



Institute of Education of the State of Guanabara: pioneering and training for educational audiovisual (1960-1975)^{1 2}

Instituto de Educação do Estado da Guanabara: pioneirismo e formação para o audiovisual educativo (1960-1975)

Instituto de Educación del Estado de Guanabara: pionerismo y formación para el audiovisual educativo (1960-1975)

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Abstract

The purpose of this article is to analyze the circuit of Educational Television of the State Education Institute of Guanabara, highlighting the centrality of the teacher as producer of television content, acting in the realization of an ideal audiovisual educational that meets the expectations of society in the cultural sphere, Political and economic. The training for educational television signaled ways for the creation of a didactic for the educational audiovisuals to attend to a growing demand for schooling that occurred with the expansion of education in line with liberal democratic ideals for the construction of a "modern" Brazil. In order to carry out the research we work with different types of files such as: personal archives documents, periodicals of the Brazilian Digital Library and the collection of the Center for Institutional Memory of the Institute of Education - CEMI.

Keywords: Educational audiovisual. Teacher training. educational television.

¹ English version by author.

² This article is a different version from the one previously published as a chapter in the book PIMENTA, Jussara; PACÍFICO, Juracy; MONTEIRO, Filomena; BUENO, José. *Docência, Formação e Práticas Pedagógicas: Experiências e Pesquisas*. Jundiaí (SP): Paco, 2019. Although they address the same theme, they differ in the emphasis given to the teacher as a producer of content for educational television.

Resumo

O objetivo do artigo é analisar o circuito de Televisão Educativa do Instituto de Educação do Estado da Guanabara, destacando a centralidade do professor como produtor de conteúdo para televisão, atuante na concretização de um ideal de audiovisual educativo que atendesse as expectativas da sociedade no âmbito cultural, político e econômico. A formação para a televisão educativa sinalizou caminhos para a criação de uma didática própria para os audiovisuais educativos atenderem a uma demanda crescente de escolarização que ocorreu com a expansão da educação em consonância com ideais democráticos liberais para a construção de um Brasil “moderno”. Para a realização da pesquisa trabalhamos com diferentes tipos de arquivos como: documentos de arquivos pessoais, periódicos da Hemeroteca Digital Brasileira e o acervo do Centro de Memória Institucional do Instituto de Educação – CEMI.

Palavras-chave: Audiovisual educativo. Formação de professores. Teleducação.

Resumen

El objetivo del artículo es analizar el circuito de Televisión Educativa del Instituto de Educación del Estado de Guanabara, destacando la centralidad del profesor como productor de contenido para televisión, actuante en la concreción de un ideal de audiovisual educativo que atienda las expectativas de la sociedad en el ámbito cultural Político y económico. La formación para la televisión educativa ha señalado caminos para la creación de una didáctica propia para los audiovisuales educativos atender a una creciente demanda de escolarización que ocurrió con la expansión de la educación en consonancia con ideales democráticos liberales para la construcción de un Brasil "moderno". Para la realización de la investigación trabajamos con diferentes tipos de archivos como: documentos de archivos personales, periódicos de la Hemeroteca Digital Brasileña y el acervo del Centro de Memoria Institucional del Instituto de Educación - CEMI.

Palabras clave: Audiovisual educativo. Formación de profesores. Televisión educativa.

Introduction

The creation of an educational and attractive audiovisual format, capable of winning large audiences with cultural and intellectual quality content, in addition to providing services such as the insertion of the citizen in the world literate by literacy, was the project of teachers from the Institute of Education of the State of Guanabara in the late 1960s, which fostered the debate on the use of television for educational purposes. The objective of the article is to analyze the Educational Television circuit of the Education Institute of the State of Guanabara, highlighting the centrality of the teacher as a producer of television content and also in the realization of an idea of educational audiovisual that would meet the expectations of society in the cultural sphere, political and economic.

The following work is an excerpt from the study that resulted in the thesis “Pioneers of Teleducation in Guanabara: Educational Television from the perspective of pioneering experiences of teleducation and training of teachers and professionals from the Institute of Education of the State of Guanabara and the Fundação Centro Brasileiro de Educational Television (1960 - 1975)”. To carry out the research, we worked with different types of files, such as personal archives documents by Gilson Amado and Lourival Marques, use of the collection of the Hemeroteca Digital Brasileira³ for consultation of periodicals published during the years 1960 to 1975, documents from the Memory Center Institutional Institute of Education - CEMI⁴, organized by Professor Heloisa Helena Meirelles dos Santos, in addition to interviews and articles published in the Revista Brasileira de Estudos Pedagógicos during the period of the State of Guanabara. These articles were important because they registered the pedagogical, cultural, and political thinking that mobilized researchers and intellectuals of the time on the themes of teleducation or educational television in Brazil and the world. The research challenge was the fragmentation of the researched material, mainly because there are no copies of the educational audiovisuals broadcast at the time. In Brazil, there is little tradition of preserving audiovisual collections due to lack of political interest and also due to maintenance costs. Among the arguments for the analysis of the research we are presenting are studies on Cultural History and the erasure of the memory of experiences with teleducation in this period marked by the civil-military dictatorship. There is little research on educational television, gaps that need to be revisited to expand studies in the history of education and media.

The first Brazilian television station was TV Tupi, inaugurated on September 18, 1950, in São Paulo, as an integral part of Diários Associados⁵, a group of communication companies directed by Assis Chateaubriand. The first television sets were very expensive, imported and the transmission of programs was limited and live. Television arrived in Brazil at a time when radio was the country's most popular communication vehicle, with almost national coverage, reaching families in urban centers and rural areas. Unlike radio, which initially guided programming based on culture and education, TV was born with commercial purposes, to expand the consumption of goods and services through information on daily news and entertainment.

However, some Brazilian educators identified the educational potential of television, taking as a parameter the experience of the BBC network that consolidated itself as a state and educational vehicle in Europe. In the United States, the creation of the first educational TV broadcaster, Iowa State College's WOI-TV, which began to function regularly in February

³ <http://memoria.bn.br/>

⁴ <http://cemiiserj.blogspot.com.br/>

⁵ The Associated Diaries were structured by several communication companies, forming a very influential journalistic conglomerate. In the period when TV was inaugurated, the group was in control of communication vehicles such as the newspaper O Jornal (RJ), the magazine O Cruzeiro, the newspaper Última Hora, the newspaper Diário da Noite (SP), the film studio Tupã and Tupi, Difusora and Record radio stations.

1950, was also of interest to educators in Brazil because it began by developing programming aimed at teaching young people and adults taking on the challenge of producing educational content, yet attractive and fun. The production of educational audiovisuals was not new because the American University of Washington D.C produced educational programs that were shown on commercial broadcasters, also signaling the possibility of partnerships with the State and telecommunications companies.

The educational potential of broadcasting has always been of interest to the Brazilian government and that is why legislation was created to guarantee the authority of the State over educational activities in mass media such as radio and television. Decree nº 20.047, of May 27, 1931⁶, made clear the intention of controlling the content and supervising broadcasting throughout the national territory. At that time there was no television in the country, but it was already seen as a strategic vehicle for communication with the masses.

Educational Television in the State of Guanabara

Educational TV in the State of Guanabara began to materialize in the early 1960s. Brazil was experiencing a period of accelerated industrialization and population growth in urban areas. And the State of Guanabara was at the height of the urban transformations carried out under the government of Carlos Lacerda. It was a period of change, especially in the educational sector, with the construction of schools and the increase in the number of places in the public network, through the creation of cooperation classes and the adoption of a system of rotation of weekly breaks for teachers to increase the number of classes and students.

Despite the move of the capital to Brasília, the State of Guanabara held the prestige necessary to guarantee a concentration of investments in the region. Local development demanded a greater need for specialized labor. Specialization was mainly worker literacy and completion of primary education. To meet this need, the Lacerda government participated in agreements between the MEC and the Agency for International Development (AID) for technical assistance and international financial cooperation for the organization of the educational system in Brazil. Agreements that became known as MEC-USAID. The technical assistance offered by these agreements pointed to the need to adapt the educational system to the economic and cultural model⁷ envisaged for Third World countries such as Brazil. The State

⁶ Decree nº 20.047, of May 27, 1931, Regulates the execution of radiocommunication services in the national territory The Head of the Provisional Government of the Republic of the United States of Brazil, using the powers conferred on him by articles 1 and 4 of decree no. 19,398, of November 11, 1930, decrees:

Art. 1 Radiocommunication services in the national territory, territorial waters, and airspace are the exclusive competence of the Union.

Art. 2 For this decree, radiocommunication services, radiotelegraphy, radiotelephony, radiophotography, radio-television, and any other uses of radioelectricity, for the wireless transmission or reception of writings, signals, images or sounds of any nature using radio waves.

Art. 12. The broadcasting service is considered to be of national interest and for educational purposes.

§ 1 The Government of the Union will promote the unification of broadcasting services, in the sense of constituting a national network that meets the objectives of such services.

§ 2 The stations of the national broadcasting network may be installed and trafficked, utilizing a concession, by civil societies or reputable Brazilian companies, or by the Union itself, in compliance with all educational and technical requirements established by the Federal Government.

§ 3 The educational orientation of the stations of the national broadcasting network will be the responsibility of the Ministry of Education and Public Health and its technical supervision will be the responsibility of the Ministry of Traffic and Public Works.

⁷ One of the aspects currently most prominent in defining the directions and development strategies of peripheral societies is the type of action that international cooperation agencies have been exercising on these, whether they belong to the United Nations or not. It is possible to identify, in most of these agencies in the capitalist world, not only the ideological aspects, but also similar objectives and forms of action in Third World countries. (...) In all of them, it is possible to identify a certain concept of underdevelopment that defines it in an insufficient,

of Guanabara received resources for a survey of the school situation⁸, signaling the deficiencies of the education network and pointing out possible ways to resolve the issues. However, the plan did not materialize across the entire network and represented only an advertisement for the Lacerda management, promoting its image on the international stage.

The creation of educational television in the State of Guanabara was related to the policy of expanding schooling and also to the pressure of international bodies that invested in education and in the use of radio and television as fundamental to the formation of societies whose democratic ideals were aligned with the practices capitalist system. It was a concept of education at the service of the development of nations through industrialization and consumption, generating greater competition for jobs with better pay. The concept of educational TV in Brazil was developed by appropriating some of these ideas, as pointed out by the article by Maria Terezinha Tourinho Saraiva, advisor to the Ministry of Planning and Economic Coordination, in the Education sector.

Although in almost everyone the school is the sole basis for solving the educational problem, in Brazil the situation is different. In addition to the contingent that annually knocks on the doors of the school, there are millions of Brazilians who exceed school age and who need education under the imperatives of survival or calls for social ascension. (...) The modern world is witnessing the greatest revolution that man has ever involved - the struggle that most human societies are waging, in search of better material conditions of existence. And everyone knows that the decisive weapon to win this battle is education.

It is therefore urgent to make education truly accessible to all. We need to democratize it. Hence the need to prepare our system to serve everyone. But don't forget the Brazilian reality - there are hundreds of thousands of individuals, perhaps millions, who have learned alone over their lives. They have passed the age for entering the formal system, but they need and have the right to education. If we cannot minister by traditional means, we have to use other resources that will allow us to take it to everyone. (SARAIVA, 1969, p. 266 and 267).

The peculiarities of Brazilian education about the social, cultural, and economic differences of people who were entitled to schooling were also reflected in the way of structuring an effective model of teleducation for the student viewer. Research on teleducation revealed different models of educational television: Utility TV, Public TV, Functional TV, Cultural TV, Didactic TV, School TV, and Instructive TV. However, such models do not form a precise classification system, but show the diversity of themes and objectives that the educational audiovisual could offer its consumers, aiming to meet the different demands of audiences. Also, educational TV systems worked in two modalities: Closed Circuit or Distance Learning. In the closed-circuit, transmissions were made by cables to a specific location, the coverage area was small, sometimes restricted to just one institution.

partial way, in most cases based on assumptions that consider it as a phase before development, therefore, the countries are only immersed in it “ in arrears ” about developed countries (ROMANELLI, 2012, p.204).

⁸ Lacerda's administrative model chose the transformation of urban space and education in the state of Guanabara as priorities. However, his political trajectory is shaped by contradiction. At the same time that he commanded the construction of dozens of public schools in the State of Guanabara, Lacerda was also an advocate for the privatization of education. Appropriating the democratic ideals of the 1946 Constitution, Lacerda criticized educational policy in Brazil because it followed a model that determined through school education who manual workers and intellectual workers would be. He condemned the totalitarian and aristocratic education of the State, coinciding with the education renovators who repudiated the dualism reproduced in teaching.

In the distance learning category, the transmission was done by radioelectricity with the capacity to transmit the signal over a long distance.

A few educators and people connected to education started Educational Television in Brazil. They started it from scratch, or almost nothing that was Commercial Television. At the dawn of that time, when few people cut, directed and operated television, figures like Fernando Tude de Souza, Mario Paulo de Brito, Marília Antunes Alves, Alfredina de Paiva and Souza and Gilson Amado, among others, began to worry about the use of TV in education.

Some of these pioneers learned the instrument “carrying it” painfully, when each knowledge was a repetition of trial and error, until the threshold of a technique that would allow the realization of a truly educational program. This is not because they did not know how to educate, but because education should be done through a new instrument, until then only in the hands of technicians or simple operators (ASSUNÇÃO, 1969, p. 278).

Among the first experiences of using television informal education, we highlight the work of the João Baptista do Amaral Foundation (TV-Rio)⁹ instituted on April 18, 1961, registered as legal entities on October 2, 1961, and recognized by MEC on November 21 of the same year. The Foundation was responsible for producing a course for adult literacy that remained on the air until 1965 under the direction of Professor Alfredina de Paiva e Souza. The name of the program was O Futuro Começa Hoje¹⁰, with narration by Luís Jatobá¹¹. It was a pioneering TV experience aimed at culture and education, with support from Dom Helder Câmara. There were 216 programs, for 72 weeks, with three programs per week. The course reached more than 5,000 students in 105 centers for the reception of students with television.

In 1962, Gilson Amado took the time at 10:30 pm, on Continental TV with a program called Mesas Redondas, in which he disseminated the idea of the University of Popular Culture whose objective was to serve thousands of Brazilians over 16 who were out of school allowing them to start or return to studies. Amado defined the idea as “a university without walls” because it would be where the student was. The Popular Culture University was recognized as a public service in 1967, it produced Article 99 and Gym Admission courses in partnership with the Guanabara State Secretariat, in addition to general culture courses. Six courses were produced, understood as general culture, with the following titles: Family Education, Learn to Care for Your Child, Parent School, Learn to See Painting, History of National Education, and History of Freedom in America.

The institutional landmark of TV Educativa do Brasil at the national level was the creation of the Brazilian Educational TV Center, by law No. 5,198, of January 3, 1967, in the form of a foundation¹². The name Fundação Centro Brasileiro de Televisão Educativa was

⁹ The João Baptista do Amaral Foundation was on the air until 1977

¹⁰ Source: A Noite -28/07/71; Jornal do Brasil -23/09/61; Correio da Manhã -02/09/61. The program The Future Begins Today, was also known as TV Escola and was shown on a network in other states: Minas Gerais, São Paulo, Espírito Santo, Brasília, Guanabara and part of Goiás. (Diário de Notícias - week from 06 to 12 / 08/61).

¹¹ Luís Jatobá was a journalist and announcer, worked at A Hora do Brasil, at Repórter Esso and others.

¹² Public Foundation - the entity endowed with legal personality under private law, non-profit, created by legislative authorization, for the development of activities that do not require execution by bodies or entities governed by public law, with administrative autonomy, its assets managed by the respective governing bodies, and operation funded by resources from the Union and other sources. Source: <http://www2.camara.leg.br/legin/fed/decllei/1960-1969/decreto-lei-200-25-february-1967-376033-norma-pe.html>

formalized in the entity's first statute to facilitate its legal action¹³. The President of the Republic, Humberto Castello Branco sanctioned Law No. 5,198, which established, in Article 3, that the purpose of the center would be the production, acquisition and distribution of audiovisual material for educational broadcasting. The law also authorized the executive branch to open a special credit, worth one billion cruzeiros, to the Ministry of Education and Culture, which would donate the amount to FCBTVE for the purchase of real estate, titles, technical equipment and installation expenses. Educational equipment and materials imported by the Foundation would be exempt from import and consumption taxes, as well as from customs clearance fees.

FCBTVE was structured as the body capable of integrating existing educational broadcasters, promoting research, and exchanges with other countries to improve Brazilian educational TVs. FCBTVE installed a closed-circuit television system that had a 14m² studio for training teaching, technical and production personnel, in addition to functioning as an experimental laboratory for carrying out educational programs. In the same year that it came into force, Professor Manoel Jairo Bezerra formulated a course for lay teachers. There was a need and interest in training qualified professionals to work with teaching, that is, capable of operating with an audiovisual language with specific educational objectives; and adequate to the specificities of the Brazilian public interested in learning on television. Educational objectives could be aligned to formal education with teaching certification or non-formal education with content considered useful for day-to-day or to improve citizen and political education.

Despite the expectations generated by the creation of FCBTVE, educational programming did not obtain the expected support, mainly from commercial broadcasters, which are required by law, to display educational and cultural content in the programming grid. In practice, the content is seen as cultural obtained more space due to the greater ease of adaptation to the content of non-formal education. The program aimed at formal education obtained good ratings, but the structural apparatus composed of didactic material, tele-room, student registration, qualification exam for certification and training of personnel required greater investment.

The understanding of educational TV in the late 1960s demanded greater participation by teachers in the conduct of programming. The teacher should assimilate the work of technicians and television operators to later translate this new language (audiovisual) into the educational message. In this period, the televised class was criticized and seen as a disservice of educational TV because it did not appropriate the language of television.

The pioneering spirit of the Education Institute of the State of Guanabara

The training for educational television signaled paths for the creation of its didactics for educational audiovisual products aimed at the profile of the Brazilian viewer. There was a growing demand for schooling that occurred with the expansion of education in line with liberal democratic ideals for the construction of a “modern”, developing Brazil. Breaking the ailments of the country's underdevelopment was the political and ideological project of the period that termed education as the nation's saving strategy.

Education seen as a factor of social change and development of the nation breaks with the stability created in the dualism of education that determined the type of education for different socioeconomic groups. Primary education was considered sufficient for the poorest groups who were directed to vocational schools, on the other hand the elites, aiming to enter higher education, continued in secondary education. There was not so much interest in schooling with teaching certification in the poorest classes. With the country's industrial development, the potential demand - corresponding to the number of people of schooling age

¹³ On 05/03/1967 the entity acquired legal personality, with registration in its first statute. The registration was under number 16972, of book A-8.

out of school or illiterate - turns into an effective demand, that is, the social pressure for education in all classes and regions of the country forces the State to invest in an education accessible to all. Among the resources used, teleducation stood out as a possibility for the democratization of teaching.

As much as schools multiply, in the state's effort to ensure the right to education for all, more than schools, the population at the corresponding age grows. Circumstances lead to an appeal to cultural institutions to fulfill a considerable share in education. (...) A new para-school language begins to assert itself as a result of the new means of communication, to the aid of the school, for the ideal of serving everyone (KELLY, 1969 p. 94-95).

According to Romanelli (2012) the social demand for education was a key factor for the expansion of education in the country, but it did not create profound changes in the school situation. The government's proposals to expand education were emergency and inconsistent to echo an educational transformation that was capable of balancing the educational offer between rich and poor. Teleducation emerged as a viable proposal for literacy and completion of primary education, but had little government investment.

The TVE of the Institute of Education of the State of Guanabara

The first experience with educational television at the Institute of Education of the State of Guanabara, using a complete structure of equipment for television, in a closed circuit, occurred in 1967. The equipment was installed during the 1st Brazilian Congress of Audiovisuals held between 23 and 29 July 1967¹⁴, sponsored by MEC and the government of Guanabara and organized by the Brazilian Education Association. Professor Alfredina de Paiva e Souza was the general coordinator of the congress, which brought together about two thousand teachers from all over the country. The congress aimed to discuss the multiple possibilities of inserting audiovisual at different levels of education.

In this way, the Institute of Education appropriated the task of creating a format for educational audiovisual and inaugurated the 1st Experimental Center for the Production and Training of Personnel for Educational Television, in 1967. In the 1968 yearbook of the institution, there is a record the approval of the Technical Council of the Institute of Education for the purchase of an educational television equipment worth fifty thousand cruzeiros, which was to be paid in two years and to be permanently installed until December 31, 1968. The acquisition of the equipment consolidated the participation of the Guanabara Education Institute in the planning of educational television in the country.

What roles can or should the teacher play in TVE? A thorough study has not yet been done about this, but from the extreme of the non-existence of a qualified educator in a program called educative to a team composed entirely of teachers, the more certain we are the closer we are to this position.

What an extraordinary hearing operator a music teacher would be; that magnificent cutter in the staging of a play would be a teacher of dramatic art; what a perfect presenter a singing teacher would be as long as, of course, everyone had prepared for this performance. But, above

¹⁴ The event was widely publicized in the period's printed media. There were more than 30 reports and published notes accounted for in three journals: *Correio da Manhã*, *Diário de Notícias* and *Jornal do Brasil*. In the printed matter, the objective of the congress was defined as a decision by Brazilian educators about the growth of audiovisuals.

such functions, which would not necessarily be performed by teachers, it seems to us that the station's director, the programming and production directors, the producers, the directors, and the presenter need to be professors (ASSUNÇÃO, 1969, p.279).

Initially, the educational television of the Institute of Education operated on a restricted circuit and with local intentions, however, the FCBTVE proposal for teleducation was expanded and integrated, defending the need for initiatives and investments in exclusively educational audiovisual products. Professors Alfredina de Paiva e Souza and Judite Brito de Paiva and Souza coordinated the project that provided for a series of education and training courses on educational television.

During the 1970s and 1971, the Institute of Education agreed to the transmission of educational programs with a commercial TV station in Rio de Janeiro, Continental TV, Canal 9. The program was shown in prime time, from 7 pm to 9 pm Monday to Friday. The Institute's television center had two studios with professional equipment and a technical control room and the courses offered received professors from different parts of Brazil. The partnership with FCBTVE promoted courses that were not restricted to teachers and attracted professionals from different fields interested in learning or specializing in educational audiovisuals.

In 1969, FCBTVE developed four basic training courses in TVE that received more than 150 students from different states of the country. These experiences started the formation of a collection of educational audiovisual material produced in Brazil and stimulated the creation of a project with content corresponding to the initial series of the primary course. The project later became the educational telenovela, João da Silva.

Educational Audiovisual: teachers, creators and producers of TV content

The educational television of the Education Institute of the State of Guanabara had four fundamental objectives¹⁵: preparation and training of personnel for educational television, meeting the government's expectation to take advantage of the potential of mass media in education; use of television as an aid in the work of teachers in classroom activities at all levels of education, from kindergarten to the Higher Teacher Training Course for Normal Education (CFPEN); expansion of the Institute's area of pedagogical influence, emphasizing the updating of teaching techniques, scientific and cultural dissemination, vocational guidance and the socioeconomic and cultural promotion of the people; and direct participation in the reformulation of commercial television standards in Guanabara, exercising an enlightened and well-oriented influence in the elaboration of cultural and artistic programs of commercial broadcasters. The Institute of Education of the State of Guanabara was interested in assuming the role of the protagonist in the analysis and criticism of television content defined as cultural and educational by the producers of commercial broadcasters. The objective was to legitimize the importance of the centrality of an education professional in the planning and production of educational audiovisuals, defending the presence of the teacher in all stages of production of educational programs. The scope of television and the power to win large audiences was an indication of the need for greater quality control than what was shown, especially programming as cultural, framed in the question of non-formal education.

Educational TV is understood not only to didactic, school television (Instructional TV), which will be the main object of our exam, but the one that in addition to formal classes, presents theater, music, painting,

¹⁵ Information taken from the 1968 yearbook of the Institute of Education.

documentary programs, events of general interest, etc., aiming at a better status of the individual. To their intellectual, cultural, and moral formation, and the progress of the community.

Television in the service of education represents an adaptation, especially of the school, to the needs and resources of the current world (PAIVA AND SOUZA, 1969, p. 286).

Judith Brito de Paiva and Souza (1969), one of the coordinators of the educational television course at the Institute of Education, highlighted some advantages of using educational television, such as television expanded the performance of the best teachers, making their classes available to all students reached the radius of action of a broadcaster; television could transmit resources inaccessible to most schools with the use of audiovisual, enhancing the power of moving images in the acceleration and efficiency of learning; the television allowed all students to view the detail, using the “close” feature.

The coordinator's words contrasted with the reality of educational TV that existed in Brazil at the time because the productions were limited to televised classes, usually directed to supplementary courses. The criticism was directed at the impossibility of television replacing direct communication between teacher and student.

The interest in a better quality educational TV, which was not limited to replacing the teacher with the TV monitor to solve educational problems such as lack of teachers, lack of places in school institutions and high levels of illiteracy, started the debate about the need teacher training to meet the specific demand for television education.

It is true that any message with educational content, even if it is poorly presented as a television program, will be more beneficial than some commercials with unquestionably uneducated content and, unfortunately, from fabulous audiences. But, if we educators, we know the right way, why would we prefer the mediocre and not so fertile shortcut to routine? Why are we going to focus on mistakes that we can criticize, those same mistakes as those that opened the way or those that accommodate to easier situations? And here is another commonplace: a television lesson is not the simple televising of a class lesson. (...) Some observations may seem of little importance. But we remember that any television actor receives instructions that make him more apt for his job. There is already a literature on the subject.

We consider these considerations opportune to substantiate the thesis of the need to specialize in the teacher who is destined for the activities of educational television. And we will say more, even the operating sector must be prepared for the specific purpose of work in education. Inadequate artistic treatment, for example, can have negative effects on the didactic objectives of the message (PAIVA E SOUZA, 1969, p. 287 -288).

Based on these ideas, the First Production and Training Center for Educational Television in Brazil was created by the Education Institute of the State of Guanabara. Soon after, the first agreement with FCBTVE was made, expanding, in fact, the Institute's influence nationwide. The equipment was of excellent quality, but the studios were not yet complete. This structure was used to carry out the 1st Preparatory Course for Educational Television, which

initially received 106 teachers from the official teaching network of the State of Guanabara¹⁶. There were two classes and the course content was exposed in two stages. The first was elaborated with lectures and practical demonstrations on the following subjects¹⁷:

- Educational Television: today's problems, TVE in the world and the Brazilian experience;
- Origin and current situation of television: theater, radio and cinema vis-à-vis television; specific characteristics of television, television schedules, stations and networks;
- Electronic elements: electromagnetic waves, the image, the color, the sound on TV;
- How television operates: structure of a broadcaster, the studio, lighting, the cutting room, complementary services;
- Program production: the TV team, the arts sector, camera operation, program presentation, speech importance, script preparation technique;
- Educational Television Planning: educational television programs, production centers, the reception network.

These themes were developed by the students and the result of the practical classes was the scriptwriting, production, and realization of experimental programs that aimed to print models of educational audiovisuals for the Brazilian audience. The knowledge areas chosen by the students were:

- Science - Light is Life
- Music - Music in the primary course
- Sociology - Leadership
- Psychology - Sensory causes of poor learning
- Hygiene - Food
- Community Education - SOS! Teacher (notions of first aid)
- Genetics - Chromosomes
- History - Gold cycle
- Geography - The universe is unknown
- Social Sciences - Human relations in the class

Eight of these programs were recorded on Continental TV and aired on an open circuit for Guanabara viewers. Later, six of them became copies on ½-inch magnetic tapes and became part of a collection of educational programs¹⁸, with national and international titles, maintained by the Institute of Education. In this initial phase, the first teachers of the course were: Alfredina de Paiva e Souza, director of the João Batista do Amaral Foundation (FJBA); Judith de Paiva e Souza, FJBA advisor, Allan Ferreira de Lima Oliva, from the British Embassy communications sector; Gastão Roberto Coaracy, from the USAID audiovisual sector; John Vince, head of television service at the American Embassy; and Syla Chaves, from the communication department of Fundação Getúlio Vargas. All the teachers of the course were inserted in projects that had as objective the formatting of a profile of teleducation in Brazil, that at this moment, was under a strong influence of the international capital that contributed with agreements for the purchase of equipment, with an exchange of professionals and also with the spread of suggestions on literacy that would serve the interests

¹⁶ The general director of the Institute of Education of the State of Guanabara, José Teixeira d' Assumpção, and the director of the Normal School Ignácio Azevedo do Amaral, Samira Khury de Andrade, participated as students of the first class formed for the Preparation for Educational Television course.

¹⁷ Information taken from the 1968 Institution yearbook.

¹⁸ Among the preserved titles: France- Teaching the French Language; Italy - Adult Literacy; Brazil - Adult Literacy: TV Escola FJBA.

of the international market and favor the project of social development of the civil-military dictatorship that occupied the government. The mass media, especially the most popular, such as radio and television, sometimes reproduce social control. "They can, in this sense, compete considerably to discipline attitudes and mentalities" (LAGO, 1971, p.53). Thus, they were often put to the service of political, ideological, and economic purposes. The use of television as a vehicle also available for education, was not only a solution for governments, but it was also a social aspiration. The popularity of television and the technical possibilities of audiovisual, coupled with the criticism of the poor quality of programming on commercial broadcasters, led to the debate in defense of more educational and instructive programs. This, in a way, moved education professionals to claim, supported by pedagogical and didactic knowledge, the pioneering spirit in experiences with teleducation.

The relevance of the definition of the educational television proposal practiced at the Institute of Education starts from the premise that there are two basic aspects and interconnected to the television format when we refer to educational content. The first is configured in a general plan that aims to spread knowledge that promotes social, cultural and economic practices, and is aimed at large audiences, has commercial appeal, also seeks entertainment, but focuses on subjects and themes important for human and social development of audiences. The second is established by the need for planning that ensures the intentionality of the instructive character of the content presented in the program. A large audience can be reached, but it has solid goals for certain audiences, such as, for example, telemarketing students from literacy and supplementary courses. Educational television would not be at the service of only the masses of viewers because it should have part of its programming directed to a specific target audience formed indispensably by television students. Educational television should be managed by educators, who with the appropriate training would also be directors and producers of educational content.

Final considerations

The intended training at the Institute expanded the space of the teacher who was restricted to the classroom. In this perspective, the teacher entered the dispute for workspace in the broadcasting market, delimiting educational television for educators. The Institute's educational TV circuit functioned as a laboratory for audiovisual experiences with teachers, television professionals, technicians, and professionals interested in the subject. Initially, the target audience was teachers, but in a short time, other objectives also became a priority, such as: training of labor for the technical staff of state TVs, the training of students themselves at different school levels, the definition of a language for educational television in the country.

The pedagogical thinking disseminated by the Institute of Education was the model followed for educational broadcasting at the time, which is a first analysis, presented itself as a broad concept of meanings encompassing the multiple educational possibilities that could fit into radio and television programming. But later, educational broadcasting was defined following some prerogatives such as: intentionality in training action; adequacy to the audience level; insertion in a global planning; forecasting the effects to be achieved; and condition to assess these effects. These requirements were related to the audience of the educational program, which would be evaluated by the number of viewers and their response in promoting a more schooled society and the following values of the time. Period characterized by the censorship of the military-civil dictatorship and the valorization of moral aspects of society and nationalism. In the pedagogical field, the technicist model, which considered the efficiency of teaching as a result of the correct and planned use of technical and didactic methods, served as

a guide for the justifications and evaluations of the expected results. The training of these professionals was organized based on the need to know the television technique in their production processes to outline a didactic and pedagogical planning appropriate to the different groups that could be reached.

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