

FOREWORD

Number 60 of RBH presents the dossier “History, Education and Interdisciplinarity”, which illustrates the significant dimension that debates about the teaching of history have assumed in Brazilian academia. Although professors of history in university have long been resistant to this type of reflection, the volume and diversity of articles received mark a positive change regarding the deepening of questions related to the teaching of the discipline.

The texts that are part of the dossier seek to reflect on school knowledge, understood here as a historic construction, in other words as a product of its time, keeping much of the context in which it was prepared. The perspective that teaching should be thought of in its historicity is an important step for us to understand the constitution of history as an academic and school discipline, as well as the relations between the academic career and the training of teaching staff in the Brazilian context. The basic idea of the dossier is to contribute to the debate about the training of teaching staff and to aid our thought regarding the functions and the scope of the teaching of history, both in the past and in the current day.

The dossier consists of seven articles: Marcos Antônio da Silva and Selva Guimarães Fonseca analyze traditions of the debate about the teaching of history in Brazil since the 1964-1984 dictatorship. This article discusses changes, permanencies, achievements and losses in the history of the discipline. It highlights the importance of school culture, the necessary continuity of the school as an institution and dialogue with non-school forms of teaching. Aryana Lima Costa presents us with an article about the education of professionals, thinking about the role played by (or the role they should play) history courses in the contemporary world through activities designed to go beyond university walls. Maria Aparecida Bergamaschi and Juliana Schneider Medeiros’ text analyzes how indigenous school education was imposed in Brazil on the first peoples since the beginning of colonization, with the purpose of catechizing and civilizing them, and in what form, coherent with their cosmologies, these peoples

have maintained their own form of education. Maria Rita de Almeida Toledo and Daniel Revah's article presents a study of *Escola* magazine and the educational policy of the military regime through the diffusion of the teaching reform created by Law 5.692 in 1971. Another text that deals with the problem of teaching during the military regime is by Elaine Lourenço, which focuses on memories of teaching during that period. Helenice Aparecida Bastos Rocha's article deals with a problem existing in Brazilian schools that directly affects the work of teaching and learning history: the conditions of students in relation to reading and writing skills. Considering the scenario presented, the author highlights some alternatives for the teaching of history in primary school. Finalizing the dossier, Ricardo de Aguiar Pacheco analyzes educational actions in museums and their relations with the teaching of history.

The other articles in this number focus on various themes. The text by Raquel Discini de Campos analyzes the actions of the Carioca doctor Floriano de Lemos in the Northeast of São Paulo during the 1920s and seeks to locate him as a person with an trajectory that is emblematic of a generation of intellectuals who sought to map, analyze and organize discursively the interior of the country in the initial decades of the twentieth century. Francisca L. Nogueira de Azevedo and Roberta Teixeira Gonçalves study a nineteenth century document entitled *Novella política e sentimental*, and the central point of their article is the analysis of the novelesque narrative, in order to perceive the discursive elements used as persuasion in defense of the Spain. Ana Carolina Eiras Coelho Soares seeks to understand the relations between the urban spaces of nineteenth century Rio de Janeiro and the gender relations expressed in José de Alencar's narrative in his female urban novels: *Diva*, *Lucíola* and *Senhora*. Andrea Dupuy's article focuses on how the primary population nuclei of Hispanic America were supplied with meat and the impact of the *estanco*, a monopoly system aimed at ensuring an efficient provision of food to cities. Finally, Maria Helena Versiani presents some values related to the idea of Republic present in Brazilian society during the second half of the 1980s.

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