

Dear readers,

We are launching another edition of ETD - Digital Thematic Education, (v. 12, n.1, 2010), consisting of seven ARTICLES, eight DOSSIERS and one ESSAY.

We are truly thankful to Dr. Alexandre Filordi de Carvalho, professor of UNIFESP for his willingness to organize this number with great commitment and dedication bringing the theme: "**Foucault and education: we must think and act in other ways.**"

As were introduced by the organizer of this issue, the dossier is intended to bring up Michel Foucault's thoughts to the field of education, emphasizing his power and contemporaneity. Therefore, it seeks in this approach, to problematize and propose questions about the creation of alternatives referring to the experiences with thought, knowledge and contemporary educational activities.

The relevance of this theme is to point out the thought of Michel Foucault as a strong instrument of interlocution for education in Brazil since the eighties. With the introduction of new authors in this subject, and among the various analysis and efforts, merely illustrative, seek to evaluate various issues, such as: power relations and ethical implications for education, addressed by Silvio Gallo, the production of active subjectivity by means of the educator-function, approached by Alexandre Filordi de Carvalho, besides the attempt of a broader systematization of themes about Foucault and education, studied by Alfredo Veiga-Neto.

Starting the Articles section, the work – *Foucault-archaeologist: an experimentalist of knowledge* – , the author, Carlos Eduardo Ribeiro (USP), presents the experimental character of Foucault's archaeological history, starting from the reading that this philosopher makes of Nietzsche notion of origin.

In the second paper *Philosophy of values and education in Nietzsche*, the author Vania Dutra de Azeredo (PUC-Campinas), starts from the Nietzsche's philosophy of values to think education, considering that the evaluation of values is central to educational conception and contents.

In *The constitution of the subject in empirical time and the transcendental memory: Deleuze reader of Hume and Proust*, Sandro Kobol Fornazari (UNIFESP)

search, in the Deleuzian interpretation of Hume's empiricism, to understand the arrangement of Deleuze on the first synthesis of time and the synthesis of habit, from the constitution of the subject.

Cristiane Maria Cornelia Gottschalk (USP) in her article *The role of the method in teaching: from Socratic maieutics to Wittgensteinian therapy*, aims to identify some confusion arising from teachers' believes in the existence of extra linguistic meanings, to be discovered or constructed by students through the application of a method.

The fifth article, a contribution of Gerardo Garay Montaner (UdelAR), *Political crisis and education: a reflection on the problems of the conservation and transmission of the culture starting from the Hannah Arendt work* reflects on "traditional education", and especially about the difficulties of intergenerational transmission of cultural content, where the role of education is an important part of the problem. The author comments the contributions of Hannah Arendt's thought to the educational act, ensuring the transmission of knowledge to future generations.

As for the sixth article – *Filmic construction and education: a look at the film Santo Forte of Eduardo Coutinho*, a cut is made on the movie Santo Forte, where Giovana Scareli (UNIT) seeks to develop two main themes: the filmic construction, working with cinematographic language, stressing the implications of the film's director's choices, and also, some possibilities of thinking about education from or with films.

Closing this section, Cynthia Agra de Brito Neves (UNICAMP), with the article *From the visual poetry to virtual poetry: the cyber literature in the classroom*, raises issues about cyber literature aiming at identify the difficulties that educators have in awakening the young student of 21st century to the pleasure of reading.

Another way of thinking about the pedagogical modernity, the first work of the Section DOSSIER, Alfredo Veiga-Neto (UFRGS) and Maura Corcini Lopes (UNISINOS) discuss the productivity of the modern educational thinking based on Michel Foucault's philosophy.

Alexandre Simão de Freitas (UFPe) in his work *Michel Foucault and the 'self-care': the invention of resistant forms of life in education*, explores a face not much studied by the educational field, the intellectual experience of the French philosopher Michel Foucault, the care of the self and the creation of new life forms.

The work *Ascetic exercises and pedagogical practices: for a genealogy of disciplinary power*, Ernani Chaves (UFPA) presents, from the course "The psychiatric power" given by Michel Foucault at the Collège de France in 1973-1974, the relationship between ascetic exercises and pedagogical practices developed in medieval religious communities, and, the historical constitution of disciplinary power.

The fourth work of this section – *Foucault, Kant and the question of Aufklärung as a pedagogical maturity* – Claudio A. Dalbosco (UPF) rebuilds, in broad traces, the interpretation that Foucault draws from Kant's Aufklärung.

At the work *(Un)governing...: biopolitics, governmentality and contemporary education*, Maria Rita de Assis Caesar (UFPR) reflects on the institutionalization of education in the modernity project based on concepts coming from the Michel Foucault's work such as: discipline, disciplinary society and biopolitics.

Haroldo de Resende (UFU) in *Notes on modernity, pedagogy and childhood based on Michel Foucault* explores, in some aspects, the relationship between pedagogy - understood as the science of education, established in the field of human sciences, and childhood as an object of this science, in the context of modernity.

A radical criticism of educational practices from an interpellant interlocution between Foucault and psychoanalysis is proposed in the work *For an interpellant interlocution between Foucault and Psychoanalysis in the criticisms of educational practices*, by Eduardo Pinto Silva (UFSCar).

From sedentarism to nomadism: some interventions to think and act differently in education, Alexandre Filordi de Carvalho (UNIFESP) and Silvio Gallo (UNICAMP) is the eighth and final work of the Dossier section. In this paper, the authors diagnose what is called sedentary representation in education, through Foucault's thought, looking at the Christian ministry as a diagnostic of the presence of the leading art, in the field of education.

And closing this issue of ETD, it is presented in Section Essay, the work which title is *10 (anti-) thesis on popular culture* of Henry Burnet (UNIFESP).

Thus, ending the 2010 expedient of ETD, we wish to our readers, a good new year, counting always on the collaboration and prestige received from you, which help us to build our journal.

Have a good reading, and hope to see you in the next issue!

Gildenir Carolino Santos

Scientific Editor

ETD - Digital Thematic Education

Dec. /2010

Acknowledgments:

Rosemary Passos

Technical Editor of ETD

Paula Ferreira Agrell

Technical Formatter of ETD

Student of the Faculty of Education Faculty of Education – UNICAMP

Célia Maria Ribeiro

Translator of Editorials

Member of the Editorial Committee