



### Editorial

This Special issue of *Poiésis-RPPGE* Journal is dedicated to Philosophy of Education theme. In particular, the articles in this issue are a selection of papers presented at the ***IV International Symposium of Education and Philosophy: Biopolitic, the art of living and education***, organized by the Study and Research Group in Education and Philosophy, held in June 2011, in Marília, state of São Paulo, along with the suitability to the Journal requirements. The Symposium was sustained by CAPES, FAPESP and FUNDUNESP, one of the Brazilian events recognized in Philosophy of Education and it has gathered research perspectives in this field.

Among the selected articles for that journal issue, we aimed to select three sets of articles that represent researches trends in Philosophy of Education.

The first three articles address the education and history of philosophy teaching themes, rather the modern philosophers thought such as Voltaire, Kant and Bergson. The article “From literary to philosophical: for a possible reading of Voltaire” by Dalva Aparecida Garcia (Philosophy Department at PUC/SP) reviews some tales written by that French Enlightened, in order to find in his literary typeset some alternatives for the philosophical thought and for his teaching. “Inclinations, desires, feelings: considerations from philosophy and practical education of Kant” by Renata Cristina Lopes Andrade (PhD student at PPGE UNESP), addresses the space of human inclinations within the Practical Philosophy of Kant, observing how Education, according to the German philosopher, stands on this subject. Finally, the article “The Bergsonian critique towards the traditional method- epistemological repercussions, ethical and educational” by Tarcísio Jorge Santos Pinto (Professor at the Federal University of Juiz de Fora), analyzes that method in order to delineate its meaning by the philosophy and discuss to what method the view of Bergsonian intuition can teach us how to know more deeply life reality, providing a more balanced human intellectual activity, which allows the moral elevations and education.

Still inserted in the context of a widely problem of researches in Philosophy of Education, the second set of selected articles addresses the problem of human development , Its anthropological fundamentals, critique and perspective of another ethic subject figure to,



maintain the pedagogical practice and knowledge. A sample of these discussions about that theme can be seen in the four following articles in this issue. The first article “Spirituality and Human Formation” by Ferdinand Röhr (Professor at Federal University of Pernambuco) analyzes that theme from a concept of spirituality that, away the esoteric fashion and media, it’s inserted on a human being understanding in its entirely and multidimensional, as it’s explicit from the freedom, truth and love phenomena, including it in the human configuration process and electing as one of the ways to make their dimensions as one and more cohesive. Unlike setting up the philosophy of education in an anthropologic-philosophy, the article “From the anthropological configuration of philosophy to the thought of the event” by Rodrigo Barbosa Lopes (PhD student at the PPGE UNESP) proposes an alternative to that sort of anthropological-humanist discourse of philosophical thought, discussing the subject and subjectivity in the education process themes, relying the Guattari-Deleuzian concept of becoming and the chance to glimpse the sign of new on childhood, of affirmation and difference in educational thinking. In order to also discuss the prevailing vision of anthropological-subject that bases many trends in Philosophy of Education, the article “The subject of education: contextualizing and splitting from the self care notion” by Nyrluce Marília Alves da Silva and Alexandre Simão de Freitas (respectively master student and Professor at Federal University of Pernambuco) presents a distinct alternative in which mobilizes the self care notion to provide some indications on the theme concerning a freedom ethic, encouraging other ways of conceiving actual formative experiences. It also complements this second set, the article “Discipline, biopolitics and education: the person at school” by Melissa Probst and Celso Kraeme (student and teacher respectively, at PPGE Region at University of Blumenau) that aims to analyze the person at school and the place in the pedagogical practices of Foucaultian perspective.

The third series of articles published in this issue addresses the relation between aesthetics and education, as well the importance of literature to philosophical thoughts in pedagogical action. The article “Education of the senses: aesthetic and biopolitic in surreal experience” by Carlos José Martins (Professor at UNESP) discusses the (re) education of the senses as how that was undertaken in the aesthetic experiences of early surrealists movement, analyzing the relation between the person, the modern city time-space and its biopolitic configuration. For that, “The communication system of the sublime aesthetic reception and its possibilities between the knowledge and school practices” by Anderson

Luiz Pereira (PhD student at PPGE UNESP) discusses the conceiving chances, in the present time, the educational praxis as having a aesthetic dimension in the transmission and reception processes of systematic knowledge, as a political resistance way to instrumental rationality to which the reflection about that activity has become irrelevant.. Finally, the article “Literature and thought: language limits” by Beatriz Fabiana Olarieta (PhD student at PPGE UERJ) reflects the role of literature in philosophical reflection from Michel Foucault thoughts, finding in the transgressive character of that art modality, the possibility of emergence possibility of thought experience essential to education and, particularly the teaching philosophy for children.

In these three themed series, represented by the selected sample articles, this special Poiésis-RPPGE journal issue, as well the receding issue, seeks to cover some research trends in Philosophy of Education, offering the contribution to the development of this field in Brazil.

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