

## Editorial

In this issue *Revista Brasileira de História da Educação* (Brazilian Magazine of History of Education) brings two groups of scientific productions. The first is composed by articles of several themes of the history of education in Brazil and in Argentina, and the second was organized in form of a Dossier and it refers to the constitution of the secondary teaching in Brazil starting from the impact of the Colégio Pedro II, from 1837 to 1945. To close, we have a review.

Oscar Daniel Duarte is devoted, in *La propuesta escolar en Argentina y sus vínculos político-econômicos durante las presidencias de Bartolomé Mitre y Domingo F. Sarmiento* to analyze the process of expansion of the schooling process, with emphasis in the primary school education, in the second half of the nineteenth century, in Argentina. The author shows with statistical data and legal contributions the organization process and amplification of the schooling process, discussing, among others, important subjects, such as: appropriation of North American models; tensions between centralization and decentralization; creation and diffusion of education schools and popular libraries; teachers' formation; institution of school laboratories for the scientific teaching; popular education and education for the elite.

The instructions of João Köpke to the teachers for the use of Hilda's Book (1902) were chosen as object of study of Norma Sandra of Almeida Ferreira and Maria Lygia K. Santos. In the article, they retake the educator's biographical aspects and they analyze in full details the '*Instructions for the use*' they found in the illustrated didactic work *Livro de Hilda*, (Book of Hilda), having as theoretical and methodological support Roger Chartier's indications. Defending the analytic method, João

Köpke, in a strategic way, produces orientations for the use of the work by the teachers in the sense of guaranteeing the efficiency in the teaching of reading and writing, starting from a ludic and fictional approach.

Claudio Suasnábar and Verônica Cheli were devoted to investigate the role of the international conventions and the conformation of the education field, in Argentina, between 1910 and 1937. In that production, the authors call the attention to the presence of Argentinean intellectuals (among them, doctors, hygienists, jurists, educators) in several international events and, mainly, in *Congresos Panamericanos del Niño*, and their impact in the processes of constitution, production, diffusion and reception of the pedagogic knowledge related to the childhood.

The presence of indigenous youths in the Brazilian universities was the theme chosen by Sueli Barros da Ressurreição and Sônia Maria Rocha Sampaio. The authors discussed the historical and inter-cultural aspects that configure the access and the permanence of those young individuals in college. They problematize the conquests and the difficulties still existent. They also discuss the impact the young university indigenous cause in relation to the leadership in the social movements, to the sustainability, to the territoriality, to the citizenship, to the social mobility, among other aspects.

Maria Alzira of Cruz Colombo investigated *A relação da Congregação de Notre Dame de Sion com seu carisma: do antissemitismo teológico a uma relação de estima e respeito para com os judeus*. (The relationship of the Congregation of Notre Dame of Sion with its charisma: from the theological anti-Semitism to a relationship of esteem and respect to the Jews). The accomplished study retakes outstanding aspects of the history of the action and of the charisma of the Congregation Notre Dame of Sion, in its female and male branches, since the nineteenth century, demarcating, in that process, the approaches and the estrangements in relation to the Jews.

Organized by Ana Waleska Pollo Campos of Mendonça, the Dossier, composed by five texts, has as central subject the Colégio Pedro II and its impact in the Constitution of the Public Secondary Teaching in Brazil (1837-1945). The research that created the Dossier was financed by CNPq and by Faperj and has as its base the Research Group of History of the Teaching Profession, from Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio de Janeiro), integrating researchers of different institutions, such as: Universidade Federal Fluminense, Universidade

Federal do Rio de Janeiro, Universidade Estácio de Sá e Universidade Federal de Ouro Preto. One part of the texts is linked to the context of the nineteenth century and the other part, to a twentieth century, establishing significant dialogues with the French sociologists François Dubet and Claude Dubar and their contributions to reflect upon the elements of the constitution of the educational profession and of the exercise of teaching.

The review signed by Desiré Luciane Dominschek and Sarah Maria Machado Silva is about the book *O lunar de Sepé-paixão, dilemas e perspectivas na educação*, by Dermeval Saviani. The book organized in twelve chapters gathers texts, conferences and the author's reflections on several themes of the History of Education and of the Brazilian educational politics.

We remind the readers and collaborators that this is the last issue of RBHE in 2015. We hope to count on your customary support and trust on our work. In 2016, our *Revista Brasileira de História da Educação* is going to be released quarterly and the Editorial Board is determined to present you the best in the next issues.

***Editorial Board***

