

Consequences from the first unified entrance exam for the professional identity of Brazilian Nursing

Desdobramentos do primeiro vestibular unificado para a identidade profissional da Enfermagem brasileira

Consecuencias causadas por el primer examen de ingreso unificado para la identidad profesional de la Enfermería Brasileña

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ABSTRACT

Objective: to describe the first unified entrance exam in relation to biomedical careers; analyze the consequences of the first unified entrance exam for nursing professional identity. **Method:** historical-social, descriptive study, with a qualitative approach, which used as sources 22 publications about the 1971 entrance exam from *Jornal dos Sports*. Data were collected from July to September/2021 and analyzed using the professional identity framework. **Results:** The unified entrance exam allowed 47 men to enter, for the first time, and 33 women. Mostly unclassified for medicine, these candidates' choice to enroll in the secondary option was a strategy to link them to a federal institution, which delayed the filling of unfilled vacancies and led to 11 calls for reclassification. **Conclusion:** the unified entrance exam made it difficult for candidates convinced of their professional choice to access the nursing course. Admitting candidates whose first choice was medicine led to dropouts. **Descriptors:** History of Nursing; Gender Studies; Education, Nursing; Schools, Nursing; Universities.

RESUMO

Objetivo: descrever o primeiro concurso de vestibular unificado em relação as carreiras biomédicas; analisar os desdobramentos do primeiro concurso de vestibular unificado para a identidade profissional da enfermagem. **Método:** estudo histórico-social, descritivo, de abordagem qualitativa, que utilizou como fontes 22 publicações sobre o vestibular de 1971 do *Jornal dos Sports*. Dados foram coletados de julho a setembro de 2021 e analisados pelo referencial de identidade profissional. **Resultados:** o vestibular unificado permitiu a entrada de 47 homens, pela primeira vez, e 33 mulheres. Majoritariamente não-classificados para medicina, a opção destes candidatos em matricular-se na opção secundária foi uma estratégia de vinculação a uma instituição federal o que atrasou o preenchimento das vagas ociosas e suscitou 11 chamadas reclassificatórias. **Conclusão:** o vestibular unificado dificultou o acesso ao curso de enfermagem por candidatos convictos da escolha profissional. Admitir candidatos cuja primeira escolha era medicina propiciou a evasão do curso. **Descritores:** História da Enfermagem; Estudos de Gênero; Ensino de Enfermagem; Escolas de Enfermagem; Universidades.

RESUMEN

Objetivo: describir el primer examen unificado de ingreso con relación a las carreras biomédicas; analizar las consecuencias del primer examen unificado de ingreso a la universidad respecto a la identidad profesional de enfermería. **Método:** estudio histórico-social, descriptivo, con enfoque cualitativo, que utilizó como fuentes 22 publicaciones sobre el examen de ingreso de 1971 del *Jornal dos Sports*. Los datos se recopilaron de julio a septiembre de 2021 y se analizaron utilizando el marco de identidad profesional. **Resultados:** el examen de ingreso unificado permitió el acceso de 47 hombres, por primera vez, y 33 mujeres. En su mayoría no clasificados para medicina, la elección de estos candidatos de inscribirse en la segunda opción fue una estrategia para vincularse a una institución federal, lo que retrasó la ocupación de vacantes ociosas y generó 11 convocatorias de reclasificación. **Conclusión:** el examen de ingreso unificado dificultó el acceso a la carrera de enfermería a candidatos convictos de su elección profesional. La admisión de candidatos cuya primera opción era medicina condujo a la deserción del curso. **Descriptores:** Historia de la Enfermería; Estudios de Género; Educación en Enfermería; Facultades de Enfermería; Universidades.

INTRODUCTION

The 1960s was a period marked by profound sociocultural changes in Brazil resulting from several social movements who were unhappy with the political context and eager to express themselves, mainly questioning the pre-established standards and values of the time, marked by the intolerance characteristic of dictatorial regimes. In this scenario, the Brazilian student movement gained strength and began to discuss necessary issues, such as University Reform (in Portuguese: *Reforma Universitária - RU*)¹⁻³.

RU was established in 1968 under the auspices of the military regime, establishing functionalist teaching following the characteristics of North American universities, where courses were taught in university locations that combined teaching and research. The departmentalization proposed by *RU/1968* meant that Schools were grouped into Centers, Institutes or Units. In the case of the nursing course, it was included in the Health Sciences or Biomedical Science Centers of universities^{2,3}.

In this context, the selection became singular for candidates who signed up for an area of knowledge (humanities, biomedical, technological and exact sciences) corresponding to the intended course. The tests administered to applicants from the same area were identical and the points acquired enabled them to achieve a certain classification in the entrance exam. Candidates who did not obtain a sufficient score for the desired course as their first choice could enter their second option, if their score permitted it. In the biomedical area, those who were unable to enter into medicine commonly chose the nursing course as a second option^{4,5}. This format aimed to minimize the chronic problem of surpluses in different careers.

The Anna Nery School of Nursing/Federal University of Rio de Janeiro (EEAN/UFRJ), at the time an Autonomous Unit of the University of Brazil (UB), which until then exclusively selected women through a general knowledge test and an interview, had to submit to the proposed unified entrance exam model, which imposed including men in the EEAN student body^{5,6}.

It is worth noting that since the promulgation of Decree No. 27,426/1949, Brazilian Nursing Schools which wanted to could admit men into their student body, which gradually occurred, except at EEAN, which chose to remain exclusively female until the implementation of the *RU* that introduced the unified entrance exam, allowing the arrival of men in the incoming class of 1971⁶.

From then on, a reconfiguration of the social space took place, influenced by daily coexistence with male students in all school environments. The new reality changed the moral, disciplinary and communication routine at EEAN, which was admittedly rigid, just as teachers and students had to adapt to emerging gender issues in that educational context. Gradually, another professional identity was formed with the arrival of people who, at first, did not have a genuine desire to be a nurse⁷.

Thus, considering the relevance of understanding the entry of male students into EEAN/UFRJ from the perspective of professional identity, this study aimed to describe the first unified entrance exam in relation to biomedical careers, and to analyze the developments from the first unified entrance exam for the professional identity of Brazilian nursing.

METHOD

This is a historical study with a Historical-social dimension inserted in the domains of the history of Brazilian Nursing professionalization and the history of Nursing education. The time frame is 1971, when the first unified entrance exam took place in Brazil. The study approach in relation to the type and treatment of sources involved serial history, and regional history⁸ in relation to the field of observation.

The direct sources belong to the Digital Newspaper Library collection of the National Library (*Hemeroteca Digital da Biblioteca Nacional - HDBN*), and were composed of digitized reports published that year in the *Jornal dos Sports*, a journal which was responsible for maintaining a telephone service and daily publications about the entrance exam. Indirect sources included publications on the topic that helped in building and understanding the historical context and basis for the discussion. The criteria of relevance, sufficiency, exhaustiveness, representativeness, homogeneity and organization by sectors were followed to select the documentary corpus^{9,10}.

A total of 28 reports published between 03/01/1971 and 13/03/1971 were identified which dealt with the entrance exam, including topics such as the candidate-vacancy relationship, results, classification and call for enrollment, then excluding articles containing a test calendar, collection of questions for exercise and partial results, leaving a total of 24 reports. The data were collected from July/2021 to September/2021 by the main author of the article, at the time a Master's student, and by her advisor, a tenured professor, both linked to the EEAN/UFRJ Postgraduate Program.

After evaluating the relevance of the documents to the study, internal and external analyses were conducted in order to guarantee their authenticity and reliability¹¹. To this end, a collection instrument prepared by the authors was completed for each report with aspects of contextual characterization, namely: date, genre, section/location of the text in the vehicle, nature of the journalistic text, visual resources, news title, description of the subject, repercussions for the course at EEAN, and location in the *HDBN* collection. The data were selected, organized and classified chronologically in Microsoft 365 Excel software spreadsheets, considering source characterization, identification of the social context of the message and intertextuality⁹. Given this subjectivity, software was not used to manage the sources.

The documentary corpus was analyzed based on historiographical analysis involving identification of the "place of production" of the source with a view to deconstruct its "monumentality", in addition to triangulate between direct and indirect sources, a technique which confirms validation of the findings for historical research^{8,10}. Historiographic analysis starts from a thorough reading of the sources in which aspects of significance emerge from the data. It was

then possible to identify 4 specific recurring themes from the analyzed publications, namely: 1. The offer of vacancies; 2. Clarifications on the vestibular process; 3. The result; and 4. The issue of “surpluses”.

This study followed the recommendations of the Equator Network regarding qualitative research. It was also submitted for consideration by the Ethics Committee (CEP) for consultation and publication of collections from both the EEAN/UFRJ Documentation Center (CEDOC/EEAN/UFRJ) and the National Library.

RESULTS

The fact that the National Library had its newspaper library collection digitized and made available for access was an essential factor, which optimized the search. The sources were in good condition, legible and identifiable, so that none were excluded.

The publications occurred throughout the first two months of 1971 and only one (the last one), on March 13, 1971. Regarding the structural presentation of the news in the newspaper, it appears that the headlines were highlighted on the page, sometimes using capital letters, sometimes enlarging the font size, sometimes enlarged to occupy the entire width of the first line of the newspaper.

Figures 1 and 2 present the cataloging of direct sources selected from the *HDBN* collection. It should be clarified that the code “Doc” was used throughout the text in this table to differentiate direct sources from references that support the discussion.

Doc	Date (D/M/Y)	Source/type/location
1.	03/01/1971	<i>Balanço geral das vagas. Jornal dos Sports. School Section; page 9. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/docreader.aspx?bib=112518_04&pasta=ano%20197&pesq=UFRJ&pagfis=5513</i>
2.	04/01/1971	<i>Explosão de provas mobiliza 20 mil alunos. Jornal dos Sports. School Section; page 9. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/docreader.aspx?bib=112518_04&pasta=ano%20197&pesq=UFRJ&pagfis=5523</i>
3.	05/01/1971	<i>Medicina protege vestibulandos do sol. Jornal dos Sports. School Section; page 11. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/docreader.aspx?bib=112518_04&pasta=ano%20197&pesq=UFRJ&pagfis=5535</i>
4.	06/01/1971	<i>Medicina deixa para arrochar no final. Jornal dos Sports. School Section; page 9. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=UFRJ&pagfis=5548</i>
5.	07/01/1971	<i>Medicina reprovou somente oito na saída. A guerra. Jornal dos Sports. School Section; page 11. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=UFRJ&pagfis=5561</i>
6.	16/01/1971 Saturday	<i>Este é o listão do choro na Medicina. Jornal dos Sports. School Section; page 9. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=UFRJ&pagfis=5715</i>
7.	16/01/1971 Saturday	<i>Tomara que seu nome esteja neste listão. Jornal dos Sports. School Section; page 4. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/docreader.aspx?bib=112518_04&pasta=ano%20197&pesq=enfermagem&pagfis=5710</i>
8.	17/01/1971	<i>Medicina recebe matrícula só até sexta. Jornal dos Sports. School Section; page 25. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=UFRJ&pagfis=5753.</i>
9.	18/01/1971	<i>Matrículas na Medicina começam amanhã. Jornal dos Sports. School Section; page 11. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=UFRJ&pagfis=5765.</i>
10.	20/01/1971	<i>Biomédica matrícula 349 no primeiro dia. Jornal dos Sports. School Section; page 13. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=UFRJ&pagfis=5793</i>
11.	31/01/1971 Sunday	<i>Medicina chama todo mundo outra vez. Jornal dos Sports. School Section; page 11. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/docreader.aspx?bib=112518_04&pasta=ano%20197&pesq=enfermagem&pagfis=5981</i>
12.	31/01/1971 Sunday	<i>Enfermagem chama para matrícula. Jornal dos Sports. School Section; page 13. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=enfermagem&pagfis=6627</i>

Figure 1: Publications from the *Jornal dos Sports* from January 1971, selected as a direct source for the study. Rio de Janeiro, RJ, Brazil, 2022.

Doc	Date (D/M/Y)	Source/type/location
13.	01/02/1971 Monday	<i>Medicina chama candidato para entrevista. Jornal dos Sports. School Section; page 11. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/docreader.aspx?bib=112518_04&pasta=ano%20197&pesq=enfermagem&pagfis=6001</i>
14.	11/02/1971 Thursday	<i>Este é o listão da esperança. Jornal dos Sports. School Section; page 13. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=enfermagem&pagfis=6157</i>
15.	14/02/1971 Sunday	<i>Saiu nova reclassificação na Medicina. Jornal dos Sports. School Section; page 16. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=enfermagem&pagfis=6220</i>
16.	15/02/1971 Monday	<i>Ninguém quer a Enfermagem e a Nutrição. Jornal dos Sports. School Section; page 11. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=enfermagem&pagfis=6239</i>
17.	16/02/1971 Tuesday	<i>Ninguém quer mais estas vagas. Jornal dos Sports. School Section; page 9. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=enfermagem&pagfis=6251</i>
18.	18/02/1971 Thursday	<i>Medicina convoca mais 143 candidatos. Jornal dos Sports. School Section; page 9. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=enfermagem&pagfis=6275</i>
19.	19/02/1971 Friday	<i>Enfermagem faz nova convocação. Jornal dos Sports. School Section; page 11. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: HDBN:http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=enfermagem&pagfis=6289</i>
20.	25/02/1971 Thursday	<i>Enfermagem está atrás de alunos. Jornal dos Sports. School Section; page 11. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=enfermagem&pagfis=6331</i>
21.	26/02/1971 Friday	<i>Enfermagem está quase sem alunos. Jornal dos Sports. School Section; page p 9. Location: Hemeroteca Digital da Biblioteca Nacional. Access link:http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=enfermagem&pagfis=6341</i>
22.	27/02/1971	<i>Medicina convoca para enfermagem. Jornal dos Sports. School Section; page 11. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=enfermagem&pagfis=6361</i>
23.	28/02/1971 Sunday	<i>Ainda sobram vagas para a enfermagem. Jornal dos Sports. School Section; page 2. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=enfermagem&pagfis=6376</i>
24.	13/03/1971 Saturday	<i>Enfermagem chama para matrícula. Jornal dos Sports. School Section; page 13. Location: Hemeroteca Digital da Biblioteca Nacional. Access link: http://memoria.bn.br/DocReader/DocReader.aspx?bib=112518_04&Pesq=enfermagem&pagfis=6627</i>

Figure 2: Publications from the *Jornal dos Sports* from February and March 1971, selected as a direct source for the study. Rio de Janeiro, RJ, Brazil, 2022.

The tests for the first unified entrance exam for the biomedical field in Rio de Janeiro took place between 05/01/1971 and 14/01/1971. Table 1 presents the “General balance of vacancies”, a call published in 03/01/1970.

Table 1: Number of vacancies offered for the biomedical area in the unified entrance exam of 1971. Rio de Janeiro, RJ, Brazil, 2022.

Courses	UFRJ	FEFIEG
Medicine	320	115
Pharmacy	120	0
Nursing	80	60
Dentistry	60	0
Nutrition	40	70

It is observed that it covered UFRJ offering courses in medicine, nursing, dentistry, pharmacy and nutrition; and the Federation of Isolated Federal Schools of the State of Guanabara (*Federação das Escolas Federais Isoladas do Estado da Guanabara - FEFIEG*), later called the Federal University of the State of Rio de Janeiro (*Universidade Federal do Estado do Rio de Janeiro - UNIRIO*), offering places in nursing, nutrition and medicine, with the latter course being called "Medicine and surgery" (Doc 1).

Registering for the unified entrance exam required choosing five career options in order of preference, as well as choosing the university to study each career. The newspaper published a list highlighting the following priority in choosing the course: 1st Medicine, 2nd Dentistry, 3rd Nutrition, 4th Nursing and 5th Pharmacy (Doc 5).

According to the report published on 04/01/1971, there would be an "Explosion of tests", a prominent headline which occupied the entire width of the newspaper, starting on 05/01/1971, mobilizing around 20 thousand candidates for higher education of various courses offered by the Fluminense Federal University (*Universidade Federal Fluminense - UFF*), Guanabara State University (*Universidade do Estado da Guanabara - UEG*), later called Rio de Janeiro State University (*Universidade do Estado do Rio de Janeiro - UERJ*), Brazilian School of Public Administration (*Escola Brasileira de Administração Pública - EBAP*), which became the Brazilian School of Public and Business Administration (*Escola Brasileira de Administração Pública e de Empresas - EBAPE*), UFRJ, FEFIEG, and also the selection process for the Merchant Marine School, the last three of which were held at the *Maracanã* (stadium), and the others at the universities themselves (Doc 2).

The "medical entrance exam", as the unified entrance exam for the biomedical area was called by the *Jornal dos Sports*, was conducted in four stages. First, the general knowledge test was administered on 05/01/1971, followed by the biology test on 08/01/1971, chemistry on 11/01/1971 and physics on 14/01/1971. The tests were administered in the stands and in the seating area of the Mário Filho Stadium, known as *Maracanã* (Doc 3).

Of the initial 6,699 registered candidates who took the first stage, 6,196 remained in the running for the last stage, despite the unfavorable conditions for carrying out the tests, according to a report published on 06/01/1971, in which one of the exam coordinators reported that "Hundreds of young people subjected to heat of 38°C, affected by discomfort, unable to think clearly" (Doc 4).

The distribution of vacancies between men and women was presented at the beginning of the selection process, on 07/01/1971 and argued that the process was "a war in which everyone is equal". The article refers to the entrance exam as a war and presents the percentage of biological sexes enrolled in the entrance exam, pointing out that 52.5% were male candidates and 47.5% were female (Doc 5).

The first list of approved candidates was published on 16/01/1971 (Doc 7), and considered the possibility of entering only one of the five options marked in order of priority at the registration time. On the first day to enroll, 349 candidates attended and enrollment was distributed as follows: UFRJ Faculty of Medicine (179), Medicine and Surgery (60); Pharmacy (44); Dentistry (29), FEFIEG Nutrition (14), UFRJ Nursing (12), UFRJ Nutrition (6) and FEFIEG Nursing (5) (Doc 10).

Several reclassifications were published (Doc 11, 14, 17-23), which lasted for a period of 3 months until all the vacancies offered were filled, which happened on 13/03/1971 (Doc 24). A total of 14 articles were identified regarding the calls for those classified in the biomedical area, 11 of which were reclassification calls for the medical entrance exam, of which nine were nominal for the *EEAN/UFRJ* nursing course, filling their vacancies after the reclassification announced on 26/02/1971 (Doc 21) and reinforced in the publication "The Nursing Course is what is giving the entrance exam coordinators the most work, as there are few students looking for places. Despite this, those at the Ana Néri School at UFRJ have already been completed" (Doc 23).

The other two reclassification calls for the *FEFIEG (UNIRIO)* nursing course occurred by grade range comprising first from 86.95 to 82 points, and then from 82 to 75 points (Docs 22 and 23).

The preference for the medical course is evidenced in 04 reports published in a row, with expressive highlights, namely: "No one wants nursing and nutrition - *Ninguém quer a enfermagem e a nutrição*" (15/02/1971); "No one wants these vacancies anymore - *Ninguém quer mais estas vagas*"; referring to the Nutrition and Nursing courses at UFRJ and FEFIEG (16/02/1971); "Nursing is after students - *Enfermagem está atrás de alunos*" (25/02/1971); "Nursing almost has no students - *Enfermagem está quase sem alunos*" (26/02/1971) (Docs 16, 17, 20, 21).

The newspaper itself presented justification for the delay in filling vacancies, emphasizing the candidates' preferences for taking another entrance exam rather than enrolling in secondary options. The consequences of the distortion on the created strategy of having multiple options in order of interest can also be highlighted. The extracts below illustrate these issues:

"As initially predicted, today course coordinators are finding it difficult to fill vacancies in nursing, nutrition and even pharmacy, as the invited candidates are generally medical students who chose these courses as a last resort and are not interested in taking them" (Doc16).

A distortion in the unified exam that was already expected came from the fact that medical entrance exam candidates are classified for nursing and nutrition, courses which they normally do not wish to take, preferring to try a new medical entrance exam (Doc 17).

Furthermore, it points to the impediment to enrolling candidates who chose nursing as their first choice. The journalistic text describes:

“Meanwhile, numerous candidates who, as a first option, chose such courses, are unable to get their places due to the low number of points obtained in the unified competition” (Doc 17).

Regarding the scores of the classified candidates, it is worth highlighting that first place in medicine scored 194.50 points and last place 122.20 points (Doc 06). The first place student for the Nursing Course scored around 120 points (Doc 7).

The publication of three nominal lists regarding the registration of candidates for *EEAN/UFRJ* vacancies on 31/01/1971, 01/02/1971 and 11/02/1971 is evident (Doc 12-14). When evaluating the distribution of candidates by biological sex, it was identified that 59% (47) were men and 41% (33) were women of the 80 candidates called to the *EEAN/UFRJ* Nursing Course in the first call. Table 2 presents data related to men reclassified for the nursing course.

Table 2: Men reclassified for the nursing course in the 1971 entrance exam. Rio de Janeiro, RJ, Brazil, 2022.

Disclosure of the list/dates	16/01 List 1 (Doc 7)	31/01 List 2 (Doc 11)	11/02 List 3 (Doc 14)	14/02 List 4 (Doc 15)	16/02 List 5* (Doc 17)	18/02 List 6 (Doc 18)	19/02 List 7 (Doc 19)	25/02 List 8 (Doc 20)	26/02 List 9 (Doc 21)
No. of men	37 (46%)	29 (52%)	13 (56%)	15 (44%)	28 (47%)	20 (46%)	25 (50%)	26 (52%)	23 (51%)
No. of women	43 (54%)	27 (48%)	10 (44%)	19 (56%)	22 (53%)	23 (54%)	25 (50%)	24 (48%)	22 (49%)
Total reclassified	80	56	23	34	59	43	50	50	45

By carefully observing the reclassification lists, it is possible to identify names that were published repeatedly until the candidate enrolled or expressed their desire to not enroll in that course by signing a withdrawal form (Doc 10).

It is also worth highlighting the fact that the newspaper identifies the unified entrance exam for the biomedical area using the expression “medicine entrance exam” or just with the word “medicine”, which is evidenced in publications such as “General balance of vacancies”, when describing the list of candidates by vacancies (Doc 1 and 3); “Medicine calls everyone again” in which all candidates enrolled in Pharmacy, Nursing and Nutrition courses are called (Doc 11).

DISCUSSION

The choice of a professional career is influenced by multiple factors, including the sexual and social division of labor, which suggests the option when categorizing ideal careers for men and women. Difficult female access to education throughout history is also considered, as they face legitimized inequalities in patriarchal society from a very young age, which ranges from understanding by these women of which professions are possible as an option for each gender to the reproduction of discourses that inferiorize them or keep them subordinate in any professions they exercise¹².

Furthermore, the nature of the work (manual, menial, intellectual, domestic, among others) denotes those activities that have greater or lesser social prestige. Thus, the sexual division of labor ends up delimiting careers, as women have been considered inferior and subordinate to men since the civilizing process and social ordering, denoting the existence of a “weaker sex” and a “stronger sex”, with the consequent discrediting of “female” activities in relation to “male” ones, and the influence of these conceptions on the “choice” of professions¹³⁻¹⁸. It is worth clarifying that the use of quotation marks in the word choice refers to the authors’ position when taking into account the gender issues that permeate society, and we recognize that the choices of professions are not truly free, as the choice made by women regarding their profession already are in some way limited to careers considered feminine^{19,20}.

Historically, Biomedical Sciences were created within the male sphere, with the medical career always in the spotlight as a hegemonically male profession, with a social status endorsed by the State since the arrival of the royal family in Brazil, and due to technological advances and scientific discoveries^{15,16,21}. Therefore, the newspaper using

the term “medicine” to refer to all courses denotes the social appreciation of medicine compared to other careers in the biomedical field.

The definition of the health area as Biomedical Sciences, as well as the use of the term “medicine” to generalize the process of choosing careers, is in line with the way healthcare was treated in this period, a biological care model which valued the hospital-centric model, focused on curing and immediate rehabilitation^{22,23}. Furthermore, it corroborates the medical-centered model that is still perpetuated to this day.

Prior to *RU*, each university and its respective courses carried out their selection processes separately, with fewer vacancies than the demand, making selection possible using subjective criteria applied through interviews, in addition to the entrance exam itself^{24,25}. This strategy facilitated maintaining career status according to biological sex, social status and ethnicity²⁶. Thus, candidates who were approved in the entrance exam, but not classified for their chosen career appear, called “surplus”, and the implementation of the unified entrance exam by knowledge area as a possible solution²⁷.

In light of this fact, the candidate-vacancy ratio for the first unified entrance exam was eight candidates per vacancy (6,619 candidates competing for 815 vacancies), which led to new demands for an increase in the number of vacancies offered. Failure to resolve the “surplus” problem may not only be related to the number of vacancies offered, but also to opening vacancies to broad competition, with a single admission process and of an objective nature (grade and classification), since neither all higher-level courses were accessible to everyone in relation to biological sex and social status, including political and social aspects²⁸.

There was also a preference among candidates to opt for careers with a higher social status, such as medicine and dentistry, which are part of the biomedical area, capable of providing both social recognition and economic security and financial stability, leading to an increase in demand for these careers¹³.

The delay in filling vacancies is related to the wait to reclassify the career choice. These reclassifications occurred until the vacancies offered by the courses were completely filled. Thus, it can be seen that the publication of lists and reclassifications was almost daily.

The report with the title “Medicine calls everyone again” (*Medicina chama todo mundo outra vez*” - Doc 11) presents an explanation for this occurrence, highlighting that many candidates only enrolled to guarantee an opportunity to be reclassified or to guarantee a place at university, envisioning migrating to their first choice course over time, which for the vast majority were medicine and dentistry courses (Doc 17), becoming yet another example of social appreciation of these careers to the detriment of others.

Therefore, the candidates were waiting for a new reclassification, as the reclassifications represented a chance of obtaining a place in the course of interest, so much so that when published by the newspaper it had titles such as “This is the list of Hope” (*Este é o listão da Esperança*” - Doc 14). This fact also indicated that candidates did not want to use their grades to enroll in other courses, which is corroborated when analyzing the news about enrollments made on the first day of registration (Doc 10). It is evident that the most sought after course of the 349 enrollments was medicine with 68.5% (n=239) of enrollments, followed by Pharmacy with 12.6% (n=44), Dentistry 8.3% (n= 29), Nutrition 5.7% (n=20) and Nursing 4.9 (n=17).

The number of calls for reclassification allows us to infer that candidates wishing to study medicine as their first option gave up on consecutive options, preferring to take a new entrance exam (Doc 17), which reinforces the value that this career had for candidates.

Although the possibility of listing the five career options increased the search and competition for Medicine, the increase in competition increased the grades for a place in Nursing, as “surplus” candidates from the Medicine course were called upon to fill the vacant places of other careers. Therefore, the candidates who actually wanted Nursing as their first option had difficulty getting in, as the classification scores were different in relation to the other candidates, as it is possible to see in the approval list that the last place score in Medicine is very close to the first place in Nursing (Docs 17,22,23).

It was necessary to publish three nominal lists within an interval of 11 days to fill *EEAN* vacancies, which was the first school to fill their vacancies for the Nursing Course (Doc 23). The delay in filling vacancies can be directly attributed to adopting the options system, considering that nursing was not the first-choice course for the majority of candidates with the highest grades.

From the nominal classification lists for *EEAN/UFRJ* presented in Table 2, a balance percentage is evident in relation to the biological sex of those approved and the constant presence of men in each publication and also suggests withdrawal/non-filling of vacancies, if the number of reclassified people summoned in each call is given.

The entry of men into the *EEAN* Nursing Course in 1971 was a break with the school’s tradition of exclusively admitting women since its creation in 1923⁷. Likewise, the classes now had a new academic profile in relation to student identification, mainly men, with the profession evidenced by their enrollment in nursing to the detriment of not having been classified for medicine.

It is worth clarifying that nursing began to be seen as feminine after Modern Nursing was implemented around the world. The Brazilian model of teaching modern nursing was inspired by the Anglo-American nursing standard, maintaining the exclusive admission of women, which contributed to the professionalization of women, and becoming a movement that spread across Latin America²⁹⁻³¹.

If, on the one hand, men entered courses that were previously exclusively female, it is necessary to highlight that hegemonic courses, traditionally considered masculine, allowed women to enter. Thus, in the 1960s and 1970s, women had greater access to education and it became more tangible to pursue other careers with the institution of the unified entrance exam through an egalitarian and objective selection process (by grade/score), configuring “a war where everyone is equal”³².

The entry of male students at *EEAN/UFRJ* led to other repercussions associated with gender issues, with a view to changing the social space and the need for infrastructure adaptations, creation of a male uniform, adaptation of evaluation criteria throughout the course and rituals and ceremonies⁷.

Understanding the entry of men into the profession and its repercussions contributes to the historiography of Brazilian nursing, assists in debates about professional image/identity, contributing to transform the collective imagination (society) and of the professionals themselves (nurses) regarding the gender issues that range from factors such as biological sex, social condition, to political and cultural aspects that involve the profession, thus building professional identity.

Study limitations

This study presents a limitation of the scenario, as the documentary sources which enabled us to do the analysis represent a snapshot of the reality which only occurred in Rio de Janeiro, the location of a scenario at the time of privileges given its entire economic and social development as the capital city of the country up to 10 years before the time frame of this study (1971). The analysis of a circumscribed scenario may not reflect the reality of other regions in a continental country like ours regarding the developments of the first unified entrance exam for the Nursing Course and its relationship with the male-female duality entering and practicing the profession.

CONCLUSION

Considering that education is seen as a significant factor of social transformation, understanding how investment in professional education in Nursing was presented enables producing a historical record of the category's contribution to creating a fairer and more inclusive society, and therefore also of delineating the professional identity of this category.

Although the classification process determined for the unified entrance exam sought to solve the problem of unfilled vacancies, it made it difficult for candidates who were convinced of their choices to enter and led to the entry of men into the *EEAN* student body.

Therefore, it is suggested to conduct future studies which can produce a spatial analysis portraying the phenomenon (unified entrance exam) throughout the Brazilian territory, as well as studies focusing on the gender approach in nursing by knowledge core in order to strengthen understanding about the construction of the profession's identity in different historical moments.

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Authors' contributions

Conceptualization, V.C.S. and P.G.G.S.A.; methodology, V.C.S. and P.G.G.S.A.; software, not applied; validation, V.C.S. and P.G.G.S.A.; formal analysis, V.C.S., P.G.G.S.A., P.I.G.M., M.A.A.P. and F.B.O.S.; investigation, V.C.S. and P.G.G.S.A.; data curation, V.C.S. and P.G.G.S.A.; manuscript writing, V.C.S.; manuscript review and editing, V.C.S., P.G.G.S.A., P.I.G.M., M.A.A.P., F.B.O.S. and C.P.G.S.; visualization, V.C.S., P.G.G.S.A., P.I.G.M., M.A.A.P., F.B.O.S. e C.P.G.S.; supervision, P.G.G.S.A.; project administration, V.C.S. and P.G.G.S.A; funding acquisition, not applied. All authors have read and agreed to the published version of the manuscript.