

This second issue of 4 of *Trabalho, Educação e Saúde* publishes in the section “Articles”, two studies about the history of workers’ education. In “Brazilian public health education: the early times in Rio de Janeiro”, Luiz Antônio de Castro Santos and Lina Faria analyzed, on the beginning of century XX, the protagonist generation of a new sanitation proposal, called ‘hygienist-educational’, which have enlarged the ways to the emergence of a differentiated performance model, supported by sanitary education, diseases prevention and creating human resources. The authors conclude that this sanitarian – who tended to a humanist profile, conceiving sciences also as a political action, and who were tightly bond to leadership and public health programs in the United States, particularly with Fundação Rockefeller – would become important in the scenery of Brazilian health, contributing with the creation of “Brazilian utopias”. The second article, written by Marlene Ribeiro, entitled “Public policies on work, education and technology: a history in course”, recovers confrontations in this field of public health, in the light of “work and education” field in the terms proposed by a homonym group founded in the 1980’s in the scope of the National Association of Education Post-Graduation and Research” (Anped). The article is based on the follow-up and on the participation on the debate on work-education of the Guidelines and National Education Basis (LDB) and on researches about this concern.

This edition also presents studies about curricular assessment and innovations on health education. Marilda Moreira, in the report “Analyzing the evaluation: creative perspectives for professional education on workers health”, shows two histories experienced by the students of the Technical Course of Sanitarian Surveillance and Environmental Health, of the Polytechnic Health School Joaquim Venâncio, of Fundação Oswaldo Cruz. These experiences aimed the breach of traditional evaluation model, proposing, in the field of Professional health education, the reflection about how social differences are maintained through most consolidated pedagogical instruments, as assessments and tests. There are three approaches on health curricular innovations in three texts of section “Articles”. Maria Helena Salgado Bagnato and Maria Inês Monteiro, in “Multidisciplinary and rhizomatic perspectives on health Professional education”, discuss the challenges proposed by two perspectives mentioned in the headings, concerning to the inclusion of innovative themes on the progress of professional education and on knowledge creation. Such themes, treating new interpretations and subjectivity, may cause different ways to treat the facts complexity on health. In “Discussing the teaching-learning process in nursing on mental health”, Sônia Barros and Roselma Lucchese, question the education model in this field, and in substitution, they point out the critical-reflexive education of professionals. For such, they propose a dialogue between the practice and teaching of nursing psychiatric care and mental health, in order to teachers and workers of this area identify and create necessary competencies for an

effective performance. Maria Itayra C. de S. Padilha, on article “Teaching the nursing history on graduation courses of Santa Catarina”, shows the results on the research project which she identified from 15 nursing schools in the State, the modus operandi of the subject development in discussion. In conclusion, of preliminary character, the author points that there is an advancement related to the grade hours and to the teaching-learning strategies, however the subject insertion already needs a general reflection in relation to its importance on the nursing professional.

We also point out the texts of section “Debate”, which treats of the citizenship, polytechnic and health relationship. The basic text of the debate is entitled “*Revising the concept of citizenship: notes for a polytechnic education*”, by Adriana Geisler, which aims to identify to which concept of citizenship the notion of polytechnic is affiliated, as an emancipating project opposed to the reflexes of liberal ideology on professional education. Five texts are in connection with the first one: “Citizenship as a belonging: a reflection from psychoanalysis”, by Carlos Plastino, criticizes the concept of subject, proposing its substitution by the concept by subject’s singularity; “Brief annotations on polytechnic education as part of an emancipating project”, by Esther Arantes, emphasizes that any structural changes will occur only with education, although any significant change may be done without it; “On current voluntary servitude” by Virgínia Fontes; “Which citizenship, which democracy, which education?”, by José Rodrigues.

Finally, the paper “Work, sociability and individualization”, by Sergio Lessa, discusses the articulation among those three poles evinced in the title above as a reflection on the reproduction of individuals in the contemporaneous social conformation. This path shows an individualization process mediated by the reproduction of the merchandise, which imposes to human beings an increasingly anomic life.

This edition also publishes the interview granted by professor Yves Schwartz and three reviews of books *Critical thought* and social movements: dialogue for a new habit, organized by Roberto Leher and Mariana Setúbal, by Edineide Jezine; *Health and democracy: history and perspectives of SUS (Health Join System)*, organized by Nísia Trindade Lima *et al.*, by Lilian Koifman; and *Brazilian nurse professionalization* by Almerinda Moreira and Taka Oguisso, by Rosalba Timoteo.

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