

# Editorial

## SPECIAL ISSUE ON THE HISTORY OF MATHEMATICS EDUCATION

Mathematics Education as a field of research and professional training in Brazil dates back to the 1980's. Since that time, different trends have been consolidated in research, teacher training and teaching. The History of Mathematics Education is one of them. This special issue brings together a set of results of investigations in good measure directed to the understanding of the historical constitution of the professional knowledge of the teacher who teaches mathematics. Why does the teacher who teaches math teach the mathematics he teaches? What transformations do the mathematical knowledge present in training and teaching suffer? Such broad questions, in one way or another, constitute the directives of the articles appearing in this special issue.

In the first article, Rosilda Morais theoretically discusses the differences between the intellectual and the expert, an important topic for the current research that deals with the processes of systematization of knowledge, in particular, mathematical knowledge. In the same way as the previous article, the second, written by Maria Célia da Silva, also emphasizes the concept of expert in view of the teachings of geometry and drawing in the primary course. Denise França and Edilene Santos continue to deal with the theme of the expert in the third article, taking into account the role of teacher Riza de Araújo Porto and her role in the teacher training courses in the Normal courses, in Nova Escola times. Also in this direction, the text of Iran Mendes analyzes the role of Francisco Ferreira Vilhena Alves as an expert and his work with *Revista A Escola* (The School Magazine), founded in 1900 in the State of Pará.

In the continuity of this special issue, the work of Cleber Barbaresco and David da Costa, as well as Eliene Lima's research, deal with the transformations of mathematical knowledge at different levels. The first of the studies evidences the elaboration of the "arithmetical complement of a number" while the second one deals with the changes of Differential and Integral Calculus. The study by Ana Basei and Wagner Valente also addresses the changes in teacher training, turning to historical research on the presence of Algebra in the training of normal students. Neuza Pinto and Barbara Novaes deal with a more recent theme historically when considering the role of NEDEM (Center for Studies and Dissemination of Mathematics Education) in Modern Mathematics for teachers in Paraná. The authors Filipe Fernandes, Paulo Araújo and Luiz Cosenza bring to this special issue research results on the Special Didactics of Mathematics subject, focusing on the formation and performance of professors in the Faculties of Philosophy, Sciences and Letters in the first half of the twentieth century.

The penultimate article, written by Andréia de Souza, Luciane Bertini and Alan Rezende, presents a systematized report on the use of the history of mathematics education in the continuing education of teachers, taking into account the didactic-pedagogical role of problems in mathematics teaching.

Finally, completing the special issue, Luiz Pais presents a historical analysis of the use of teaching materials for teaching mathematics, analyzing the “tachymeter method”, in vogue in Brazil in the late nineteenth century.

We wish you all a good reading!

*Iran Abreu Mendes*  
*Wagner Rodrigues Valente*  
*(Guest Editors)*