

From the Editor's Desk

Current issue of the *Revista Brasileira de História da Educação* provides the reader with a series of five articles and a book appreciation, coupled to a thematic dossier on a scantily discussed theme among Brazilian researchers. The articles, in fact, are a sample of the thematic, empirical, theoretical and methodological reach that the History of Education is experimenting. One article comes from a researcher in Argentina, two articles derive from Northeastern Brazil and two from the Southeastern region. The Book Review is authored by researchers from the South of Brazil. Further, the dossier complies with the criteria of geographic dispersion and theme affinity. Works by authors from the states of Rio de Janeiro, Minas Gerais, São Paulo and Rio Grande do Sul, coupled to one from Mexico, form the dossier, organized by Maria Cristina Soares Gouvêa and Rosa Fatima de Souza. It deals with a historical study on isolated and united schools, a rather rare theme in the History of Education.

The main themes in current issue deal with the history of primary education, teachers' professionalization, the relationship between memoirs and education, teachers' life history and others. The readers will perceive that the history of the school is the main point of the issue, albeit not exclusive.

The first article, by Carolina Mostaro Neves da Silva, analyzes the ideas of Francisco Mendes Pimentel for professional primary schooling, with special reference to the concern in popular education in the state of Minas Gerais at the end of the 19th century. The essay investigates the construction of rhetoric, uniting work and progress as possibilities of the construction of a modern nation. Further, André Gustavo Ferreira da Silva

and Cassiana Maria Farias focus on a period with still fledging studies in the history of education. They analyze the memoirs of three teachers in Recife between 1964 and 1977, and discuss the gaps in coping with issues posited by the Brazilian dictatorial regime. The authors employ Gramscian themes to focus, through oral history, resistance practices by the educators.

The essay by Valeria Martínez Del Sel, from Buenos Aires, exploits with aprosopographic stance, the trajectories of professors of the Faculty of Law of the University of Buenos Aires in the first years of Peronism, with special reference to permanence in the establishment of a professional corpus whose logic was not free from the dictates of the strong antagonisms at the moment in Argentina.

Moreover, Edileusa Santos Oliveira and Ana Palmira Bittencourt Santos Casimiro investigate the 1940 – 1950 memoirs in Vitoria da Conquista and discuss the place of education within remembering. Analyzing narratives produced by the memoirs of former students and focusing on their social dimension, the authors apply Dialectic Materialism to discuss social positioning.

The article by Angélica Borges and Diana Gonçalves Vidal focuses on the 19th century and investigates the strategies of statistical rationalizing in educational policies with an emphasis on the interrelationships between the school, family and urban space distribution in São Paulo and Rio de Janeiro. The authors evidence the relationships between supply and demand of schools and the forms of social distinction mobilized by different social groups.

The first section of this issue ends with a review by Felipe Luiz Gomes Figueira and Marcos Ayres Barboza on a book by Oriomar Skalinski Junior about the works of Alceu Amoroso Lima and his attempts to innovate the pedagogy in Brazilian Catholic schools.

The second section comprises the dossier *Escolas isoladas e reunidas: a produção da invisibilidade*, which fills an important historiographical gap. In fact, great emphasis has been meted out on the study of schools as models of primary education with scant investigation on other organizational forms at the same educational level.

Amália Dias provides us with an overview of the coexistence of isolated schools and series practices between 1929 and 1949 in Iguaçu, Rio de Janeiro. In the wake of the official modernizing and homogenizing rhetoric that defined the education policy of the period, urban and rural isolated schools side by side with a multiplicity of experiences rarely

investigated by historians, the article actually emerges as a wide research field. The author perceived hybrid practices for the development of primary schools in the necessary arrangements for their functioning. Further, related to the first article on isolated schools and based on documents from the state of Rio Grande do Sul in the early 20th century, Natália Gil analyzes the permanence of isolated schools at the moment of the establishment of the series schools model in the state. Up to 1940, enrolment in isolated schools was numerically higher than that of the series ‘modern’ schools whose consolidation did not occur without resistance.

Moreover, Lucia Moctezuma focuses on the state of Morelos, Mexico, and defines the rural school between 1890 and 1930 as encounterless, with special reference to a specific type of school. The author reveals how the political perspectives in the early 20th century were derived from a project of social urbanization which influenced the rural ways of being. This motif caused the development of a special type of school in which literacy had an important role for the assimilation of the population to a new life style characterized as urban and modern.

Moreover, Maria Cristina Soares de Gouvêa and her team deal with the relationships between transitoriness and permanence of urban isolated schools in Belo Horizonte in the post-1906 reform period, marked as the Republican project of schooling. They also insist that these multi-series schools were considered a ‘necessary evil’ within the difficulties of the expansion of ‘modern’ schools enhanced by the reform.

Lastly, Rosa Fatima de Souza investigates the configuration of isolated schools in the state of São Paulo between 1846 and 1904, or rather, she inscribes the isolated school as the model of a long-lasting school unit between the end of the Empire till the early Republican period. Further, she insists that the term was established within the possibility of ‘the development of the expansion policies of primary education’ materialized by the administrations of the state of São Paulo. They had an internal differentiation in the school network.

Current issue of the *Revista Brasileira de História da Educação* provides the readers a balanced effort in the dissemination of what the Editorial Board received for publication. While balancing articles with greatly limited dossiers from the thematic point of view, ending with a Book Review, the issue demonstrates the several manners to broadcast the results of research in the field of the History of Education. The thematic,

methodological and theoretical plurality shows the wide possibilities in the study of the History of Education, not merely limited to Brazil. We would like to invite the scientific community to send their essays for evaluation since the Journal's mission is the acceptance of different perspectives in research to enhance debates.

Editorial Board of *Revista Brasileira de História da Educação*