

Bridging Capital and Countryside: *AMAE Educando Magazine* and Teacher Training in Minas Gerais, Brazil

Flavia Viana, Universidade do Estado de Minas Gerais, Brazil
Daniela Passos, Universidade do Estado de Minas Gerais, Brazil
Daniela Bandeira, Universidade do Estado de Minas Gerais, Brazil

The Paris Conference on Education 2026
Official Conference Proceedings

Abstract

This research focuses on the *AMAE Educando Magazine*, a pedagogical publication central to teacher training in the state of Minas Gerais, southeastern Brazil. The magazine was created within the Institute of Education of Minas Gerais (IEMG), a flagship public teacher-training school located in Belo Horizonte, the state capital. Founded in 1946, the IEMG was initially an exclusive school for young women from the elite, renowned for its high-quality teacher preparation. From this influential institution emerged the *AMAE Educando Magazine* in 1967. Its primary mission was to disseminate the content of the Pedagogical Journeys organized by the IEMG's School Administration Course, thereby creating a vital bridge between teachers in the capital and those in the vast and often isolated interior regions of Minas Gerais. The magazine circulated for an impressive 46 years, producing 400 issues. This study aims to understand how the *AMAE Educando Magazine* fulfilled its formative function for teachers across Minas Gerais and how it consolidated itself as a key communication channel between the capital and the countryside. To achieve this, the research employs qualitative document analysis of the magazine's foundational years (1967–1972). It examines articles on teacher training, reports from the Pedagogical Journeys, and readers' letters. Preliminary findings indicate that it served as a powerful tool for disseminating pedagogical knowledge, creating a professional network, and standardizing training practices statewide. In conclusion, this magazine was not merely a publication but a cultural and educational artifact fundamental to understanding the history of teacher training and regional integration in Brazil.

Keywords: *AMAE Educando Magazine*, Minas Gerais' Institute of Education, teacher training

iafor

The International Academic Forum
www.iafor.org

Introduction

This research investigates the pedagogical periodical *AMAE Educando Magazine*, a printed pedagogical publication from the state of Minas Gerais, which originated at the Institute of Education of Minas Gerais (IEMG) in the late 1960s. At that time, marked by the absence of digital resources as we know them today — resources that now grant us nearly instantaneous access to information — knowledge depended on material supports such as newspapers, magazines, books, and similar printed matter. Their distribution, however, was confined to certain localities, and waiting times were lengthy. For this reason, physical periodicals occupied a central role in intellectual formation and in the dissemination of professional knowledge. Hence, the decision to study this magazine is primarily aimed at understanding, within the delimited timeframe (1967–1972), its conditions of production, materiality, target readership, and the possible effects it may have produced among its female readers.

Concerning the material under analysis, *AMAE Educando Magazine* was a pedagogical publication conceived by students of the School Administration Course (*Curso de Administração Escolar – CAE*) at the Institute of Education of Minas Gerais (IEMG), with its first issue released in October 1967. A few months earlier, in April 1967, the AMAE (*Associação Mineira de Administração Escolar – Minas Gerais School Administration Association*) had been established, with the primary objective of bringing together primary school teachers from the capital and the interior of the state to facilitate the exchange of knowledge and experiences among them. The magazine circulated for 46 years, from 1967 to 2013, totalling 400 published issues over that period.

The School Administration Course (CAE) at the IEMG was a benchmark in teacher education within the state and across Brazil. It emerged in 1946 following the dissolution of the *Escola de Aperfeiçoamento* (Advanced Teacher Training School, 1929–1946) and was composed of tenured teachers actively working in the state education system, selected through rigorous evaluations. Its main purpose was to train educational professionals, such as principals, school inspectors, and guidance counselors, to serve within the state and regional education systems, as well as within the State Department of Education itself.

The impetus for conducting this study stems from the relevance that this pedagogical periodical held for education over nearly half a century of uninterrupted publication, mobilising its pedagogical forces and establishing connections with different regions of Minas Gerais and, later, throughout Brazil. The choice to examine the magazine's first five years of circulation (1967–1972) is justified by the fact that this period encompasses the year of its inception in Minas Gerais's educational landscape, its early years of distribution, the context of the Civil-military Dictatorship in Brazil, the creation of the IEMG's Pedagogy Course (1968), the Teaching Reform instituted by Law No. 5.692/71, and the magazine's role in presenting the curricular and organisational changes introduced for primary and secondary education (1º e 2º graus) as a result of that legislation.

Scholarly work on *AMAE Educando Magazine* remains scarce. A bibliographic review using the descriptor “Revista AMAE Educando” revealed that the magazine's presence in Brazilian academic production is limited. Therefore, given the paucity of studies and publications on this subject, we understand that this paper offers new contributions to its understanding, as it draws upon sources that have thus far received little scholarly attention.

History of the *AMAE Educando Magazine* and the Pedagogical Journeys

AMAE Educando Magazine was first published in October 1967, a few months after the establishment of the *Associação Mineira de Administração Escolar* (AMAE – Minas Gerais School Administration Association) in April of that same year. According to Scyomara Ribeiro de Almeida, the magazine's first editor-in-chief, in an interview granted to Celuta Penna and Rosa Emília Mendes published in the commemorative twentieth-anniversary edition of October 1986, the idea of creating an association emerged in 1966. At that time, a group of CAE students travelled to Rio de Janeiro to attend the *I Congresso Brasileiro de Ensino Normal* (COBEN – First Brazilian Congress of Teacher Education), held from 11 to 16 July. During the congress, upon encountering so many new developments, they felt the need to convene teachers and establish a group that could strengthen the network of educators between the state capital and the interior of Minas Gerais, as they perceived a significant lack of communication and exchange among municipalities.

Upon their return to Belo Horizonte, the matter reverberated throughout the Institute of Education, and CAE faculty members became interested in the proposal. Consequently, they organised a group of teachers and students and scheduled an initial meeting at the IEMG, designated as the First State Meeting on Educational Guidance and Teaching, which took place from 17 to 22 October 1966. Participants were convened through an announcement published in the *Jornal Minas Gerais*. A few months after this gathering, the *Associação Mineira de Administração Escolar* (AMAE) was officially founded in April 1967.

As an association, AMAE played a prominent role not only in the creation of the magazine but also in promoting events aimed at discussing relevant issues of the time, including courses, Pedagogical Journeys, congresses, and meetings. The association was also responsible for producing other pedagogical materials, such as collections of content on subjects like Mathematics, Communication and Expression, Physical and Biological Sciences, and Social Studies. The courses and meetings offered addressed pertinent topics, including planning and evaluation, literacy, children's literature, reading and writing, grade repetition, and school dropout rates. There was, therefore, substantial demand for the courses and meetings promoted by the Association, as reported in the magazine's pages. The organisation of the Pedagogical Journeys even counted on the participation and encouragement of politicians from the state of Minas Gerais.

History of the Institute of Education of Minas Gerais (IEMG)

In the early twentieth century, Institutes of Education began to emerge in Brazil. According to Louro (2004), teacher training took place in normal schools operating within these institutions, which were known for being extremely well-organised and for upholding a commitment to educational excellence. According to Veiga (2007), at the beginning of the 1930s, the *Instituto de Educação do Distrito Federal* was established in the city of Rio de Janeiro as a new and significant model of normal school organisation, which later spread to other cities across Brazil. Its primary goal was to become a benchmark in teacher education, offering a wide range of courses, in addition to imposing facilities and a diverse array of teaching materials.

Belo Horizonte followed a similar trajectory. According to Campos (2019), the Institute of Education of Minas Gerais (IEMG) began its activities in 1946, under the Organic Law of Teacher Education (*Lei Orgânica do Ensino Normal*) – Decree-Law No. 8.520, of 2 January – whereby the *Escola Normal Modelo* (Model Normal School), created in 1906, was

redesignated as the *Instituto de Educação do Estado de Minas Gerais* (IEMG). With this transition, the School Administration Course (*Curso de Administração Escolar – CAE*) was also established at the IEMG in that same year, 1946.

It is important to note that, according to Moreno and Vago (2015), the *Escola Normal Modelo* was created in 1906 as part of the reform promoted by the government of João Pinheiro, which reinstated teacher education in Minas Gerais (Law No. 439 of 28 September 1906). This came after normal schools had been suspended in the state since 1901 (Law No. 318 of 16 September 1901) due to the financial crisis that the state was undergoing at the time.

Since its creation, the IEMG established itself as a traditional school of great prominence and prestige at both the state and national levels, responsible for the education of many generations of Minas Gerais residents. The CAE (School Administration Course), one of the programmes offered at the IEMG, was not aimed at training for the daily practice of classroom teaching. Its explicit purpose was to qualify teachers who had already graduated to become school administrators — that is, to assume pedagogical and administrative leadership within a school environment that was already highly feminised. The course thus constituted a space of differentiation and professional elite status, creating an internal hierarchy within the female teaching profession. This selectiveness was reinforced by the social profile of its students, who were selected through rigorous evaluations and required to have previously completed the normal course, a prerequisite that suggests the programme predominantly attracted daughters of the Minas Gerais elite, whether economic, cultural, or intellectual.

Methodology

This study will adopt as its main methodological procedure the systematic analysis of printed materials, grounded in documentary research on the issues of the *AMAE Educando Magazine* published during its first five years of circulation (1967–1972). It is important to note that this is ongoing research — that is, the final results of the proposed analyses have not yet been reached.

The investigation will be developed through complementary analytical axes, employing a historical and documentary approach to examine the contents published by the magazine, its structure, and the interactions established with its readership. The aim is to understand how the content of the analysed materials provides evidence that the intentionality of the text was to shape the primary school teacher. Furthermore, it seeks to reflect upon which contents were used to educate a teacher and which pedagogical practices were most widely disseminated. A total of 52 issues of the magazine, published between 1967 and 1972, will be analysed. It is important to highlight that, on average, 9 to 10 issues were published per year (from January to December, with some months omitted), and each issue contained between 40 and 60 pages.

Concerning the published content, the materials selected for analysis will include reports on the Pedagogical Journeys (organised by year and theme); the readers' letters section; and articles on literacy aimed at teacher training. These materials will constitute the analytical categories. Among the prescriptive articles for classroom practice, the focus was placed on the theme of literacy, since it would not have been possible to analyse the entirety of the contents published by the magazine due to time constraints and the sheer volume of material. The magazine encompasses articles on various subjects within the educational field, including school management, didactics, and lesson plans (mathematics, social studies, arts, sciences, religious education, etc.), educational psychology, the implementation of laws, civic dates,

grammatical rules, and so forth. However, given time limitations and the documentary volume, it was necessary to establish delimitations. Accordingly, the analysis will concentrate on literacy content found in the language sections, given its relevance to primary school teacher training—a choice that does not diminish the importance of the other themes addressed.

Firstly, in order to achieve the defined objectives, Bardin's (2011) content analysis method will be employed, aiming for thematic categorisation of the selected materials. The process will follow three main stages: pre-analysis, involving the final selection of the magazine's articles and letter sections to be studied; the next step, exploration of the selected material, during which a thorough reading of the texts will be conducted, highlighting relevant passages concerning teacher training and assigning codes to them according to emerging themes and the classification of letters by categories; and finally, the processing and interpretation of results, which consists of grouping related codes into consolidated thematic categories. From there, it will be possible to analyse the frequency and relationship between such categories, enabling inferences and interpretations grounded in teacher education theories, the history of education, and political movements. The ultimate purpose is to understand the role that the magazine effectively played in teacher education in Minas Gerais.

Concurrently, the approach proposed by Galvão and Melo (2019) will be followed for a detailed examination of the material and editorial aspects that shaped the magazine's production, including not only its physical dimensions, format, number of pages, and print quality, but also graphic elements such as typography, visual hierarchy, and the spatial organisation of content. The analysis will further encompass elements such as the cover, back cover, and advertisements, as well as possible indicators of circulation and usage. Based on this examination, tables will be constructed to categorise and organise all the information gathered.

The Pedagogical Journeys will be classified by theme and by year in order to ascertain which subjects were most relevant to educational discussions during the period under study, thereby allowing us to relate these identified subjects to the contemporary context. The articles on literacy will be classified into categories (methods, concept, readiness, and learning difficulties) and some subcategories (methods: global, phonic, other; and learning difficulties: school failure/dropout and grade repetition, and language disorders) in order to understand the concept of literacy, what was believed to be the best method, the best classroom practice, and how to deal with difficulties concerning children's learning. This classification enables an understanding of how the articles intended to guide teachers in their daily practice. The readers' letters will be classified into three categories: praise, criticism, and requests. From these surveys, inferences will be made regarding the degree of audience satisfaction, allowing the editorial team to identify strengths to be expanded, weaknesses to be addressed, as well as to raise other demands that emerged through the requests. This systematisation transforms the letters not only into a space of expression but also into an instrument offering suggestions for the magazine's improvement.

Conclusion

This ongoing study examines the first five years of circulation (1967–1972) of the *AMAE Educando Magazine*, focusing on its conditions of production, materiality, target readership, and the pedagogical discourse it disseminated, particularly regarding literacy and teacher training. Although the results are still partial and the analyses have not yet been fully concluded, the preliminary findings indicate that the magazine functioned as a significant

vehicle for professional development, articulating educational debates and reinforcing a hierarchical, elite-oriented model of teaching through the School Administration Course (CAE). Its pages not only reflected but also actively shaped the pedagogical practices and expectations surrounding primary school teachers in Minas Gerais during a period of profound educational reform. The implications of this research point to the need for renewed attention to printed pedagogical materials as historical sources that reveal the interplay between policy, practice, and gender dynamics in education.

However, this study is limited to the magazine's first five years, leaving a substantial body of subsequent issues unexplored. Moreover, even within this initial period, numerous themes, such as school management, didactics, and other curricular subjects, remain to be systematically analysed. Future research is therefore recommended to extend the chronological scope and to investigate the multiple dimensions of content that time constraints will not permit us to address, thereby offering a more comprehensive understanding of this magazine's enduring influence on Brazilian teacher education.

Acknowledgements

This research is funded by the ProBPG/UEMG program.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

The author declares that Grammarly, an AI-assisted writing software, was used in proofreading and refining the language used in the manuscript. The usage was limited to correcting grammatical and spelling errors and rephrasing statements for accuracy and clarity. The author further declares that, apart from Grammarly, no other AI or AI-assisted technologies have been used to generate content in writing the manuscript. The ideas, design, procedures, findings, analyses, and discussion are originally written and derived from careful and systematic conduct of the research.

References

- Bardin, L. (2011). *Análise de conteúdo* [Content analysis]. Edições 70.
- Biccas, M. de S. (2008). *O impresso como estratégia de formação: Revista de Ensino de Minas Gerais (1925–1940)* [The printed material as a training strategy: Revista de Ensino de Minas Gerais (1925–1940)]. Argumentum.
- Campos, R. (2019). *Escolas de Belo Horizonte: memória e história* [Belo Horizonte schools: memory and history]. Blogger.
- Coelho, M. I. M., et al. (1990). *Escola Normal - IEMG: Reconstrução da História da Educação Elementar (MG, 1906–69)* [Normal School - IEMG: Reconstruction of the History of Elementary Education (MG, 1906–69)] [Research Report]. INEP-MEC.
- Galvão, A. M. de O., & Melo, J. F. (2019). Análise de impressos e seus leitores: uma proposta teórica e metodológica para pesquisas em história da educação. [Analysis of printed materials and their readers: a theoretical and methodological proposal for research in the history of education]. In C. G. Veiga & M. A. T. de Oliveira (Eds.), *Historiografia da educação: abordagens teóricas e metodológicas* [Historiography of education: theoretical and methodological approaches] (1st ed., pp. 223–259). Fino Traço.
- Kulesza, W. A. (2019). *A Escola de Aperfeiçoamento em Belo Horizonte* [The Advanced Teacher Training School in Belo Horizonte] (1st ed.). Appris.
- Louro, G. L. (2004). Mulheres na sala de aula. [Women in the classroom]. In M. D. Priori (Ed.), *História das mulheres no Brasil* [History of women in Brazil] (7th ed., pp. 443–479). Contexto.
- Moreno, A., & Vago, T. M. (2015). *Do ensino normal depende a eficiência do ensino primário: fontes para histórias da Educação Física em Minas Gerais (1890–1940)* [On the normal education depends the efficiency of primary education: sources for histories of Physical Education in Minas Gerais (1890–1940)]. Mazza Edições.
- Veiga, C. G. (2007). *História da Educação* [History of Education] (1st ed.). Ática.

Contact email: flaviaabrao@gmail.com