

Editorial

The articles published in this issue analyze the educative and formative practices developed between the 16th and 20th centuries. The major sources for the investigations include, among others: narratives by European travelers; letters and reports by Jesuits; legislation; press; epistolary writing published in journals; statutes; bylaws; regulations; public instruction reports; objects of the school culture (notebooks, books, handbooks); photos; expositions; life stories and interviews.

Jérôme Thomas provides a meaningful reflection founded on the education among the *tupinambás*, engaging in a fertile dialogue with history, sociology and anthropology, evidencing rituals involving birth, nomination practices, childhood and puberty, differently established for boys and girls in the 16th century.

Based on an evidence-supported method, Dirce Nazaré Andrade Ferreira and Cleonara Maria Schwartz contribute to a pertinent approach of the 1827 legislation and the implementation of the Lancasterian method, peculiarly highlighting female education. The analysis allows for a good approximation between the educational, political and socioeconomic contexts of Brazil and England, in early 19th century.

Fabiana Sena dedicates herself to comprehend the Brazilian public instruction by investigating the epistolary writing published in newspapers of the Empire, in the provinces of Rio de Janeiro and Paraíba, during the 19th century. By identifying the major signatories and consignees, as well as discourse and legitimation strategies used by different authors, the study allows elucidating the several opinions on the imperial education that were spread by the periodic press during that time.

The Public Instruction Propagator Society, created in 1872, in Pernambuco, was the object chosen by Ivanilde Alves Monteiro and Haljnaka Hálajz Gati. The authors point the mobilization of the partners of this entity in favor of the female education, with the implementation of a Normal School for Ladies, in Recife. In addition to this important

accomplishment, the association also acted in defense of the admission of women to the primary teaching, of the creation of other courses and of the diffusion of different educative processes.

Luiz Eduardo Oliveira contributed with a fertile study evidencing the diffusion process of vernacular languages and their transformation into national languages, from the generalization process of the educational systems in Europe. The power relations between Church and State, the constitution of different nations, the need for the elaboration of national identities, and the Pombaline legislation are coherently and wisely addressed by the author.

Ademir Valdir dos Santos, aiming to demonstrate the doctrinarian power of Brazilian and Italian schools in early 20th century, by means of elements of the school material culture, such as didactic books, notebooks, photos, solemnities and school rituals, among others, evidences possibilities of a fascist orientation of the childhood in both countries. The comparison between the educative processes and the management of the Brazilian and Italian academic systems, during the totalitarian periods, allowed accessing different and similar practices in relation to the propaganda of ideological basis in the school routine, and regarding the control of the teacher's work, and the curricular centralization.

The expositions of children's artistic productions, organized by the Curitiba-based Polish educator, Emma Kleè Koch (1904-1975), were investigated by Dulce Regna Baggio Osinski and Giovana Simão. The authors seek to comprehend the relations of the diffusion of the New School, the assumptions of the art and of the education, especially in the 1940's and 1950's. The desire of the spontaneous expression of the child, appreciated by the educator, often came into a conflict with the political objectives of the Department of Artistic Education of Paraná's Secretariat of Education and Culture, from 1949 to 1952.

Alexandra Lima da Silva, within a period that goes from early 19th century to the first decades of the 20th, seeks to analyze the development of the editorial market and the investment in the publication of didactic books, with especial attention to the manuals of History of Brazil, in Rio de Janeiro, considering the different actors of this process, such as, authors, booksellers, editors and teachers. The concern of the author is also to comprehend the massivity of the didactic book, in early 20th century, which included other reading possibilities, for beyond the school universe, and the propagation processes evidenced by the periodic press.

The identity of the teachers who worked in the Normal Course, at the Rio de Janeiro Institute of Education, in the 1950's and 1960's, is the focus of Sonia de Castro Lopes who, once more, significantly contributed to the field of History of the Teaching Profession. The author clarifies the formation processes, the forms of access to the teaching activity and the constitution of the professional careers, as well as the relations between the subjects taught, the social spaces teachers occupy, and the elaboration and circulation of the didactic books they published. The sacralization of the school space and the hierarchization of the body of teachers of the Normal Course, of the aforementioned institution, were some of the elements stressed by the researcher.

Still in this issue of the *Revista Brasileira de História da Educação* [Brazilian Magazine of History of Education] we have two published reviews. The first one was written by Felipe Andres Zurita Garrido, about the work organized by Sol Serrano, Macarena Ponce de León, Francisca Rengifo, entitled: *História de la Educación en Chile (1810-2010)* [History of Education in Chile (1810-2010)]. The second review is signed by Simeone Toneli Oliveira Roiz, produced from the book *Os caminhos (da escrita) da História e os descaminhos de seu ensino: a institucionalização do ensino universitário de História na Faculdade de Filosofia, Ciências e Letras da Universidade de São Paulo (1934-1968)* [The paths (of the writing) of History and the deviations of its teaching: the institutionalization of Higher Education History teaching at the Faculty of Philosophy, Languages and Literature, and Human Sciences of the University of São Paulo (1934-1968)], written by Diogo da Silva Roiz; both works were published in 2012.

We would like to remind you that the *Revista Brasileira de História da Educação* keeps a continuous flow of evaluation of the collaborations received, and expectantly waits for the contribution of everyone in order to guarantee the propagation and exchange of productions and researches in the field of History of Education. Have a great read!

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