

This issue of *Interface - Comunicação, Saúde, Educação* offers several thematic viewpoints that begin and end in the field of social practices and of power relations.

Opening this edition, we have “The medicalization of crime”, by Fernanda Rebelo and Sandra Caponi, a fine study of the interfaces between the medical-hygienist and the legal lines of thought, the relations between knowledge and power in the first half of the 20th century and the transformation of behaviors into psychiatric phenomena. It discusses the establishment of the penitentiary model, analyzing the fears that affected urban centers and the strategies for controlling the said fears. “Resistance, innovation and clinical practice in the thoughts and actions of Nise da Silveira”, by Eliane de Castro and Elisabeth Araújo Lima, appears in the “Open Discussion” Section, almost at the end of the magazine, and recovers an example of resistance and rupture regarding this incarceration power. It comes articulated with Creation. In “IN PACTO the work in the world – art and the body in occupational therapy”, Eliane, the same author, illustrates the scheme of several clinical resources in connection with the city’s spaces in the cultural circuit.

Opening the “Debates” section, Luiz Cecílio’s instigating essay about the notion of “moral health workers” is also outstanding and draws equally rich comments from Gastão Campos, Maria Elizabeth de Barros and Ricardo Ceccim about different management perspectives in our institutions and the room for healthcare workers’ production in this arena.

This issue also brings new contributions to the reflection on Health themes in articles about Brazil’s recent national health promotion policies, a new Psychopathology teaching proposal, reference teams and the integration between knowledge and practices in health care services, the relation between the family and professionals in caring for patients, and children’s and senior citizen’s health promotion activities.

Closing the Articles section, two essays resume reflections that may contribute to the current debate on the educational practices of universities, from the same theoretical perspective. In the first, Angelo Abranes and Lígia Martins reiterate scientific knowledge production as one of the expressions of the subject-object relation, analyzing it in the light of the historical-dialectic materialist theory of knowledge and of the contributions of two Russians, Kopnin and Petrovski. In the second one, Sandra Della Fonte advocates that the primordial *Eros* of school education does not become effective when one gives up objective knowledge and its appropriation. She uses Plato’s thoughts on love as set out in *The Banquet* as a starting point for the development of this idea and then adds Marx’s reflections on passion, as stated in the *Economic and Philosophical Manuscripts*.

Marxism and pedagogy are also the core themes of the Interview, a section resumed in this edition. Our interviewee, Professor Newton Duarte, from the Araraquara campus of the State University of São Paulo – Unesp, is a radical critic of the pedagogical set of ideas propounded by the neoliberal and post-modern universe, by the “newschoolist” thesis, according to him reedited by constructivism. Clarifying his positions on education and the psychology of education, he draws into this dialogue elements for a historical and critical theory of educational work and polemicalizes the currently common trend among Brazilian educators towards an approximation between the notions of Vigotski and those that are underscored by the motto “learning how to learn”, which do away with the Marxist roots of this Russian thinker.

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