

Editorial

With the distribution of this edition, the publication of *Sísifo — educational sciences journal* will be suspended. Throughout the last four years it was possible to guarantee a regular periodical (something that should not be underestimated) with the publication of three editions per year. The decision to suspend the publication of this journal is not the result of a negative appreciation regarding the progress of this project but rather the result of institutional changes in the Lisbon University which mark the end of a cycle.

The objectives outlined at the beginning (see Editorial of n° 1) have not lost their relevance. With the creation of this journal, it was hoped that the scientific production of the Ui&dCE would be given greater visibility, via an editorial project (including two book collections in addition to the journal) which would constitute a first line of publication and dissemination meant to feed the dialogue between internal and external researchers. The option for a bilingual edition (one version in Portuguese and one in English) sought to link with a strategic orientation of internationalization of our research activity, supported by international networks that have become stronger, both within the Portuguese-speaking world and the European context.

Without ignoring or by-passing current epistemological debates, the journal clearly assumed its inclusion in the scientific field of the Educational Sciences, without this meaning a lesser awareness of the hybrid character and the epistemological weaknesses specific to this field. We have chosen to work in the difficult tension between the unity of the social

and the plurality of scientific points of view, the Educational Sciences being understood as part of a wider field, that of the Social Sciences, where the definition of “frontiers” has a historical background and a considerable weight of arbitrariness. We did not nourish the claim to identity and boundary delimitation based on the impossible definition of a specific method and object. On the other hand, we refused to consider the Educational Sciences as a sum of extensions of pre-existing scientific areas to education.

The title of the journal drives from a conception of scientific work as a permanent search for truth via an always provisional and conjectural knowledge, which lead us to compare the human adventure of knowledge with the condemnation of Sisyphus (*Sísifo*) by the gods to an eternal recommencement of a permanently unfinished task.

The cycle which is now coming to an end and which lead to the decision to suspend the publication of this journal is firstly due to institutional change: creation of the Institute of Education, a merger between the research centres and extinction of the Faculty of Psychology and Educational Sciences. However, if from the institutional point of view a new path is started, it is no less true that the environment in which research in Educational Sciences was carried out has also changed profoundly. The guidelines, defined or adopted by those responsible, signify a clear political option for the “American way of science” which, always in the name of “modernization”, “productivity” and “competition”, corresponds to a backup of the instrumental rationale of

research, thus subordinated to the schedules of the economy and the political game. The conditions of financing and assessment of scientific production tend to determine both the themes and the outcomes of whatever is being researched. A “new culture of capitalism” defines a culture of the ephemera, of the conjunctural, of the utilitarian and of the short term as a priority. As a consequence, researchers established themselves more as competitors rather than as partners, valuing immediateness and maximum

profitability with the minimum of risks. The tendency for the scientific production in the social domain to be marked by redundancy and fragmentation of knowledge is a realistic possibility.

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Translated by Robert Carter