

## Editorial

Issue 46 closes volume 21 of the publication of Critical Lines Journal in 2015. It must be noted that, this year, the editorial staff of the Critical Lines Journal made efforts to improve the formatting and layout of articles for virtual publication and renewed the journal's scope, in an attempt to give it more international visibility and a better position. It also encouraged the publication of calls for dossiers, which resulted in the early planning of publications in 2016.

Which such strategies, aiming at professionalizing and institutionalizing Critical Lines Journal, we keep our commitment and concern towards offering out readers articles of a high academic level and editorial quality.

This issue 46 is comprised, firstly, by the dossier: **Teacher education: proposals and conceptions**, organized by Kátia Augusta Curado Pinheiro Cordeiro da Silva, from the University of Brasilia, containing six articles by researchers dedicated to studying the topic from several points of view.

In the section of continuous flow articles, five articles complete issue 46. The first of them, entitled **Violence “in” and “of” the School: Teachers’ and Teenage Students’ Conceptions**, is written by Roseny Aparecida Vieira, Katia Crisitna Tarouquella Brasil and Viviane Neves Legnani. The authors offer an approach for analyzing and comprehending violence through the discourse of subjects directly involved in this problem in daily school life: teachers and students. The results of the study show the need to create a dialogical space that will allow for communication among such subjects – at the same time, respecting their respective subjectivities.

In the article, **Teaching Grammar/ Linguistic Analysis: one Teacher, Multiple Practices**, Fabiana Júlia de Araújo Tenório and Alexsandro da Silva present results of a study about grammar/linguistic analysis teaching practices performed by a teacher of the 6th. Grade of elementary school, at a school in the public system in the municipality of Pesqueira, in the state of Pernambuco. The authors concluded, based on interviews of the teacher, that her work dynamics oscillates between permanence and changes in grammar teaching practices.

Luis Felipe Lopes presents a new approach of education, founded on humane philosophy, in the article **Hume and the Limits of Education**. The author considers that, although Hume does not present a systematized thought on education, it is possible to apprehend its role in humane philosophical development: “recovering the natural human condition, avoiding abstruse and chimeric thought that cannot be founded on a philosophy of rigor, the basis of which are in empiricism and the natural condition”.

Next, Darlan Marcelo Delgado approaches innovations in the field of educational politics and management, in the article **Innovation in Education on the Spot: From Instrumentalization to Emancipation**. In the current setting of globalized economy and changes that accelerate of rhythm of increasingly technological productive processes, the author understands that science and technology policy and educational policy suffer a demand for innovations. Thus, his objective is to differentiate antagonistic typologies of educational innovation that emerge from this context: one economicist, another emancipatory.

Lastly, in **Beyond the One-dimensional: Marcuse and Aesthetic Education**, Vivian Baroni analyses the concept of aesthetic education subjacent to the work of Herbert Marcuse, and demonstrates, based on his work, how aesthetic education makes it possible to rethink the instrumental conception of reason, which has been used as an instrument for the subjection of nature and social regulation. The author concludes that marcusean aesthetic education constitutes a conception of education that essentially stimulates her critical thinking.

Closing the year 2015, this team of editors records its gratitude for the learning made possible by reading articles, contact with authors and the work with the Editorial Committee. We especially thank the professionals who, with commitment, competence and dedication, make it possible to publish each issue of Critical Lines. We wish the new editors excellent work, and, to Critical Lines' readers, pleasant and fruitful reading.

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

Editors