

## BOOK REVIEW

### CULTURES AND HISTORY OF EDUCATION: CONTRIBUTIONS OF PROFESSOR LÚCIO KREUTZ

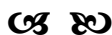
**Culturas e história da educação: contributos do professor Lúcio Kreutz**

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LUCHESE, Terciane Angela (ed.). *Horizons: the dialogue between cultures and history of education*. Caxias do Sul: UCS, 2012.

**T**he *Horizons* work: in the dialogue between cultures and history of education, organized by professor Terciane Ângela Luchese, aims to pay tribute to a researcher who has contributed to the research in the area of History and the History of Education in Brazil: professor Lúcio Kreutz.

According to Luchese (2012), this book

born permeated by the desire to recognize, by the action of the written word and sharing of research results, a tribute. By the materiality of this book we want to recognize the intellectual and human contributions that Prof. Lúcio Kreutz has produced over the years working as a teacher, researcher and advisor in postgraduate education. (p. 13)

The book was organized into two parts: the first composed by nine chapters, called *History of education*, and the second, *Cultures and education*, has five chapters.

The foreword was written by professor Luciano Mendes de Faria Filho, who recalled his first contact with the texts of professor Lúcio Kreutz and reported the time he had the opportunity to meet him in person: "it was my bibliography in the flesh!" (Faria Filho, 2012, p. 9).

After the preface, Terciane Ângela Luchese presented the book, which marks the time when she met Professor Lúcio Kreutz, the intention to honor him with the book and the choice of the authors of chapters, who were former mentees, fellow researchers and Kreutz's friends.

The book consists of articles written by different authors, and therefore, in the case of method, from the theory or even from the theme used in research, they do not present themselves as a unit, since the investigations were produced by different researchers, having different focuses, however, united by history and culture of education bias.

In the lines that follow, we will make a brief presentation of the chapters that composes the book.

### **History of education**

The first chapter, written by Elomar Antônio Callegaro Tambara, entitled *The contribution of prof. Lúcio Kreutz to the research in History of Education in Southern Brazil*, investigates the intellectual productions of professor Lúcio in the field of History of Education. The author writes about the density and importance of the work developed by Kreutz and possible gaps or opportunities that his productions left and offered for further research arise from such bias.

*La redención de los parias: la Federación Agraria Argentina y la educación del colono en el campo argentino* is the title given to the second chapter, written by Adrián Ascolani, which uses the daily newspaper, *A Terra*, the official organ of the Agrarian Federation Argentina - FAA - as a source of analysis to research about petitions and educational purposes of the farmers from the FAA.

In the third chapter the manual *The very easy method to learn to read* (1836) and *The handbook encyclopedico* (1838), were analysed both written by Emilio Achilles Monteverde. For those who had the intention of completing primary school in the 19<sup>th</sup> century, these were the most textbooks used in portuguese primary schools, and have been used in Brazil. The author responsible for the analysis of both manuals in question was Antônio Gomes Ferreira, who named his text *Understanding the success of two manuals by Monteverde Emile for primary education*.

The importance of radio as a way to promote proposals for modernization and pedagogy in rural areas was the subject of the fourth chapter, authored by Flavia Obino Corrêa Werle, entitled *Radiofonia and training of rural teachers*. The text was constructed from documents found in school records and interviews with former students and teachers, taking into account mainly the 1940s and 1960s.

The fifth chapter provides the research developed by Beatriz T. Daudt Fischer within the photographs as school souvenir. Her text was called *Remembering school: student, books, map and globe: a recurring image of the school culture* (1949-2004). Her investigative proposal sought to answer the following questions: Is it possible to find old

photographers involved in such ventures? To what extent remains basically the same scenario and the same attitude of a student in that prototype? Could we find this same kind of school portrait in other contexts and times? Possibly some readers must have a photograph along these lines (student, books, map and globe) stored in their photo library!

The sixth chapter is authored by Luciane Sgarbi S. Grazziotin, entitled *Memories of schooling: the punishments and chastisements in ethnic schools in the Colonial Italian region of Rio Grande do Sul - (1896-1928)*, in which the researcher works with interviews of collection of oral memory Ecirs/UCS, emphasizing in the reports of teachers and students, the physical and moral punishments from their schooldays.

In the seventh chapter, the professor Jayme Paviani writes an essay aimed to reflect on the evolutionary line, the problems and functions of higher education in the context of a region. The text received as title *The beginning of higher education in Caxias do Sul*.

The eighth chapter deals with the german colonization in southern Brazil, being called *Germans and their descendants in Rio Grande do Sul: between German imperialism and the Brazilian nativism*, by Jorge Luiz da Cunha, in which is examined the emigration policy in german pangerman compared to the south of Brazil, including the period between 1980 and 1914.

The ninth and final chapter of the first part is by Carmen Maria Faggion and Terciane Ângela Luchese, called *Narratives of an accession: school memories in italian colonial region, rs (1930-1950)*. In it the authors wrote about the school experiences contained in the narratives of students and teachers in the period in which it was developed nationalization campaign.

### **Cultures and education**

Maria Elisabeth Blanck Miguel is author of the tenth chapter, entitled *Relationship between education and culture in the education in Paraná (1854-1889)*, which investigates the relationship between the teacher and his role as a link between education and culture. The target of her research are german catholics, immigrants entered in the Catholic Restoration project.

In the eleventh chapter, *Comparing educational experiences in different socio, political-cultural, context*, Zeila de Brito Fabri Demartini draws a parallel between the african, portuguese and brazilian contexts in relation to the educational experiences of individuals in each space.

The twelfth chapter, entitled *The concepts of multiculturalism, interculturalism and hybridity: concepts that help to deconstruct the history and ethnocentric curriculum*, written by José Licinio Backes, thematizes the three concepts placed in evidence in the title. To do so, left the following questions: Are these concepts contributing to the deconstruction of history and ethnocentric curriculum? How are they being used? Is There concern in defining these concepts? Are they used in a different way? Are these differences explained?

*The ethos of a humanizing education: reflections on education, ethics and contemporary culture* is the title of the thirteenth chapter of the book in question, written by Danilo Romeu Streck, which asks about the ethos and the humanizing education nowadays, starting from the following reflection: what would be today, an *ethos* for humanizing education?

In the fourteenth chapter, written by Arthur Blásio Rambo, entitled *Knowledge as a synthesis*, the reader is invited to reflect on the concept of knowledge in its various ramifications.

The afterword is the result of an interview conducted by e-mail with the professor Lúcio Kreutz, which are addressed themes related to his choice by the history of education; about lectures and teachers who served him as the basis for their training; interest by researches in which intertwines ethnicity, immigration, culture and education; his first publications and research; his participation in the organization of associations such as the Asphe and SBHE, and about his current research.

According to Luchese (2012, p. 18) "the essays in this book, in addition to pay tribute all the intellectual work of Lúcio Kreutz, be inspiring for new studies, debates and attitudes upon the world in which we live."

For Faria Filho (2012),

this book is a tribute and recognition to the work that Lúcio has been conducting in the history of Brazilian education. But it is also a demonstration of the fertility of his production and a warning to the reader itself: be sure to read the texts of Lúcio! For us who are fortunate to live with him, this book is also a tribute to the way of Lúcio be-being in the world: honest, generous, companion, challenging. So, he did himself a great researcher and teacher! (Faria Filho, 2012, p. 11)

We chose this quote because it synthesizes our choice in reviewing this book, since as eternal orientandas by professor Lúcio, it was possible to witness how he conducts wisely the classes and orientations; besides having the satisfaction of living with his way of being-being, with his honesty, generosity, comradeship and constant times that he challenges us to go further, to seek more, to evolve:

And, when asked how would he like to be remembered, Lúcio replies: 'I Just want to be remembered as a guy who was hard-working, transparent, good and happy. I consider myself blessed by God.' (2012, by email). Thus, in a simple way, without the vanity so common in the academic world, that Lúcio Kreutz was constituted as a reference for those who study thematic that linked to history of education, ethnicity, culture, identity processes, school immigrants, nationalization and cultural diversity among others. (Luchese, 2012, p. 15)

Undoubtedly, professor Lúcio Kreutz is recognized as a hard-working man, transparent, good and happy, but his modesty lets not disclose everything else he is: a mentor, a researcher and a professional reputed and recognized for his productions, and much more than words in here could not express.

We stress the importance of this book to the history of education in the sense of intellectual production, as well as learn a little more of that person so bright. As Faria Filho recommended in the preface be sure to read the texts of Lúcio and also be sure to read this book.

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Received on December 6, 2013.

Accepted on May 10, 2014.