

## Editorial

The papers published in this issue of the *Revista Brasileira de História da Educação* are contributions to areas of interest already consolidated by studies on History of Education. Thus, by presenting papers on education of the body, pedagogical press, educational system, school subjects and a dossier dedicated to the history of written culture, the goal is to catch the readers' attention about the possibilities of research in themes of great prestige, which already gather important analyses and several references. However, more than affirming the usefulness of these areas and their subjects, we wish to give scope to the advances that can still be made.

In this sense, the education of the body and the cult of nature were analyzed by Carmen Lúcia Soares and Evelise Amgarten Quitzau from an eighteenth-century manual, the journal *Educação Hoje* has served Daniel Revah and Maria Rita de Almeida Toledo to understand the questions about secondary education in the 1960's and Alcides Fernandes da Moura dealt with education in Cape Verde from the history of its systematization. Similarly, Renata Patrícia Forai de Valentim, Bárbara Albuquerque Pereira and Rafael Felipe Pires Leite on the one hand, and Antônio Basílio Novaes de Menezes with Juliana da Rocha e Silva on the other, considered various aspects of the relationship between the school, hygiene programs and eugenics of the First Republic of Brazil and teacher training through programs and manuals yet poorly researched

The dossier organized by Ana Maria de Oliveira Galvão and Isabel Cristina Alves da Silva Frade on the written culture history contributes to good prospects for themes both popular and important in the history of

education, such as literacy and reading. The presence of Harvey Graff and Anne-Marie Chartier in the introduction of the dossier put in dialogue the Anglo-Saxon and French traditions to address these issues. The accuracy with which the studies on literacy and the reading models are discussed not only cover a current historiographical debate as they indicated paths to be explored. The following articles also suggest inventive analysis of the written materials, of the booklet *Caminho Suave* and of the circulation of textbooks in primary school.

The organizers Ana Maria Galvão and Isabel Frade investigate themselves the recorded memories in oral and/or written statements to show the distance existing between writing to be instituted by the school and the appropriations that groups or individuals make in their daily practices with the resources available. The concern of Eliane Teresinha Peres, Mônica Maciel Vahal and Vania Grim Thies with the booklet *Caminho Suave* is about the editorial aspects of a publication that marked the history of literacy in Brazil. Finally, Estela Mantovani Natalina Bertoletti and Marcia Cabral da Silva discuss booklets, paleographers and reading books that circulated and arranged school culture in schools of a municipality in the State of Mato Grosso do Sul. In many ways, the set consists of contributions to the understanding of how primary school participates in the configuration of written culture.

This issue of the *Revista Brasileira de História da Educação* privileged the joint research efforts and, to some extent, confirms its importance for the renewal of studies in history of education in the country. As it is clear from the brief presentation of the articles now published, only foreign authors individually sign their texts. Still, Harvey Graff and Anne-Marie Chartier bring contributions made from their participation in the initiative promoted by the Centre for Literacy, Reading and Writing of the Federal University of Minas Gerais for the Fifth International Conference on Literacy and Written Culture. The other texts, written by four or six hands, attest the importance of collective research projects to broaden the understanding of issues that have already achieved great prestige in the field of the History of Education.

Two reviews complete this edition. The publication of the doctoral thesis of Bruno Bontempi Junior by Publisher of the Federal University of Uberlândia merited a nicely review made by Professor Carlota Boto. Evelyn Almeida Orlando comments on the book edited by Ângela Terciane Luchese on the history of schools of Italian immigrants in Brazil.

This is one of the results produced by the research group History of Education, Immigration and Memory of the University of Caxias do Sul. In both cases, readings indications are provided that, as they endorse the reviews, contribute to a better understanding of the history of education and its research procedures.

Finally, we should also say that, from this issue on, the *Revista Brasileira de História da Educação* will abandon its printed circular form and will be published quarterly. The changes in support and periodicity aim at adjusting the editorial processes to the production demands of our field, the requirements for reducing time and cost of publishing expansion of the readership of this publication of the Sociedade Brasileira de História da Educação. The changes will not only increase the number of articles published in each issue of the journal but will also enable the bilingual publication of part of their texts. Thus, in this edition, besides the translation into Portuguese of texts from Harvey Graff and Anne-Marie Chartier, the reader will also find the original texts in English and French. Another change that strengthens the internationalization initiatives of the *Revista Brasileira de História da Educação* is the adoption of the standards of the American Psychological Association (APA) for editing the papers published from this year on. With all these changes, the expectation of the editorial board is to contribute to greater circulation of the results from researches developed in the context of the history of education.

***Editorial Board of the Revista Brasileira de História da Educação***

