



Editorial

With great satisfaction, the Editorial Board of the scientific journal *Acta Scientiarum. Education* is publishing Number 2 of Volume 36 (2014). As in previous editions, the texts in current issue deal with Education in its multiple aspects, emphasizing the policy that permeates the journal, or rather, discussions on this theme as a principle and basic factor for the existence of human relationships in society and, consequently, in history.

An equally essential characteristic of the *Acta Scientiarum. Education* is the debate on education in different time periods. Among the texts published in current issue, the article ‘Paideia e filosofia nos *Moralia* de Plutarco: o *De liberis educandis* e o *De Iside et Osiride*’ dealing with religiosity and education in Antiquity is presented. Ennio Sanzi, of the Facoltà di Lettere e Filosofia dell’Università degli Studi di Messina, Italy, is an expert on the History of Religions in Antiquity. The article shows the relevance of myths in the constitution of human beings and their behavior when the pedagogue prepares the students to be philosophers. Another text titled ‘Episcopado e relações de poder nos *De Ecclesiasticis Officiis* e *Sententiarum Libri Tres* de Isidoro de Sevilha’, by Leila Rodrigues da Silva of the Universidade Federal do Rio de Janeiro, deals with the model of a Bishop in the sixth century. The researcher, an expert in Medieval Studies, shows the importance of guidelines for human beings and on faith written by Isidore of Seville for the establishment of monasteries and ecclesiastical orders. The two texts within the sections *História da Educação* and *Filosofia da Educação* highlight Education in Antiquity and during the Middle Ages.

Two texts on distinct historiographical perspectives on Education in the 19th century should be underscored. José Carlos Araújo, professor of the Universidade Federal de Uberlândia, writes on ‘Profissão e docência segundo Max Weber’, in which he explains the relationships that constitute the teaching formation in the 19th century and at the beginning of the 20th century. The second text, ‘A educação na constituição republicana do estado do Paraná (1892) e seus desdobramentos’, by professors Maria Cristina Gomes Machado of the Universidade Estadual de Maringá and by Carlos Roberto Jamil Cury, professor of the Pontifícia Universidade Católica de Minas Gerais and emeritus professor of the Universidade Federal de Minas Gerais, deals with education in the 19th century and discusses the laws published by the state of Paraná at the end of the 19th century to assure free public education.

Another five articles investigating the educational phenomenon through an ethnic and social stance follow. This rich theme is highly relevant for Brazilian education issues for the end of the 19th and the beginning of the 20th centuries. Since the debate includes European influence on Brazilian education coupled to hygiene policies in society, the articles recover documents, memoirs and historical trajectories on the activities of immigrants in national education. This set of texts comprises the articles ‘Escolas étnico-comunitárias italianas no Rio Grande do Sul: entre o rural e o urbano (1875 – 1914)’, by Terciane Ângela Luchese, Lúcio Kreutz and Eliana Gasparini Xerri, of the Universidade Caxias do Sul; ‘O estado e as políticas de branqueamento da população nas escolas, nas primeiras décadas do século XX, no Paraná’, by Valquiria Elita Renk, of the Pontifícia Universidade Católica do Paraná; ‘As escolas alemãs em Santa Catarina e sua transformação para teuto-brasileiras: uma análise histórica’, by Ademir Valdir dos Santos, of the Universidade

Federal de Santa Catarina; 'Ensino elementar no Brasil e na Itália: o caso dos imigrantes italianos na escola de Cascatinha (Petrópolis, state of Rio de Janeiro)', by Carlo Pagani of the Universidade Estadual do Rio de Janeiro; 'Escolas italianas em Minas Gerais: organização, currículo e relações sociais', by Maysa Gomes Rodrigues, of the Universidade FUMEC of Minas Gerais.

Highlighting Education in its informal and formal stance, the reader will be updated on researches that investigate education with regard to teacher formation, curriculum, public policies and new technologies. The article 'Experiencias y recursos con las tics para la atención al alumnado con necesidades educativas especiales', by Eladio Sebastian Heredero, of the Universidade de Alcalá-Madrid, and by Alba Oliva Carralero, of UNIARA; and the text 'Contratualização no ensino superior: um estudo à luz da nova gestão pública' by Alda Maria Duarte Araújo Castro and Raphael Lacerda de Alencar Pereira, both of the Universidade Federal do Rio Grande do Norte, deal with the subject. Further, 'Despesas com manutenção e desenvolvimento da educação superior no estado do Paraná: um estudo comparativo', by Luiz Fernando Reis, of the Universidade Federal do Rio de Janeiro, and Aroldo Messias de Melo Junior, of the Secretariat of Science and Technology of the State of Paraná, deals with teacher formation, curriculum and new technologies

More research work is provided by Roger Marchesini de Quadros Souza, of the Universidade Metodista de São Paulo, with his article titled 'O Programa institucional de bolsas de iniciação à docência numa universidade da grande São Paulo: depoimentos, contradições e reflexões preliminares'; and by Abdulrasaq Oladimeji Akanbi and Esther Ore Omosewo, of the Department of Science Education of the Universidade de Ilorin, Nigeria, with their article 'Assessment of quantity and quality of lecturers for effective implementation of the Nigeria certificate in Education Physics Curriculum'. The article 'O bem-estar docente: limites e possibilidades para a felicidade do professor no trabalho', by Flavinês Rebolo, of the Universidade Dom Bosco, and Belmira Oliveira Bueno, of the Faculdade de Educação da USP, finalizes the set of texts on teacher formation, curriculum and new Technologies.

The fifteen research works disseminated in current issue of the *Acta Scientiarum. Education*, will surely be appreciated by all who are interested in the progress of Education in Brazil and in other countries. They are a great contribution towards the formation of the person within the formal and informal milieus.

We would like to emphasize that the texts have been grouped together not according to formal systematization and section sequence but rather by the themes investigated and the time period they deal with.

The Editorial Board of the *Acta Scientiarum. Education* would like to thank the authors for choosing this scientific journal as a means of disseminating their research on Education. We would also like to invite other contributors to visit, read, download the article they find interesting to their profession and to submit new and thought-provoking articles for publication. We would like that our scientific journal would be a vital space for studies, publications and debates on Education in the formal and informal formation of peoples.

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