



Editorial

It is with great satisfaction that the Editorial Board of the Journal *Acta Scientiarum. Education* announces the publication of another edition, issue 2 of the volume 39. In it, the reader will find six studies in the Axis of **History and Philosophy of Education** and four researches in the Axis of **Teacher Training**. We note that the article featured in this edition, inserted in the first section, brings to the public a study by Professor Ernesto Candeias Martins, entitled *The experience in a new school to education with 'abnormal' children: Faria de Vasconcelos (1880-1939) in the context of special education*. In this research, the author reflects on the *Escolanovista* proposal presented by Faria de Vasconcelos in the late 19th century and the first decades of the 20th century of inclusion of children with special needs. The debate is relevant because it shows an educational model which defends the idea that it was possible to promote the inclusion of children considered as 'abnormal' pedagogically and to stimulate the effective learning of these children through practical and theoretical activities that stimulated their learning in order to insert them into society. The author's reflections point to a proposal for effective inclusion of children, not just political actions, that is, it is proposed that these people have real social roles.

The section of history and philosophy of education also includes a study by João Francisco Flores and João Bernardes da Rocha Filho on the formulations of Hanna Arendt, whose title is *Hanna Arendt and the distinction between knowing and thinking: reflections for science teaching*. The proposal presents great contributions to the way of thinking knowledge in sciences. Following the philosophical principles of Arendt, the authors highlight the possible differences between the production of knowledge as truth and thought as the principle of discovery. Thus, although knowledge and thought are mingled human principles, the authors, in recovering the German philosopher, demonstrate that concepts are not synonymous. Moreover, in order to become sides of the same coin, they must be taught and learned. Another text that integrates this section is authored by Aline Pereira Lima and Maria Suzana de Stefano Menin, entitled *Legal guidelines for religious education in three Brazilian states: convergences and divergences demarcated in regulations*. The study shows, in general lines, the characteristics of religious education in three states of the Brazilian federation, in terms of disciplinary contents, in which it is observed that, as a curricular component, this content should have broader nuances. Instead of sticking to its specificity, it acquired a content that aims at the 'integral formation of the individual'. According to the authors, in assuming this profile, religious teaching threatens the perspective of secular teaching, which should guide the normative principles of Brazilian schools. In addition, they say that this can drastically affect those students who, culturally, do not follow any religion.

The History and Philosophy section also publishes the study of Rosa Vasilaki with an important theme that directly affects the Western societies in the 21st century, which are the political attacks that have occurred in the old continent and in what way they have reached the formation and the sensitivity of people. The article is entitled *'We are an image from the future': Reading back to the Athens 2008 riots*. In bringing to the debate the scenario of violence in attacks in December 2008 in Greece, the author seeks to analyze, particularly from a graphite image, how an apparently unique and isolated episode can express and, at the same time, result in a political and economic crisis of international proportions such as that which plagued Greece in the last decade.

This debate undoubtedly reminds us of formulations of two 19th century theorists who dealt with problems that have historically hit Europe. The first to be remembered is François Guizot who, in his Second Essay on the *Essai sur l'histoire de France*, by dealing with the French revolution, observes that no event can be understood at the moment of its outbreak, but rather must be studied and considered from its first germs. Precisely for this reason, it is proposed to study the origins of the Third State to understand how it was possible the rebellion of the people against the nobility and the church. The second author to be sought in memory about the relevance of seeking distant events to understand an episode such as that dealt with by Rosa Vasilaki is Alexis de Tocqueville, in *The Old Regime and the Revolution*, in which the author observes that, to understand why the revolution took place in France and not elsewhere, we must analyze the peculiarities of the history of this nation. Thus, in our view, the study of the events of Greece brought by Vasilaki allow us to understand the close relations between punctual and local events with the more general and continental events.

The study of Marcelo Rito and Julio Groppa Aquino on the close relations between health and education according to the principles of *Escolanovismo*, with the title *From the encounter of health with education: the escolanovismo and its breakdowns in debate*, is another text of the section of History and Philosophy of Education. It presents to the readers an investigation that seeks to highlight the existing approaches between the *escolanovistas* and hygienist proposals defended in Brazil in the first decades of the 20th century by the main proponents of the ideas of the application of the ideas of *Escola Nova* in the country. According to the authors, this approximation between pedagogical ideas and sanitary health ended up producing pedagogical proposals whose biases would be linked to the pathological perspectives. In other words, the problems of Brazilian education could also be understood as public health problems. The sixth article which ends this section is authored by Anderson de Carvalho Pereira, with the title *Literacy: the political reach of an issue*. In this study, the author explains how much debate and laws about school literacy are fraught with political content. From the analysis of the author, it is possible to understand at least two aspects about the problem. The former thinks the literate subject as the one with the domain of writing and with a clear cognitive ability to understand his surroundings. The second is a tendency that conceives literacy beyond the capacity of writing and textual interpretation and considers that a literate subject is one who is able to assimilate the historical, social, cultural, economic and political 'aspects' of his historical time. In our view, this theme is very relevant for thinking about educational projects from a historical-philosophical perspective, since an individual inserts himself completely into a given society if he is able to analyze, reflect and make decisions based on a conscious understanding of his social environment, particularly in a country like Brazil, where reading rates are low.

The article *Educational policy in the context of the federative relations* authored by Waneide Ferreira dos Santos Assis, Celeida Maria Souza e Silva opens the section **Teacher Training** of this number. The authors retake the political measures adopted in Brazil since 1988, with the promulgation of the new Magna Carta. They emphasize that the strengthening given to the federalization of Brazilian states and municipalities signaled an ambiguous situation in education and in their respective public policies. On the one hand, it made possible a condition of democratization of education because it placed education under the responsibility of local and state powers so that each one would solve the problem in line with their economic, political and cultural realities. On the other hand, this same freedom /autonomy may have generated deep differences in the educational system, inasmuch as states and municipalities have adopted paths that have distanced themselves from common and general principles of the Brazilian State. After almost three decades of the promulgation of the Magna Carta, it is necessary to think, according to the authors, of a way for national education that aligns

with regional and local particularities without neglecting the whole of national identity. The second text of the set of this section is authored by Fabiana de Oliveira and Maria Emília Almeida da Cruz Torres and has the title *The teaching of reading in classrooms of the first grade of elementary school*. The authors bring to the debate a case study carried out in the state of Minas Gerais, in rooms of the first grade, with the implementation of the nine-year system for elementary education. The purpose of this study was to analyze the way in which reading teaching was carried out in this grade. It should be noted, about the study, that the authors emphasize the need to think of reading as a condition of building people capable of being adult citizens. Hence the importance of looking after this training from the beginning of schooling.

The third text of this section is entitled Parental Involvement and the inclusion of students with autism. The authors Rosanita Moschini Vargas and Carlo Schmit discuss the inclusive education, specifically the Autism Spectrum Disorder. According to the authors, the children with this syndrome have great difficulties of social interaction, which makes difficult their social inclusion and, consequently, their insertion and permanence in the school environment. Based on this principle, the authors present reflections in which they defend the idea that, in such cases, the presence of the family in the school space would be vital for the inclusion of the child in a wider and diverse social circle, as usually is the school. In such cases, in order to have a process of schooling of children with this syndrome, a project that includes family members in school reality is also necessary. The last study published in this issue deals with the evaluative practices and is entitled *Understanding the evaluation practices in teacher training* and is authored by Raquel Lazzari Leite Barbosa, Sergio Fabiano Annibal and Rosemary Trabold Nicacio. The starting point of the approach is the understanding that it is necessary to constantly evaluate the teaching practice. They also consider that teacher evaluations directly involve the process of learning and training new teachers. According to the authors, the evaluations do not produce better impacts on the performance of the teacher and, therefore, on the students' learning because, in most cases, they do not surpass the quantitative level and are restricted to the numerical results. For the authors, who defend the systematic use of evaluations for teaching practices, impactful changes in Brazilian education will only occur when the evaluations go beyond the quantitative perspective.

With these ten texts that make up the issue 2, volume 39, of the *Journal Acta Scientiarum. Education*, we believe that, once again, this journal fulfills its fundamental role with the scientific community and society, as it disseminates questions concerning education that make it possible to think about education in two aspects, either materialized in theoretical investigations, or in researches that express practical realities in school settings.

Thus, we invite everyone to visit, read, download and send new proposals to the Editorial Board.

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