

# Similarities between Journalism and Education

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**Abstract:** This article presents similarities between Journalism and Education. Historically, they are products consolidated by the rise of capitalism. Epistemologically, they are framed in the cultural field. By making a deep bibliographical review, we can find similarities during the development of both areas and understand why there are contemporary authors that defend Education as one of Journalism's duties in contemporary societies. Educommunication, a real possibility of bringing both areas together nowadays, is mentioned but not the focus of the study. The Journalism discussed is the one led by market demand.

**Keywords:** journalism; education; media; information society; social responsibility.

**Resumo:** Este artigo pretende evidenciar aproximações entre jornalismo e educação. Historicamente, são produtos consolidados com o advento do capitalismo. Epistemologicamente, confluem ao se enquadrarem ao âmbito cultural. Através de revisão bibliográfica, encontramos as semelhanças no desenvolvimento de ambos e chegamos a pesquisadores que defendem a função educadora como uma das responsabilidades do jornalismo nas sociedades contemporâneas. A educomunicação, possibilidade mais clara de unir os dois campos atualmente, será comentada, apesar de não ser o foco da reflexão. O jornalismo aqui abordado é aquele voltado à alimentação de mercado e à busca de lucro.

**Palavras-chave:** jornalismo; educação; mídia; sociedade da informação; responsabilidade social.

## 1. INTRODUCTION

The objective of this study is to analyze how the fields of Journalism and Education evolved, separately, and evidence points that have similar functions in both fields for some authors, in addition to the obvious cultural perpetuation<sup>1</sup> promoted by both. At the end of the discussion, a brief presentation of edu-communication as a real possibility of unity of these areas is included. The choice for not focusing the discussion on edu-communication is based on the fact that the Journalism analyzed in this article is directed towards feeding the market and seeking profit; edu-communication practices have different purposes. Even focusing on the business perspective, we intend on discussing the educational role assigned to contemporary Journalism.

As a system built by the mass communication instruments, the media works in a historic convergence with the educational network, particularly the school, the place where the citizens' training occurs under the aegis of the State. [...] Although they operate according to different logical procedures, both systems are in frequent relationship, having dependency bonds.<sup>2</sup>

The educator Paulo Freire advocated a pedagogy of the question, verbal or not. This would be the beginning of the process of the search for knowledge. The journalistic process starts similarly: "What? Who? When? Why?". The access to information is synonymous with power in contemporary society, and it is not always egalitarian<sup>3</sup>. Accessing information does not depend solely on the means available, but on the possibility to access them – not only in technical terms, but in terms of "cultural capital", as Bourdieu advocated<sup>4</sup>: the ability to interpret, select and use the information available.

The issue of the social responsibility of Journalism becomes relevant from this. The press has a historical role as a platform for debates and as an instrument in decisive movements that led to significant achievements for society; now may be an appropriate moment to expand its educational function, discussed since the French Revolution. We will see that, even without a consensus on the value of journalistic knowledge, similar discussions occur within the pedagogical context in which, until nowadays, the knowledge "of certainty" are those that predominate in the school environment and are validated through experience.

The fundamental role of Education is to preserve and transmit, critically, the historically accumulated knowledge. However, this critical form assumes attitudes and values that can determine how and for what purpose this accumulated knowledge is used. Furthermore, the broad training envisioned by the educational system derives from this criticality. The lack of reflection on this question leads the school to a great risk of simply performing a conservative role, this is recognized by the Brazilian Ministry of Education and Science<sup>5</sup>.

1. Malinowski believes that culture is a totality that comprises technical processes, customs, habits and inherited values. Each society transmits to the following generations the cultural heritage they received from their ancestors. MALINOWSKI, Bronislae. **Uma teoria científica da cultura**. Rio de Janeiro: Zahar, 1975.

2. MELO, José Marques de; TOSTA, Sandra Pereira. **Mídia e educação**. Belo Horizonte: Autêntica, 2008. (Coleção Temas & Educação), p. 11.

3. However, for Lyotard, in contemporary times the access to information is no longer the main issue, but the type of relationship the individual has with it. LYOTARD, Jean-François. **O pós-moderno**. 3. ed. Rio de Janeiro: José Olympio, 1988.

4. BOURDIEU, Pierre. What makes a social class? On the theoretical and practical existence of groups. **Berkeley Journal of Sociology**, Oakland, v. 32, p. 1-17, 1987.

5. IJUIM, Jorge. **Jornal escolar e vivências humanas: um roteiro de viagem**. Covilhã: Livros LabCom, 2013, p. 27.

## 2. HISTORICAL APPROACH

Although Journalism and Education are considered children of capitalism — in this case, Education is materialized through the place created especially for the transmission of knowledge, the school — both fields of knowledge have their roots in Ancient societies. Education was highly valued in Greece. Jorge Pedro Sousa<sup>6</sup> considers the Roman *acta* as the first newspapers.

The author claims that no copies have survived, but the reports about the *acta* are sufficient to support his idea that these were the first journalistic products in the world. The *acta* were made by magistrates, slaves and State workers, named by Sousa as the “first journalists”. These documents were made since the 2<sup>nd</sup> century BCE, being copied and sold like in a contemporary journalistic company.

The *actas* were already divided according to the subject reported. The *acta senatus* reported administrative and legislative procedures of the Senate; the *annalis pontificum* recorded the main events of the city; the *acta Populi*; the *acta diurna*, etc., that were often daily. After circulating, the documents were bound and stored on the archive of the State, also serving as historical records.

We can point several similarities between the *acta diurna* and contemporary newspapers: periodicity, frequency, news content, scribes body, dissemination of public information, broad diffusion, different supports for the same message — written on the wall, manuscript newspaper, papyrus —, editorial initiative from the State and private individuals, etc. Something worth mentioning in this article is that the *acta* became viable in the Ancient Roman society due to the distribution infrastructure, such as roads and post offices, but above all, the literacy of the elite whom was capable of consuming them.

Regarding Education, among civilizations from Antiquity, the Greeks stand out from their approach focused on the integral training of the individual, the body and the spirit. The transmitted knowledge varied according to the city and historical moment, sometimes for military or sports training, sometimes for intellectual debates.

There were several places of the *polis* helping in the transmission of knowledge — something solely for the elite —, including their own homes, following religious traditions or under the guidance of tutors who taught young people. The emerging school was a place for the practice of “worthy idleness”, which, in a society based on slavery meant having free time, a privilege from who did not had to take care of their living. “It is not a coincidence that the Greek word for school (*scholé*) meant, initially, the place for idleness”<sup>7</sup>.

The Greek historiography developed from the 5<sup>th</sup> century BCE was the first to be made with real intent, respecting the historical facts and the separating them from tales, myths and religion. The facts were recorded in the ephemerides (*Ephaemeris*), which were disseminated in the various city-states, fulfilling the functions of preserving historical facts and diffusing news, similarly to the Roman *actas*.

6. SOUSA, Jorge Pedro. Uma história breve do jornalismo no Ocidente. In: \_\_\_\_\_ (org.). **Jornalismo: história, teoria e metodologia**. Porto: UFP, 2008, p. 12-92.

7. ARANHA, Maria Lucia. **História da educação e da pedagogia: geral e Brasil**. São Paulo: Moderna, 2006, p. 62

Jumping to the 17<sup>th</sup> century, we find the period of creation of a space for the transmission of knowledge, the school, and of the “blossoming of the ancestors of contemporary newspapers”<sup>8</sup>. Knowledge was transmitted orally, however, at that period it became the product of a specific institution and a set of people who became specialists in the transmission of knowledge. This scenario was composed by students, belonging to elites, and by teachers, mostly religious.

The press was composed by several types of publications. There were news compilations, a type of “news books”, and *folhas volantes*, which were direct heirs of manuscript *folhas volantes* from the Middle Ages and of Italian and German written notices, for example. The growth and variety of the press were successful not only because of refined technical possibilities, like the Gutenberg press and the expansion of the paper industry, but essentially due to social factors, such as the educational development promoted by the Protestant Reformation and the increasing need for information from the expanding capitalist society.

This scenario full of changes was the research object of Tobias Peucer, defined by Sousa<sup>9</sup> as a shrewd observer of the diverse informational press of the period and that elevated it to the status of a study object, proposing an initial “theory of Journalism” in a period when Journalism was not even discussed, although, paradoxically, the field was starting to consolidate.

Peucer<sup>10</sup> produced 29 paragraphs discussing the press in his doctorate thesis from 1690. Two of his remarks are relevant to this article, since they discuss the relation between Education and Journalism. First, the author discusses the issue of literacy and then, of knowledge:

#### XXVI

Finally, it is relevant to discuss other utilities for those who are literate and those who are illiterate, especially for merchants. Regarding this, there is nothing more to add but that, to extract these utilities, a knowledge of geography, civil affairs and above all, things from the palace are required. Given that very few people have the luck to achieve this, it is clear that these utilities cannot be explained to anyone<sup>11</sup>.

#### XXVIII

The pleasure found by scholars reading periodicals is even greater: those who enjoy the knowledge of geography, genealogy and civil affairs. Because every report is more enjoyable if you know the location, the notable people who authored the feat, or the causes by which they committed themselves. Who ignores that these circumstances of the facts are taken from parts of the knowledge mentioned?<sup>12</sup>

For Sousa<sup>13</sup>, newspapers from the 17<sup>th</sup> century show that news media is not an American invention from the 19<sup>th</sup> century, but a European invention from two centuries before, which “retrieves a (never lost) news tradition that started with the Greek ephemerides and Roman *acta diurna*”<sup>14</sup>. For example, the period of the French Revolution (1789–1799) and the years leading to it were “journalistically effervescent”<sup>15</sup>, and the political press gained strength during the crisis of French absolutism. The Declaration of the Rights of the

8. SOUSA, Jorge Pedro. Tobias Peucer: progenitor da teoria do jornalismo. *Estudos em Jornalismo e Mídia*, Florianópolis, v. 1, n. 2, p. 31-47, jan. 2004, p. 32.

9. SOUSA, Jorge P. Tobias Peucer: progenitor da Teoria do Jornalismo. *Estudos em Jornalismo e Mídia*, Florianópolis, v. 1, n. 2, p. 31-47, jan. 2004.

10. PEUCER, Tobias. Os relatos jornalísticos. *Estudos em Jornalismo e Mídia*, Florianópolis, v. 1, n. 2, p. 13-30, 2004.

11. *Ibidem*, p. 27.

12. *Ibidem*, p. 28.

13. SOUSA, Jorge Pedro, op. cit., 2008.

14. SOUSA, Jorge Pedro, op. cit., 2004.

15. SOUSA, Jorge Pedro, op. cit., 2008.

Man and of the Citizen contained ideas that claimed formal freedoms for print publications, although they suffered restrictions in later periods, such as during Bonaparte's rule. "Journalism is the legitimate child of the French Revolution"<sup>16</sup>.

Newspapers with political purposes and directed by people directly involved in the Revolution were created among a predominantly informative press. During this period, several known names from Journalism stood out: Brissot, Hébert, Marat and Mirabeau are some examples. The Revolution disseminates new ideals that mark the journalistic practice at the time: transparency in public affairs, the press as a central social actor and the closer contact with readers.

The role of the press to disseminate the news and repercussions of the revolution was not ignored. Favorable or hostile and very fast in a closely guarded liberty, the press echoed the events of France in close regions – from Belgium to the Rhine, and later in the sister Republics –, it was the heart of the pedagogical device of the conquering Revolution. In fact, the press is a large and articulate device that gradually establishes itself, associating direct and indirect propaganda<sup>17</sup>.

However, Journalism in the United States during the 19<sup>th</sup> century is important to illustrate the relationship between Journalism and Education. Immigration favored the creation of a more accessible press that used simpler language, being available to people who were not completely literate or who barely knew the English language, but who wanted to integrate into the American society. According to García González<sup>18</sup>, the newspaper became the primary instrument for immigrants to learn and have cultural references, providing them with political and economic information that allowed their social advancement.

Journalism and Education gained social strength from 1750 as the Industrial Revolution occurred. According to Jorge Pedro Sousa, the population grew socially and educationally because the new order required people with some level of instruction, which also led to the expansion of free Basic Education:

Having more formal Education and receiving wages that, although low, allowed consumption patterns and a living standard that working in the countryside did not allow, factory workers who entered a process of "becoming part of the bourgeoisie" saw in Education a form of progress and social rise. On the other hand, formal Education increases the ability to know and read the world, which contributed to the emergence of a press designed to meet the needs of factory workers, many of whom became part of the bourgeoisie<sup>19</sup>.

This phenomenon created the need for a larger number of people who could do basic things like simple calculations, reading and writing, to be part of the work force in industries, operating machines. Another demand created at that moment was the disciplining of students, who had to be obedient to the new hierarchy that was under construction. Thus, the school expanded its role in the lives of students.

Similarly, the role of Journalism was growing as the scenario changed. The Revolution brought a liberal legislation, the abolition of taxes, technological

16. MARCONDES FILHO, Ciro. **Dicionário da comunicação**. São Paulo: Paulus, 2014.

17. VOVELLE, Michel. A Revolução Francesa e seu eco. **Estudos Avançados**, São Paulo, v. 3, n. 6, p. 25-45, 1989. Disponível em: <[http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S0103-40141989000200003&lng=en&nrm=iso](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0103-40141989000200003&lng=en&nrm=iso)>. Acesso em: 4 set. 2017.

18. GONZÁLEZ, Gloria García. La conformación de la moderna prensa informativa (1848-1914). In: MOMPART, Josep Lluís Gómez; OTTO, Enric Marín (eds.). **Historia del periodismo universal**. Madrid: Síntesis, 1999, p. 49-99.

19. SOUSA, Jorge Pedro, op. cit., 2004, p. 101.

innovations, the market economy and urbanization. The rise of the urban middle class must be highlighted, since it revolved around the massive alphabetization, civic intervention, organization of political parties, voting rights and other factors strictly linked to Education.

In 1841, Horace Greeley founded the newspaper The New York Tribune. For Jorge Pedro Sousa, this was the first newspaper to be simultaneously sensationalist and political – the founder was also a party leader –, as well as the first to denounce the “professional wounds caused by the Industrial Revolution”<sup>20</sup>: the newspaper advocated universal Education, the fight against unemployment, the possibility of employment for women and people from all social classes, equal wages for both sexes, the abolition of slavery and the end of work, among other things.

The popular and commercial press grows due to the decline in party press consumption, which was expensive, partial and elitist in a society that became democratized. Over the last half of the 19<sup>th</sup> century, a predominantly informative, formally independent and commercially aggressive press imposed itself over other forms of press, using accessible language and affordable prices. Schudson<sup>21</sup> argues that this press “democratizes the market”, as the public life is becoming more democratic.

As Habermas explains<sup>22</sup>, in “mass” commercial press the journalist is no longer the judge, passing this function for the public. The role of newspapers and journalists became providing information, so the public can analyze and judge it. Naturally, the success of this system depends a lot on the education of those involved.

Considering Brazil, we can highlight the 1930s, the period named as Vargas Era (1930–1936), whose president was Getúlio Vargas. Brazil was entering the capitalist world of production and this new reality required a more qualified work force, therefore, requiring investments in Education. One of the most important actions recorded was the *Manifesto dos Pioneiros da Educação Nova* (Progressive Education Pioneers Manifest): proposals for the improvement of Education made by highly regarded educators of that period, led by professor Fernando de Azevedo<sup>23</sup>. In 1930, the Ministry of Education and Public Health, and the Francisco Campos reform was made in the following year, which shaped Secondary and Higher Education in Brazil<sup>24</sup>. The 1934 Constitution was the first in Brazil to consider Education as a universal right. New laws also provided free Primary Education in public institutions, compulsory for those who were in school age.

Barbosa<sup>25</sup> highlights the centrality of the radio as a communication device in that period, in a way that even everyday aspects of life were regulated by media centrality, such was the incorporation of messages and media appeals by the public. “What is at stake is the production of new social arrangements regulated by these technological devices that establish dialogical relations and produce subjectivity”<sup>26</sup>.

20. SOUSA, Jorge Pedro, op. cit., 2008, p. 139.

21. SCHUDSON, Michael. **Discovering the news: a social history of American newspapers**. New York: Basic Books, 1978.

22. HABERMAS, Jürgen. **Historia y crítica de la opinión pública**. Barcelona: Gustavo Gili, 1981.

23. Brazilian educator, professor, critic, essayist and sociologist, exponent from the movement Progressive Education in Brazil. He participated intensely in the formation process of universities in Brazil

24. DALLABRIDA, Norberto. A Reforma Francisco Campos e a modernização nacionalizada do Ensino Secundário. **Educação**, Porto Alegre, v. 32, n. 2, p. 185-191, 2009.

25. BARBOSA, Marialva. Meios de comunicação e História: elos visíveis e invisíveis. In: CONGRESSO NACIONAL DE HISTÓRIA DA MÍDIA, 5., 2007, São Paulo. **Anais...** São Paulo: Intercom – Sociedade Brasileira de Estudos Interdisciplinares da Comunicação, 2007, p. 1-18.

26. Ibidem, p. 17.

### 3. EPISTEMOLOGICAL APPROACH

The current school environment is still heavily influenced by paradigms based on certainties and conceptions from the 17<sup>th</sup> century. In other words, the valid knowledge is scientific, what can be empirically proven. Other kinds of knowledge are discarded, such as students' personal experiences.

This discussion from the educational field can easily be compared to those in Journalism. Similarly, to many educators who advocate for a school environment that values experiences of all kinds, there are concerns about the validity of Journalism as knowledge. After all, what is knowledge? Thanks to paradigms that have not been overcome yet, questions like this still exist. The contemporary way of thinking is still heavily influenced by paradigms based on certainty – medieval and mechanistic. Ijuim<sup>27</sup> synthesizes aspects that still need to be overcome (Chart 1):

**Chart 1: Characteristics of medieval and mechanistic paradigms**

Medieval paradigm	Mechanistic paradigm
<ul style="list-style-type: none"> <li>• Submissiveness</li> <li>• Passiveness</li> <li>• Obedience</li> <li>• Rigid hierarchy</li> <li>• Salvationist doctrine – suffering now to be happy after, in paradise</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction of all reality to the sum of its parts – fragmentation, specialization, disciplinarity</li> <li>• Reduction of what is real to the experimental/certain, subject-object division</li> <li>• Men and all living things seen as machines</li> <li>• Primacy of science, experience and reason</li> <li>• Idea of the man as dominator of the planet</li> <li>• Individualism</li> <li>• Determinism</li> </ul>

Source: IJUIM, 2013.

Park<sup>28</sup> reflects on the validity of Journalism as a type of knowledge that can be expanded to other areas. The author recognizes two existing types of knowledge: “acquaintance with” and “knowledge about”. We must note that these two forms are not different in character or function; together they constitute a continuum.

The “knowledge about” is validated since the Middle Ages: rational, formal, systematic, based on observation and fact-checking. Scientific knowledge is divided into three parts: Philosophy and Logic (interested in ideas), History (interested in events) and Natural Sciences or of classification (interested in things).

The “acquaintance with” is what we inevitably acquire from the contact with the world, through the use and habit, not through formal investigation. This makes us feel at ease in the world. There are some forms of “acquaintance with”: tact or common sense (informal and unconscious), clinical knowledge, technical knowledge or non-directed skills and experimentations – such as handling objects.

Park<sup>29</sup> puts both kinds of knowledge at the same level of credibility and social value, although this is not something widespread. Santos<sup>30</sup> warns about

27. IJUIM, Jorge, op. cit.

28. PARK, Robert. A notícia como forma de conhecimento: um capítulo na sociologia do conhecimento. In: STEINBERG, Charles Side (org.). **Meios de comunicação de massa**. São Paulo: Cultrix, 1972, p. 168-185.

29. Ibidem.

30. SANTOS, Boaventura de Sousa. **Um discurso sobre as ciências**. 2. ed. São Paulo: Cortez, 2004.

the urgency to unravel divisions that prevent us from seeing the frontiers in modern science that fragmented reality.

Although this not the focus of this article, we must comment on the clearest possibility to unite Journalism and Education nowadays, edu-communication. This is an alternative to the current educational scenario, from the reduction of reality to the sum of its parts: biology, mathematics and physics are learnt separately, without the concern of knowing how to integrate them and apply the knowledge acquired. This leads to an undesirable fragmentation. Edu-communication practices lead to an interesting interdisciplinarity at the school environment. Allows the integration of knowledge – noteworthy: knowledge of all kinds, not only scientific – in favor of a common good shared by both areas: the conservation and creation of culture.

Mario Kaplún, a pioneer in the field, always sought to improve transmitters capable of interfering in communicative processes, as interlocutors, not only among communication professionals, as highlighted by the author's son<sup>31</sup>. Thus, more than thinking about educational communication as a specific space, he advocated the need to think about the educational character of the entire communication process. Kaplún points that the word communication derives from the Latin root *communis*, “the same root of community, of communion; it expresses something that is shared: something that you own or where you live together”<sup>32</sup>.

In more urbanized countries, which includes Brazil, children and young people spend more time in contact with means of communication – internet, television, radio, magazines and video games – than in school. Media consumption in childhood and adolescence is second only to sleeping<sup>33</sup>. Knowing the centrality of media in society, edu-communication proposes to insert Journalism in schools in two ways.

The first is to see young people as consumers, critically interpreting the messages they receive. The second is to challenge them as media producers, so they use the available technologies to express their views, ranging from a paper sheet to sophisticated gadgets. The goal is to make students aware of the role of media outlets and use the resources that are made available by information and communication technologies.

Therefore, to incorporate journalistic practices in school is to collect opportunities that are natural to children through actions focusing on the perpetuation of culture. They are natural because they are means of communication that are present since very early in contemporary childhood, not only for information, but for entertainment. The closeness between fun and information can be a key to draw interest in the search for knowledge.

#### 4. FINAL CONSIDERATIONS

Resuming Park's studies<sup>34</sup>, Journalism (the research object of the author is news) is located in the continuum between both forms of knowledge that were

31. KAPLÚN, Gabriel. Kaplún, intelectual orgânico: memória afetiva. In: MELO, José Marques de et al. (orgs.). **Educomídia, alavanca da cidadania: o legado utópico de Mario Kaplún**. São Paulo: Unesco, Universidade Metodista de São Paulo, 2006, p. 37.

32. KAPLÚN, Mario. **El comunicador popular**. 3. ed. Buenos Aires: Lumen-humanitas, 1996, p. 64.

33. RATIER, Rodrigo. David Buckingham fala sobre educação para as mídias. **Nova Escola**, São Paulo, 1 fev. 2001. Available from: <<https://novaescola.org.br/conteudo/879/david-buckingham-fala-sobre-educacao-para-as-midias>>. Access on: Aug. 29, 2017.

34. PARK, Robert, op. cit.



mentioned – “acquaintance with” and “knowledge about” – , i.e., Journalism is a hybrid. Journalism does not have a systematic knowledge like hard sciences. Although it may seem like History due to having events as its object, it is not because Journalism refers to isolated events, without putting them in sequence as History does. Past or future will only be of relevant to a reporter if they shed light on what is real and the present.

Validated as a form of knowledge or not, from an epistemological point of view Journalism converges with Education since they belong to a larger scope: the culture. Ijuim<sup>35</sup> claims that both, through means, methods and techniques, seek to contribute to the generation and conservation of culture, as well as the interaction between cultures. The convergence of the areas, be it through edu-communication by providing the school with the appropriation of concepts, postures and techniques from Journalism to diversify their actions of conservation, generation and interaction of cultures, be it through the free movement of journalistic products that divulge knowledge to the people (the specific Journalism knowledge, a hybrid between what is scientific and informal), must receive further research.

Specifically, very little is known about the effects of Journalism on individuals or societies. There are several hypotheses on this subject, but it is very difficult to isolate the variables, so they can be tested for verification purposes<sup>36</sup>.

Corroborating to highlight the importance of studies of this type and for the relevance of Journalism in contemporary society, Mar de Fontcuberta<sup>37</sup> points the four dimensions of the 21<sup>st</sup> Journalism:

1. social dimension;
2. space to exercise citizenship;
3. protagonist of idleness;
4. educational agent.

The latter is the main interest of this article and is what defines means of communication as owners of a kind of knowledge that coexists with the knowledge offered by the educational system. The contemporary society depends on the means of communication to make much of the knowledge produced circulate. If the school was created as formal Education space to be supplemented by the family environment, the means of communication have an indispensable role as the third educational element nowadays.

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35. IJUIM, Jorge, op. cit.

36. SAPERAS, Enric, 1987, apud MEDITSCH, Eduardo. O jornalismo é uma forma de conhecimento? **Media e Jornalismo**, Lisboa, ano 1, n. 1, p. 1-13, 2002, p. 11.

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