with the view of investigating the different performances of this student as a representative of the academic center, whose name was *Diretório Acadêmico Jurandyr Manfredini* (DAJM) at the time (1955-1995). As there is a gap in biographical studies on the directors and teachers of the EEAP, this study contributes to the strengthening of the memory not only of the teachers of this institution but also of the student representatives of the first nursing school in Brazil.

METHODS

In this biographical, oral life history study with a qualitative approach, the thematic oral history was used as a method for data collection, which is considered "a modern resource for documenting, archiving, and studying peoples' social life. It is always a history of the present time and is recognized as living history".⁴ Qualitative studies enable the investigation of subjectivity and intersubjectivity phenomena, deepening the meanings of human actions, behaviors, and relationships with respect to character involvement.⁵

This study employed the oral life history method because it values the interviewees' experiences in the broadest sense. In this case, Walter Fernandes, a retired professor at EEAP, was the study participant.

Both the sources of a certain historical period and the subjects who lived in it must be questioned.⁶ This activity of questioning, according to the author, breaks a "temporal dominance and in this movement generates a flaw that is inscribed in the present, thus producing a time ambivalence".

As a starting point, it is important to point out that this study took place from point zero, in other words, by analyzing the performance of Walter Fernandes, who was a member of the DAJM, from 1968 to 1971.

An interview was adopted because it does value speech and reveals structural conditions, value systems, norms and symbols, and representations of certain groups in specific historical, socioeconomic and cultural conditions transmitted through a spokesperson.⁷

Oral life research is a way to put the character as the protagonist of his own time.⁸ In this sense, the research sought not only to relive daily experiences but also to analyze how they were felt during social, political, and cultural events.

As support material, the literature on the history of nursing, the trajectories of Brazilian nursing schools and student movement, and historiographic production of the *Laboratório de Abordagens Científicas em História da Enfermagem* (LACENF) [Laboratory of Scientific Approaches to the History of Nursing] were used.

The interview was conducted, recorded, and filmed on June 29th, 2018, in the EEAP. The interviewee described his time as a nursing undergraduate student and militant of the academic center during the military regime, his professional career, and current nursing practice.

The interview was made available for free into the public domain to contribute to the memory of the EEAP and the history of nursing. The interviewee was referred to as W1. As this is a research in which data was collected indirectly from interviews, it was opted to comply with the Resolution of the *Conselho Nacional de Saúde* (CNS) [National Health Council] No. 446/2012.⁹ So, this study was approved by the Research Ethics Committee of the *Universidade Federal do Estado do Rio de Janeiro* under the Legal Opinion No. 3.027.766. Moreover, a signed informed consent document was not necessary.

RESULTS

This section presents the qualitative results derived from thematic content analysis from the perspective of oral life history.⁸ The final result aggregated four categories, with the first three having a subcategory each. The categories were structured according to the different themes present in the memory and statements of the study participant.

The first category was “Social rise: working, studying, and caring for the family”.

The participant talked about his motivation for attending a nursing graduation course:

“The reason is that I was already a nurse auxiliary and I wanted to improve my financial situation [...]. I was told that there was (pause) going to be a course, there was going to be a kind of (pause) it was not an entrance exam at the time, it was a selection test to enter the nursing graduation course. [...] I enrolled and brought the necessary documents and took the test. [...] I was already in debt, married, and dealing with a lot of problems”. (W1)

Walter Fernandes reported that his social condition was expressed at his place of residence: Bangu area, located in the west zone of *Rio de Janeiro* city, *Rio de Janeiro* State, Brazil. His residence was approximately 50 km from the Urca area, where he studied. However, he stated that, even in the face of

the difficulty of traveling, the distance was not an obstacle to participate in the teaching department meetings, which took place at night because most medical teachers were military and were working in hospitals in daily shifts:

“[...] the (department) meetings were always held from 7 pm to 9 pm and I, resident of the Bangu area, stayed there until 9 pm and then went home, a sacrifice”. (W1)

Walter Fernandes stated that his clothes marked his social condition even in formal events in which he had to represent the student body:

“[...] I was wearing these very humble, poor clothes, knitted shirt, pants [pause] it was not jeans, it was another type, and there was a year in which seven employees died, five employees of the nursing school had died and I represented the students at every burial [...]” (W1)

Ultimately, he reported entering the nursing graduation course:

“[...] Working, studying and taking care of the family”. (W1)

The second category, called “In a suit and tie”, covers as the subcategory “Maturity as a key factor in interpersonal relationships”.

During his training, the directors of the EEAP were Clélia de Pontes (1961-1969) and Anna Grijó (1969-1971). His relationship as a student with these directors was summarized in the following statements:

“With Prof. Clélia it was excellent [...] I was already helping and she accepted me for the academic center [...] A student representative was needed to make the minutes of the democratic system official. It had to have the student’s participation, but there was no academic center [...]” (W1)

As he had to represent the student body at funeral ceremonies, Walter Fernandes reports what Professor Clélia spoke to him:

“Walter, I will give you a tie and a suit for the next funeral. And the next funeral was hers [...] (almost crying in silence)”. (W1)

The subcategory “Maturity as a key factor in interpersonal relationships” presents the participant’s age as a key factor in the relationship between him and the students, professors, and management of the EEAP.

In this sense, he began his speech by reporting the following statements:

“I was born in 1935. Sixty-eight minus 35 equals 33. I was one of the most mature students in the class [...] there were about three mature students, but you know, (pause) Me, Luciano, Paulo Pontes, the other Paulo too and Aldebar. These were the mature ones who led the class [...]” (W1)

With regard to the relationship between students and teachers, Walter Fernandes reported:

“[...] It was vertical. From top to bottom (making a gesture with one hand). [...]” (W1)

Nonetheless, being married and father were fundamental to manage institutional conflicts. Regarding his relationship with the institution’s management, the participant stated:

“Excellent, excellent [...] Not that I was submissive, I was already mature, I had two daughters”. (W1)

Concerning his position on the conflicts generated from academic coexistence, the participant stated:

“I stopped being so full of myself when I had to, when I had to, you would get scolded, you know? You would get scolded so much [...]” (W1)

One of the characteristics of the participants’ representation was the concern about taking initiatives in favor of students in poor socioeconomic conditions. Walter Fernandes also treated this concern as part of the main difficulties faced during the period:

“[...] one of our problems was paying the telephone bill. What was happening? The girls talked in code, they did not use telephones for making calls, they didn’t... They didn’t take the phone off the hook to make the call and they called in code, those calls were charged so we had to have money to pay for them, then we paid with the canteen money. I paid with money earned by doing these things, sales were good”. (W1)

“[...] We took an entrance exam course in which we gave classes to other students. We used the money for the students’ survival. That period was terrible [...]”. (W1)

“Additionally, there were very poor students who could not participate in the graduation party because always there is someone with a little more money in groups living in poverty and these people with a little more money do not

like others. I put the names of the students who couldn’t pay on the invitation (almost crying with emotion) [...]” (W1)

At the time clothing and objects in pockets, including watches, had to be checked. Walter Fernandes reported that he bought a typewriter and a watch using his financial resources. He lent these objects to students who couldn’t afford them:

“[...] I lent the watch because [...] they had to show proper clothing and a watch and I had a watch and I could give it to them [...] I also bought a Remington typewriter and lend it to the students (to help them with academic work)” (W1)

The third category was “Bureaucratic performance of the academic center”. According to the study participant:

“[...] student representation was bureaucratic, the students could not speak and we could not speak in the classroom, let alone claim something... We only formed the student body [...]” (W1)

“[...] I was there because, for example, there was a meeting to discuss something and student representation was required, but in my head, I understood something like “oh we are going to vote this here”, do you get it? No, there was no academic center, unfortunately, but there was one before [...]” (W1)

“[...] she accepted me for the academic center and it was... there was no election, at the time there was no election for... until [...] there was no academic center [...]” (W1)

“[...] the staff would meet there in a room with seats... No academic center meeting was held there! No, there was no vice president, I was the academic center! (laughs) Ah... The student representation [...] Look, there wasn’t any. You were either in favor of the military or you were rebellious... Or you were neutral. You could support it, but... quietly”. (W1)

The fourth and final category was “Leadership and practical autonomy”.

Professor Walter Fernandes described his nursing experience during academic education, practical expertise, and leadership during the time that he was a student representative at EEAP:

“[...] Because I was a nurse auxiliary and look, son... I, I survived because, modesty aside, I was very skilled, I worked better [...]” (W1)

“[...] I had practical skills and the professor only taught theory [...]” (W1)

“[...] He did not have the American book... It is not what you see in practice. I used to say: ‘oh no, it is not like that!’ [...]” (W1)

“[...] How am I supposed to tell a notorious professor that it is not like that? [...]” (W1)

“[...] I punctured the brother-in-law’s vein without tourniquet application, with no help, it is too easy for me [...]” (W1)

“[...] Mrs. Zélia (Sena Costa), she trusted me a lot, she trusted me too much because I was replacing everyone [...]” (W1)

“[...] I worked shifts, I worked a lot on Saturdays and Sundays for other colleagues [...] Modesty aside, I survived because I was very skilled, I worked better [...]” (W1)

Another subcategory was the *Praça da Bandeira* [Flag Square], which was described by the participant as a social field.

“[...] I went to several subversion meetings there at Praça da Bandeira. Fortunately, I wasn’t tagged, I wasn’t arrested, I wasn’t photographed [...]” (W1)

The participant made it clear that he participated discreetly and alone so as not to compromise the group he represented, and that the behavior of the nursing professionals did not change during the military regime. According to him, these professionals still have divergent political views.

“[...] the military was in charge in this country [...] Professor Clélia, she did all this because she was the wife of a military man. Otherwise, she would not have done it [...]. And the School, the school, it grew because of that, because she had knowledge, you know. And a lot of things for the nursing school were achieved by going there in Brasília... through much insistence. You studied the history of nursing, you know that Haydeé Guanais Dourado and Elvira de Felice knew that they would go there to beg something for God’s sake, some little decree to benefit nursing professionals [...]” (W1)

“[...] and I see poor Rejane suffering there... (making a negative gesture with his head in disapproval of nurse Rejane’s solitary, political struggle)” (W1)

Accordingly, Walter Fernandes made it clear that the achievements of the EEAP during the military regime, such as its building located in the Urca area, resulted from professor Clélia de Pontes’ political efforts, who were married with a military man at the time. For him, despite the turbulent political moment for the national student movement, the EEAP stood out among the nursing institutions because most of them were being watched by the government.

DISCUSSION

After 50 years of the events that took place in 1968, in the same social field, professor Walter Fernandes was interviewed in one of the rooms of the EEAP. He reported his performance when he was a member of the DAJM (1955-1995) and the students’ routine between 1968-1971. During this period, he graduated from the EEAP in the municipality of *Rio de Janeiro*, where he led the nursing students.

Poverty and social exclusion affect individual and collective development. Poverty suffocate dreams and the process of realizing them, making it more difficult for people to pursue their goals.¹⁰

In this sense, we highlight that Walter Fernandes, unlike Ray, dreamed and developed himself individually. In addition, he worried about making the student body collectively find a social place different from its humble origins, especially migrants from the Northeast Region of Brazil.

The study participant pointed out his concern about the survival of these people with the end of the structural contribution that occurred after the EEAP was incorporated into the *Federação das Escolas Isoladas do Estado da Guanabara* (FEFIEG) [Federation of Isolated Schools of Guanabara State]. He informed that the internal students received food, housing, and subsistence from the government before this incorporation. By receiving higher education, their social condition could be visibly improved after graduation.

When these incentives were removed, professor Walter organized paid preparatory courses, with the aim of using money to provide the EEAP students with the same support and status as before. There was no damage to the students who received government incentives previously. So, the money from enrollment and tuition fees made it possible to help the nursing students until their graduation at EEAP.

The study participant, a resident of Bangu area, west zone of *Rio de Janeiro* city, improved his socioeconomic condition and that of his family throughout his academic education. He recognized himself as a “humble” person who gained the opportunity to study in a public higher education institution at the end of the 1960s.

In this sense, Pierre Bourdieu supports Walter Fernandes' statements and brings to light the relationships established by the interviewee in the social world, which is represented abstractly as a space of many dimensions built on differentiation principles. Each individual is an agent within a social field. In this field, a symbolic struggle occurs and they try to differentiate themselves from other people, as well as prevent their entry into or exclude their rivals in a particular field. The following concepts of this author were present in all the interviewee's statements: primary *habitus*, symbolic struggles, symbolic power, and economic, social, and cultural capital. Other concepts were also found, all of them being equally fundamental to discuss the participant's trajectory marked by position dynamics positions in the field, that is, his movement. It is undeniable that the professor's vertical displacement in the same sector of space, in other words, in the same field, indeed existed.

Walter Fernandes was the little agent who became big. We could see in his statements a conversion from one kind of capital to another (economic, social, or cultural),¹¹ as his current patrimonial structure corroborate the fact that he overcame his previous humble condition, safeguarding the global volume of his capital and the maintenance or improvement of his social position.

Social positions demand adjustments in social interactions in terms of "sense of place". When people say "modest people", "ordinary people", "keeping distance", and "staying away", they end up devising unconscious strategies that may take the form of arrogance or shyness.¹² Walter Fernandes fluctuates between two forms: arrogance stemming from practical knowledge and shyness in social interactions.

In fact, many factors highlighted by people who have achieved professional success were present in the study participant's statements. His leadership throughout his working and academic life has always sought to show specific factors that have caused decisive changes in people's lives with the aim of achieving professional success.

Socially ascended people end up reinventing their own lives, knowing themselves and their potentialities first before knowing the rest of the world and other work practices, being aware of their abilities, competencies, weaknesses, and taking advantage of their positive conditions.¹³

He was already working in the nursing field as a nurse auxiliary at *Hospital do Andaraí*, *Rio de Janeiro* city. Being married and father of two daughters, he entered the nursing graduation course to increase the salary as he was going through financial difficulties. Knowing that there would be a test at EEAP, he saw it an opportunity to obtain a better job at the hospital where he was working. He passed the test and took the necessary documentation for registration. Already being a nursing student and having practical

experience, he stood out in technical disciplines, which greatly allowed him to approach the teachers and management, especially director Clélia de Pontes and Zélia da Sena Costa. The reason is that, in addition to having a conciliatory profile, he was older and head of his family. Because of this profile, he was accepted as the one who could take students' issues to the institution's teachers and management.

Because of the political regime, it was necessary for him, as an interlocutor, to calmly deal with the routine of an educational institution. In those days, the students who claimed social rights through urban confrontations (acts and demonstrations) were likely to be stigmatized.

These characteristics marked the study participant's trajectory at EEAP as a student leader and became landmarks in his career during academic education. He assumed the responsibility to represent the student body and provide advice on academic and personal issues, seeking to fulfill different demands, sparing the group, especially from the consequences resulting from the impulses of youth.

Professor Walter constantly used condescension strategies. There are two forms of ostentation associated with freedom: the addition of demands and deliberate transgression, which can coexist at certain times.¹⁴ Some people may place themselves beyond or below the rules to survive. They choose a form of expression that can become a model.

It is clear that the nursing career was a factor of democratization for his access to higher education and new social horizons in view of the difficulties imposed by age and humble background. This differentiated him from those who had the standard skills imposed by the labor market.

Throughout academic education, however, as the study participant acquired theoretical knowledge, he improved his professional skills and achieved excellence in the practical field. As a counterpoint to the stereotypical profile sought by the job market, Walter Fernandes already met the requirements sought by higher institutions when he graduated. He joined the teaching staff at EEAP, establishing the institutionalized state obtained throughout academic education.

The institutionalized state is the set of education degrees that an individual possesses.¹⁵ It is a tangible certification showing cultural competence, which gives its bearer a conventional, constant, and legal value, guaranteed by the relationship with culture and instituted by collective magic. It is magic because it has the power to make people believe and make themselves be recognized by the collective.

Hence, his visceral participation in academic activities, added to his previous human and professional experience, helped him to gain notorious and institutionalized knowledge of the nursing practice. His acknowledgment remains established due to the numerous awards granted by the associative class

entities and by the academic center of the referred institution where he graduated and acted as a teacher.

CONCLUSIONS

Organizing, preserving, and disseminating the trajectory of the student movement at EEAP in the 1960s/1970s through the actions of Walter Fernandes, a notorious icon. His important, contributing role allows current and future generations to absorb previous knowledge and decide what can be improved in an organized and systematic way.

The strategies used and actions carried out by the student movement may not have been strategically the right ones at certain times, and a critical reflection is needed in order to promote new forms of intervention in reality. New times call for new actions.

The effective and well-built memory record of the student movement at EEAP gives it visibility. The study participant's social memory highlighted the political context of the time, covering the university environment, defining, and outlining new strategies that can be adopted by Brazilian students.

There are academic centers in institutions offering nursing education. The objective of these centers is to collectively facilitate the learning and political formation of students.

The legacy of the Walter Fernandes' trajectory was evidenced in this study. It is necessary that students participate in discussions with the Pedagogical Council of Nursing Graduation Courses, about the *Diretrizes Curriculares Nacionais* (DCNs) [National Curricular Guidelines], with class representatives. Furthermore, among other demands, they should effectively participate in the process of evaluating nursing education and seeking solutions to internship problems in hospitals and other health care facilities.

Conclusively, we can state that Walter Fernandes, upon graduating at EEAP, appropriated an institutionalized cultural capital that opened doors for him in the social world. He searched for knowledge to overcome his humble situation, establishing a path that can be followed by other students.

Even after graduating and becoming a teacher, Walter Fernandes did not distance himself from the students, continuing to listen to them, helping to find solutions, and demonstrating representativeness. Such a profile caused the academic center of the EEAP to receive his name in 1995 after a plebiscite conducted by the student body while he was still an active teacher. His career as both a student and worker, as well as the fact that he was more mature than his classmates, can be compared to my own trajectory as a student. The example of Walter Fernandes, the iconic professor in the first nursing school in Brazil, motivated me to participate

in the student movement and continue to motivate other students to follow the same path.

According to the study findings, the trajectory of nursing professionals is not a subject of discussion in nursing education. Some of them are known only because of their second profession, which is not related to nursing. Therefore, this study is of great relevance due to the necessity of conducting research on the representativeness and actions of the student movement within the context of nursing education.

Not documenting these actions constitute a key issue in nursing research since people cannot know about difficult experiences lived by others.

Bearing the aforementioned in mind, we also reaffirm that the knowledge of the historical aspects influencing professional trajectory and autonomy is primordial to the socio-cultural reflection. Hence, conducting research with the aim of fully meeting these demands is essential, making it possible to eliminate stigmatization among nursing professionals and promote effective acknowledgment and valorization.

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