

Editorial

The third quarter of the year in our southern hemisphere is characterized by prolonged periods of drought. Such behavior of nature is intensified by the irresponsible actions of men in their relationship with their peers and the environment. Global warming, burning, forest devastation, conflict and social inequality are some of the ingredients of warm discussions that strain human relations and permeate our times.

What is the role of education in this situation? What contributions the educators can promote on this conflicting social situation? How to position yourself in facing so many challenges? Without presenting ready and finished solutions, we invite the reader to the reflections provided by browsing the pages of the third issue of the *Perspectiva Journal* of the year 2019.

This issue presents the dossier entitled **Childhood History and Culture** organized by PhD professors Diana Carvalho de Carvalho from the Federal University of Santa Catarina (UFSC) and Mírian Jorge Warde from the Federal University of São Paulo (UNIFESP). In addition to the dossier-related articles, seven more “continuous demand” articles are present in this issue.

The authors Daniel Dall'Igna Ecker, Neuza Maria de Fátima Guareschi, Lutiane Lara and Marciana Zambillo, based on the historical perspective as an exercise of this denaturalization, analyzed the Brazilian Federal Constitutions of 1824, 1891, 1934, 1937, 1946, 1967 and 1988, and the Law of Directives and Bases of National Education from 2005, aiming to understand how the discourses about education were produced in the State sphere. The results of this analysis are present in his article entitled **The construction of the Social Right to education in Brazil: Jesuits, sovereigns, liberals, conservatives, politicians and intellectuals.**

“**School without party**”: around a discursive formation is the text by Anderson Carvalho Pereira that aims to investigate the establishment of a Discursive Formation (DF) from the analysis of the statement "school without party" in circulation in contemporary Brazil, in languages materialities such as

press articles. .

Another article discusses the repercussions of the establishment of PRONATEC, one of the largest professional qualification programs developed by the Federal Government according to André Luis Gonçalves Pereira and Ramon de Oliveira. The authors sinalize in **The graduated insertion of Pronatec technical courses in the labor market** that the offering of streamlined and unconnected courses of any omnilateral training perspective, terminate as a mechanism of student instrumentalization for a hypothetical future work. Strengthening common sense, reinforcing the meritocratic view that serves to criminalize poverty and, above all, to the illusion that education individually transforms people lives.

Wellington Oliveira dos Santos, in his article entitled **Whiteness and negrophilia: the consumption of the other in education of race and ethnic relations**, proposes the use of the term negrophilia in whiteness analyzes. The author draws on the concept of negrophilia, which consists of an understanding of the privilege space of whiteness that allows the whites intentionally consume black history, culture, and body, using politically correct discourse - without leaves his own. privileges. The author concludes that negrophilia can be identified in teacher's formation in disciplines as Education of Racial-Ethnic Relations, as well as in speeches that supposedly defend the ethnic and racial diversity.

In the article **Pedagogical training for gifted and talented students** the authors Amanda Rodrigues de Souza and Rosemeire de Araújo Rangni report the research that seeks to verify and analyze the knowledge of Pedagogy students in relation to the theme of giftedness and talent in three higher education institutions at the federal, state and private levels. They conclude that the training provided to undergraduates on the subject was insufficient: there is little approach on the subject in the Special Education disciplines, which affects the formation of teachers and contributes to the non-implementation of policies and practices of inclusion for gifted and talented students in schools.

The authors Gisele Ruiz Silva and Paula Corrêa Henning in the article entitled **Educated-child-subject: relationships of power-knowledge in the management of a population** raise questions about the universalization and compulsory schooling of Brazilian children from the age of four. Using Michel Foucault's genealogy with the analytical tool of problematization, the authors are dedicated to understanding how some historical events could be the conditions of possibility for the constitution of a schooled childhood in Modernity.

In the end, the article entitled **Postgraduate stricto sensu and elementary school: what's relation between them?** from the authors Dayse Kelly Barreiros de Oliveira, Kátia Augusta Curado Pinheiro Cordeiro da Silva, Ellen Michelle Barbosa de Moura. This article aims to understand how governmental actions have materialized the articulation between Stricto Sensu Postgraduate Education and Basic Education with regard to teacher through discussion about the relationship between Stricto Sensu Education and the continuing education of teachers who work in Basic Education.

We hope that the reading provided by these articles can oxygenate our ideas and positions about the contemporary problems, and that values increasingly the important role of the educator in our society.

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