



PREFACE

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The editorial of an academic journal should normally be a tranquilizer for the reader that, despite the variations in form and content of the published articles, everything is on track. An epistemic rupture like that of the restricted relativity theory is not expected. We don't have anything similar to present.

However, we have to talk about another rupture. Our fragile democracy has been hit hard and what is left of it is threatened. This is not a secondary, not fundamental issue. This concerns the possibility of survival of human dignity, of justice with freedom.

The threats come from those who don't like enlightenment, knowledge, information. In the 21st century we have to face ideas such as creationism, terraplanism and the denial of global warming. Only in a socially obscure scenario can these ideas thrive.

One of the strategies of these obscure forces is to strangle and stifle teaching and research, not only in science and technology, but also in the humanities. Federal public universities and technological institutes are being threatened in their academic autonomy and suffering significant cuts in their maintenance capacity.

The research is literally with the rope around the neck. There is a restriction to finance new works and a permanent threat of cuts over existing ones. This has obvious effects on researchers. It is a scenario of fear and intimidation.

It is not necessary to discuss all the consequences of this asphyxiation of public education and research. There is a restriction on the production of innovation, which is fundamental to a nation's social and economic development. There is also a restriction on the reproduction of existing knowledge and professional training.



Brazilians are not interested in a nation that is unable to produce its development in a sovereign way. Just as it does not matter a society steeped in ignorance, which does not use the humanities, science and technology to provide a good life and build well-being.

It is up to all those who work with teaching and research to warn society about the harmful consequences of this asphyxiation, because every day democracy vanishes, and with it freedom and the possibility of justice and well-being. There is an urgent need to defend teaching and research in these dark times.

Reading, studying and criticizing are not only part of one's cognitive and intellectual development, but also a moral development effort by those who resist obscurity. We want our nation to be sovereign, with a reduction in inequality and where everyone has the opportunity for a good life.

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