

## Editorial

With satisfaction, we offer to the academic community another issue of the Brazilian Journal of History of Education. Knowing that the journal ranks at the highest level of the classification system of CAPES, the QUALIS base, we reiterate our efforts to improve more and more this important vehicle of dissemination of results of the researches conducted by Brazilian and foreign researchers. We look forward to the result of our application to SciELO, which should be known in the coming months.

Regarding the QUALIS base, we deem it important to inform the researchers, authors and readers of our journal that the ISSN number of RBHE will be unified in the next release of the classification made by CAPES. In recent years, as in many other journals, we have maintained two ISSN numbers, one for the printed version, the other for its online version. Even with the suppression of the paper version, which was better ranked in the CAPES evaluation, the two ISSNs were kept for reasons unknown to us. Therefore, until now, the interested parties will observe the permanence of the two numbers. But CAPES has already informed us that this distortion will be fixed soon, and in the next release of the results we will have only one ISSN, maintaining the evaluation in stratum A1 of that base.

In relation to the issue now brought to light, we reiterate our efforts to privilege the geographical and thematic dispersion of the journal from the continuous demand, since in this issue we do not publish dossiers. Thus, we offer the community a set of 11 texts, including 10 original articles and a review. Most of the works refer to a temporality anchored in the second half of the nineteenth century, which expands to the first decades of the twentieth century, although we have an article that focuses

on the twentieth century and another entering in the present time. There are eight texts dealing with the history of Brazilian education, a text by Catalan authors, dealing with the history of education in Catalonia, and a text dealing with the configuration of education in China today, in addition to the review.

Thematically, the works suggest a stimulating diversity

Opening the issue, Alberto Damasceno proposes a significant contribution to the history of the teaching profession in Brazil, in *Morality, vocation, prudence and care: the difficult art of being a primary teacher in Imperial Pará (1838-1851)*. It analyzes a set of prescriptions for those who wanted to work as teachers in the primary education in the State of Pará, which emanated from the legislative apparatus or from the educational conceptions of the leaders of the Province.

Then, with *Education as a political horizon in the Second Reign: notes on the trajectory and the performance of Abílio César Borges*, Carlos Eduardo Dias Souza traces the trajectory of an important figure of the eight hundredregarding the educational debate is concerned, Baron of Macaúbas, who has been receiving the attention of Brazilian researchers. The author recovers the political dimension of the Baron's performance, inscribing him in an intricate game of force that had education as epicenter in the period of the Second Reign.

Following is the text by Bruno Adriano Rodrigues Silva, *A sports school culture at the Evangelical Institute, Lavras, Minas Gerais (1893-1919)*. In it, the author discusses the importance of sport in the configuration of a specific school culture, of Protestant court, in the city of Lavras. It seeks to capture the relationships between school education and sport by observing the characteristics of that institution and affirming a possible school culture of the sport.

In turn, the text of Reginaldo Alberto Meloni, *The Teaching of Chemistry in the Gymnasiums of São Paulo - 1896/1909*, presents an important contribution to the history of curriculum and school subjects, as well as to the history of science. The author goes through extensive empirical material to capture prescriptions and teaching practices of Chemistry in the State of São Paulo, at a moment of intense debate about the purposes of that teaching.

In sequence, in a *Review of the historiography of professional education in the State of São Paulo (mid-1880 to mid-1940)*, Marcelo Rodrigues Conceição offers an important instrument for all those

interested in the subject of professional education, regardless of geographic limitation. It focuses on approximately 20 years of production on the subject and in relation to a specific period, arguing that in this field the renewal experienced by the History of Education field has not been observed.

The issue continues with an international contribution coming from Catalonia: Barcelona and the problem of physical education in the first education at the beginning of the 20th century. The Catalan schools of the district VI, by two professors Xavier Torredadella-Flix and Jordi Brasó i Rius. The authors argue that in the first decades of the twentieth century, the moment of expansion of the Movement for the New School, physical education had been a fundamental element in the conformation of school practices that focused less on the development of student health, but would have served as a hidden curriculum that sought to develop a kind of sensitivity aimed at pacification, nationalization and production.

On the other hand, Tony Honorato and Ana Clara Bortoleto Nery, in *Constitution, agents and uses of a library of teacher training (1897-1923)*, focus on the constitution of the library of the Complementary and Normal School of Piracicaba. In dealing with the conception, organization and uses of that space, the authors present a significant contribution in highlighting its importance as an educational/cultural space that would help to constitute a memory of education.

Also linked to a memorial dimension, expressed mainly in its materiality, the work of Katya Zuquim Braghini, *Lessons of Scientific Demonstration and the Teaching of Observation*, goes through the scope of the history of education of senses, exploring the notion and meaning of observation in science education in schools of the State of São Paulo in the late nineteenth century. It refers to demonstrations with scientific objects to measure the scope of an education of the look as the foundation of that teaching.

The last two articles come from the State of Rio Grande do Sul. In *Black teachers and students on the northern coast of Rio Grande do Sul (mid-twentieth century): the learning of color*, Rodrigo de Azevedo Weimer offers us a very stimulating contribution on what could to be the process of empowerment and social ascension of black women, analyzing the educational/school trajectory of three particular characters in the northern coast of the State, in a region nowadays referred to as a remnant of quilombos.

Closing the set of continuous workdemand, we present a text that analyzes the recent constitution of the Chinese education system. Given the lack of knowledge in Brazil of the educational achievements of that country, we consider it to be of relevance that a study not only identifies its pillars but also discusses the extent to which education updates or stresses the political system of Chinese communism.

We conclude the issue with the publication of the review of Nayana Rodrigues Cordeiro Mariano on the work of Cristiano de Jesus Ferronato, *From Single Classes to the Provincial Lyceum: the first configurations of secondary education in the province of Parahyba do Norte (1836-1884)*. Aracaju: EDISE/Edunit, 2014

The reader will note that the articles presented here highlight what can be related to material culture in its many facets, with significant consequences for the education of bodies, the constitution of subjectivity and the political affirmation of specific individuals or social groups. We expect the reading will stimulate both the revision of old ways of dealing with consecrated topics and the opening of new paths towards new topics that will further qualify research in the History of Education, not only in Brazil.

Enjoy your reading!

Editorial Board