

Foreword: “Forty years of the Post-graduate Program in Education at UFSCar (1976-2016)”

In 2016, the Post-graduate Program in Education (PPGE) at the Universidade Federal de São Carlos completed forty years of history. Founded in 1975, it started its activities with a Master’s degree and, in 1991, established its Doctoral program. The first class of Master’s students entered in 1976, but the work to create the PPGE started at least two years prior to this, as this dossier shows.

The first PPGE coordination team was brought together in 1975, comprised of Bernardete A. Gatti, Maria Amélia Azevedo Goldberg, and Dermeval Saviani (Coordinator). In March of 1976, during the initial phase of activities of the PPGE, Dermeval Saviani and Maria Amélia Azevedo Goldberg published the article “Universidade Federal de São Carlos: just another post-graduate education program?” This article, which we would have greatly liked to include in this dossier but, which we were unable to due to its already being published in the journal *Research Journals* (of the Fundação Carlos Chagas), can be classified, together with the other documents that bear witness to this beginning, as a type of birth certificate for the PPGE. Further, they tell us a great deal in terms of the context of Post-graduate in Education during the era, very different from what we know today when we are now completing forty years.

With the aim of recalling and interpreting this history, the REVEDUC, a journal created by the PPGE and, which is completing ten years, planned this special edition. The commemorations were initiated in 2016 by the Coordination of the Program with a round table made-up of professors Dermeval Saviani, Bernardete Gatti and Ester Buffa. On that occasion, each one, from their point of view and experiences, considered these four decades of history. This dossier is an integral part of these commemorations and was planned by the Coordination of the PPGE together with the Editorial Committee of the REVEDUC with the intention of seeking self-understanding and of contributing to the history of research and of Post-Graduation in Education in Brazil.

In agreement with the Editorial Committee of the REVEDUC, whose expectation it was that the seven research areas which today make-up the PPGE would be represented here, from the start of planning the dossier, the PPGE’s teaching body was invited to write articles representing or not their respective areas. Additionally, the teaching body was also called upon to record their experiences or analyses, be they in the form of articles or recollections. Given the intention to embrace the diverse contexts of the Program, I added to the material received and submitted, according to the criteria of the publication of the REVEDUC, texts that had still not been published in journals from the area and that had only circulated in the sphere of the PPGE.

Given this, the dossier is made-up of documents, articles, reports from the era, current recollections and two presentations. With all of these being important to constitute the whole, it was necessary, however to adopt a criteria for this composition, avoiding as much as possible a simple “conglomeration” without logic. Following the temperament of the historian, I decided on a chronological order to establish the sequence of the material, which we make use of, starting with a collection of documents that include the first minutes of the PPGE, data regarding defenses of

theses, the composition of the teaching body and the list of coordinators throughout these forty years.

Following this, we present a commemorative presentation for the ten-year anniversary (1987); a presentation and recollections related to twenty-five years (2001) together with recollections regarding forty years (2017) and finally the articles. In terms of the articles, I adopted the criteria of opening and closing the collection with articles from authors who participated in the creation of the PPGE in 1976: Ester Buffa and Bernardete A. Gatti. I will now present each one of these contributions.

Opening the dossier, I transcribed the presentation “Marx’s Humanism and Gramsci’s Industrialism” of Mario Alighiero Manacorda, presented at the “Commemorative Seminar for 10 years of the PPGE”, in October 1987. The objective of this presentation was to show, essentially, how Marx and Gramsci, “going by two different paths, proceeding, apparently, according to two opposing interests”, arrived in the case of the former via “economy to consciousness, and in the second from consciousness to economy” passed “in reality along the same path”. It was published by the PPGE in the form of a commemorative pamphlet. With the aim of giving it greater visibility and given that it is a publication released by the PPGE, I decided to publish it here. In this labor of digitalization, I maintained integral the form of the translation and the presentation made by Paolo Nosella, Ester Buffa and Bruno Pucci, including preserving the indications for the footnotes which, in the future, the author had intended to undertake, but which, probably due to some life circumstance, was unable to carry out. Therefore, in fidelity to the original text, we maintained the explicative intentions of the notes, which the author intended to elaborate. The publication of this presentation in the dossier, also pays homage to Antonio Gramsci, who died, a victim of fascism in April of 1937, exactly eighty years ago, and of whom Manacorda as one of the greatest interpreters.

Following this, the dossier includes a presentation and two recollections obtained in 2001, on the occasion of twenty-five years of the PPGE and, which was available for internal circulation in its journal, “*Informando*”, no longer existent. These recollections are those of Dermeval Saviani, a student from the third intake, Lucíola Licínio Paixão Santos and those of the PPGE’s first secretary, Maria de Lourdes Bontempi Pizzi.

As the first coordinator of the PPGE, Dermeval Saviani recalls “it was necessary for us to provide the necessities here in São Carlos. When we began to establish the Program there was no infrastructure”. Additionally, he details the proposal of the Master’s, which had been published in an article with Maria Amélia Goldberg soon after the Program began to operate (March of 1976). In the condition of ex-student, Lucíola Licínio Paixão Santos, emphasized the political effervescence characteristic of the PPGE in its initial years, affirming not having encountered “in any other Brazilian university” the level of engagement of teachers and students with educational and political questions. In her turn, Maria de Lourdes Bontempi Pizzi, highlighted that “the first years of the PPGE were rich in discussions, comings and goings of important teachers, and restructuring, all taking place with the effective participation of the students”. With the publication of her recollections in this dossier, we also pay homage to her with the gratitude of the whole PPGE for her remaining with us until today.

As well as this collection brought together by the PPGE with the aim of “documenting this history, told by the actors themselves” (Informando, 2001, p. 1), we include the

memorial by Bernardete A. Gatti, "Universidade Federal de São Carlos: memories of the creation of a Master's Program in Education". She responded to our invite by developing a text in a free style written especially for these forty years, which she subsequently sent us. Our decision was to publish the two contributions taking into account their different intentions and content. Therefore, we justify the presence of the same author in the two productions of the same edition of REVEDUC. Her recollections provide data regarding a time in the past during which, maybe it was not possible to imagine the expansion that the Post-graduate program would undergo during the 90's. Bernardete writes: "We were in the middle of the 70's. The policy of the CAPES-MEC had only been seeking for a short while to establish Master's and doctoral programs in the country, in the form of specific courses".

In terms of the articles, we began with that of Ester Buffa, who is the oldest staff member still active in the PPGE. In "PPGE-UFSCar: 40 years of struggle and successes", the author, a "teacher in the Program from the beginning, starting from the understanding that it is necessary to preserve the collective memories, recalls the creation of the Program as well as the memorable moments of its evolution". Following this, considering the "Ethno-racial relations in scientific production of the PPGE/UFSCar", the authors Ivanilda Amado Cardoso, Fernanda Viera da Silva Santos and Tatiane Cosentino Rodrigues had as their objective "to make known the academic production of the PPGE/UFSCar, locate its main agents, supervisors and post-graduate students and identify the impact of the racial question and of the Law nº 10.639/03 on scientific research in education". In the article "The Marxist influence on the PPGE/UFSCar (1976-1991)" Amarilio Ferreira Jr presented a study regarding the two Marxist tendencies used in dissertations from the era and "pays a small tribute to those colleagues who helped to expand the Program as a *locus* for the production of knowledge regarding education with a basis in the Marxist epistemological matrix". Antônio Álvaro Soares Zuin and Luiz Roberto Gomes, in "A Critical theory and the society of digital culture" present "some considerations regarding the theoretical-methodological reference of Critical Theory of Society; a short history of the 25 years of the Research Group and the current emphasis on the "concepts of *culture industry*, *formation* and *semi-formation*; increasingly present in the studies of researchers participating in our group". In "Education, Culture and Subjectivity: Deleuze and Difference", Gustavo de Almeida Barros, Silvio Ricardo Munari and Anete Abramowicz discuss "some concepts constructed by Deleuze, whose epistemology is one of the focuses of the area Education, Culture and Subjectivity of the Post-graduate Program in Education of UFSCar". Adopting a style halfway between narrative and analysis, Ronaldo Rodrigues Moises, initially recalls the selection process, which led to his entering the PPGE in 2016, as a doctoral student. In his article "Experiences in the PPGE/UFSCar and the challenge of carrying water in the sieve", he concludes: "the PPGE/UFSCar has contributed in a singular way to my formation as a researcher and professor, as well as in my professional practice currently connected with primary education". The article "Forty years of PPGE/UFSCar during two periods of Brazilian Post-graduate studies" of my own authorship, considers the history of the PPGE distinguishing two periods defined by the national policy for Post-Graduation implemented by the CAPES and identifying the marks of change and continuity characterizing these four decades. Finally, in "Science and Technology Policy and Education Research", Bernardete A.

Gatti, reflects on the relations between research and the formation of researchers taking “as a reference point questions of policy and scientific production in the area of Education during the decades of the 1970’s and 80’s in Brazil, a time in which the basis for the development of Post-graduate programs *stricto sensu* in Brazil is being consolidated”. This context corresponds exactly with the period in which the PPGE emerged on the national Post-graduate scene in Brazil still small but with the objective of innovating, of not being simply “one more”. And it was during this period of national political effervescence that the PPGE consolidated itself, an undertaking that assumes its greatness especially if we consider that it was realized by the Master’s program, given that the Doctorate was a later achievement. Therefore, the article with which we close the dossier also allows us to reflect on how we have developed research in our area.

We believe that this dossier contains elements which allow us to consider the history of the PPGE throughout these forty years, be it through output elaborated during diverse historical moments, which we were able to bring together here, or be it through the presentation here of the three constitutive elements of teachers, students and technicians, doing justice to a history so marked by collaboration.

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