

Admisión de hombres en la licenciatura de Enfermería en Brasil: Uniforme e Identidad Profesional

Admission of men in nursing undergraduation in Brazil: Uniform and Professional Identity

Ingresso de homens na Graduação em Enfermagem: Uniforme e Identidade Profissional

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RESUMEN

Objetivo: Este estudio tiene como objetivo analizar el papel del uniforme en el proceso de transformación de la identidad profesional de la enfermería tras la entrada de hombres en la Escuela de Enfermería Anna Nery. **Referencial teórico y método:** Estudio histórico-social, cualitativo. Utilizando fuentes escritas, fotográficas y orales (técnica Historia Oral temática), con veinte informantes. Como referencial teórico se manejaron los conceptos de identidad de Claude Dubar y Roland Barthes relacionado con vestuarios y significados simbólicos. **Resultados:** La primera escuela que implementó la Enfermería Moderna en Brasil fue Anna Nery, liderado por la Fundación Rockefeller. Las modificaciones en la selección de enfermería de pregrado (1960), condujeron a romper el modelo social y pedagógico de la Escuela, que formaba exclusivamente a mujeres. El ingreso del hombre, en la promoción de 1971, alteró el proceso de construcción en relación con la identidad profesional, que significaban los uniformes y rituales para su uso, una estrategia de control jerárquico y disciplinario. **Conclusiones:** Los uniformes perdieron su fuerza simbólica como elemento distintivo de los estudiantes de esta institución en la sociedad. A la vez que mantuvieron su función de identificar a un grupo e influir en la construcción de la identidad profesional de los enfermeros.

Palabras Clave: Historia de la enfermería; identidad profesional; uniforme; ropa; educación de enfermería; imagen.

ABSTRACT

Objective: This study aims to analyse the role of the uniform in the process of transforming the professional identity of nursing after the entry of men into the Anna Nery School of Nursing. **Theoretical reference and method:** Historical-social,

qualitative study. Using written, photographic and oral sources (thematic oral history technique), with twenty informants. As a theoretical reference, the concepts of identity of Claude Dubar and Roland Barthes related to costumes and symbolic meanings were used. **Results:** The first school to implement Modern Nursing in Brazil was Anna Nery, led by the Rockefeller Foundation. Changes in the selection of undergraduate nurses (1960) led to a break with the social and pedagogical model of the School, which trained exclusively women. The entry of men, in the 1971 promotion, altered the construction process in relation to professional identity, which meant uniforms and rituals for their use, a strategy of hierarchical and disciplinary control. **Conclusions:** The uniforms lost their symbolic force as a distinctive element of the students of this institution in society. At the same time, they maintained their function of identifying a group and influencing the construction of the professional identity of nurses.

Keywords: History of nursing; professional identity; uniform; clothing; nursing education;

RESUMO

Objetivo: Este estudo visa analisar o papel do uniforme no processo de transformação da identidade profissional da enfermagem após a entrada dos homens na Escola de Enfermagem Anna Nery. **Referência teórica e método:** Estudo histórico-social, qualitativo. Utilizando fontes escritas, fotográficas e orais (técnica de História Oral temática), com vinte informantes. Como referência teórica, foram utilizados os conceitos de identidade de Claude Dubar e Roland Barthes relacionados a fantasias e significados simbólicos. **Resultados:** A primeira escola a implementar a Enfermagem Moderna no Brasil foi Anna Nery, liderada pela Fundação Rockefeller.

As mudanças na seleção de enfermeiras de graduação (1960) levaram a uma ruptura com o modelo social e pedagógico da Escola, que formou exclusivamente mulheres. A entrada dos homens, na classe de 1971, alterou o processo de construção em relação à identidade profissional, o que significou uniformes e rituais para seu uso, uma estratégia de controle hierárquico e disciplinar. Conclusões: Os uniformes perderam sua força simbólica como elemento distintivo dos estudantes desta instituição na sociedade. Ao mesmo tempo, eles mantiveram sua função de identificar um grupo e influenciar a construção da identidade profissional dos enfermeiros.

Palavras-chave: História da enfermagem; identidade profissional; uniforme; vestuário; educação em enfermagem; image.

INTRODUCTION

Professional Uniforms have identity elements that inform which group a person belongs, evidencing class, hierarchical position and activity exercised. They also function as distinctives between people in the same profession or institution. Nursing is included in the group of professions highlighted by the use of the uniform, due to the use of *Indumentaria* with symbolic elements, such as the CAP, which served to distinguish nurses throughout their history (Peres e Padilha, 2014).

The phase of the Modern Nursing initiated by Florence Nightingale in England in the NINETEENTH century, brought as a professional identification element The nurse uniform that allowed socially to build the image of women who had training to exercise the Nursing care, until then offered by religious and other people without specific training.

Nursing student uniforms at the current Anna Nery School of Nursing (EEAN) of the Federal University of Rio de

Janeiro (UFRJ) had followed since its opening in Rio de Janeiro, Brazil, in 1923, the patterns used in the North American nursing Schools, whose teaching model was brought to Brazil with the incentive of the Foundation Rockefeller.

"The clothing is a system as a structure whose elements never have its own value, but they are significant because they are interconnected by a set of collective norms" (Barthes, 2005, p. 266; Porto e Oguisso, 2010). To maintain this line of reasoning, it is useful to claim Lurie (1997) that one can include the uniform in terms of apparel and clothing, characterizing it as a specific type of attire determined by external authorities (Lurie, 1997). So, is that over time the uniforms in the EEAN were made of clothes (dress, skirt, long pants and blouse) and accessories (apron, coat, brooch, cap, armband, briefcase, hat, among others). There were preliminary, hospital and public health uniforms in summer, winter and gala versions. Depending on the time, there was the insertion or removal of some of these accessories, as well as changes in the models and colors of the clothes, which has been the object of scientific studies that investigate the function of the uniform in Nursing teaching (Almeida, et al., 2016; Peres e Padilha, 2014).

By integrating a Brazilian public university since 1937, the EEAN was driven to Organizational changes by virtue of the University Reform of 1968 (RU/68), which caused the rupture of gender in the Nursing Course by establishing the unified vestibular for admission to the higher education system, removing from the Teaching Units the control over (Bernardes, Oliveira, Kaminitz, et al., 2018). The selective process in View of this new educational policy, in times of dictatorship, the first men entered the EEAN to start the course in 1971 (Pires, 2018).

With the arrival of the first male students in the EEAN, the uniform became a

key issue, triggering a process of transformation in the construction of the professional identity of future nurses, who gradually introduced thoughts and Modern habits, which would be adopted by the teachers. The youngsters of the decade of 1970 were more arable and had convictions arising from Marxist theories and others considered out of the acceptable canon (Braguini, 2015). Thus, the academic space of the school suffered influences from the male presence previously unprecedented in the student body and demanded from its leaders efforts to ensure internal discipline, for which the uniform was traditionally used in this school.

It is Known that clothing is a form of manifestation of identities and, in this sense, the uniform represents a collective identity (Dubar, 2005; Lurie, 1997). The Garment constitutes a generic whole formed by the relationship between clothing and attire. In the full sense, it is a "social model", a more or less standardized image of predictable collective conducts (Barthes, 2005). The clothing, regardless of the time, has the function of distinguishing the social class to which the individual belongs and signifies the role that he represents in society, as well as the function that plays in this social group (Martins e Martins, 2011). It is therefore possible to affirm that the image of health professionals, more specifically of the nurse, was formed in the collective imaginary based on a visual identity created by the use of the uniform (Aperibense, et al, 2019).

The Objective of this study was to analyze the role of the uniform in the process of transforming the professional identity of nurses after the entry of men in the Anna Nery School of Nursing.

METHODOLOGY

A socio-historical Study of qualitative approach, for which sources were

used textual, photographic and oral primaries. The first two belong to the Center of Documentation of the EEAN/UFRJ and were selected for treating the uniforms in the temporal and spatial analysis of the study. In the documents, the written clothing was searched, while in the photographs we investigated the imagnetic garment used by undergraduate students, enabling them to describe and analyze them, contextualized in the time they were inserted, according to the fashion of Time (Barthes, 2009). Oral sources were produced by the technique of Thematic Oral History with former students and teachers who experienced the period studied. The Network was initially built by a former student and EEAN teacher who had indicated another two collaborators and so on, totaling 20 interviews. This article is based on interviews of eleven collaborators: eight women and three men. Digital Recorders were used to record audio and a data collection tool had directed the interviews. It Continued with the steps of transcription and validation of oral sources, as indicated by Meihy (Meihy e Holanda, 2013; Meihy e Ribeiro, 2011).

The research had followed the systematic characterized by collection, organization and critical evaluation of data, considering the historical-social context in which they were produced, to avoid anachronism. The theoretical basis underlying the analysis and discussion of the data was guided by the writings of Roland Barthes and Claude Dubar, as well as authors of nursing history and of fashion and clothing history. When one works with an object of symbolic and cultural value as the uniform it is necessary to critically consider the set of elements that indicate the historical problem, the social and cultural life of a group and society at the time, in order to understand social relations, life and daily life established through its use.

RESULTS

Admission of males in the nursing course and changes in the social space of the Anna Nery School of Nursing

One of the most significant changes in the history of the Brazilian Nursing Schools involved the advent of the unified vestibular (which was a single process of examination for all candidates in order for them to enter in the health field courses of public universities in Brazil) by the area of knowledge and the admission to the various careers through a classification system. After the implementation of the RU/68, it was no longer allowed to restrict access to the undergraduate nursing course only to women, since the vestibular exam became unique for candidates for undergraduate courses in health area, including nursing. Thus, in the year 1971, there was the entrance of the first students by vestibular in the EEAN, with 20% of the 52 candidates classified were men (Escola de Enfermagem Anna Nery [EEAN], 1974).

Until the entry of male students in the EEAN, from 1923 to 1970, the nursing course was appropriate for the training of exclusively female professionals, known in society as "Nurses Ananéri", who had in uniform as an important symbol of Professional identity. However, the entry of male students into the EEAN in the second half of the twentieth century, post-RU/68, was inevitable. Despite all efforts of the leaders of the School to maintain its feminine tradition, it was not possible to leave the men out of this process, as a collaborator had identified:

And we could not deny the entry of the man because it was a universal movement which had arrived in the Brazilian universities. The Anna Nery School was also the last stronghold of the UFRJ to accept male gender individuals. We had to make deals (V. De Carvalho, personal communication, October 05, 2014).

Thus, 1970's claimed for changes due to the political situation experienced in the country. It was a time of change in philosophy, thinking, and lifestyle, in the world as a whole. Another collaborator recognizes this in the attitude of the young people of the time: "The tradition was maintained over the years until the reform [University Reform of 1968] came and asked for something else, because the young people came differently" (L. Paim, personal communication, October 12, 2014).

The aforementioned excerpt of the speech of the collaborator describes as well as the development of higher education nursing in Brazil had provided new times for the EEAN, which transformed its daily life little by little, sometimes abruptly. The entry of man into the student body of the School was also a difficult issue for the students themselves:

When the men arrived, they also became shy of receiving that way of Women giving orders. So It was an atypical cultural movement for the school . . . This first barrier was more difficult, more barren as the whole barrier of an innovation . . . It was one of the greatest innovations because it was an innovation that culturally offended the man himself (L. Paim, personal communication, October 12, 2014).

The outcomes express the issue of dealing with a change in the institutional and professional identity previously unknown in the EEAN, where the profile of the social body was drastically altered, because, "concomitantly at the time when medical professors were removed from its Faculty, male students began to integrate its student body" (Lassala, 2007, p.14). The hierarchical question was altered when there was the presence of male students subordinated to female nurse teachers, respected in their

symbolic image of the institution's governing authority and teaching.

The difficulty in the new dimension that would acquire the relationships between teachers and students was based on the fact that the EEAN was a School for female students, in which the male presence had never been considered.

This mixture was a great mix in my view, but at first it was frightening [emphasis], because we had a feminine technique of teaching women, and we began to learn to deal with men who, on the other hand, the only men we dealt with were doctors (L. Paim, personal communication, October 12, 2014).

The difficulty in dealing with the male gender had forced the School to adapt itself with more rigor in order to maintain its tradition. Some students, even men, gave up the course for both disciplinary rigor and the issues that males suffered at school.

The organization and functioning of the School was all based on the relationship with the female gender both structurally and in its philosophy. In this way, many adaptations needed to be done. With regard to the rituals of the EEAN, the ceremonies of the Reception of Caps/Imposition of Insignia and the undergraduation itself did not undergo major transformations in its essence, but were adapted by virtue of the presence of men in the student body, in a way that it became necessary to create uniforms for this group.

The adjustments by which the EEAN had passed had been gradually and one could notice that this walk progressed slowly, however, firmly, after all it meant the change of habits incorporated at almost 50 years ago, especially in the context of the pedagogical experience (Lassala, 2007). In a broader context, the promulgation of Law 5540/68 (University Reform Law)

determined profound modifications both in the physical space and in the social environment of the EEAN, reflecting in the uniforms

Creation of the male uniform and changes in the hospital uniform

The students of the EEAN were standardized for the first time in the Ceremony of Reception of the Cap/Imposition of Insignia at the end of the basic cycle, which occurred before entering the 4th period of the course. Since then, the uniform was mandatory in the classes and in the fields of practice.

There were several adaptations that the School had to perform in the most different aspects, from its physical space, which had no restroom infrastructure and male locker room, even in its pedagogical strategies, as the insertion of male students in each practice scenario occurred, male versions of the uniforms were created. The first to get this version was the hospital uniform, used in the Capping Ceremony/Imposition of Insignia, when, as the name refers, the students received the student pin and the white cap and, in the case of men, only the pin.

According to the clothing-written identified in the speech of the collaborators, this male uniform was composed of a short sleeve social blouse and social trousers, both in the color light blue, white shoes and white socks. The collaborator describes "It was the same fabric and the same color as our [women's], blue. It Was pants and a short coat, and white shoes". (M. J. Coelho, personal communication, October, 18, 2014).

A unique color photo was found that allows you to identify the colour and some details of the male uniform (Image 1). The picture has been magnified for better observation of details (Students at the Capping Ceremony/Imposition of Insignia

of the EEAN. Detail of the collar of the primary uniform used by the male student. The insignia on the left side of the blouse is also Observed). It is possible to observe in it that, unlike the dress of female students, the male uniform had a collar of military type, whose characteristics are higher collar, closer to the neck, with a small opening at the height of the trachea (Kauling, 2016).

Figure 1. Hospital male uniform



Source: EEAN. Year: S/d. Location: CEDOC/EEAN/photo Bank/daily life/3.19.0836.1.

It is worth noting that there was an attempt to create a cap model for male students. Called bibico, it's a small cloth bonnet, elongated shape, proper of military or student uniforms; a cap, by virtue of the format, which gives it two ends, it was similar to the military's cap (to which the collaborator of the following report referred to as caps), but did not come to be used (Lassala, 2007). A collaborator highlights:

Only with the entrance of the male elements is that there was a breach of protocol, which could not use the cap and they did not fit well to the caps, as to say, because it did not fit, some had too much hair, also we could not ask the men to shave their heads, right? Because this wasn't going to work out right (V. DeCarvalho, personal communication, October 05, 2014).

There is a visual antagonism of the indumental of both sexes that portrays the social oppositions they have experienced, which notably opens up to the singularities of the feminine culture and to the class differences within the Society (Souza, 1987; Porto y Santos, 2010). Propagandas de remédio na imprensa ilustrada e a imagem da enfermeira brasileira (1920-1925). *Revista da Escola de Enfermagem da USP*, 44(3), 819-826. <https://dx.doi.org/10.1590/S0080-62342010000300038>). In other words, the presence of the male student in the EEAN emphasized differences that began to change its entire social environment, opening space for criticism of the traditional model of training that was still sustained in that very differentiated environment from the other Nursing schools in the country.

The identity formed in that previously exclusively feminine social space began to be altered with the new image of the student body visually transformed by uniformed men. The construction of a new professional identity of male and female Nurses was initiated in the EEAN.

In the 1970's there was dissatisfaction with the use of uniform both by the model and by the lack of practicality of its use. The uniform became a controversial issue, triggering conflicts between teachers and students. The main reasons were associated with the color of the clothing (blue) and the use of the cap. These conflicts were justified by the fact that all students in the field of Health of UFRJ were inserted in the same space of teaching and coexistence - the Health Sciences Center (CCS). This situation caused nursing students to feel themselves highlighted, since they wore blue uniforms (for men and women) and the cap (for women), while the other health-care students wore all white uniforms, without any attachment to the head.

The change of identity occurred gradually in the students influenced by the

new university educational context of the 1970's. The students of the time referred emotion for the ritualistic ceremony that involved the uniform and identified them as a group of EEAN apprentices. However, they did not feel comfortable with the model used: "It was very exciting, but it was a uniform that, for us, had nothing to do with nursing. It hurt, it was very hot, it hurt and difficult [emphasis] for anybody, because it was transroasted at the height of the chest" (M.T. L, Lisboa, personal communication, September, 27, 2014). And the other student "It was very ugly [emphasis]. Its color was very ugly, but it was to differentiate us as a student". (M.C.D, Loyola, personal communication, October, 16, 2014).

The azure Hospital Uniform was abolished in 1978 and replaced by the white dress, formerly worn at undergraduation. Since then, the white color was instituted for the hospital uniforms of students in the EEAN, and the other accessories were maintained as a hairnet cap and a cap in the women's hair. The purpose, according to Coelho was to standardize them to students from different professional areas, now inserted in the same practice scenario, however, the cap was maintained for women (Coelho, 1997; Carvalho, et al, 1978; Carvalho e Castro, 1979).

The use of white was a stronger identity factor. Despite the whole process of Training of students professional identity by means of rituals and habits, using the white, they recognized themselves more as future nurses, because they were apparently closer to the image of their teachers, differentiating themselves in the real garment only by the friezes in the navy blue color of the cap.

With the extinction of the blue uniform in 1978, the male hospital uniform also became white, composed of a social shirt with a built-in buttoning, military collar, folded short sleeve and basic pocket

at the height of the left chest, social trousers, social white shoes and socks, as it can be seen in image 2.

Figure 2. Capping Ceremony
o/Imposition of Insignia of the vestibular
class of 1980 -hospital male uniform



Source: EEAN. Location:
CEDOC/Bank of Photos/Rituals/1.31.0124.1
and 1.31.0121.1 Year: 1981-82?

For the garment-image it is possible to observe that, for men, the accuracy in the measure of clothes was done by the trim of the shoulders, the closure of the blouse to the waist and the trousers bar. It also Highlights its impegability in the whiteness of the fabric and how it is well presented.

The photographic record of the male hospital uniform of the Year 1985 (Image 3) shows that, until the end of the temporal cut of this research, it did not change. You can see the undergraduates by taking the student oath and sitting down during the ritual. In Image 3 It is still more clearly observed that the student's shirt had three front pockets, one on the top left where the insignia was placed, and two below, close to the waist, one on each side. It is Also evident that the trousers had pocket and to completed the accessory uniform was the use of the watch.

Figure 3. Ceremony of the Reception of the Cap/Imposition of Insignia of the vestibular class of 1984.



Source: Collaborator's personal collection. Year: 1985

On the care of men with hair it is identified that the rigor with the appearance was still being charged in the same way, however, it was not a requirement, since, despite the pressures, students could refuse to cut their hair or shave the beard (they should just keep it trimmed), according to the following reports, "Many colleagues who had a beard, they made pressure to remove the beards, mustache, and they also refused" (G.L, Mendonça, August 05, 2015).

And I had a very close proximity [with the teachers] and they said all the time "cut that hair" [laughter], "a nurse is not to wear long hair" . . . What happened or emerged were guidelines to always keep the beard trimmed, so that no doors were opened for any deployment to the contamination process. But in my memory, I confess that there is nothing to bring me a direct ban (W. O, Barros, personal communication, August, 10, 2015).

The report described by the collaborator shows that the forms of spatial Organization and the disciplinary regimes of the EEAN, which determined the control of the bodies of the students, lost strength in the

decade of 1980, when the dictatorship was declining, at the same time in That strengthened the pro-democracy movements. Dealing with this new form of behavior in the School demanded from the leaders the definition of new strategies to adapt to the new political-social context that was presented at the university.

Public health uniform: Introducing jeans as fitness for new times

The Public Health Uniform in the EEAN has also undergone alterations over time, as already studied by other researchers. This study showed that the navy blue and white colors were used in this uniform in the 1960's and the beginning of the 1970's (Peres & Barreira, 2003; Peres & Padilha, 2014).

With The entrance of the male students was created a uniform of Public Health for them and modified their colors for azure and navy blue. However, this garment-image was not found in any photographic record during the research, so that it was only possible to access the garment-written based on the report of the collaborators. Male students used the model of public health uniform composed of azure blouse with pocket on the left side of the blouse, worn inside the pants that was navy blue, shoes, belt and half black.

The change in the color of the students' blouse in the public health stage may have been adopted as a differentiator between students and professors, since there was no longer the accessory clamp to differentiate them as in previous decades (Almeida, 2016). Thus, the following picture is the closest image that depicts the color mentioned in the interviews (Image 4), although not the year in which there was a change in the Uniform (1971), but a decade later (1981), taken on the occasion of a parade of uniforms at an event In the EEAN. It was not possible to identify the exact year in which the cuff ceased to be part of the uniform. The collaborator who mentions this

accessory it for the last time, had studied in the period from 1957 to 1960.

Figure 4. Pictures of Nurse's uniforms
Parade held at EEAN School
birthday celebration. Year: 1981.



Source: EEAN. Location:
CEDOC/Stock Photos/Events/4.07.1113.1

The second model from right to left uses the Public Health uniform of Public Health with the white blouse. The second model from left to right uses the Public Health uniform with the light blue blouse.

The second change in the Public Health uniform occurred in 1985 when the EEAN adopted the use of jeans with white blouse and white coat, after a class claim such alteration, since this model was already used by the students in the first three periods of the course since the implementation of the Curriculum New Methodologies, in 1978.

Contrary to the change in the hospital uniform, according to reports of the collaborators, the changes in the uniform of Public Health were not difficult to occur, did not require discussions in a Congregation meeting or something that was worth it. The need to adapt the uniform to time was mainly present because students and teachers were exposed to the external environment for which they were dressed, in order to represent a professional category of the health area.

The Construction of professional identity is evident in the reports of some collaborators as they point out that one of the reasons for not using the Uniform navy Blue/Azure was to avoid being confused with bus drivers and bus clerks in the city. As the collaborator says "So many bus drivers were honking and opening the bus door for us to enter [laughter] as if we were work colleagues" (T. S, Sanches, personal communication, August, 23, 2015).

With the philosophy of Curriculum New Methodologies to integrate theory into practice, Students began to go to the practice field since the first period of the course, therefore, before the ceremony of Reception of the Cap/Imposition of Insignia. Thus, in the first three periods, according to the garment-written and the garment-image, the uniform adopted at the time was composed of trousers or skirt dark jeans, blouse and white coat.

The coat model was the "Barber's coat" - length to hip height, with frontal buttoning and three basic pockets also frontal (one above, at the height of the chest, on the left; two below, one on each side) as observed in image 5.

Figure 5. Frontal Image of Barber's coat. The layout of the pockets is Highlighted.



Source:
www.saimonfardamentos.com.br/jaleco-unisex.

When entering the public health practice, EEAN students did not feel comfortable with the uniform of navy blue/azure fabric, claiming that it restricted

movements when they needed to walk through places of difficult access as slopes, staircases, alleys and alleyways of the communities.

It was very uncomfortable for you to walk in a shantytown, which were needy communities, hills, having to go up and down the hills with that kind of clothes than if these clothes were just a pair of jeans, we understood how much more appropriate than that kind of uniform (A. J. De Almeida Filho, personal communication, August, 02, 2014).

There were embarrassing situations during the space to walk in the needy shantytowns, that actually the skirt with socks was an not adequate. . . . There were these situations, of dirt, of sewage running in the open. So, that's when it changed, both from the students and from the teachers (M.C.C, Pedro, personal communication, October, 29, 2014).

Considering this report of a teacher at the time, the proposal to educate students with a more critical view and really inserted in the university environment, added to the political opening period that we lived, incited the debate and argumentation, which were also stimulated by the EEAN teachers, as shown in the following report:

The first class of the new curriculum came out and we taught students that they had to negotiate everything. [...] So we learned this thing about the active student. We had to learn to deal with their disputes, with the claims, with the negotiations (I. S, Porto, personal communication, August, 23, 2014). In This way, the class of 1985 was organized to bring to the leaders the decision not to use that public health uniform anymore:

My class in general, contested very much the use of this uniform [navy

blue/azure]... The class remained adamant in the position of not wearing this public health uniform...After much inflexibility on our part, difficulty of flexibility on the part of the school authorities, who were represented in this environment, reached a conclusion that one would have to use another possibility of uniform...This was in the second half of 85 [1985], from there that uniform never returned (A. J. DeAlmeida Filho, personal communication, August, 02, 2014).

In fact, the arguments were based on the utilitarian question of clothing and the cost/benefit that the making of this uniform represented to the students, after all they did not receive the uniform from the School, nor help of cost, as the students of the first half of the century XX. Moreover, it was a model that would not to be used at any other time during undergraduation, unless the student chose, after graduating, to attend Public Health Qualification, however this was not the majority option.

Thus, to meet the demands of this class, the EEAN instituted as a Public Health Uniform for students, the trousers or skirt dark jeans and polo shirt with the Minerva of the UFRJ and the acronym of the School embroidered on the left to identify the students by the institution it belonged.

In image 6 It is possible to observe the use of the coat by the students of the EEAN as part of the uniform over the white blouse. Female students wore skirt or jeans. There was the ID badge and the briefcase was still being used as an accessory to the uniform. It was required that the shoes should be closed shoes, no longer requiring to be the color escarpin just like the bag (blue or black).

In the logic of the implementation of innovative methodologies, there was also room for incorporating a more consistent style of clothing with the reality of fashion,

in order to facilitate the use of the uniform. Thus, we had adopted the dark jeans and the white coat.

Figure 6. eean students in intern field of the first period. place: colégio lemos cunha (ilha do governador). year: 1980.



Source: EEAN. Location: Stock Photos/daily/3.27.0915.1.

Whatever the model or cut, "Indigo blue fabric is associated with informal attire" (Callan, 2007, p.172). While the trousers or skirt navy blue gave a connotation of greater seriousness to the uniform, with the change perceives the air stripped of the jeans, in spite of all being with the same pattern of tone and model of the fabric.

An aspect that justified the use of jeans in the uniform was its practicality for daily use, facilitating the execution of nursing activities in the fields of practice. With The popularity of this piece among women, the skirt naturally fell into disuse in the female Public Health uniform of the EEAN. Fashion, being a phenomenon of certain societies and times, suffers much important influence in relation to gender issues. Thus, with the emancipation of women and their insertion in the labor market, they adhered to the efficiency and the stripping, characteristic traits of man, going to wear long trousers, which offered more versatility and mobility.

Thus, it can be affirmed that the Curriculum New Methodologies, while

innovating in the didactics of higher education, had also adapted itself to fashion, showing its adequacy to the new times of modern society at the time. The EEAN became politically transformed, as it occurred in the national context, in a broader way. It began to listen and negotiate with the students, showing that a new professional identity should be formed to accompany the development of nursing in society.

CONCLUSION

This brief panorama of facts that influenced the teaching and practice of nursing in the country, when observed its political-social circumstances, allows a change in the professional identity of the nurse and, consequently, of the students of nursing from the RU/68. For the EEAN, the modifications in the selection process for admission to undergraduate nursing courses led to a rupture in its social and pedagogical model that, until then, maintained an institutional discipline in the exclusive training of female students.

The entry of male students altered the process of constructing the professional identity of the EEAN, which had in the use of uniforms and rituals such as the Cappin Ceremony/Imposition of Insignia a strategy of hierarchical and disciplinary control.

The study showed that the efforts of the EEAN to soon create a male hospital uniform and the male cap, which never came to be used, did not impede the advances and adjustments in the models of the uniforms. The implementation of a new curriculum in the school in 1978 opened up space to expand the participation of students in the decisions of the institution that gradually became encouraged by the professors. The changes in the national political regime also brought greater freedom to universities and

the EEAN accompanied politically these advances.

The inclusion of students and teachers in the communities for public health education resulted in adaptations in the public health uniform in order to acquire more practicality. The use of jeans in society represented the fashion of youth and the students knew how to organize to include this piece in the uniform of the EEAN. The creation of basic cycles of teaching by area also influenced the way of dressing the students, who sought to identify themselves also by clothing with university students of other courses with whom they lived.

Thus, faced with so many influences and social transformations, the uniforms of the EEAN lost their symbolic strength as an element of distinction of the students of this institution in society, becoming a larger group of college students in the area of health, while maintaining its role in identifying a group and influencing the construction of the professional identity of nurses.

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