

Editorial

Illustrating the diversity of interests that demarcates the field of the history of education, in this issue of the Brazilian Journal of History of Education there are discussions ranging from the history of school institutions to the possibilities of educational action through the patrimony in the school field.

From Spain, we have the article by Jacinto Escudero Vidal and Maria Teresa Iglesias Polo that deal with the action of Baltasar Pardo and the education of women promoted by the institution “La Grande Obra de Atocha”. The authors focus on the actions of this institution and the vicissitudes through which it passed in its constitution.

Paula Linhares Angerami, analyzing the thinking of John Dewey and his reception in Brazil, focuses on the categories of art and aesthetic experience presented by this author to discuss another possibility of this reception.

Jean Carlos de Carvalho Costa discusses the history of concepts and, based on some elements of the thought of Reinhart Koselleck, seeks to understand the repercussions of this reflection in the area of History of Education, as well as in the concepts used in his writing.

Marta Maria de Araújo analyzes the school socialization of Petronila da Silva Neri from 1935 to 1938, when she was a student of the “João Tibúrcio” School Group in Natal, State of Rio Grande do Norte. She considers both the intergenerational and intragenerational relations as well as the institutional and pedagogical dimensions inherent to the process of human and school formation and also to the analyzed socialization.

Flavio Tito Cundari da Rocha Santos and Julio Roberto Groppa Aquino discuss what they call “formation letters” exchanged between Mário de Andrade and a group of young writers. They highlight the link between education and writing, in which Mário de Andrade played the role of master. Such discussion is important for the debate about formation.

Juçara da Silva Barbosa de Mello and Sérgio Hamilton da Silva Barra discuss the uses of historical and cultural heritage in the teaching-learning process of History, especially the “interrelations between memory, identity and historical heritage and culture”. The work is the

result of a research carried out in a school located in the neighborhood Madureira, Rio de Janeiro, during which the “challenges and possibilities” of this use were discussed.

Mario Gomes da Costa presents the educational action of the Salesians among the indigenous populations of Negro River, Amazonas, between 1960 and 1980. The analysis is centered on the Salesian pedagogy, and one of its objectives was to observe the context of “hierarchical intersocietary relations” in which it was located.

Patrícia Weiduschadt and Renata Brião de Castro, using as main source images of school buildings contained in the reports of intendant Augusto Simões Lopes, discuss the rural school and its physical space. The text is centered in the study of schools created in the 1920s in the city of Pelotas, State of Rio Grande do Sul.

Jefferson da Costa Soares analyzes the College Pedro II in the period from 1931 to 1945, revealing the disputes and tensions that marked the institution in the period. The authors took as a basis the concept elaborated by François Dubet, its purpose is to understand the crisis of what he denominates as “institutional program”.

Iracema Campos Cursati, Mário Ribeiro dos Santos and Virgínia Pereira da Silva de Ávila analyze the notebooks and the class record books of Professor Franca Pires, elaborated from 1950 to 1980, which contains information about festivals and education in the city of Juazeiro, State of Bahia. Based on the teacher’s records, focusing specifically on the festivities of the city, the teaching of mathematics and the daily life of the class, the authors lead us to understand the city and the school as well as the relevance of sources of this type for the history of education.

Finally, Felipe Luiz Gomes Figueira and Marcos Ayres Barboza make the review of the work *O colégio marista no contexto da urbanização de Cascavel (1962-1989)* by Francielle Aparecida Garuti de Andrade.

We wish a good reading of this issue of the Brazilian Journal of Education History.

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