



Editorial

It is with great satisfaction that the Editorial Team of *Acta Scientiarum. Education* announces the publication of another edition of its journal. In this edition, we bring as a highlight of the cover, the article 'Ensino da aritmética na escola de primeiras letras no século XIX: as memórias de Humberto de Campos', by Professor Maria Laura Magalhães Gomes, Federal University of Minas Gerais. The study brings as a theme the recovery of the teaching of mathematics, in the first letters, through the narratives of Humberto de Campos. The article brings a valuable contribution to Education and, especially, to the History of Education, since the author constructs her arguments by intertwining the autobiographical narrative that is constituted in memory of the singular subject, influenced by the complex and imbricated relations with the collective. Through the narratives of Humberto de Campos, the author retrieves fragments of mathematics teaching in the nineteenth century.

In our view, topics that deal with questions about mathematics are relevant and should be disseminated, since this field of knowledge, along with reading and writing, is one of the most important in education and the indices of learning in the initial grades in Brazil is one of the lowest in the West. As individuals responsible for the formation of people, whether as teachers, researchers or editors, we have the social responsibility to broaden the possibilities of these fields of knowledge, since they are the ones that assure to the subject, in general, the first conditions of conquest of freedom and autonomy. Knowledge of mathematics, such as that of the mother tongue, enables people to actively engage in the world.

Thus, this is not a random choice, but is in line with the needs of human formation, which is also undoubtedly the political-social purpose of a scientific academic journal, subsidized by public resources, from social taxes. In this respect, it should be noted that all the articles published here correspond to the purpose of *Acta Scientiarum. Education* to disseminate scientific research that aims to result in social improvement, through the diffusion of new knowledge.

After these first considerations, we will present the set of the ten texts that make up issue 4, volume 39 of this periodical, and which are grouped in the two thematic axes of the journal. In the first axis, History and Historiography of Education, we have the publication of six texts. The first, as already mentioned, is the cover of this issue. The second entitled 'Morality, vocation, prudence and caring: a hard art to be a primary teacher in the imperial State of Pará (1838-1851)', authored by Alberto Damasceno. In it, the author presents, in general terms, a picture about the precarious working conditions of teachers in nineteenth-century Brazil. According to Damasceno, although the country had constituted itself as a nation since 1822, it still presented a myriad of difficulties to create and sustain a system of education that had a national scope. In other words, the Empire could not establish a national system of education. In order to deal with this matter, the author chooses as the source 'reports, speeches and statements' of the provincial presidents of the period in which the temporal cut of this text is inserted, that is, decides to analyze the problem of teaching and the working conditions of teachers, in the province of Pará, according to the vision of those who occupy the spaces of power, the rulers. The theme addressed by Damasceno is relevant to recovering the memory of the history of education, because until today, educational intellectuals, especially those in the history of education, debate and, for the most part, criticize, the absence of a national education system. Jamil Cury, in 2008, making a historical analysis of the national education system recovers different moments in which this problem was pointed out.

[...] the divorce between entities that maintain primary and professional education and those who maintain secondary and higher education are insensibly competing, as one of the signatories of this Manifesto has already observed, 'in order to establish in Brazil two parallel school systems, enclosed in watertight and incommunicable compartments, different in their cultural and social objectives, and, for this very reason, instruments of social stratification'. (Manifesto of the Pioneers of New Education, 1932, 40).

The municipal poet argues with the state poet Which of them is capable of beating the federal poet Meanwhile the federal poet takes gold from the nose. ('Literary policy', Carlos Drummond de Andrade).

I want to bring you, with my presence and with my word, the affirmation that the government, more than ever, will be interested in the problem of national education. You are now gathered here, you are all professionals and technicians. Well: study with dedication; analyze with interest all the problems of education; seek to find the most fortunate formula of collaboration of the Federal Government with that of the states – then you will have in the present administration all the support to your effort (Vargas, 1931, p. 5). (Getúlio Vargas, head of the provisional government, at the inaugural session of the Fourth National Conference of Education, Tiradentes Palace, December 13rd, 1931) (Cury, 2008, 1188, emphasis added).

Cury's passage, in which he takes up the memory of the debate in the 1930s in Brazil, and his text shows us the permanence of the question, indicates that the question of the absence of a national education system runs through the history of Brazil-nation since its beginning, according to the formulations present in Alberto Damasceno's article published in this issue.

The third text of the Section of History and Historiography of Education is entitled 'Cecília Meirelles no Diário de Notícias: a luta cotidiana pela escola nova (julho de 1930 a outubro de 1930)', authored by Claudinei Magno Magre Mendes. In it, the author seeks to recover the combative performance of one of the signatories of the 'Manifesto of the Pioneers of Education', one of the most important documents for a reform of national education in the first half of the twentieth century. Mendes resumes the writings of Meirelles to show how this intellectual posed in a combative way for the modernization of education and national politics. From the author's perspective, one can see the fundamental role that Cecília Meirelles played in defending New School ideals in order to introduce the Brazilian education in a way that would give individuals a kind of knowledge that would allow them to have autonomy of mind. In this way, the author presents the writings of Cecilia Meirelles as an education project in which the education/formation could not be split from a project of society. Thus, this article allows us to visualize an intellectual who, through her words, has placed herself at the forefront of a political struggle for the nation, not defending only an educational project, but a national project.

The fourth article is 'Conteúdos e formas de educar a infância catarinense (1910-1935): programas de ensino, métodos, obras didáticas e código disciplinar', authored by the researchers Solange Aparecida de Oliveira Hoeller and Gisele de Souza. It is a research that also recovers the memory of isolated school groups and schools in their early years, through their regiments and regulations. The formulations of the authors seek to show how legislation regulated the schooling of children who had different spatialities and cultures in the State of Santa Catarina in the first decades of the twentieth century. The authors emphasize that their investigations go through the threads of the material and symbolic elements in order to understand how the laws presented/represented the spaces of childhood and primary school in the State.

The fifth article is 'Democracia y Educación presentes em las Reformas Educacionales Chilenas de los últimos 100 anos', authored by the researcher Jaime Caiceo Escudero. In the text, the author reflects on the strong influence of the American thinker John Dewey on the legislations concerning education in Chile in the last century. From Escudero's point of view, if Chile succeeded in having 90% of the children in school at the elementary school level and 80% of the adolescents and young people in high school were in school in the

1990s, it was due to the political choice of the Chilean authorities to adopt, through its laws, the democratizing principles of this American thinker. Escudero's reflections allow us to make, although very briefly, by virtue of the purpose of an editorial, approximations between Chilean education laws and the educational projects presented by Anísio Teixeira in Brazil, he is also a great follower of the ideas of Dewey. However, in Brazil, it seems that the ideas of Anísio Teixeira and Dewey have been forgotten. When, in general, Teixeira is resumed in articles and theses, the mentions always go in the sense of remembering a project or a proposal of this intellectual, few are the texts that seek to recover the relevance of this educator in the national education. One of these articles is the text of Clarice Nunes, written in 2000, to celebrate the centenary of Anísio Teixeira's birth.

Highlighting the contribution of Anísio Teixeira to Brazilian education is, in a way, paying homage not only to this great educator, who paid a heavy price for the concrete and uncompromising defense that education is not a privilege, but also to treat education from the angle that most dignifies it: that of social law and the democratization of quality education, that of qualified and committed research on social problems, that of organizing men and institutions at the service of the reinvention of science, culture and politics, of the Brazilian society itself. Remembering Anísio Teixeira, in his centenary of birth, is to draw attention to the fact that men capable of maintaining the desire for education for a lifetime, as he did, despite the ruptures imposed on him by the political conjunctures of 1935 and 1964, are indispensable and, today, increasingly rare (Nunes, 2000, p. 9-10).

The words of Nunes are very current, because, in honoring Anísio Teixeira, she is not only recovering the memory of an intellectual of education, but, of a man who fought, like Cecília Meirelles, for a more egalitarian and fair country, since, in the defense of 'emancipatory' education for all, a political project of nation was inserted. So, if in 2000, Clarice Nunes highlights the fact that men like Anísio Teixeira are 'increasingly rare', what to say today, 2017, with all the scandals that haunt the country every day. Away from presenting a moralistic or nostalgic vision; on the contrary, our intention in bringing to the light the questions formulated in the texts published in *Acta Scientiarum. Education* is highlighting the relevance of educational projects that see the nation as a focus.

The sixth article is 'Poverty and education from the Programa Bolsa Família primers, guides and manuals (2006 – 2014)', authored by researchers Marcela Bruna Nappi Alvares and André Pires. The research published presents a series of discussions, especially in MEC publications, but not only, that deal with the Bolsa Família Program, as a proposal that could promote the eradication of poverty and social equality. According to the authors, over the years, discourses have been cooling down so that, 'apparently', it has become yet another project aimed at improving national education rather than something effective. It should be noted that the text was constructed, to a large extent, considering the discourse analysis present in the texts that dealt with the Bolsa Família Program.

The seventh study begins the section of Teacher Training, which counts, in this issue, with the publication of four texts. The seventh of this issue of the periodical and the first one of the section is titled 'Produção de textos e processo inicial de alfabetização', written by the teachers Dania Monteiro Vieira Costa and Cláudia Maria Mendes Contijo. The central objective of the researchers when carrying out a research of 'qualitative nature' was to highlight how important is the exercise of textual production, at the beginning of the child's literacy process. From the point of view of the authors, textual production allows the child to develop in the literacy process, interacting positively with the other. Thus, through the socialization of the written message, the child, while being literate, is socialized with the others.

The eighth study is 'Blind students in higher education: what to do with possible obstacles?', by researchers Bento Selau, Magada Floriana Damiani and Fabiane Adelia Tonetto Costa. The text brings reflections relevant to education, especially for inclusive education. The authors problematize a theme that is

frequent in the classroom and that many teachers are not used to dealing with, which is the presence of the person without vision within the classroom. In this sense, starting with a case study involving 8 subjects, the authors indicate the main problems that teachers and students encounter when people who do not have the vision challenge the education system and decide to be students.

The ninth article is 'The Biological/Ecological interaction concept: contributions to the studies in Biology Epistemology and Biology Education', by the authors Fúlvia Eloá Maricato and Ana Maria de Andrade Caldeira, who seek to highlight the pertinence of thinking about training of biology teachers taking into account their historical aspects. In this sense, the research does not only deal with the teaching of biology in teacher training, but seeks to show that it is necessary to know aspects of history in order to teach, in this field of knowledge, biology.

The tenth and last article is entitled 'Educational praxis for peasant populations: the pedagogical rurality historical-dialect materialism', by Flávio Reis dos Santos and Luiz Bezerra Neto. The authors sought to show the close relationship between the rural education proposals and the land tenure movement in Brazil. According to the authors, when projecting a proposal of education focused on these social movements, it is possible for this population, which is on the margins of society, to be aware of its social role and, through knowledge, to be able to struggle not only for possession of the land, but also by overcoming capitalist society, by essence, which generates social inequalities.

In this edition, we are bringing to the readers a set of ten researches/articles that seek to highlight themes that deal with school memory, school culture, narratives, autobiographies, education projects that align with national political projects, literacy, the education of blind youth, methods, educational projects that merge with social movements, among other topics.

Thus, after outlining, in general terms, the ten studies that integrate the issue 4, volume 39, of the journal *Acta Scientiarum. Education*, we invite everyone to visit, read, download and submit their research to be evaluated and, if approved, published by our journal.

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Referências

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