



## Editorial

With great satisfaction we are forwarding to the reader the second number of Volume 37 (2015) of the scientific journal *Acta Scientiarum. Education*. It comprises ten texts, an article in the section Philosophy of Education, five studies on the section History of Education, a research on Teachers' formation and three articles in the Political Policy section.

It should be underscored that the Editors have endeavored to maintain the international stance of the journal. We are publishing the results of research work undertaken by foreign investigators Paula Cristina Pereira and Graça Silva, from the Universidade do Porto, Portugal, and Luís Fernando Beneduzi, from the Università Ca' Foscari di Venezia, Italy. Further, five of the ten studies in current edition are in English which undoubtedly disseminates research work by Brazilian scholars beyond Brazil and the national scientific community. The Editors have also endeavored to preserve the regional diversity of the published research work. The authors of the Brazilian texts hail from different Brazilian states, namely, São Paulo, Minas Gerais, Goiás, Paraná, Mato Grosso do Sul and Rio Grande do Sul. Further, we have also maintained an exogenous stance with regard to the higher institutions of the authors involved in research.

Below the reader will have an outline of the studies included in current edition of *Acta Scientiarum. Education*. The ethics of intellectual emancipation, in the section Philosophy of Education, deals with key ideas in human formation such as emancipation and equality. The text is highly stimulating within the area of Education since it pinpoints the difficulties in contemporary society to conceive the individual as the producer of his or her ideal of freedom.

The second article, Redemption and integration: Vittorio Buccelli and school in the Italian settlements in Brazil, by Luís Fernando Beneduzi, opens the section History of Education. The text underscores the importance of the political activities of an Italian parliamentarian in the immigration process of Italians to the southern Brazilian state of Rio Grande do Sul in the early 20th century. The paper brings forth the influence of political arrangements and the propaganda on the region, with special reference to the ideal school as relevant aspects for the emigration of people from Italy to southern Brazil. The third paper Education as a social question in Carneiro Leão Reform – Federal District 1922-1926, by André Luiz Paulilo, deals with the possible relationships between reports and the proposed reform by Carneiro Leão for the schools of the state of Rio de Janeiro and the educational project by the Brazilian Association for Education in the first decades of the 20th century in Brazil. Further, the fourth article School records maintenance and its role as a source of childhood representation by Elaine Cátia Falcado Maschio, focuses on the schools of Italian immigrants in Curitiba, with special emphasis on the 'frequency maps' as the source of research. The documents may be conceived as the legal form of childhood ordering in the schools for Italian colonies. The fifth paper The pedagogical press and historiographical action: the case of the *Revista do Ensino* (1929-1930), by Elaine Rodrigues and Maurilane de Souza Bicas, brings to the fore the debate on sources in the field of the History of Education, with a focus on the *Revista do Ensino*.

The sixth analysis in the current edition of *Revista Acta Scientiarum. Education* comprises the section Public Policies. The study titled Teacher training policies for professional education: conflicts and permanence

marked by the neoliberal ideology, by Sheila Daniela Medeiros dos Santos, is an analysis of the “[...] impact of the Special Program of Pedagogical Formation in teaching praxis in professional education at high school level [...]”, focusing on the traditional Technological Education Center Paula Souza. In the seventh study, Dilemmas of Brazilian schooling policies in the early 21st century: democratization, citizenship and social justice, the authors Roberto Rafael Dias da Silva and Rodrigo Manoel Dias da Silva investigate the possible relationships between schooling, citizenship and social justice. They pinpoint the main difficulties in Brazilian public policies so that schools may effectively form citizens imbued with the spirit of justice and social equity. The eighth text, Academic rankings in higher education: mapping of its expansion in the ibero-american space, by Henrique da Silva Lourenço and Adolfo Ignacio Caldeón, investigates the academy rankings in several European (such as Spain) and Latin American countries (Brazil, Chile and Mexico) and underlines the fact that assessment in some of them are currently mandatory for being admitted in higher education.

Opening the section Teachers’ Formation, the ninth article Teacher training and distance education in the state of São Paulo, Brazil: an analysis of production (2000-2010), by José Rubens Lima Jardimilho and Marcelo Donizete da Silva, investigates the theses and dissertations in the Post-graduate Program in Education of the University of São Paulo, the University of Campinas and the State University of São Paulo in the early 21st century, and investigates policies on Distance Education. The authors underscore that the educational modality is concentrated on teachers’ formation and that Distance Education focuses on undergraduate courses. The tenth paper of Volume 37, n. 2, of *Acta Scientiarum. Education*, recalls The relationships between school, curriculum and music education: School culture as research category. Fabiany de Cássia Tavares Silva and Marcus Vinicius Medeiros Pereira analyze the possibilities of research within school culture by arguing that this perspective brings forth the bonds between the ‘educational and artistic fields’ and insist on approaches between school curriculum and musical education.

The reader of the above studies and analyses that comprise Volume 37, n. 2, of *Acta Scientiarum. Education*, will find themes that concentrate on education within school perspective, within the perspective of formation outside the school premises and within the perspectives of public policies. Since the several conceptions of analyses and sources make possible reflections on several investigation fields, we invite the readers to ponder on these studies published in current issue.

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