

Editorial

The variety of perspectives of analysis, of historicized temporalities and of themes addressed is the mark of this *Revista Brasileira de História da Educação* edition. On one hand, the interfaces between history and literature, the historiography of education in former Portuguese colonies and the concerns with sociability networks and the intellectual discourse spark approaches as distinct as those of the works by Cora Coralina, Luiz Gonzaga Fleury and Tavares Bastos, of the Angolan education model, of the control of practices over the body and of Catholic policies. On the other hand, the periodization elaborated in these approaches allows us to attend moments as diverse as the Portuguese colonization times between the 15th and 17th centuries, early 19th, and the transition from the 19th to the 20th century. Even if predominant, the attention to the past century is greatly fragmented into its early, middle and late times.

The inventiveness to comprehend the relations between Cora Coralina's work with education matters and schooling processes in the turning of the 19th to the 20th century proposed by Eliane Peres and Franciele Borges opens this edition. It is about an analysis based on the relations between history and literature towards exploring personal and social questions present in the way that Cora Coralina learned to read. A careful reading of Cora Coralina's literature would allow the authors to think of the material dimension of learning, the experiences of students and teachers and the uses of the teaching method.

The great time span that comprehends the Portuguese domination over Angola is analyzed by Silvia de Oliveira from the viewpoint of the implementation of the formal teaching model. Thus, the author addresses

the missionary education, the Jesuits' teaching, the Pombaline reform, Norton de Matos and Vicente Ferreira's reform and the educational policy of the New State to mark the most relevant political transition episodes of the history of the Angolan education. The objective is to gather hints for a more conjunctural interpretation of the colonization process in Africa and, in this way, to contribute to the historiography of education in former Portuguese colonies.

Tavares Bastos is the subject of the article that comes next. Jean Carlo de Carvalho Costa analyzes, from *A Província* [The Province], the conception of public instruction as a condition to individual freedom in Tavares Bastos. In the interface between the history of the intellectuals and the history of education, he observes said work beside other recent critical rediscoveries as Joaquim Nabuco and Manuel Bomfim. The analysis is fundamentally centered on the idea of freedom as a category of comprehension of Tavares Bastos' thinking and work.

Masturbation and homosexuality practices by school staff is the theme that sparks Joaquim Tavares da Conceição's article. With the title *Vícios execráveis* [Execrable Vices], it shows how masturbation and pederasty practices have been stigmatized and associated with the life at boarding schools. A hygiene and moral issue, those 'vices' related to the sociability inside schools of that type have mobilized doctors that, addressing to teachers and principals, systematized strategies of control and surveillance in the school over male and female students. Outstanding from the analysis is the comprehension that in spite of the discourse and preventive practices, the formation of affective networks of protection factors as a compensation for the lack of relationship with family members prevailed.

With a text about the teaching of reading in a work by Luiz Gonzaga Fleury, Ilsa do Carmo Vieira Goulart ends the articles section. Her study encompasses Fleury's bibliographic production to explore his engagement with the teaching of reading and, thus, notices two of his faces. On one hand, the discussion about the methods of teaching of reading involves Fleury the teacher and the inspector. On the other hand, the modes of application and use of reading books in the classroom have an impact on the positions of an active author in the production of didactic literature. This imbrication of social roles and their discourses comprehend the main aspects that the analysis by Ilsa do Carmo Vieira Goulart proposes,

resulting in an understanding of the conditions of the verbal communication that approximates to Bakhtin.

The dossier of this edition brings five other articles, now around the Catholic policies theme. Despite the articulations that the texts promote between the education, the arts and the religion fields, there is a variety of perspectives “on the dynamics that has driven the Catholic Church in the direction of a certain project towards modernity”, as shown by its organizers, Ana Regina Pinheiro and Agueda Bernardete Bittencourt. The set, on one hand, comes up with approaches that contrast the traditional and the modern, is turned to the social and political aspects that converged for the emergence and the reinsertion of the Catholic associativism in the lay teaching movement, perceives the proliferation bases of public schools, explores the relations between art and religion, and problematizes the question of displacements of religious agents in situations of mission overseas. On the other hand, this set of texts aligned themes and hypotheses around the relations that the Catholic Church maintained with the State and with education through its agents and institutions. In this sense, it expresses, mainly, the tenacity with which the Church has been changed over time to preserve its prestige and power.

Finally, the review by Renata Cristina de Sousa Nascimento treats of Thiago Borges de Aguiar’s book on the intellectual and preacher Jan Hus correspondence between 1404 and 1415. Her text regards the book *Jan Hus – cartas de um educador e seu legado imortal* as a contemporary construction of a new look on this European medieval character.

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