

Editorial

Current *Revista Brasileira de História da Educação*, with its different theoretical, and methodological stances, forwards different levels of schooling and issues on access, innovation, pedagogical organization and others within the History of Education's research field.

Uruguayan Antonio Romano discusses the meaning of "culture" and "labor" at the Congresso Universitário Americano (1931) and at the Conferência de Ensino Industrial (1930). He demonstrates that the analysis of the events is highly relevant to understand the history of Education since the author relates discussions in the early 1930s with the educational reforms in secondary and industrial education in 1934 and 1935, due to a common historical foregrounding for the analysis of the reforms.

Alberto Damasceno investigates Education in the Province of Grão-Pará between 1841 and 1852. He analyzes different aspects within the schooling process and deals with the levels of the activities developed, their quality and interventions undertaken by the governors of the period.

Rosianny Campos Berto and Regina Helena Silva Simões study the role of the radio and the cinema as factors in pedagogical innovation and cultural integration within the New School movement in the state of Espírito Santo by the end of the 1920s. The authors insist that the radio project did not materialize in the schools of the State. Somewhat the contrary occurred with regard to the cinema, with several traces of its establishment.

Irma Rizzini and Alessandra Frota M. de Schueler discuss the schooling process by young people and adults in the municipal evening school of São Sebastião in Rio de Janeiro between 1872 and 1893. They remark that great efforts in historiographical production should be undertaken to bring to the fore the history of evening course.

Denilson Santos de Azevedo analyzes the *general meetings* of the Escola Superior de Agricultura e Veterinária of the state of Minas Gerais

between 1927 and 1951 as a "pedagogical stance in teaching models", and identifies the formation profile of the institution's students.

Eliezer Felix Souza and Nívio de Campos deal with the debates on the federalization of the Universidade do Paraná published in the newspaper *Gazeta do Povo* between 1949 and 1950. The analysis takes into consideration the workings of the intellectual elites and the meanings given to such undertaking.

Marco Arlindo Amorim Melo Nery discusses the teaching of agriculture and agricultural modernization in the early 20th century. He establishes the relationships between agronomists, agrarian elites, the formation of laborers for agriculture and agrarian development and modernization.

Focusing on the history of Higher Education, Macioniro Celeste Filho also analyzes the organizational proposals of the Universidade de São Paulo within the 1968 University Reform project, particularly on the differences and tensions involved.

Foregrounded on a bibliographical review, Malcus Cassiano Kuhn and Arno Bayer presents the history of the Missouri Lutheran parish schools in Rio Grande do Sul early in the 20th century. They discuss aspects of the institutions and the consequences within the propaganda for their nationalization.

Eliana Nunes da Silva analyzes the comprehensive rural school in the district Felipão, Campinas, state of São Paulo, between 1920 and 1960. The author deals with the school's characteristics and concludes that this type of school is hardly ever studied within educational historiography, particularly with regard to its relationships with educational policy, democratization and its difficulties.

The Review also features an appreciation by Thiago Henrique Sampaio on the book *Marcha contra o saber: o golpe militar de 1964 e o AI-5 na Universidade de São Paulo*, by Carlos Gianazzi:

We wish you all a pleasant reading.

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

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