



## Editorial

With immense satisfaction the Editorial Board of the *Acta Scientiarum. Education* presents the first issue of Volume 36. As in former issues, current publication have had the collaboration of researchers from different regions of Brazil and from abroad.

Current issue of *Acta Scientiarum. Education* comprises four sections: History of Education, with seven articles; Public Policies and management, with four articles; Teaching and Learning and Philosophy of Education, with two articles each. As has occurred in former numbers, there is a predominance of articles in the area of History of Education, with research themes devoted to Antiquity and the Medieval Period. It has not been an option of the Editorial Board but demonstrates great interest for these historical periods within the context of the History of Education. Without any doubt, the publication of these articles gives the *Acta Scientiarum. Education* the great responsibility of being one of the few scientific journals on Education in Brazil to publish research on education on these two historical periods.

Even though there is a trend to publish research within the context of the History of Education, the Editorial Board has not discarded research on other areas of Education. In fact, a great interest exists in making public studies and investigations on the Contemporary Period.

We will present the investigations published in the current issue of *Acta Scientiarum. Education*.

In the section *History of Education*, the first article is titled *Homily and Christian Education in Late Antiquity: the relationship body, church and city according to John Chrysostom*, and analyzes the contribution that homilies gave towards the spiritual formation of Christians with regard to the discipline of the faithful on body exposure in the church. It opposes the modes of exhibition in the *polis*, with reference to Antioch and the pastoral activities of John Chrysostom in the late 4<sup>th</sup> century. The second article in the section, titled *Gregory of Tours and Jordanes: the construction of the barbarians' memory in the 6<sup>th</sup> century*, investigates the manner the tradition of the 'barbarian' peoples was incorporated to 'Antiquity's late historical knowledge' by studies on the works of Gregory of Tours and Jordanes. The third article '*Let no one study Arts or any gentile doctrine ...': Censorship as an instrument of the construction of Dominican identity in the 13<sup>th</sup> century*, deals with the Order of Preachers whose origin dates from the early 13<sup>th</sup> century and focuses on a reflection of "censorship directed to the aspects that gives legitimacy to the Order and to erudition". The fourth text, *The comprehension of Anísio Teixeira on the Brazilian 'school standard'*, is based on conferences given by Anísio Teixeira in the 1950s and analyzes the educator's formulations on high school and on global formulation which he calls the 'school standard' of Brazilian schooling. The fifth article, *Handbooks for the education of a feminine job in the 1960s and 1970s*, forwards a study on the qualification of secretaries by analyzing two Brazilian literary texts on the education of the task in the mentioned decades: *Handbook for the Modern Secretary* by Helena Montezuma, and *You, secretary: a handbook for the updating of the profession* by Néris Bertocco and Ângela Schneider Loyola. The sixth article, *Theological and political stances of D. Helmel and D. Cavallin (1978-1992)* is a study on the "interventions of Dom Frederico Helmel and Dom Albano Cavallin in the diocese of Guarapuava, in the period between the start of the Diocesan Bulletin (1978) and the final year of D. Cavallin's bishopric (1992)", based on "the concepts of symbolic and intellectual power as producer of symbolic capital of Pierre Bourdieu and in the Diocesan

Bulletin". The last article of the section, *Historical conscience and representations: theoretical approaches and departures on historical narrative and its instrumentalization*, is based on arguments by Friedrich Nietzsche and compares the trajectories of the concepts *historical conscience* and *representations*; the former based on Jörn Rüsen and the latter on the theoretical discussion by Roger Chartier.

The section *Philosophy of Education* presents the articles *Bonaventura: education by beauty in the knowledge of the world and God* and *Ethics and education: the virtuous character and the happy life in Aristotle*. The former analyzes the position of Bonaventure on the three considerations that beauty acquired during the Middle Ages: its Platonic root strictly related to the Good; the Augustinian stance that related species and order; the stance prevalent in the Schoolmen that gives beauty a transcendental condition. The second article focuses on ethical education in Aristotle, with emphasis on the "formation of the virtuous character as a basic criterion for the achievement of happiness".

Four texts are published in the section on *Public Policies and Management*. In *La transformación de los procesos de acreditación: retos y recomendaciones*, the author makes some recommendations on the challenges to Education in Latin America and the Caribbean without discarding the progress which occurred in the evaluation systems in the 1990s. The second article, *Análise de concepções e propostas de gestores escolares sobre o bullying*, discusses violence in school and analyzes the understanding on *bullying* by school administrators and how they combat the phenomenon through the establishment of relationships between the way the phenomenon is understood and the actions proposed against such violence. The third article, *Estudos comparados em educação: novos enfoques teórico-metodológicos*, investigates the "several theoretical and methodological aspects of comparative studies and indicates new perspectives of contemporary Comparative Education". The fourth article, *A educação física tradicional sofre, mas ainda vive*, deals with "the adjectives to qualify negatively tradition Physical Education".

The two articles published in the section *Teaching and Learning* deal with research on schooling. *A avaliação da aprendizagem: da pluralidade de enunciações à dualidade de concepções*, analyzes the concepts of teachers on the evaluation of learning by students, whereas *A construção de um diálogo intercultural com indígenas por meio da pesquisa-ação não convencional* is an investigation on the pedagogical theories and methods based on experiences with indigenous students. According to the authors, experience makes possible the rise of new epistemologies that take into account approaches on the process of decolonization and several predominant conceptions on indigenous culture.

Due to such diversity of themes, theoretical and methodological perspectives and historical periods, we invite all interested in Education and Human Sciences to read and debate the problems proposed in this issue of *Acta Scientiarum Education*. Have a nice reading !

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