

## Editorial

We are pleased to announce the publication of the fifth volume of the Journal of Education Images, thus consolidating a collective project of the Graduate Programs in Education in Southern Brazil. From the first issue of this volume each number will be composed of 10 articles, instead of eight, bringing to 30 the total number of articles published annually by this newsletter. On the one hand, this change means the expansion of space for the dissemination of results of national and international research, on the other hand reflects the visibility and importance that this journal has achieved over the four years of its existence.

The 10 articles that make up this number come from work carried out by researchers from Brazil and Uruguay and are divided into three sections, namely: Teaching and Learning, Historical Studies and Philosophical Education, and Public Policy.

The Teaching and Learning section brings together the largest number of texts in this number. Seven works, dealing with specific contents of Education such as mathematics and physics, the literacy processes, development of creative thinking in the current context, and teacher training.

In the article entitled “Childhood and society of consumption: cultural industry and children's imagination”, the authors present an analysis "on the impacts of Cultural Industry and consumption" in the lives of individuals and in particular in children, and on the implications this process has in the "expropriation of creative thinking and inventive children in playful situations." The articles on topics involving literacy emphasize the social character of these processes; the article entitled “Identity and literacy practices: what does recent research reveal about rural schools?” presents “some reflections on Portuguese teacher training and social identities in rural schools”

The Historical and Philosophical Studies of Education section presents two articles. The first, entitled “St. Augustine and the matter of human learning” considers “[...] how the issue of human learning, the theory of divine illumination, in St. Augustine, is addressed in denial of Plato's theory of knowledge”. The second article in this section, “Everyday, formal education and capitalismo”, highlights the “[...] how scientific knowledge rises in relation to everyday human actions” and “[...] the role that formal education practices have in this process.”

The Public Policy section presents the text entitled Political education professional – learning the law n. 10.097/

2000: contradictions of a Brazilian reality”, with the objective, the author clarifies, of “[...] understanding the learning law n° 10.097 / 2000, seeking to draw the political framework of the programs implemented in the country, its structure, student profile and implicit proposals in their curriculum guidelines.”

Given the relevance of the research published in this issue and on account of the consolidation of the Journal that, in its four years of existence, has shown its maturity and visibility, enabling us to shift to publish thirty [30] articles per year, we are pleased to

invite the scholars of Education to visit, read and send proposals for publications to the Journal of Education Image, noting that submissions are received in continuous flow.

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