



Editorial

It is with great pleasure that the Editorial Board of *Acta Scientiarum. Education* publishes the issue 3 of volume 39. In this edition, the reader will have access to a set of researches that, undoubtedly, will encourage new studies in Brazil and abroad. In this issue, as is the tradition of the journal, we have been concerned to present research that deals with education under two axes that we consider essential to the field and, therefore, to the formation of people in general, which are the historical and philosophical principles of education and studies aimed at teacher training. In the set of texts that we bring to the public we have a group of seven articles in the scope of historical and philosophical studies of education and three that investigate the area of teacher training.

Before presenting a general framework of the investigations published here, we would like to inform that the main article of this issue is the research of Maria Teresa Carrasco Botto Gonçalves dos Santos, from the University of Évora, Portugal. In her study, the teacher examines the permanence of classical knowledge in Luísa Sigea's thinking, whose title is **Stoicism in Luísa Sigea's thinking: the dichotomy between public life and private life**. Recovering the writings of this character of the sixteenth century, the author brings the life of a woman who knew the core of the Portuguese court of that century and managed to filter the customs and public and private practices of the actors of the aristocracy. In this sense, the article becomes doubly interesting to those who investigate the history and history of education, since it shows that there were women who, in the dawn of modernity, knew how to capture their time and read the behaviors of those with whom they lived. The second, no less relevant, aspect of this study of Teresa Santos is the fact that it explains the influence of the authors of the past on the formulations of Sigea. Thus, when presenting an examination of this character, the article shows that women are present in the Portuguese courts of the Renaissance, not as extras, but occupy social places that would enable them to express themselves about the contemporary society, including within the scope of politics. Because of these two aspects: the intellectual relevance of Sigea for the Portuguese renaissance and for evidencing that the construction of a theorist perpasses for the conservation/perenniality of knowledge in history.

Together with the text of Teresa Santos, the reader can enjoy the six articles of the history and philosophy of education section and the three articles of teacher training. In fact, the second study of the first section is the text **Modern Science in Portugal: the 'class of the sphere' in the college of Santo Antão**, by authors Natália Cristina de Oliveira, Célio Juvenal Costa and Sezinando Luís Menezes. In the article, the authors highlight the importance of the Society of Jesus for the development of science in Portugal, with an emphasis on the role of the School of Santo Antão. We also emphasize, as one of the highlights of the text, the authors' analysis of the Jesuit curriculum, especially the importance this school gave to the contents of mathematics and astronomy. The analysis of these scholars undoubtedly makes a great contribution to the memory of the history of Portuguese and Brazilian education.

The third article is **Instruction and slavery in the captaincy of Sergipe Del Rey in the second half of the eighteenth century**, by Vera Maria dos Santos, Simone Silveira Amorim and Ester Fraga Vilas-Boas Carvalho do Nascimento. In it, these scholars trace a profitable relationship between the slave labor system and the instruction in the captaincy of Sergipe in the colonial period. To perform such

an analysis, the researchers listed a relevant set of sources for the period. Thus, in addition to contributing with their reflections to the history of the Brazilian education and bringing to light one of the most significant periods in the Brazilian history, they undoubtedly support new studies for the wealth of sources used. The fourth article, **Nationalization and teaching history in Santa Catarina in the first half of the twentieth century**, by Clarice Otto, presents an analysis about the history teaching carried out in the State of Santa Catarina in the first half of the twentieth century. The discourse of the author seeks to show that the way in which the teaching of history was thought was associated with the idea of constitution of a spirit of nationality in the country. In order to elaborate its analysis, the author is based on the formulations of Jonathas Serrano. Thus, it is necessary to point out that the researcher's study certainly contributes to the advances of the studies of history teaching and the history of education, besides contributing to the recovery of an important intellectual in the Brazilian history. We also observed the fact that it allows us to establish links between the teaching of history and the construction of a social ideology, be it at the beginning of the 20th century or in the 21st century. The fifth text, **History of Education in the Graduate Program in Education of UEPG (1994-2015)**, by Nívio de Campos, Oriomar Skalinski and Maria Julieta Weber Cordova, presents a study that investigates dissertations and theses whose objects belong to the field of history of education in a graduate program. This study allows the reader to have a picture, even if by sampling, of how the studies in the history of education in the south of the country go, indicating the difficulties and advances of this field of research, thus collaborating for future studies.

The sixth article, **A Political Project through Education: 100 Years of the Pastoral Letter of D. Leme**, by Marco Aurélio Corrêa Martins, reflects on the close relationship existing in the country in the early twentieth century between education, instruction and religion. The documents analyzed in the study, the Letter of D. Leme and encyclicals of the time, allow us to observe the difficulty in separating, in Brazil, the secular life, therefore, the instruction, from religious principles. In this respect, this study makes it possible to think about the memory and the permanence of a conception of education that maintains twinned the secular and religious conceptions of the person. The seventh article, **Reflection and sign refraction in the public space of Arendt: Bakhtinian interference**, by Ricardo Gíão Bortolotti brings to the public a study about the importance of the word for the understanding of social relations. It retakes the formulations of Arendt and Bakhtin, because, according to the author, the reflections of these thinkers and their respective uses of the concepts of reflection and refraction open possibilities for a new reconfiguration of the understanding of words and concepts, which contributes to a 'derangement of fossilized modes of thought'.

By presenting the seven texts that compose the section of History and Philosophy of Education, we find that everyone, in one way or another, recovers the question of historical memory, the relevance of documentary sources for the study of history and history of education, thus contributing for further advances in the historical and philosophical studies of education.

The eighth article, **La clave de la educación no está en las nuevas Tecnologías de la Información y la Comunicación (TIC)**, by Augustin de la Herran and Ivan Fortunato, opens the second section of the journal, Teacher Training. In this study, the authors seek to highlight how information and communication technologies are fundamental for the advancement of education. The reflections bring to the debate an important trajectory about TICs and point to the fact that they have become a key element for the development of people, and therefore of institutions and society, since they defend that education is the way for social development and information and communication technologies are indispensable allies. The ninth article, **Differences of previous knowledge and study processes: interactions between level of**

expertise and learning, by Gustavo Danicki Aureliano Rosa and Afonso Celso Tanus Galvão, brings reflections that point out how much the previous knowledge of the students on a certain subject are essential for the learning of the contents and for the cognitive development of the students. It should also be noted that the study presents the results considering activities developed with a group of individuals. The tenth and final article, **Teaching in the face of new technologies: changes in the time and teaching experience of computers and the Internet**, by Domenica Martinez, addresses changes that occurred in the daily life of teachers, particularly with regard to working time and the respective influences of new technologies on teachers' life experiences. The study indicates that the new technologies would be resulting in negative conditions for teachers. The author comes to these reflections by considering technological innovations according to the perspectives of critical theory and Marxism, especially Marx's conception of alienation in the 'Machinery'. Therefore, TCIs would be ultimately detrimental to teaching practices.

When we consider the three texts that make up the second section of this issue, we highlight the fact that the reader will encounter two opposing views of technology in education: one indicates that TICs are positive for human development in the educational perspective; the other points to the negative results, even indicating for alienation and submission of the teacher. For us, the editorial team, this possibility of presenting two opposing conceptions in the same issue promotes a salutary debate that allows the reader to have broad visions of the teaching activity, through the use of TICs.

After the presentation of the set of texts that make up number three of volume 39, *Acta Scientiarum. Education*, we consider that, once again, we publish researches that collaborate to consolidate the field of education in its broadest sense. Thus, we invite everyone to visit, read, download and use our journal as a vehicle for dissemination of their studies.

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