

Editorial

As a last issue of Volume 14 of *Revista Brasileira de História da Educação*, this edition highlights the 20th century once again. Altogether, the ten articles here gathered cover the whole century, exploring several aspects education has undergone in the period.

Thus, for the first decades, the contributions of Valquiria Elita Renk and Rafaela Paiva Costa discuss, respectively, the civic education in the ethnic schools of Paraná and the teachers' formation in the state of Pará. The conflicts and traumas that take place from the first to the second half of the century affected Juri Meda in whose study suggests using the children's drawings. The 60's and 70's are visited by Daniel Ferraz Chiozzini with the purpose of understanding the meaning of the curricular changes of the vocational schools of São Paulo. Finally, Talita Violeta Gutiérrez studies the *Centros de Educación Agrícola da Argentina* (Centers of Agricultural Education in Argentina) from the years 1970 to 2010. The dossier that follows, organized by Roni Cleber Dias de Menezes, explores, starting from America, other places of the education in the 20th century.

In the publication order, the vocational schools of São Paulo are the theme of the first article. Daniel Ferraz Chiozzini explores the relationship between the curricular changes and the corrections in the head of the Service of Vocational School of São Paulo. Following, the study of Valquiria Elita Renk on the civic rituals in the ethnic schools of Paraná is presented. Instead of the devices of cultural adaptation put into operation in the German and Slavic ethnic schools, she was interested in showing the processes of maintenance of the ethnic identity and the culture of origin through parties and rituals and resistance to the nationalization. Then, the rehearsal of Talita Violeta Gutiérrez investigates the characteristics of the non-formal instruction in rural areas of Argentina, focused in the activities of the Centers of Agricultural Education (CEA) between 1970 and 2010. Attentive to the subject of non-formal education in the national legislation, the author analyzes the transformations occurred in the educational proposals for the field in the last forty years of the Argentinean history. In the sequence, Rafaela Paiva Costa discusses the teachers' formation in Pará, in the beginning of the Republic in Brazil, starting from the analysis of the government's Lauro Sodré political-pedagogic orientation and of the magazine *A Escola* that, between 1900 and 1904 spread a model of "good teacher", entirely associated to the idea of vocation and mission. Before the texts of the dossier,

Juri Meda's article proposes more attention to children's drawings as historical source, markedly the methodological subjects linked to the work with that documentation type.

The dossier "*A América como ponto de inflexão e observação de experiências da escrita da História da Educação*" (America as a point of inflection and observation of writing experiences on the History of Education) completes this issue with articles concerned about the "writing experiences" that approximated Brazilians to Europeans and North Americans throughout the 20th century. The study of books on the writing history of education with a significant circulation in the Brazilian editorial market and written by the North Americans Paul Monroe and Thomas Ranson Giles mobilizes the first two articles of this dossier. Respectively, José Cláudio Sooma Silva, with Marta Regina Gimenez Favaro, and Aline de Moraes Limeira Pasche analyze the translation of the manual *A Brief Course in the History of Education*, originally written in 1907 and translated into Portuguese in 1976, and the book *The History of Education*, 1987. Jorgelina Mendez and Roni Cleber Dias de Menezes were in charge of the writings on the history of education by Lorenzo Luzuriaga, contributing to the understanding of the production context and circulation of the manual *The History of Pedagogy and Education* in Brazil and in Argentina. Kate Rousmaniere's study on the American historiography brings the dossier to an end with a suggestive analysis of the magazine of the History of Education Society, a *History of Education Quarterly*. It is an analysis of the change of agenda of the historical studies in the United States that, in the last three decades, not only produced important theoretical and methodological innovations, but, mainly, diversified their topics of research.

The reviews of Jauri dos Santos Sá and Sara Evelin Urrea Quintero conclude this edition of RBHE with an invitation to revisit, first, the history of graduate school, through the readings of organized work by Rosa Fátima de Souza, Vera Lúcia Gaspar of Silva and Elizabeth Figueiredo de Sá following the thematic of the indigenous education, which is the object of a book published by Adriane Pesovento, Nicanor Palhares Sá and Sandra Jorge da Silva.

This issue of the *Revista Brasileira de História da Educação*, which closes Vol. 14, completes the first year of the editorial changes that led to a new format of the magazine and to the addition of new scientific data bases. The service that, with its magazine, the Brazilian Society of History of Education tries to offer in this area of studies and research, proceeds linked to the contributions that it is receiving from subscribers and other collaborators. In that sense, the efforts taken the last 14 years to express the academic production on the field of the History of Education will continue at full force.

Editorial Committee of Revista Brasileira de História da Educação