



Editorial

It is with great pleasure that the Editorial Team of Acta Scientiarum Education announces the publishing of its most recent issue of 2015 – issue 3 of volume 37. This issue provides readers and researchers with a set of texts addressing education in its most diverse aspects, temporalities and ambiances. Thus, educative processes are approached in a multiple and diversified manner.

In the collection of texts, readers and researchers will find three studies dealing with the education of medieval times from the perspective of intellectuals from Mendicant Orders. The first one, inserted in the ‘Philosophy of Education’ field, is an article by the Argentinian medievalist philosopher José Ricardo Pierpaoli, *Sabedoria e Ciência Política na obra de Alberto Magno* [Wisdom and Political Science in Alberto Magno’s work]. Pierpaoli presents a dense reflection on existing relations between wisdom/knowledge and political tensions during the 13th century.

The second and the third texts, included in the ‘History of Education’ section, speak of mendicant masters within the urban and university environment of the 13th century. Igor Teixeira, in the article about Thomas Aquinas, analyzes actions inside the sphere of the Dominican master’s education and policy. Ana Paula Tavares de Magalhães examines the Franciscan Bonaventure of Bagnoregio’s practices and his formulations about the life in the city, having as an approach perspective the permanence of an Augustinian perception of world.

Still concerning the History of Education, the reader will find two studies that conceive education in its broader universe. The fourth text analyzes the importance of clothing in the construction of identities and subjectivities of children. The authors, Ivana Guilherme Sími and Renata Franqui, evidence fashion-related educative aspects through a specific mark and a determined age group. The fifth text, by Juarez José T. dos Anjos, analyzes identity representations of the Brazilian school during the New State period by means of pictures of civic parades. According to the author, those images allow studying and understanding ideological assumptions that crossed over the school reality of that time.

The study conducted by researcher Maria Elizabeth Blanck Miguel contributes significantly to the ‘History of Education’ section by looking back to the meanders of education in the state of Paraná during the 19th century, through documents by parochial inspectors between the years of 1853 and 1889, that is, the author identifies, in said study, the faces of the school routine in the period when the state emancipated itself from the County of São Paulo until the proclamation of the Republic.

Effectively, in the set of six texts that compose the History of Education, in this issue of Acta Scientiarum Education, the reader will see the use of five different natures of investigation sources: the use of medieval *autoritas* that represent the relevance of classic writings for the study of the field, official documents as important elements for the understanding of how educational policies are constructed, clothing as an essential sign to the comprehension of identity construction processes and, finally, the photographic image as a fundamental reference for the apprehension of a historical world. These different natures of sources allow readers to map the construction of a memory of the history of education in the Western world and in Brazil, thus enabling the appropriation of diversity, of scope, of history and of memory as essential categories for researches that compose the field of historians and of historians of education.

The seventh article is linked to the 'Policies and Management' section. In it, readers will have access to the study conducted by researchers Elisabete Fernandes Pereira Soares Gonçalves, Carlinda Maria Ferreira Alves Faustino Leite and Preciosa Teixeira Fernandes. In said text, the authors bring to light results of studies about the evaluative policy that is external to the school reality, institutionalized in Portugal as of 2006 for elementary and high school. At the same time that they analyze data resulting from the evaluation, the authors have as intention to measure the understanding that school leaders have about the evaluative process, and where these actors of the Portuguese educative process stand on this matter.

The eighth text makes public the important study by Norinês Panicacci Bahia about the training of education teachers in on-site and distance modalities. The researcher's results point a fruitful balance regarding the academic training of students attending education courses in these two modalities.

The last two studies are part of the 'Teaching and Learning' section. The research by Marta Regina Brostolin investigates the professional training of elementary school teachers through autobiographical narratives that report the teachers' training and practice processes. Wagner Rodrigues Valente's text brings an important contribution about the teaching of mathematics in the first grades of elementary school. In this sense, the author evidences how important it is to understand the teaching of mathematics as a subject that educates children for life. He emphasizes, for this reason, the fact that mathematics should be understood as a subject rather than only being taught as content. These two texts about teachers' training and teaching of mathematics close this issue of *Acta Scientiarum. Education*.

We believe, as the editors of the journal, that once again we are bringing a major contribution to the Education field, since the studies herein presented have multiple and diverse approaches, themes and sources, which will certainly allow for a greater dissemination of studies about education in the country. We are sure that they will contribute to the debate aimed at improving the national education. We therefore invite all those interested in education matters, in themes involving society, to read the studies that we are now publicizing and to feel encouraged to participate in debates by submitting new studies to us.

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