

Editorial

Current issue of the *Revista Brasileira de História da Educação* comprises papers on the history of school institutions, subject matters, school culture, handbooks for food and nutrition education, school library, school experience in literature and the teaching of dancing in the school.

As has occurred in other issues, partnership in the writing of papers is now a common practice and represents the effort of research groups to combine the object of their studies and disseminate the results.

In their paper on the analysis of geometric knowledge in Norman Allison Calkins's book *Primeiras Lições de Coisas: manual de ensino elementar para uso dos pais e mestres*, Claudia Regina Boen Frizzarini and Maria Célia Leme e Silva investigate and broaden the comprehension of mathematical education. They make an in-depth study on the appropriate of this type of knowledge by primary schools in São Paulo, particularly *lessons on shapes and design* which they differentiate from the teaching of Geometry.

Grasiela Martins Lopes Poleze, Amarílio Ferreira Neto, André da Silva Mello, Wagner dos Santos and Omar Schneider analyze the history of Physical Education in the Colégio Estadual do Espírito Santo, between 1943 and 1957 and discuss the schooling process of the discipline.

Further, Mara Francieli Motin and Evelyn de Almeida Orlando debate the supply of dancing lessons in the schools of Rio de Janeiro in the 19th century and focus on the theme of body education and the relationship between the school and its context.

Maria Aparecida Pereira, Amarílio Ferreira Junior and Maria Cristina Piumbato Innocenti Hayashi analyze a selection of articles

published between 1923 and 1996 in the *Revista do Instituto Histórico e Geográfico de São Paulo*. They discuss a point of interest in educational historiography and study a type of source which is scantily employed in history.

Begonha Bediaga studies the Agricultural School of the Imperial Agricultural Institute of Rio de Janeiro between 1869 and 1889 and deals with a highly relevant theme in the history of Education, or rather, agricultural teaching and its relationship with the poor young people of the period. The role of the institution with regard to acceptance, instruction and training for field work is underlined.

Within the field of educational institutes, Maria Júlia Tomedi Poletto and Lúcio Kreutz investigate the Colégio Sagrado Coração de Jesus in Bento Gonçalves, Rio Grande do Sul, Brazil, between 1956 and 1972, with special focus on the "identity process" of the institution.

Tiago Bastos and José de Arimatea Barros Bezerra analyzes handouts on food and nutritional education published in Brazil between 1938 and 1946. While selecting four publications, the authors do not deal with the material as handouts but underscore their contents within the historical context in which they are published.

Marcus Vinicius Rodrigues Martins and Alcenir Soares dos Reis discuss the school library in Minas Gerais between 1920 and 1940, within the context of the New School Movement. They also discuss the relationships between the library and the school.

Jeová Silva Santana discusses teaching foregrounded on an analysis of literary sources, either fictional or autobiographical. His paper deals with the teacher, teachers' formation and activities within the History of Education.

Williams Ibarra Figueroa and Elia Calderon Leyton problematize bilingual intercultural education and teaching in Chile and underscore public policies on diversity.

In the *Book Review*, Carlota Bota discuss the *Laerte Ramos de Carvalho e a constituição da História e Filosofia da Educação como disciplina acadêmica*, written by Bruno Bontempi Júnior.

We would like to underscore the policy of the *Revista Brasileira de História da Educação* in publishing papers in English for a wider dissemination of the journal. Current issue includes articles by Maria

Aparecida Pereira, Amarílio Ferreira Júnior and Maria Cristina Piumbato Innocentini Hayashi, translated into English.

We invite all to an excellent reading of the articles and extend our invitation for more papers and book reviews for publication in future issues of the *Revista Brasileira de História da Educação*.

The Editors

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