
Editorial

The Field of History of Education in Brazil has had a significant impulse since the final decades of twentieth century. It is a result of developed researches in post-graduation programs, which stimulate questioning and instigate investigation in order to find a better understanding of the historical process of education. Teacher's formation is one of the most researched topics. There are multiple studies focusing on ideologies and formation practices. Those investigations are based on the work with documentary or oral sources, and the data provided from them have interpretations in several theories. They may privilege the man's view and his relations to society based on social interactions of the production of material life or emphasize knowledge and practices in school culture context. Theoretical conceptions which are already present in international cultural perspectives are resumed. This fact does not prevent that the objects of study are considered by taking the peculiarities of the Brazilian socio-economic, political and cultural contexts or the specificities of a certain locus in which the researched object is located.

The figure of teacher, the way he was seen by the State as an intermediary in the implementation of educational policies, the school methods and practices that were employed by him, besides showing his actions where he works or worked, makes it possible to have the studios to understand the Professional formation process, the origins of the practices that may remain in school daily routines and may suggest debates. Such debates are fruitful since they have as a consequence the overcoming of problems or the search for new solutions.

That dossier entitled *Formation of teachers and the school practice in historical perspective* has as main objective to present articles from researches which consider categories from this subject.

We started the dossier with the article “History and policies for teacher training at university level: the Philosophy, Science and Language & Literature College of Santa Catarina” presented by Celso João Carminati, and Camila Porto Fasolo. In that research, the authors consider the context of education policies of the 60s focusing on the changes which were implemented by the 1968 Reform. Until then, the teachers’ formation model was based on the ideas defended by intellectuals such as Fernando de Azevedo and Anísio Teixeira. After 1968, the functionalist view is implemented and consolidates in that formation. The researchers appealed to bibliographical survey and interviews taken by former teachers and students of the College in order to enable the understanding of the changes in the model of teachers’ formation.

The civic formation of normalists in the 30s of the twentieth century was caused by anthems and patriotic chants which praised the values of home and stimulated the Cult of Brazilian nation, their heroes and leaders. The article “Sounds of Brazilianness in the education of teachers from Santa Catarina”, by Tânia Regina da Rocha Unglaub enables the thoughts on school culture of Educational Institute of Florianopolis and other teachers schools of the same period, through musical scores and lyrics found in normalists notebooks. The author also focuses on the Orpheonic Chant program, completing the sources chart that intermediates the similarity to the history of teachers formation of period studied.

The suggestion of Antonio D’Ávila in “Children’s and Youth’s Literature” and Bárbara Vasconcelos de Carvalho in “Children’s and Youth’s Compendium” were read and studied by the students of Teachers schools of formation until 1961. Their instructions served as a guide to teaching of children literature when the students are then teachers and worked as so. The article of Fernando Rodrigues Oliveira and Thabata Aline Trevisan entitled “Children literature in primary teacher education in Brazil: contributions of Bárbara V. de Carvalho (1959) and Antônio D’Ávila (1961)”

contribute to the understanding of teachers formation before the Law n. 56.092/71, when that formation was taught in Teachers Schools. After a detailed study of authors and their work, Oliveira and Trevisan acknowledge their contribution to the formation of teachers from that period.

The thought on the researcher path in search of sources, allow him a wider understanding of the historical process of teachers in the state of Parana, the advancing and retreating which are taken by them are presented by Maria Elisabeth Blanck Miguel, in the article “Research on the historical reconstruction of teacher formation in Paraná: a testimony”. In her article is discussed the research process with documental sources, comprehending the educational legislation and the reports of Public Education in the Province of Parana, even similar documents from Republic period and the conflicts in order to find theoretical subsidies which allow the understanding and interpretation of historical data found in them.

In order to understand the continued formation of teachers in municipal educational system of Curitiba, Alboni Marisa Dudeque Pianovski Vieira, dove into the urbanization plan of the city to understand – based on its policies – the implementation of municipal educational system and then, the continued formation of teachers. About that process, the author presents the article “Continuous Education of Teachers in the Municipal Educational System of Curitiba: deployment, consolidation and expansion”. Vieira analyzes the setting of Community centers in Curitiba as a project of communitary education, which was consolidated around 1980 with the review of the municipal administrative structure. In that new structure is the Pedagogical Training Division defining the educational policy of teacher formation, with actions that adjusted the teachers’ formation to the difficulties they had when educated the population.

Terezinha Oliveira presents in her article entitled “Ethics and knowledge in formation of the person (teacher): an approach in the History of Education”, the results of the studies about the ethics importance as a virtue in the formation of the citizen as in the research in education;

since education and research are two sides of the same coin, according to the researcher herself. Ethics is taken in consideration as it is in the daily life of a person and it is in the researches. In the role of a historian and education historian, the author presents ethics as an essential virtue and in the research of history of education. By considering history and history of education as actions and human practices as a whole and under the perspective of long duration, the author deals with ethics in Brazilian pedagogy as well as in Aristotle (384-322 A.C.), La Boétie (1530-1563) and Comenius (1592-1670).

"Pedagogical documentation in the Italian approach: notations of bibliographical research", by Amanda Cristina Teagno Lopes Marques and Maria Isabel de Almeida, in which they search to extend the understanding of *pedagogical research* concept in the Italian approach to children education. In that article, the writers presented data collected from bibliographical research done in Bologna University, Italy having as sources, books and articles of Italian authors not translated to Portuguese. The documentation which is considered in the article can contribute to the qualification of pedagogical approach of children education, helping the observation about the practice and continued education.

"The offer of primary and secondary education investigated in printed publicity (1875-1910)" is the object of the article presented by Helena de Araujo Neves, Giana Lange do Amaral and Elomar Antonio Callegaro Tambara. In that article the authors present information about the offer of primary and secondary private education in Pelotas, city of Rio Grande do Sul state between the years of 1875 and 1910. It was written based on the content of printed publicity, released in different periodicals that there were in the city. The investigation provides indications of how was the organization of private education in the turn of 19th and 20th centuries, focusing on primary and secondary education as well as their curricular constitution. It is observed that in the secondary education as in the primary one, the students' results were assuring the quality of the educational institution, which was extensively promoted in advertisements. The publicity makes emerge certain

aspects of private education in a moment of implementation of an organized system – which left houses as private education – to form the first private schools.

The studies and discussions about the several meanings of curriculum and the possibilities of its use in physical education in children education, has an important article added: “The curricula of physical education in children education in Vitoria, ES (1991-2007)”, by Kezia Rodrigues Nunes and Amarílio Ferreira Neto. In that article, the authors analyze the curricular practices of physical education in children education in Municipal System of Vitoria, ES, in their several forms presented by public tenders between the years of 1991 and 2007. It is taken in consideration the metaphor of the knowledge gained in *systems* as a way to problematize and analyze the curriculum and its interaction, knowledges, actions and powers. With that article, the authors contribute to the studies about the curriculum in a historical perspective.

Works that deal with important subjects to studies, discussions and thoughts on education set the part of several articles of this periodical issue called *Educational Dialogue*. They are: “The trainer teacher and the relations with his Professional knowledges”, by the authors Rosane Santana Junckes and Marli Eliza Dalmazo Afonso de André; “Children’s educator profile: contributions to discussions about continued formation”, by the authors Ana Paula Zaboroski and Jáima Pinheiro de Oliveira; “(Dis)continued formation and teacher representation in didactic materials of *Portuguese Language Olympics*”, presented by Eliana Maria Severino Donoia Ruiz; “Teacher-student conflicts: an intervention proposal”, by Célio Rodrigues Leite and Suzane Schmidlin Löhr;

In this issue of *Educational Dialogue*, we start a new special session in honor of educators that left a mark in history and still do, in the different aspects of Brazilian education. The goal of this session is to publish article which debate ideas, influences, methodologies, therefore, the contributions brought by educators; it is also a way to honor them, because since their ideas and work have been remembered and discussed, they are alive in our history. We start this new session with the work of

Antonio Faundez, entitled “Paulo Freire and his influence in Latin America and Africa”, resuming the matter of possible concepts and methodologies application, when used in several environments where they were thought.

We would like to thank all those who contributed to make this dossier possible, to those who sent their articles, which were the result of hard work, and to those who reviewed the selected articles after careful reading. We wish you all an excellent reading. We hope that with this issue we are able to contribute to the study and thinking of Brazilian education.

Maria Elisabeth Blanck Miguel
Editorial Support