








TRAITS OF NIGHTINGALE TEACHING IN THE TRAINING OF NURSES FROM CEARÁ

TRAÇOS DO ENSINO NIGHTINGALEANO NA FORMAÇÃO DA ENFERMEIRA CEARENSE

RASGOS DE ENSEÑANZA NIGHTINGALEANA EN LA FORMACIÓN DE ENFERMERAS EN CEARÁ

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ABSTRACT

Objective: to describe the features of Nightingale teaching in the training of nurses from Ceará. **Methods:** this historical study is qualitative in nature. Cultural history was the theoretical and methodological framework of the study. The primary sources consisted of written documents, filed at the Center for Documentation Information, History and Memory of Nursing in Ceará, and the oral interview was attended by three professors, nurses, graduates from the *Escola de Enfermagem São Vicente de Paulo, Ceará*. The analysis of written documents was guided by Luchese. The sound documents were supported by Albert. **Results:** the *Escola de Enfermagem São Vicente de Paulo* was influenced by the *Escola Anna Nery*, configuring itself with the adoption of the Anglo-American model, being a Nightingalean offshoot, distinguishing itself from the American model only in this aspect: schools functioning adjacent to hospitals, demonstrating a teaching that favored hospital internships. **Conclusion:** the study in question advances the origins of teaching in Ceará and it is believed that recognizing this premise will contribute to broadening the perspective of Nursing in Ceará, as well as reflecting its role, image, professional identity permeated throughout the history of the profession.

Keywords: Nursing; Education, Nursing; History of Nursing; Memory.

RESUMO

Objetivo: descrever os traços do ensino Nightingaleano na formação da enfermeira cearense. **Métodos:** este estudo histórico é de natureza qualitativa. A história cultural foi o referencial teórico e metodológico do estudo. As fontes primárias foram constituídas de documentos escritos, arquivados no Núcleo de Documentação Informação História e Memória da Enfermagem no Ceará e a entrevista oral teve a participação de três professoras enfermeira/egressas da *Escola de Enfermagem São Vicente de Paulo-Ceará*. A análise dos documentos escritos foi guiada por Luchese. Já os documentos sonoros apoiaram-se em Albert. **Resultados:** a *Escola de Enfermagem São Vicente de Paulo* teve influência da *Escola Anna Nery*, configurando-se com a adoção do modelo anglo-americano, sendo um desdobramento Nightingaleano, distinguindo-se do modelo americano apenas neste quesito: escolas funcionando anexas a hospitais, demonstrando um ensino que privilegiava estágios hospitalares. **Conclusão:** o estudo em questão avança na origem do ensino cearense e acredita-se que reconhecer essa premissa contribuirá para ampliar o olhar da Enfermagem cearense, assim como refletir seu papel, sua imagem, sua identidade profissional perpassada ao longo da história da profissão.

Palavras-chave: Enfermagem; Educação em Enfermagem; História da Enfermagem; Memória.

RESUMEN

Objetivo: describir los rasgos de la enseñanza Nightingaleana en la formación de enfermeras de Ceará. **Métodos:** Este estudio histórico es de naturaleza cualitativa. La historia cultural fue el marco teórico y metodológico del estudio. Las fuentes primarias consistieron en documentos escritos, archivados en el Centro de Documentación de Información, Historia y Memoria de la Enfermería de Ceará, y a la entrevista oral asistieron tres profesoras, enfermeras, egresadas de la *Escuela de Enfermería São Vicente de Paulo, Ceará*. El análisis de documentos escritos fue guiado por Luchese. Los documentos sonoros fueron apoyados por Albert. **Resultados:** la *Escuela de Enfermería de São Vicente de Paulo* fue influenciada por la *Escuela Anna Nery*, configurándose con la adopción del modelo angloamericano, siendo un despliegue Nightingaleano, distinguiéndose del modelo estadounidense solo en este aspecto: escuelas en funcionamiento adyacentes a hospitales, demostrando una enseñanza que favoreció las prácticas hospitalarias. **Conclusión:** el estudio en cuestión avanza en los orígenes de la docencia en Ceará y se cree que reconocer esta premisa ayudará a ampliar la perspectiva de la Enfermería en Ceará, así como a reflejar su rol, imagen, su identidad profesional permeada a lo largo de la historia de la profesión.

Palabras clave: Enfermería; Educación en Enfermería; Historia de la Enfermería; Memoria.

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INTRODUCTION

Florence Nightingale is socially, politically, and historically recognized for its pioneering spirit in Nursing, specifically for instituting a teaching that disciplines Nursing workers, for adopting a systematized teaching and validating the hierarchization process of this profession.¹

Florence Nightingale played an important role in the construction of Nursing education based on her knowledge and practices related to the profession.¹

Nightingale teaching also arrived in Brazil more precisely at the end of the 19th century, with the arrival of English nurses in *São Paulo*, in 1894. They came to work at *Hospital Samaritano - São Paulo*, a private institution that was founded by American, English, and German doctors. In order not to put Catholic nuns to take care of the sick, these doctors turned to English nurses, trained in the Nightingalean System. This school remained anonymous for more than half of the 20th century, as it was not located in the capital of the Republic, as it was private, without regulation and supervision of Nursing education.²

With this, the concrete institutionalization of Nursing education in Brazil took place after the creation of the *Escola de Enfermeiras* of the National Department of Public Health (*DNSP*), in 1923, following the English model by Florence Nightingale, but imported from the United States of America.

Brazilian Nursing designed according to the “Nightingale System” was introduced by North American nurses with this training at the beginning of this century, thus understanding it as a starting point in the advent of modern Nursing in our country.³

Among these nurses, Ethel Parson stands out, who arrived in Brazil in 1921. To structure the Nursing service in Brazil, another 13 North American nurses were brought in who worked both in the country’s public health services and in the School of Nurses at the National Department of Public Health, current *Anna Nery School*, inaugurated in 1923.⁴

In 1931, the Decree of June 15, 1931,⁵ was promulgated determining that the *Escola Anna Nery* was the official standard teaching school in the country to train this professional. Important information at the time (1931), in so far as the “state of affairs” is understood,⁶ made the *Escola Anna Nery* remain for 18 years as the maintainer of this hegemonic role of national reference in education. So, the opening and implementation of Nursing Schools that were installed in the vast national territory at the time needed a training reference, including the *Escola*

de Enfermagem São Vicente de Paulo (EESVP), in 1943, *Fortaleza-CE*.

The motivation surrounding its creation (*EESVP*) occurred for several reasons, including: the growth of the population⁷ of *Fortaleza-CE* and the need for health care, insufficient number of sisters to provide care to the sick, the Second World War (1939- 1945)⁸ and, above all, the market need for more hospitals and qualified Nursing staff.⁹

Before the creation of the *EESVP*, more specifically in March 1942, the first course for the preparation of emergency nurses took place in *Fortaleza-CE*, under the umbrella of the Red Cross and intermediated by the National Department of Public Health of *Ceará*. The second took place in June 1942, all lasting three months and motivated by the military context. Finally, after the first courses in this modality, what would be the embryo of the school emerged, with the same military purpose.¹⁰

With this purpose, the emergency nurses’ course of the Patronato Nossa Senhora Auxiliadora appeared three months later, being installed on October 7, 1942 - at the time, the third course for the preparation of emergency nurses, installed in Fortaleza, also to help the war hospitals.

Other courses that came later were¹⁰ Passive Anti-Area Defense Course (1943), Technical Nursing and Childcare Course, at the *Escola Técnica do Colégio Santa Isabel* (1940, 1941), and Courses at the *Escola Profissional de Enfermeiros Técnica Sindical de Fortaleza* (1942) - however, these courses had training characteristics, with a short duration. Thus, it was from the emergency courses of the *Patronato Nossa Senhora Auxiliadora*, under the command of the Sisters of Charity – as previously mentioned – that the *EESVP* emerged in 1943,¹¹ supported, above all, by Sister Margarida Breves¹² and by the physician Jurandir Picanço. This sister, mentioned above, wanted a Nursing school in *Ceará* along the lines of the *Anna Nery School*. So, the creation of the *EESVP*, in 1943, gave rise to the transposition, to *Ceará*, of a Nursing model that added the traditional characteristics of the *Anna Nery* model, which in turn adopted features of the Nightingale model. It is important to inform that the authors of the study performed the analysis with the following perspective: Nightingale teaching and the *Anna Nery* teaching model have a similar format. Therefore, highlighted aspects of the teaching experiences of the standard school are taken as Nightingale’s teaching, in turn compared throughout the text with the teaching models of the *EESVP*.

OBJECTIVE

Describe the features of Nightingale teaching in the education of nurses from Ceará.

METHOD

Ethical Aspects

This study is derived from the thesis entitled: “Training and practice of nurses from Ceará: implications and consequences of the implementation of Law No. 775 of 1949”, from the Graduate Program in Education at the *Universidade Estadual do Ceará*, 2017. It is considered important to score that the research complied with Resolution No. 466 of December 12, 2012, which safeguards the ethical aspects of research when dealing with human beings.

Type of Study

This historical study is qualitative in nature in its approach. Aware that there are numerous ways to understand the past, cultural history (CH) was chosen as a theoretical-methodological reference, especially focusing on the relationship of CH with the sources and its treatment.

Source, Data Collection and Organization

The primary sources consisted of written documents, filed at the Center for Documentation Information, History and Memory of Nursing in Ceará (*NUDIHMEN*) of the *Universidade Estadual do Ceará*.¹³ Oral testimony and/or interviews were also used as a documental source, which are important for complement data and/or deepen the discussions raised in this article. Thus, the recorded word was taken, that is, a voice recorder was used to record the interviews of three teachers who were nurses/graduates from the *EESVP* in Fortaleza, Ceará. The registered documents were collected from the *NUDIHMEN* collection, using document sheets to extract the results. The oral interviews were carried out based on a script that includes the thematic interview, with emphasis on the speaking space and place occupied by the study participants. Data collection took place from May to October 2017.

It is considered important to point out that research inserted in the field of Nursing do not usually mention the original names of the interviewees. In view of this,

the decision was made to replace the names of the interviewed teachers. Thus, the letter E for nurse was used (basic education of the interviewees), together with the cardinal number referring to the order in which each one had the first contact with the research. For example: E1 (nurse interviewed first), E2, and so on. Understanding the method and importance of these characters for the history of Nursing, some information about them is mentioned. E1 has a degree in Nursing from *EESVP*, completed in 1955. She was secretary of the Nursing course at *EESVP* in the period 1976-1977 and coordinator of the Nursing Assistant course in 1977. E2 has a degree in Nursing from *EESVP*, 1959, was a professor of the Nursing course in 1981 and from the Nursing Assistant course in 1982. E3 graduated in Nursing – *EESVP* – Unit attached to the *Universidade Federal do Ceará - UFCE* – in 1971, professor and coordinator of the Nursing course in 1983-1989. It is noteworthy that only nurses who are teachers who experienced training and/or teaching at *EESVP* were included in the study. Nurse teachers who had no health/cognitive condition to recall this story were excluded.

The analysis of written documents was guided by Luchese¹⁴, since this type of analysis allows us to present the questions, building a plausible, possible, credible historical narrative. The sound documents, on the other hand, relied on Albert.¹⁴ Thus, the teachers’ recording was listened again, checking if the transcription was in accordance with the lines, leaving the text more accessible for interpretation, after copying, that is, the adjustment from the text to the reading activity, with attention to punctuation, which plays a fundamental role in the interpretation of the lines. Finally, the dialogue between sources and theory was passed. The procedure regarding written documents¹⁵ followed the following criteria: internal procedures, which aim to understand what is written (the first referring to main and secondary ideas) and how it is written (which procedures and genre of writing and what are the discursive threads produced) and the materiality of the document, making it possible to analyze the type, dimensions, weight, and operating conditions of the support on which the document is presented.

It is noteworthy that, to guide the methodology, consolidated criteria were used to report qualitative studies (COREQ).

RESULTS

Among the elements that stood out in this reconstruction, the theoretical-practical contents, and the

stages of this training of the first *EESVP* curriculum were highlighted, as well as other conditions for admission to the course, specifically in the year 1947-1952, as it was embedded of conceptions and postures adopted by *Escola Padrão do Brasil*. And before this school, the new orientation of Nursing education was adopted in Brazil, regulated by Law 775 of 1949.

It is necessary to remember that official Nursing education legislation until 1949 was regulated by Decree No. 20,109, regulated on July 15, 1931, which had the *Escola Anna Nery* as a standard school. It was in 1946 that the *EESVP* was assimilated to the *Escola Anna Nery*, in accordance with Decree No. 21.855 – DOU 26/09/46.

Thus, it can be said that the *EESVP*, created in 1943, brought, at the time, the traces of the teaching of the *Escola Anna Nery*, which in turn met the teaching precepts of Florence Nightingale. The emblematic figure who supported this idea of training in Ceará was Sister Margarida Breves.

This information is also confirmed in the speech of teacher E1:

Sister Breves created the Nursing course with a lot of love. Because the Nursing course was the apple of her eye. She wanted a solidified Nursing course. It said: just like the standard school in Rio de Janeiro. Thinking like that, she sought Dona Laís [director at the time of the Escola Anna Nery] to organize the school's program. And the owner Laís Reys gave all the coverage sending the programs to her. She sent everything.

Based on these considerations, it begins by referring that the selection of candidates in the Nightingale education system was extremely judicious and required a minimum of knowledge, but high moral conduct. In Ceará, according to E2:

The selection to join the EESVP was rigorous, and the students had to be female and endowed with moral values within the standards considered to be of the best quality for that society.

The EESVP took a general knowledge exam and required: civil registration, age between 16 and 38 years old, physical health certificate, vaccination card, moral integrity certificate, and, preferably, completion of the course secondary school, although it accepted proof of completion of normal, commercial, or secondary courses.

Also, regarding the selection process, E2 (1947) and E3 (1947) state:

In addition to taking the test and achieving the required requirements, they were interviewed by the EESVP director about their reasons for seeking out the aforementioned course.

Regarding the theoretical and practical contents of the Ceará teaching program, Table 1 is presented.

Table 1 - Theoretical-practical contents of the first, second and third grades/year of the Nursing education program proposed by the *EESVP* in the year 1947 to 1952. Fortaleza, Brazil, 2020

First grade/year <i>EESVP</i> (1947-1952)	Second grade/year <i>EESVP</i> (1947-1952)	Third grade/year <i>EESVP</i> (1947-1952)
Psychology	Operating Room Technique	Nursing in Ophthalmology Nursing in Otorhinolaryngology
Pathology	Nursing in Transmissible Diseases	Public Health Nursing, Hygiene and Public Health
Pharmacology	First Aid Nursing	Deontology
Diet therapy	Professional Ethics	Psychiatric Nursing
Medical Physics	Infant Dietetics	Technical Review
Medical Pathology	Pediatrics	Ophthalmology
Surgical Pathology	Trasmissible Diseases	Otorhinolaryngology
Sociology	Obstetric Nursing	Psychiatry
Nursing in Phthisiology	Gynecology	Phthisiology
Medical Pathology Nursing	Obstetrics	Venerology and Dermatology
Surgical Pathology Nursing	Pediatric Nursing	-
Physiotherapy	Childcare	-
-	Emergency Aid	-
Does not inform workload	Does not inform workload	Does not inform workload

Table 1 shows that the disciplines emphasized individual and curative action. Of the 35 subjects offered in the three years, there were only six that served the purposes of community health, including: Psychology, Sociology, Nursing in Transmissible Diseases, Professional Ethics, Communicable Diseases and Nursing in Public Health, Hygiene and Public Health.

It cannot be forgotten, in this historical retrospective, that the Nightingale model implemented in Brazil was derived from the American version of the Nightingale System, that is, it was strongly influenced by Taylor's studies on scientific management, accentuating the split work and procedures technical.

Still, regarding the teaching traits with the *Escola Anna Nery*, it is noteworthy that the 1947-1952 *EESVP* nurse program presents the Professional Ethics discipline. About this subject, note the speech of E1:

Through this discipline it was possible to preach morality and obedience to the hierarchy. Mainly the doctor.

Thus, after synthesizing the analyzes of the theoretical programs exposed in the subjects or subjects presented, the focus is now turned to training proposals in the fields of practice, that is, the nurse's internship at the *EESVP* in the years 1947 to 1952. Table 2 cuts out this unit of stages.

Table 2 - Arrangement of practical internship disciplines in the 1947-1952 curriculum. Fortaleza, Brazil, 2020

Internship Units - EESVP (1947-1952)		
Practice Fields	w/h* Day	w/h* Night
-	-	-
Nursery	30h	-
Surgical Clinic	80h	6h
Dermatology Clinic	30h	-
Gynecology Clinic	37h	6h
Medical Clinic	96h	8h
Obstetric Clinic	25h	6h
Ophthalmology Clinic	25h	6h
Otorhinolaryngology Clinic	22h	8h
Pediatric Clinic	85h	7h
Psychiatric Clinic	32h	-
Phthisiology Clinic	60h	-
Dietetics	28h	-
Transmissible Diseases	50h	8h
Pre-Clinic	172h	-
Public Health	60h	-
Emergency Aid	30h	-
Does not inform workload		

*w/h workload/hour

The curriculum of nurses from Ceará (1947-1952) had 16 internship spaces.

The picture of the *locus* of action is shown in the Figure below:

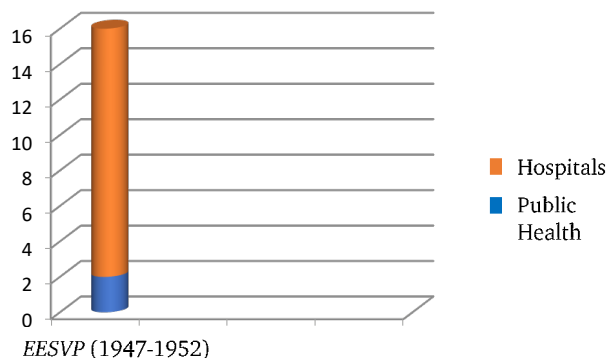


Figure 1 - *EESVP* students' internship locus in the curricula: 1947-1952 and 1953-1963. Fortaleza, Brazil, 2020

Thus, Figure 1 shows the nurse who wanted to graduate in Ceará. At that time, as mentioned above, they complied with the precepts of the logic of organicity and the insertion of a professional in the hospital. It is worth remembering that Nursing education according to the Nightingale model was mainly based on practical activities.

This information is also confirmed by E1:

We did everything. In fact, we were the ones who took over the hospitals. I got tired at dawn at the Hospital Geral. I even fell down the stairs once. To sleep. Because I was so tired. It was a lot of night shifts.

Thus, for the 1947-1952 *EESVP*, which aimed to train nurses for public health practices, as it complied with the dictates of the *Escola Anna Nery* – information already mentioned above –, it brings a teaching model with disciplines that privilege the hospital and teaching organicist and individualist based on the biomedical model as well as a learning status. This finding confirms that the training of this professional (nurse) promoted by the *EESVP*, since its inception, was focused on the hospital space and on the study of diseases.

This fact meets the market demand of the State, a fact confirmed, among others, by documents and reports already inserted in the text.

Thus, the *EESVP* also did not escape from the extension of the influence of the model school existing in the country's capital. And its program/curriculum from 1947-1952 followed Anna Nery's standards, configuring itself with the adoption of the Anglo-American model (teaching adhered to the university environment - educational model that was consolidated in this country), which was nothing more than an offshoot of the Nightingalean model. In this teaching format, the students lived, studied, and interned in hospitals, differing from the American model only in this aspect: schools operating adjacent to hospitals. However, the amount of practice, its systematization and valuation, regardless of whether the training school was attached to the hospital or not, showed that the investment in hospital internships was high on the part of *EESVP*.

DISCUSSION

On July 16, 1946, the director of the *Escola de Enfermagem Anna Nery-EEAN* to Ceará, at the request of the Federal Inspection Service, in order to evaluate the proposal for matching the *EESVP*.¹⁶ Her opinion on the subject was favorable.

Due to the favorable opinion, on July 22, 1946, the equivalence of the *EESVP* to the *EEAN*¹⁷ was announced and on September 26, 1946, the approval was made official, through Opinion No. 212 of the Higher Education Commission and Decree-Law No. 21,855 143.¹¹ The *EESVP* was the fifth Nursing teaching institution to be recognized in the country.¹⁸

This evidence may have defined that the ideological conception of Nursing education from Ceará remained faithful to the Anna Nery¹⁹ standard, also because there was a symbolic struggle of people involved in the *EESVP*, as well as in its organization process, which aimed to meet the precepts of this school pattern.

Regarding the excellence of standard training and other issues, it is stated²⁰ that the Anna Neri standard school, for being standard, can be compared to an excellent experimental school, but that a school conceived as a model of equalization for the others in no way considered the Brazilian regional diversities for Nursing education.

Still on the training that took place at the *Escola Anna Nery*, it is pointed out²¹ that the first official teaching program of that school was not fundamentally different from the "Standart Curriculum for Schools of Nursing" in force in the United States of America since 1917, clearly showing the agreement with the training model centered on hospitals that had been established in that country.

And although this Brazilian school had an established teaching program, the subjects taught took on practically the same names and made up the same division of the American curriculum. About this, it is important to say that the pioneer nurses in the installation of the *Escola Anna Nery* were formed by American schools, notably the influence was great in this regard. Regarding the selection process, morals and social values were analyzed. It is believed that one of the defining points for this process was the low concept that Nursing held at this stage for the occupation of people of dubious moral quality.²² It is clarified that the term "dubious moral quality" is related to the social position occupied by these women, since it privileged women from the wealthier social classes and family lineage known to society at the time.

The theoretical-practical contents were aimed at the individual/hospital. In the structure of the teaching programs at the *Escola Anna Nery*, which in the speech intended to train "visiting nurses" for public health, the subject programs emphasized individual and curative care focused on the hospital field.²¹

In this regard, it is worth mentioning the influence that the Flexenerian model had on medical schools, especially in the United States of America and, consequently, on Nursing education. This teaching focused on the disease and on the hospital.²³ "The clinical cycle must take place fundamentally in the hospital, as there is a privileged place to study diseases".

The Taylor system is incorporated into the standards of the nightingale model for training nurses and disseminated in Brazil and other countries.²³ Thus, a fragmented, hierarchical, and technical training for this professional was instituted.

Taylor's principles were directed towards the work of workers in American industry; however, they significantly influenced the organization of work in hospitals.²⁴

Emphasis was given to the Ethics discipline. Ethics has been part of the Nursing curriculum since 1923, and its inclusion took place after Decree No. 16,300, of December 31, 1923, of the *Escola de Enfermagem* of the Department of Public Health, with the name of Historical Bases, Ethics and Social Art of Nursing.

According to the reading of the *EESVP* minutes, of June 3, 1949, the effort for the moral and ethical understanding of the students was identified as a characteristic of the training model instituted at the time, "so that through a dignified attitude, attractive and cultured, and even because of their perfect size, could attract numerous and good vocations to Nursing".²⁶

Based on the testimonies of the graduates interviewed and on the book of the interviewed nurse,²⁷ it was found that the internships took place in the various wards divided by areas of the Medical Clinic of *Santa Casa de Misericórdia in Fortaleza*, at the Hospital de Isolamento in Porangabussu, the beginning of *Hospital São José*, at the *Casa de Saúde São Gerardo*, at the *Hospital de Pronto-Socorro da Assistência Municipal de Fortaleza*, at the *Maternidade Dr. João Moreira*, at the *Hospital Infantil Zezé Diogo*, at the *Hospital da Campanha Nacional contra a Tuberculosis*, in Maracanaú, known as *Sanatório de Maracanaú*, in *Dona Libânea* and in the state's health centers, such as *Barca Pelon*, next to *Theatro José de Alencar*, *Pirambu* and *Posto No. 3*, which today is the *Instituto Prevenção do Câncer*.

At the *Escola de Treinamento Nightingale*, students started to develop their activities not with the aim of learning, but to cover the needs of hospital institutions. To cope with the great demand for care, due to the increase in the number of hospitals and, consequently, the flow of patients, a large number of unprepared Nursing staff began to be absorbed, with instruction on how to perform a procedure, but without having experienced the need to learn why.¹²

What actually happened is that the development of the profession took place to meet the needs of the hospital service. It can also be inferred, based on the picture of this curriculum matrix, seen above, the same understanding expressed so often that the “clinical model of individual, curative and hospital care, focusing on biological aspects to the detriment of Human and Social Sciences” predominated in *EESVP*.²⁸

The news article²⁹ reinforces this perspective when it adds:

It is painful to see that the hospital service network in Ceará and Northeast expands quickly without having qualified personnel to understand them. Imagine being a sanatorium like the one in Maracanaú, full of lay people dealing with patients with the ungrateful bacillus of Koch.

This statement is made by the mass information vehicle in 1950. In this sense, the marketing character that surrounded the education of nurses in Brazil is confirmed²², given that: “the institutionalization of modern Nursing in Brazil served much more to serve the advance of hospital medicine, elected as the nucleus of medical practice in the capitalist production mode, than to establish a Nursing care focused on public health”.

The ideals of struggle of these (American) nurses were based on training associated with the university environment, at a higher level, contrary to the criterion that the Nightingale Model (pure) proposed, it is worth emphasizing that Nursing schools function attached to a hospital, so that the students could experience the work environment concurrently with their training.³⁰

As is believed, what happened with the other Nursing schools in Brazil, in 1956, was that the majority of Nursing schools were responsible for the hospital services with their internships.

Limitations of the Study

Among the limitations of the study is the number of respondents in the survey. It should be noted, however, that the participating group had a direct relationship with the course. Either as a teacher or a student or both. This predisposes knowledge about the teaching and learning process that took place at *EESVP*.

Contributions to the field of Nursing, Health or Public Policy

It is believed that by researching themes from the recent past, from a more comprehensive base and from other sources of discoveries, the article is able to highlight other facts and understandings that can contribute to understanding the conduction of the trajectory of Nursing education and, therefore, the understanding of its identity and the paths for its professionalization.

FINAL CONSIDERATIONS

The training of nurses from Ceará, especially their 1947-1952 curriculum, was influenced by the American curriculum, which in turn met Nightingale's precepts. It was possible to see that the nurses from Ceará had a training that favored hospitals in Ceará, following the job market and the specific epidemic context of each period.

Once this is done, the study in question advances in the origins of teaching in Ceará. There are, however, several unknown factual milestones that were part of this history and that were lost over time, making it necessary to continue these historical studies covering other sources, developing through other methodological approaches and/or reassessing themselves the productions through other theoretical aspects.

It is believed that recognizing this premise of Nightingale's traits in the education of nurses from Ceará can contribute to the reflection of the Nursing curriculum in current times (2021), as it reflects their role, their image, their professional identity permeated throughout the history of profession can predict new paths and areas necessary for professional performance.

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