

Editorial

The publication of issue 45 of *Critical Lines* shows the commitment of its editorial team to assuring the journal's periodicity. In this second issue of 2015, we have included 12 articles, six of which comprise the dossier on *Studies in Science, Technology, Society and Education*, and others of continuous demand. In addition to the articles, the issue includes also a speech by the former rector of the University of Brasilia, José Geraldo de Sousa Junior, on the occasion of granting the title of professor emeritus to professor Eva Waisros, as well as the honored professor's speech.

The dossier on Science, Technology, Society and Education Studies has been organized by the professor and researcher Ricardo Toledo Neder, from the University of Brasilia, and contains contributions from several researchers who have delved into this subject matter.

The section with articles of continuous demand begins with the text: ***Expansion of Compulsory Schooling: an Analysis Regarding Early Childhood Education***, in which the authors, Carolina Machado Castelli, Maria de Fátima Cossio, and Ana Cristina Coll Delgado, discuss the possible impact of mandatory basic schooling, during the four-to-seventeen age range, on early childhood education. According to the authors, the article is the result of theoretical research on stipulations for early childhood education, and related publications, mainly analyzing the reasons for early childhood education to be mandatory.

The session's second article is by the researchers Ediléia Alves Mendes Souza, Dayse Magna Santos Moura, and Rayka Aparecida Cardoso Marinho, entitled: ***Educational Public Policies: an Analysis of PAR in Northern Minas Gerais***. In it, the authors bring forth the partial results of the research initiative: ***Management of Educational Policies in Brazil and their Centralization and Decentralization Mechanisms: Challenges of the Coordinated Actions Plan (PAR)***, the aim of which is to analyze how PAR contributes to improve educational indices. Based on interviews with secretaries of education and specialists from four municipalities in the north of the state of Minas Gerais, and *in loco* visits to monitor actions, the authors claim their research reveals there has been an improvement in the structure and functioning of schools, but not in the quality of teaching.

The article by Alice Casimiro Lopes, ***For a Curriculum without Fundamentals***, weaves, based on a post-structural and post-foundational approach, criticism to the project for a common national core curriculum. The study is based mainly on an analysis of the government programs of the Brazilian presidential candidates in 2014: Aécio Neves, Dilma Roussef and Marina Silva (who replaced Eduardo Campos). For the author, "policy for a curriculum without fundamentals means

defending that there are no absolute curricular principles and rules, defined scientifically or on any other basis, which are nor part of the political game in education.”

University Teaching and Teacher Training – Educational Knowledge and Generation of Teacher Professionalism, by Cristina Maria D’ávila and Luiz Batista Leal, is an article which, according to the authors, results from research aimed at “understanding the relations involving mediation through teaching in a university context. It seeks to identify whether and how teachers define educational knowledge, and how they apply it in the development of professionalism in future licensed teachers”.

Marcos Prado Amaral and Ismar Frango Silveira, in the article ***Learning Styles of Students Graduating from Technical Courses in Computer Science at Cefet-MG***, share the result of a survey of learning styles among a group of 44 students in the last year of the technical course in computer science at Cefet_MG, in 2014. The authors concluded that, among the students researched “The dominant profile found is lightly reflexive, moderately visual, lightly to moderately sequential and strongly sensory”.

The last article in this issue, ***Action-research in Education, recognizing the contextualized subject and problems***, expresses the commitment of the Critical Lines team to internationalizing the periodical and publishing articles from different countries. In it, the Chinese author Xiang Beili, from Beijing Normal University, says that, during her research process, with members of a study and research group from a postgraduate course in the aforementioned university, she conducted interviews, document and bibliographical analysis, in which she perceives “the subject and educational problems as parts in a reciprocal interaction of the individual with his historical, political, economic, cultural, and socially institutionalized context”. The book *Meu Pé de Laranja Lima* was one of the works studied by this group. After studies, the author points out that, in her vision, “the autobiographic fiction entitled *Meu Pé de Laranja Lima*, by the Brazilian author José Mauro de Vasconcelos (1920-1984), can be considered an oral history of the lower class, ethnically mixed family in the Brazil of the 1920’s, narrated through children’s literature [Vasconcelos, 2010]”

Closing the issue with the “Tribute” section, we note the speech by the former rector of the University of Brasília, professor José Geraldo de Sousa Junior, on April 3rd., 2013, entitled: ***Eva Waisros Pereira or the School as a Place of Memory***, proffered when professor Pereira was afforded the title of professor emeritus. In this same section, we have included the honored professor’s discourse, and we note here a passage that says: “For me, “professor” is, in itself, a highly significant title, considering the relevance of the social function placed upon teaching

professionals in molding new generations. Enormous is the responsibility of, permanently, as society transforms itself and is transformed by human action, attempting to follow new paths in promoting the education of our children, youth, and adults, with the prospect of increasingly broadening man's humanization, his wellbeing, social justice and solidarity, in order to contribute to elevate humanity towards higher levels of social conviviality".

Lastly, in publishing issue 45, Critical Lines' editorial team thanks all who have contributed, directly or indirectly, to making it viable.

Catarina de Almeida Santos
Carlos Alberto Lopes de Souza
Ana Maria de Albuquerque Moreira

Editors