

## **PRESENTATION OF TEXTS**

Very few studies on the history of mathematics education that address the early school years. A plausible hypothesis to explain such a small amount of them refers to the fact that the subject does not interest historians and historians of education, because the studies involve knowledge that is not the domain of these researchers. On the most basic is that math, it does not attract research who did not take their training undergraduate mathematical disciplines. On the other hand, those who have mathematics as his graduate training did not seem interested in dealing with content considered as rudimentary ...

Because of a happy combination of factors, it has been possible to Ghemat - History Research Group of mathematics education to develop projects that address the mathematical education in the early school years.

Two collective research projects are being developed right now. The first project of national character, involves about twenty Brazilian states<sup>1</sup>; the second, in international cooperation, in addition to states, including two French universities (Université de Paris and Université de Limoges Sud)<sup>2</sup>.

This dossier brings together a set of texts that represent partial results that have been achieved with the development of these collective projects. Under the theme of investigating the formation of elementary mathematical knowledge in the early school years the dossier shows local studies of Rio Grande do Sul, Bahia, Pará, Minas Gerais and São Paulo. There is also the national character of research involving authors considered widely circulated in Brazil, from his books, as Calkins and Theobaldo Santos. However, broad spectrum, studies of important texts on mathematics teaching methodology. Finally, two international comparative studies: one in Brazil and Argentina; other, between Brazil and Portugal.

The studies that are part of this dossier have a common thread among them: the investigation of changes in school mathematics of the early school years in historical perspective. And these studies on school mathematics has two dimensions: a set of elementary mathematical knowledge to be taught to students between 7 and 10 years and that references to the training of future teachers. It should be added the fact that almost all the texts use a common database to collective projects: the virtual content repository of Universidade Federal de Santa Catarina.

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Organizer

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<sup>1</sup> This is the project "The formation of elementary mathematical knowledge: arithmetic, geometry and design in historical and comparative perspective, 1890-1970, which has the support of CNPq.

<sup>2</sup> The project is entitled "The teaching of mathematics in primary school in the nineteenth and twentieth centuries: comparative studies between Brazil and France," and is funded by CAPES-COFECUB as international cooperation project.