



## Editorial

With great satisfaction we would like to present to readers, authors and all those interested in educational themes that another issue of the Acta Scientiarum. Education, vol. 38, n. 1, has just been published.

The Editors of the scientific journal Acta Scientiarum. Education, proud of the relevance and contributions that these articles provide, are very much aware of the national and international debates on Education and its issues from different aspects, perspectives and theoretical and methodological approaches that they provoke.

Analyzing the ten texts that make up current issue, readers will note that five deal with themes on the History of Education. The Italian researcher Elsa Gori reports on her investigation on the literacy policies in Italian in the Trent and Alto Adige regions after the First World War. The text shows Fascist influence in the propositions and identifies the conflicts caused in cultural minority groups inhabiting the region. In the second article, Fernando Rodrigues de Oliveira deals with the history of the subject matter or disciplines and discusses the teaching of Children's Literature in teachers' formation courses in the initial education stages in Brazil and Portugal. Analysis comprises similarities between the two nations with regard to the manner Children's Literature is coped with. The author demonstrates that the teaching of Children's Literature in basic in teachers' formation since it gives rise to the possibility of educating children with wider perspectives for the understanding of the surrounding world. The third article, by Itamar Freitas, discusses policies in France for the selection of the school book. The theme is highly relevant since the choice of the book contents establishes a link between Education and social identity of the person who is being formed. The paper deals with the relationship between didactic matter, public policies and projects in human formation. It evidences that links between these aspects foreground the selection of the textbook in the country. In the fourth article, a group of researchers comprising Orlando Fernández Aquino, Vânia Maria de Oliveira Vieira, Marilene Ribeiro Resende and Maria Célia Borges, maps the intellectual production of researchers in Didactics in south Brazil. The authors give a picture of changes within the discipline and thus, in the meaning and significance of the discipline revealed in the publications on the subject. The fifth text within the History of Education was also written by a group of teachers, Wanderley Pivatto Brum, Elcio Schuhmacher and Sani de Carvalho Rutz da Silva, who investigated the teaching of Mathematics, specifically, Euclidian Mathematics, through reports. The text, highly original, deals with the teaching of Mathematics in a friendly way and makes possible that knowledge on the matter becomes agreeable and pleasant.

The five texts that comprise the History of Education section shows relevant aspects and reveal that activities, production and teaching of the history of Education should be discussed. The first item comprises the changes that are occurring with regard to investigations in the History of Education. Among the themes analyzed, three deal with school disciplines, or rather, Children's Literature, Didactics and Mathematics, and two with the pedagogical aspects of the textbook. We may note that research tends towards school themes and is less prone towards Fundamentals of Education. There is, therefore, a great inclination within the History of Education for research work on the institutionalization of teaching and thus on Education. The second aspect is related to the activities of the researcher in the History of Education since the authors work in different

undergraduate courses in Mathematics, Physics and Arts. They indicate important changes in the History of Education. There are studies on traditional objects and the professional does not merely work in the formation of teachers within History and Pedagogy but also in a wider investigation stance as Education Historian.

The second section of current issue deals with Teachers' Formation, with three texts characterized by a verticalization on the formation theme. The first text, by Nerli Nonato Ribeiro Mori, analyzes inclusive education within a historical and critical perspective. The author discusses the possibility of an inclusive education within Brazilian social conditions. The second paper, written by Felipe Bezerra de Medeiros Dantas Duarte and Marlécio Maknamara brings forth a mature debate on teachers' formation in Distance Education. The text provides a map of the methodologies and technological overlayers that involve this type of formation. The manner in which the theme is approached evidence that teachers' formation by DE is well-established in Brazil and have produced important innovations within the educational field. The third article, by Vanessa Aparecida Ballista Tavares de Araújo, Raimunda Abou Gebran and Helena Faria de Barros, debates teachers' formation in the nursing field. The article deals with the theory and practice of the health professional. It investigates how Nursing has produced innovations in the formation of health professionals.

The three texts on Teachers' Formation show that researchers limit themselves to the fields of study, concentrating on theory and practice that foreground teachers' formation, regardless of modality and study area

The last set of texts in current issue comprises two articles on Public Policies. The first article written by Valdomiro Polidório and Márcia Alves Vieira is a study on the teaching of English through Shakespearean literature. From the authors' perspective, as literature is introduced as a practical resource, a significant progress in students' learning is reported due to the fact that they establish aims for language usage. The second text, written by Beatriz Maria Boéssio Atrib Zanchet and Nadiane Feldkercher, examines the difficulties facing university professor at the start of their teaching activities. The items dealt with refer to concerns on the absence of policies that help in the insertion of professors not merely in the labor market but in the daily practices of the class room.

After examining the papers in current issue of the scientific journal *Acta Scientiarum. Education*, we would like to underscore that the three sections have forwarded important issues in Education, teaching and research. These aspects will surely guide the vocation of Brazilian education and cannot be lacking in a journal whose motto is "Thinking Education". We heartily invite the readers to visit, read and send proposals and suggestions; in other words, to disseminate the articles and the journal among the scientific community and all people interested in Education.

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