

Dear Readers,

This is the first international issue of ETD - Digital Thematic Education that is composed, entirely, as a "DOSSIER", and which main theme is "body, language and education" - "cuerpo, lenguaje y enseñanza".

The editorial committee of ETD - Digital Thematic Education have decided that this number should be presented as a DOSSIER, having in mind to bring together works - by researchers of several national and foreign institutions - that were articulated around a main thematic topic.

Thanks to the seriousness of the dialogues, always in a cooperative environment, among Prof. Raumar Rodríguez Giménez (Universidad of la Republic - UdelaR), Maria of Assis (the person responsible for formatting texts) and the publishers, it was established a link of commitment and presence, even if virtual, since the reception of the first files until the final publication. The team work composed by senior researchers and young researchers inhabitants of different countries, languages and cultures allowed the production of the present number.

The group that organized the present DOSSIER realized the possibility of taking the first step for the internationalization of the ETD - Digital Thematic Education. In this way, from this number on, we decided to adopt as linguistic politics of publication the Portuguese and the Spanish languages. Our intention is to bring together researchers of Spanish and Portuguese speaking languages, and also to promote the pollination of the two languages, in order to make the blossom of a bigger approach of the countries that make use of them. The acceptance of articles in other languages will be maintained, but authors are responsible for the Portuguese version.

The idea of the present DOSSIER, emerged from the participation of Prof. Regina Maria de Souza, as a representative member of the State University of Campinas (Universidade Estadual de Campinas - UNICAMP) in the Uruguay Education Nucleus for the Integration (Educación para la Integración -AUGM Uruguay) and of the proposal of constructing a thematic project of research. The first step to made this project real is the publication of the present special number of the ETD - Digital Thematic Education.

The writing of the quoted thematic project is being constructed with international level efforts, among them we can point out the challenge of having foreign researchers taking part in the accomplishment of this number of ETD - Digital Thematic Education. Such initiative certainly will extend the spreading and dissemination of ETD to international environment of technical and scientific publications, specially in the Latin American countries.

At this time, researchers of the following higher education institutions are engaged

in the project: Universidad de la Republica (UdelaR/Montevidéu), State University of Campinas (UNICAMP), State University of São Paulo (USP), Federal University of São Paulo (UNIFESP), Methodist University of Piracicaba (UNIMEP), University of Rio Verde Valley (UNINCOR) and Ibero American University Center (UNIBERO). Besides them, there were representative members of the Ministry of Tourism and Sports of Uruguay, the Institute of Artigas Professors of Uruguay and the Psychoanalysis School of Campinas.

In the Summary of this issue of ETD, the works had been arranged sequentially by thematic affiliation, that is, the articles that had some kind of relation had been put near in some way. For this, the publishers had counted on the cooperation of Profa. Regina Maria de Souza, who had conceived this structure.

In the first block we have the works: [1] Luis Ernesto Behares (Universidad de la Republica - UdelaR) broadening the subject *“Enseñar en cuerpo y alma: la teoría de la enseñanza y el saber en la pulsión”*; [2] Mauricio Golfarini (UdelaR) discussing *“Saber lo que sabe el otro, saber qué sabe el otro: nota sobre la estructura del tiempo lógico en Lacan y en el acontecimiento didáctico”*; [3] Raumar Rodríguez Giménez (UdelaR) commenting on *“Breve reflexión sobre la experiencia y el cuerpo”*; [4] Beatriz Medina Araujo (UdelaR) taking as object the body articulated with the language in the work: *“El cuerpo-otro”*; [5] Ana María Fernández (UdelaR) discoursing on the relation among body-language-knowledge in: *“Voz enseñante: ¿qué relación cuerpo-lenguaje (y)–saber?”*.

The second block brings the works: [6] Maria Teresa Guimarães de Lemos (Psychoanalysis School of Campinas), whose proposal is to analyze the ‘lack/impossible’ present in the educational practice, anchoring firstly in the freudian conception of education, and after, in the logical positivity of these terms in Lacan education with the text: *“Desire to educate?”*; [7] Daniel Revah (Federal University of São Paulo) recovers some significative elements of 1970 to 1990 decades to debate *“The language of the body and the role of the educator”*; [8] Rinaldo Voltolini (University of São Paulo) presents the teasing text: *“The relation professor-pupil does not exist: body and image, presence and distance”*.

As for the third block, the authors [9] Viviane Veras (Ibero American University Center and Metropolitan Faculty of Campinas) call us to prepare an (im)probable reply for the provoking question: *“To be different it is normal?”*; [10] Regina Maria de Souza (State University of Campinas - UNICAMP) discusses the necessary educative participation of the interpreter of signal languages in the classroom with the text: *“The professor interpreter of signal languages in classroom: starting point to rethink the relation of education, subject and language”*; [11] Vanessa Regina de Oliveira Martins (PG/FE/UNICAMP) reflects on the consequences of Decree 5.626/2005 from the philosophical perspective of deconstruction with the text: *“Interpreter of signal languages, legislation and education: what we have, still, “to listen” on this?”*; [12] Lílian Cristiane Ribeiro Nascimento and Francisca Paula Toledo Monteiro (PG/FE/UNICAMP) present and discuss four cases of children, who attend a phono-audiological and pedagogical clinic in *“The maternal feminine*

and the filial masculine: the learning difficulties as symptoms in the child'.

In the last but one block, [13] Márcio Mariguela (Methodist University of Piracicaba - UNIMEP) analyzes Sigmund Freud's work that makes up the foundation of Michel Foucault research, and offers the article: "*Genealogy of the ethics: the subject in question*"; [14] Adriana Duarte Bonini Mariguela (UNIMEP) presents an analysis of the case of parricide/fratricide committed by a young French peasant, Pierre Rivière, in the text: "*The emergency of the author Pierre Rivière*".

In the last block, we bring the authors: [15] Adrián Villalba Francia (UdelaR) that, in her work "*¿Como hablar del cuerpo? O de um dualismo insostenible*", emphasizes the implicit dualism in Freud's concepts about the body; [16] Jose Guillermo Milan-Branch (Rio Verde Valley University - UNINCOR), in the text "*Between the saying and the writing: body and language in Jacques Lacan education*", discusses the statute of 'saying' and 'writing' in the French psychoanalyst education; [17] Nina Virginia de Araújo Leite (UNICAMP), in "*Sexual infantile theories: a reflection on body/language*", abides by exploring the articulations between the infantile sexual theories and the structuring of the basic fantasy (ghost), covering the main texts of Freud about the theme; [18] Martina Bailón Goday (CoDiCen- ANEP/Uruguay) in the text: "*1975: año de la orientalidad - el cuerpo/moral en el proceso de reorganización nacional*", analyzes the historical context in which the "Process of National Reorganization" occurred - the last militar civic dictatorship of Uruguay (1973-1985), taking as analytical tools foucaultians concepts; [19] Virginia Alonso Sosa (Ministerio de Turismo y Deporte - Uruguay), presents us with the instigating article "*Técnica y educación desde un saber como techné a una tecnología del cuerpo*"; [20] Conceição Aparecida Costa Azenha (UNICAMP), in "From a body in pieces to a subject: *what Gepeto can always teach about this to whom teaches?*", considers a discussion about the education and infancy starting from classic works of Schreber and Itard, as well as of literary compositions, such as Pinóquio and Frankenstein; and finally [21] Andréa Cantarelli (Instituto de Profesores Artigas - Uruguay), in the text "*El cuerpo de los sujetos 'marginados'*" makes a reflection on the notion of body and of subjects, marginalized since the educative speech.

Thus, we conclude this special fascicle with excellent works that will give a paramount contribution to academic research on Body, Language and Education.

Good reading!

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