

## Editorial

In this issue, we feature two sets of articles. The first set, which deals with diverse issues, related to: children's education in family education magazines, the relationships between medical knowledge and patriotic education; the contributions of Portuguese professors Rui Grácio and Rogério Fernandes to the field of teaching, research and democracy-building; educational practices at the São Luiz orphanage in Curitiba; and the role of Law graduates in History education in the state of Sergipe. The second set constitutes the *Childhood Images* dossier, led by Mirian Jorge Warde and Claudia Panizzolo, consisting of five articles that reflect on childhood from different perspectives, based on historical and sociological analyses.

Carla Cardoso Vilhena and Antônio Gomes Ferreira examine family education magazines published in Portugal during the period from 1945 to 1958, and discuss the advice of physicians and educators on child mental health, particularly relationships within the family environment.

Medical knowledge and educational practices were also the objects of investigation by Iranilson Buriti de Oliveira and Leonardo Querino Freire, who analyzed "political discourses and writings, journalistic texts and correspondence exchanged by Paraíba doctors", during the first half of the 20<sup>th</sup> century, focusing mainly on health education in primary schools.

Libania Nacif Xavier analyzes the paths of professors Rui Grácio and Rogério Fernandes and their political and intellectual contributions in the field of historical and historiographical investigation of Luso-Brazilian education, in shaping research on the History of the Teaching Profession, as well as the struggle for democratic schooling in Portugal.

The São Luiz orphanage, founded on January 1919 by the St. Joseph Sisters to assist children orphaned by the Spanish flu, later received other minors and challenged the watchful eyes of Liane Maria Bertucci and Silvana C. H. Prestes da Silva. The concern of the abovementioned institution with the social insertion of interns and the implementation of primary education and vocational training allowed the authors to gain a deeper understanding of the educational practices in place in Curitiba during the early decades of the 20<sup>th</sup> century.

João Paulo Gama Oliveira sought to investigate the presence of Law graduates as faculty members of the Geography and History major, at the Sergipe Catholic School of Philosophy, between 1951 and 1962. The analysis of document and oral sources also helped the author to conclude that the graduates also taught History at other educational institutions in Aracaju. This aspect slowly changed as History graduates were trained to serve in Sergipe schools.

In the “Childhood Images” dossier, organized by Mirian Jorge Warde and Claudia Panizzolo, studies favor the denaturalization of the discourse on childhood and childhood cultures, over different spaces and times, opening new, more profound perspectives for the History of Education and History of Childhood.

*Pink-colored brains and education: a post-feminist analysis of neuroscience and neurosexism* is the title of the article by Nancy Lesko and Stephanie D. McCall, which features the question: “As brain studies move towards education and teacher training, what are the implications for the field of education?”

Mariano Narodowski, in *Childhood, past and nostalgia: changes in intergenerational transmission*, problematizes “Durkheim’s theoretical matrix for explaining education processes – according to which older generations pre-formed younger generations – in order to demonstrate that this scheme applies only to certain historical circumstances”.

*The reception of Binet’s work and psychometric testing in Brazil: two sides of a history*, authored by Regina Campos, Maria Cristina Gouvea and Paula Cristina Guimarães, translates the debate between Manoel Bomfim, Maria Lacerda de Moura and Helena Antipoff regarding the process of interpreting measurements of intelligence in Brazil’s education system and the resistance faced/produced against the use of tests in educational institutions.

Mirian J. Warde is the author of *G. Stanley Hall and the child study: Late 20<sup>th</sup>- and early 21<sup>st</sup>-century United States*, which discusses the

‘formation of the field of child studies in the United States’ and aims to demonstrate the ‘process of Psychology hegemony over the other disciplines in child studies’.

The article by Claudia Panizzolo centers on *Bem-te-vi Magazine and the Methodist civilization projects in the hands of Brazilian children*, during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. It aims to understand “the construction and diffusion of the image of children printed on the pages of the magazine”. According to the author, “[...] the results evidence Methodist plans to establish a civilized childhood and the practices implemented in that regard”.

Two reviews complete this issue. The first, authored by Francisco Luiz Gomes de Carvalho, deals with the book *History of Adventist Education: a global view*, by Floyd Greenleaf (2010). The second was produced by Cézar de Alencar Arnaut de Toledo and Marcos Ayres Barboza about the book *The Ash Procession by the Third Order of St. Francis in Bahia: a religious, pedagogical and baroque expression in the colonial world*, authored by Ana Palmira Bittencourt Santos Casimiro (2012).

The *Brazilian Journal of History of Education* continuously evaluates all submission and welcomes reader submissions to this periodical, which strives to guarantee the dissemination and exchange of studies in the field of History of Education.

***Editorial Board, Brazilian Journal of History of Education.***