

Editorial

Current issue of the *Revista Brasileira de História da Educação* is publishing several studies on themes which are frequently focused upon in the History of Education. Essays on John Baptist de la Salle, Wilhelm Rotermond and Erasmo Pilotto foreground analyses that underscore the relationship between biography-life trajectories and history of ideas and schooling practice. The section is followed by articles on specific groups that worked on education collectively. Texts on the education of the working classes, adult schooling and child labor emphasize the theme on the relationship between labor and social formation within the perspective of the History of Education. Studies on Mathematics and Music suggest reflections on the perspective of school disciplines under analysis.

In their article on Jean-Baptiste de la Salle's contributions for the formation of the modern school, Angelo Ezequiel Leubet, Evaldo Luis Pauly and Valdir Leonardo da Silva analyze the Lasallian tradition in Brazil based on the educational work of the 17th century educator, whilst Circe Mary Silva da Silva investigates the suggestions of Wilhelm Rotermond on the teaching of Mathematics and knowledge communication between Brazil and Germany. Moreover, Rossano Silva explores Erasmo Pilotto's pedagogical concepts for the understanding of changes which occurred when he faced the educational public administration. In all cases, the authors were problematized and criticized and silences and cultural connections were identified.

On the other hand, concern on such groups as the landowners of the state of São Paulo and the ‘family silver’ teachers of the Institute of Education in Rio de Janeiro reminds educators on the relevance of analyzing generational movements and pressure groups within the context of public education. In their study on the project for agricultural education of landowners of the state of São Paulo, Rodrigo Sarruge Molina and Mara Regina Martins Jacomeli discover a project of economic domination in the foundation of the Escola Luiz de Queiroz in Piracicaba. Further, Sonia Castro Lopes and Patrícia Gurgel focus on the life-history of three teacher-students who became professors in pedagogy at the Institution of Education of Rio de Janeiro. The study helps the reader perceive the type of alliances and strategies that a group of students adopted to rise to the professorship in the school which they had frequented.

Investigation on practices in workers’ associations in the city and province of Rio de Janeiro conducted by Ana Luiza Jesus da Costa, analyses by Cynthia Greive Veiga on child labor and the discussions by Eva Garcia Redondo on adult education in Franco’s Spain are a relevant contribution for the understanding of relationships that Education maintains with certain social groups throughout time, coupled to in-depth interpretations of the material analyzed. For instance, the expansion of compulsory education and knowledge from associated experience are aspects of the history of Brazilian Education that Ana Luiza Jesus Costa and Cynthia Greive Veiga exploit within the labor theme. In the Spanish case, Eva Garcia Redondo demonstrates the difficult route that Spanish society had to take to overcome the aims of Franco’s policies for adult education to construct quickly and inexpensively the labor force required.

The articles on the history of school disciplines by Wagner Valente and Ricieri Carlini Zorzal respectively on the mathematization of pedagogy and the teaching of Music in northeastern Brazil discuss cultural and institutional aspects of schooling. The former deals with the different dimensions of the mathematization of pedagogy, ranging from the application of tests and the construction of evaluation standards in school yield to the contents of teaching proper. The latter case analyzes the concern with Music institutions in northeastern Brazil and an analysis of the role that currently universities comply with in this area.

Current issue of the *Revista Brasileira de História da Educação* also publishes a study by Ester Buffa on the academic production of the Working Group History of Education of ANPED, between 1984 and 2013. The article is an exercise in equilibrium and revision and investigates the thirty years of activities of the WG in the History of Education. The

publication is a stimulus for discussions on the different manners in which we work and understand our collective tasks. In fact, the article by Ester Buffa instigates researchers on how things are going on within research on the History of Education.

**Editorial Committee of the
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