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Interview with Professor Diana Gonçalves Vidal: Teacher, Researcher and Activist in (History of) Education

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Interview with Professor Diana Gonçalves Vidal: Teacher, Researcher and Activist in (History of) Education

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Introduction¹



Prof. Diana Gonçalves Vidal

Diana Gonçalves Vidal is a full professor at the School of Education at the University of São Paulo (FEUSP), the post-graduate programs of the Institute for Brazilian Studies (IEB/USP), and the post graduate programs of the Federal University of Rio de Janeiro, all in Brazil. She is the head researcher of the thematic project *Saberes e práticas em fronteiras: por uma história transnacional da educação (1810- ...)*, funded by the São Paulo Research Foundation (*Fundação de Amparo à Pesquisa do Estado de São Paulo - FAPESP*); has a grant for productivity in research from the National Council for Scientific and Technological Development

(*Conselho Nacional de Desenvolvimento Científico e Tecnológico – CNPq*), Brazil, at the A1 level. She has coordinated the Interdisciplinary Center for Studies and Research in History of Education at the School of Education (*Núcleo Interdisciplinar de Estudos e Pesquisas em História Educação - NIEPHE/FEUSP*) since 1996.

Vidal graduated in history at Vale do Paraíba University (Univale) in 1985, then with a master's degree in history at the Campinas State University (Unicamp) in 1990, and a doctor in education at the University of São Paulo in 1995. She received a Young

¹ Translated by Ana Santos Maia, an English-Portuguese translator in Brazil.

Researcher scholarship from FAPESP from 1996 to 2000. She took a post-doctoral internship at *Institut National de Recherche Pédagogique*, France, in 2001, and another one at the Santiago de Compostela University in 2007. In 2005, she presented her free teaching thesis in History of Education at the University of Sao Paulo. She was president of the Brazilian Society for History of Education (*Sociedade Brasileira de História de Educação* - SBHE) from 2003 to 2007 and vice-coordinator of the Work Group 2 in History of Education at the National Association for Post-Graduation and Research in Education (*Associação Nacional de pós-graduação e Pesquisa em Educação* – Anped) from 2001 to 2003. From 2012 to 2015, she coordinated the Committee for Support in Education at CNPq. From 2014 to 2021, she was a member of the executive committee of the International Standing Conference for the History of Education (ISCHE), and from 2018 to 2021 she worked as treasurer of the Association. She participated, from 2016 to 2022, in the editorial committee of *Global Histories of Education*, a collection created by ISCHE in collaboration with Palgrave Macmillan, of which she was editor-in-chief from 2016 to 2020. From 2018 to 2022, she directed the Institute for Brazilian Studies at the University of Sao Paulo and was part of the coordination for Human and Social Sciences at FAPESP from 2022 to 2024. She is a consultative member of several journals in the field of education, such as the *Portuguese Journal of Education*, the *Brazilian Journal of History of Education*, the *History of Education Directories*, the *Argentinian Directory of Education*, and the *Education Review*. Diana Gonçalves Vidal's formative journey shows the approximations with her research themes in times when history of education was establishing itself as a research field. With theoretical-methodological incursions that gather authors from education and historians, especially Michel de Certeau, she becomes a reference not only in Brazil, but abroad, with studies about the New School, school culture, school practices of reading and writing, historiography and international circulation of pedagogical models and practices, as well as transnational history of education and digital history of education. In Brazil, for about 30 years, professor and researcher Diana Vidal develops studies both from a point of view of the use of categories and theoretical-methodological reflections, and analysis of historical-educational sources and documents. This way, she established fertile circulation at international level in research about History of Education.

Conversation

In the last few years, you have given written, video, and podcast² interviews that highlight the paths that have led you to history of education. Because of this, we

² <https://www.scielo.br/j/rbhe/a/FJyyGzsbDHgqhz4Bgp6QcTb/>; <https://www.youtube.com/watch?v=CUqjVaa23ag>; <https://www.youtube.com/watch?v=o8igtk7o6mY>. In addition to the interviews, there is a series of conferences, lectures, and round tables with Professor Diana Vidal, which are broadcast

do not intend to ask about that but would rather like you to share aspects of your academic journey in the field of history of education that you consider as relevant. Also, we would like to approach how those connect to your interests in research and projects that have associated you with educational institutions and organizations in Brazil, and your international participation that allows exchanges between Brazilian and foreign researchers.

Dr Diana Gonçalves Vidal: In 2010, when I had written my academic memoir to apply for full professor of history of education at the Education School of the University of Sao Paulo, I organized the text in three interconnected chapters (Vidal, 2011). Instead of structuring a chronological narrative, I aimed at three perspectives in which I saw myself represented. The first one I called “Being a Professor: Teaching as an Experience”; the second, “A Teacher in the Threads of History (of Education)”; and the last one, “Activist in (History of) Education.” As you instigated me to approach my background, I immediately went to this memoir, and I guess I did so because I still see myself as constituted by this thread. Its center is my formation and activity in teaching. It was this double agency, having been a teacher and attended the History foundations, that has provided me with constant attention to the past of school practices and culture (both singular and plural). I have been present in classrooms of children’s, basic and middle school, private and public universities, and during the COVID-19 pandemic, in virtual classrooms. Teaching has provoked and still provokes a reflection about what Anne-Marie Chartier called the urgencies of and in the class, about how the subjects of education operate their doings and knowings, in which materiality of the school and of the teaching profession they live, and how they elaborate their experiences. Such worries have emerged since my doctoral dissertation.

The Institute of Education of Rio de Janeiro was the first school I attended, from kindergarten to the teaching degree, and I have approached it as a historical object between 1931 and 1935, aiming to understand its daily life and the relationships established therein, from textual, iconographical and oral documentation. I have accessed and dove into the institution files and the school library. I have interwoven such findings and interviews I have carried out with former students of the School for Teachers, giving visibility to the story of these women in the formation and in teaching in Rio de Janeiro. Back then, I was immersed in the readings of E.P. Thompson, Christopher Hill, Michel de Certeau, and Carlo Ginzburg on social-cultural history; Paul Thompson, Alessandro Portelli, Franco Ferraroti, and Daniel Bertaux on oral history; and also those of Michel Foucault, for my master degree at UNICAMP. For my doctorate, I have associated texts by Roger Chartier, Anne-Marie Chartier, and Pierre Bourdieu, incorporating authors of social-cultural history.

on the official channels of Brazilian universities, a practice that has grown significantly in recent years, especially after the COVID-19 pandemic.

After presenting my dissertation, I got involved in a project for the Carlos Chagas Foundation, supported by the Ford Foundation, about gender and education, in which I deepened the interviews and the documentation collected during the doctorate, on the issues of sexuality and sexual education I had seen emerging during the field research but could not address in my dissertation. This was the moment I connected with texts by Guacira Lopes Louro, Joan Scott, Christine Williams, Michele Perrot, Pierre Bourdieu, Kate Rousmaniere, among other authors. These concerns from my first years entering the field have remained as marks of my projects and research interests and went further back in time to problematics that were noticed in the latter half of the 19th century. Combined to a bibliography I have incorporated along my experience as a professor and researcher in history of education, they base the current thematic project at FAPESP, which I will address later on.

Being in history of education has also taken me to activism. I started to attend to the GT02 in History of Education at ANPEd, still during its first decade, and was invited to take part as secretary of the first list elected to the Brazilian Society on History of Education, when it was created in 1999. It was an intense job, for we had to invent ways to congregate field researchers, organize mailing lists, arrange the whole administrative structure (statute, site, registry, and so on). It was then with this work that I have become known among my peers. I presented my doctoral thesis in 1995 and started as a professor at FEUSP in 1996. I had not studied education at USP ; on the contrary, I had studied history at a private university in Sao Jose dos Campos, nowadays called Univale, and had taken a master's degree in history at Unicamp. Thus, I was new in the area of education and in the field of history of education. Nonetheless, participating in SBHE has gotten me in touch with many colleagues from the whole country and abroad, and [those connections] became even stronger when I became president of the association for two consecutive terms, from 2003 to 2007.

Between my work as secretary and as president, I spent seven months in France, at the INRP, working with Anne-Marie Chartier, whom I have known at FEUSP through Marta Carvalho. FEUSP and SBHE were undoubtedly two powerful enablers of my national and international circulation within the field of history of education. The international part of it started in 1993, when I attended a congress of the International Standing Conference for the History of Education (ISCHE), which took place in Lisbon. This experience allowed me to listen to the closing conference carried out by Dominique Julia and later published in *Paedagogia Historica* and in Portuguese in the *Brazilian Journal on History of Education*, about school culture as a historical object. It also provided me with tools to initiate the approximation with the ISCHE direction and its president, António Nóvoa, aiming to host the 25th annual edition of the congress in 2003 in Sao Paulo. I continued participating of the events promoted by ISCHE, and from 2014 to 2021 I was a member of the direction, working as the association treasurer for three years, and as editor-in-chief of the series *Global Histories of Education* ISCHE/Palgrave

MacMillan for six years. Those were times of much learning and of relationships that have extended from academic to personal life.

You have studied and orientated research from an epistemological perspective of cultural history, bringing categories and thinkers of this area, which have initially grounded your academic production and pointed to a new way of thinking and writing history of education in Brazil and other countries. In such sense, which of your texts, as well as their respective contributions, would you highlight?

DGV: In the master's degree, the texts that impacted me the most were *The Writing of History* by Michel de Certeau; *The cheese and the Worms* by Carlo Ginzburg; *The Making of the English Working Class* by E.P. Thompson; and *O silêncio dos vencidos* by Edgar De Decca. In oral history, there were *The Death of Luigi Trastulli* by Alessandro Portelli; *The Voice of the Past* by Paul Thompson; and *Une enquête sur la boulangerie artisanale* by Daniel Bertaux. By Michel Foucault, *Discipline and Punish*. For my doctorate, I got in contact with *The Practice of Everyday Life* by Michel de Certeau; *Cultural History: Between Practices and Representations* by Roger Chartier; *The Archeology of Knowledge* by Michel Foucault; and *Language and Symbolic Power* by Pierre Bourdieu. Two journals were also very important in my formation: *Theory & Education*, with articles by David Hamilton, Jean Hébrard, André Chervel, António Nóvoa, Jean Claude Fourquin, Clarice Nunes, Larry Cuban, and Julia Varela, among others, especially in its dossier called *History of Education*; and *History Project*, with translations of Pierre Nora, Luisa Passerini and Alessandro Portelli; the dossier *Ethics and Oral History*, with works by Alistair Thompson and again Portelli, and the volume *Memory Works*, which contain a dossier about Michel de Certeau, with articles by Anne-Marie Chartier and Jean Hébrard, Philippe Boutry and Michelle Perrot. Also, I shall not forget two articles that were very significant in the beginning of my formation: *O velho, o novo, o perigoso: relendo a cultura brasileira*, by Marta Carvalho; and *La culture scolaire comme objet historique*, by Dominique Julia.

After my doctorate, the books by André Chervel and Anne-Marie Chartier, as well as the lessons by Roger Chartier and Jacques Revel at the *École des Hautes Études en Sciences Sociales* (EHESS), have stimulated new reflections, associating with the previously mentioned references on gender and the article by the journal *Cadernos Pagu*. Throughout time, other readings accumulated as results of the undergraduate and graduate courses offered at FEUSP, and after, at the Institute for Brazilian Studies, and at the Education School of the Federal University of Rio de Janeiro; of the participation in national and international congresses; of master and doctorate orientation; of post-doctorate supervision; of field research; and of being visiting professor in other countries. The author I mostly identify with is indeed Michel de Certeau. I have published some texts about his life and career, interweaved with

problematics of both education and history and more recently, of education and religion. I had the honor to share the writing of some of these works with Maria Angela Borges Salvadori, Ana Luiza Jesus da Costa and Julia Rani Campos Uzun.

If we use Google Scholar to measure, there are two monographic books that I published that call attention. My teaching thesis *Culturas escolares: estudo sobre práticas de leitura e escrita na escola pública primária (Brasil e França, final do século XIX)*, in 2005, and my doctoral dissertation *Exercício disciplinado do olhar: livros, leituras e práticas de formação docente no Instituto de Educação do Distrito Federal- (1932/1937)*, in 2001. They are respectively the fourth and fifth most quoted references on the platform. Other three texts somehow related to those and stress an important aspect of my production, which was mentioned above—the attention to school practices and culture. They also show an academic partnership, for two of them were co-written with Luciano Mendes de Faria Filho (the articles *Os tempos e os espaços escolares no processo de institucionalização da escola primária no Brasil* and *A cultura escolar como categoria de análise e como campo de investigação na história da educação brasileira*, the latter with also Irlen Gonçalves and André Paulilo). The third one is a chapter I wrote (*Escola Nova e processo educativo*), for a book organized by Luciano in collaboration with Cynthia Greve Veiga and Eliane Marta Teixeira Lopes, called *500 anos de educação no Brasil* [500 years of Education in Brazil].

All this digression leads us to three considerations about the scientific field. The first one is about the importance of the first readings and continuous formation in the constitution of academic production. The second one is related to the relevance of in-depth writings, monographic works, for the reflection of the peers. The third reminds us that every scientific field is structured in a network, and its partnerships are constitutive of the internal debate and important elements of its diffusion. These may be reasons that justify the interest in proposing and consulting interviews with people connected to the academy.

The impact of new digital technologies for the research in history of education are recurrent themes in your studies, since the 2000s until today. Although it is not taken as an epistemological turn, the sources for digital and/or digitalized research carry methodological implications that must be faced by field researchers. So, we would like you to comment about the e-history of education, comprehended as a critical approach of digital humanities, and about the challenges that are posed for education historians nowadays.

DGV: Indeed, with the COVID-19 pandemic and social distancing, the interest in digital history and digital history of education has significantly increased. However, we cannot say it is new. On the contrary, in August 2000, the seminar *The Impact of New Technologies on Research and the Formation of Researchers in History of Education*

took place in Belo Horizonte, promoted by the ANPEd working group on history of education. The discussions were registered in the book *Arquivos, fontes e novas tecnologias: questões para história da educação*, organized by Luciano Mendes de Faria Filho, for which I wrote the chapter *Fim do mundo do fim: avaliação, preservação e descarte documental*, addressing the impact of new information technologies in research (and production) on history of education. In the following year, at the ANPEd 24th Annual Meeting, I participated in the special session *New Technologies, Research and Formation*. My text was published in 2002 in the *History of Education* journal under the title *O livro, a biblioteca, o documento e o arquivo na era digital*. In this text, I once more addressed the concerns presented in the previous publication. At the time, I was coordinating the Center for the Memory of Education at FEUSP and, having attended to the Archive Organization Course, offered by the IEB, I was interested in the relationship of physical support, document digitalization, and discard, defending the importance of materiality for the comprehension of social practices that originated historical documents. I searched to avoid the extremes of what I called *tecnoutopians* and *neoluddites*, the former being those who believed that everything could be digitally maintained and despised physical support, and the latter, the ones who despised machines and disbelieved their relevance for the future of history. On the other hand, I stood for the coexistence of digital and printed [information] in hybrid institutions for storage and dissemination of knowledge. In this text, I stated:

The Internet is becoming the major source of information for an increasing number of *readers*. In this perspective, it is useful to reflect about how to create criteria for credibility that acknowledge the accuracy of the data or how to generate search filters that indicate the electronic addresses of these sites. But it must be also thought that when information is made available on the web, we are constituting real domains about facts or people. If printed publications nowadays have the concern to demonstrate the choice of the researchers and being clear about the framework imposed on the text by the investigation, internet pages are still being built presenting a knowledge that is apparently not mediated by research, without informing on choices made by the team nor the works' assumptions. (Vidal, 2002, p. 58) [our translation]

Recently, SBHE placed “e-History of Education” at the center of the Brazilian Congress on History of Education (CBHE), which took place in Natal in 2024 and, in the discussions promoted there, many of these issues have emerged: how to ensure the accuracy of information, to put in evidence the choices in making data available online, and to raise awareness about preservation of the materiality of documents. In the past twenty years, academic production has been addressing themes such as the growth of digital libraries, the new interactivity tools, the increasing access and dissemination of equipment, the proliferation of new forms of communication and interoperability, which

are broadening the reach of media and introducing new cultural mediators like influencers, as well as the interest researchers have in decoding information systems and codes. However, those remain as new problems, which become deeper with the introduction of artificial intelligence, and content must be ensured regarding provenience, legitimacy, and integrity, with protocols for credibility and trustworthiness of the information.

At the conference, in addition to stressing the material aspects of internet and the web itself, evidencing the agency of these artifacts on the subjects' embodiment and cognition, I aimed to highlight the current global governance over information and the new digital colonialisms. I associated these topics to the debate about resistance and appropriation, ways to subvert the power game that is given by the unequal distribution of the Internet and dissemination of the web, exhorting social participation in the construction of a public history and memory of education. In such sense, I intended to associate the digital history of education and the public history of education, acknowledging that the democratization of the web does not mean access to information alone, but greater interaction in the construction of the contents available.

Your studies based on comparative history of education also open space to reflect on the transnational history of education. From this perspective, the objects of study once analyzed in a context of methodological nationalism, as stated by Martin Lawn (2014), may be revisited from a perspective that searches to set them within an approach that goes beyond the so-called national borders. In such sense, what are the possibilities and issues that are given for researchers on History of Education nowadays?

DGV: The choice of a transnational history approach somehow refers to what is national, without disregarding the processes that occur inside geographical borders and are identified as related to a people or nation. However, as they incorporate the *trans* prefix, they put in evidence that these very same borders are porous, places of passage, crossings and transitions, so much that it is acknowledged that geographic limits have historically been objects of disputes and have dynamically been changed, as well as it is perceived that cultural maps may be produced despite physical territories (Burke, 2005). That causes, according to Pierre-Yves Saunier (2009, p. 461-462), “emphasizing the study of connections and circulations, the transnational approach is much concerned with what makes them work, thus, it allows to identify their protagonists, both individual and collective” [our translation]. Its exercise, then, supposes the deterritorialization and the reterritorialization of geographical, symbolic and epistemological borders; or, as stated by Doreen Massey (2008), a conception of a fully temporal-spatial territory, which emerges from the experience of subjects in their transit around the world. However, to embrace a transnational history of education, it is

necessary to consider at least three aspects. The first one refers to the fact that both the discipline of history, as well as the laws that make school compulsory and state schools, came up in the 19th century as part of the symbolic construction of nation-states. That means, in addition to the objects of the study and the methods used, interpretations themselves have succumbed to nationalism. Michel de Certeau (1982) shows concerns about the historiographical operation, as he states that the historical making is also produced inside borders (both national and epistemological ones) that ensure its scientific validity in elaborations that are constituted from communities of meaning. This way, it is necessary to acknowledge that national historiographies, as well as international ones, configure territories in which disputes take place and hierarchies are constituted. The second aspect to be considered is connected to the first and refers to consider that, in an academic world in which English is taken as the standard language, we must stay alert not to reduce the analysis to anglophone literature, reterritorializing research objects from exogenous linguistic competences and agendas. Finally, the third aspect is to be aware of the growing association of transnational history and digital history of education. The diffusion of archives and documents on the web results from a global distribution of cables (or more recently, satellites), from the criteria of software structure (of search and communication – algorithms), and from the material conditions countries and institutions have to participate of this international market, which addresses information as commodity and for which machine learning serves to strengthen the producer-consumer relationship. We must guard against situations that may place us in a subordinate position of accessing archives, documents and bibliography from a given region or country in a way that is translated into a new form of colonialism (now digital).

In this same direction, we highlight the thematic project funded by the Sao Paulo Research Foundation (FAPESP) *Saberes e práticas em fronteiras: por uma história transnacional da educação (1810-...)*, in which you are the main researcher and coordinator along with Professor Carlota Boto. The project has been under development since 2019 and is structured in four lines of investigation, gathering researchers from Brazil and other countries. Would you please comment on the academic and theoretical-methodological motivations that led to the creation and the proposition of this project to FAPESP? Also, considering that the perspective of transnational history of education is spreading among international research spaces and groups for some time now, we would like to hear from you about your insertion in this scenario and the beginning of this debate about the transnational history of education, that culminated in the creation of the project.

DGV: The thematic project came from a double agency; its writing and proposition were guided by reasons of institutional and historiographical order. In what concerns the first one, it started from the diagnosis that the School of Education at USP did not participate in this kind of funding through FAPESP, and that having such relationship with this agency was beneficial both for the institution and the university. The thematic project is one of the modalities with more resources to buy equipment and support missions by researchers, allowing to demand a considerable number of scholarships for undergraduate, graduate, master's, doctoral, post-doctoral degrees, technical training, scientific journalism, and public teaching, and provides technical reserve for the institutional research infrastructure. In what concerns the historiographical aspect, we may identify, in addition to the fundamental framework of transnational history, four other concerns that are reflected in the investigation axis proposed. Firstly, there is the promotion of the history of books and reading, which takes place with the treatment and analysis of a considerable documental corpus from the FEUSP Library, in the back of the Didactic Library, Paulo Bourroul Library and Macedo Soares Library. Then, there is the interest in the (material) school culture and school subjects, through the international circulation of people, artifacts, and pedagogical models. The third axis contemplates the debate about the dynamic relationship between innovation and tradition, which expands to the field of psychology, in dialogue with pedagogy, operating with the history of ideas and intellectuals. The last axis is the formation of teachers, which aims to turn the discussions promoted in the previous ones into actions for basic education, involving students and teachers of Sao Paulo public schools. The thematic project gathers twenty-three professors/researchers from the states of Sao Paulo, Rio de Janeiro and Minas Gerais, distributed in public (University of Sao Paulo; São Paulo State University; Campinas State University; Fluminense Federal University, Federal University of Uberlandia, University of Taubaté) and private (Pontifical Catholic University of São Paulo) universities, and eight foreign researchers from different universities (University of Chicago, University of Illinois, University of Coimbra, University of Porto, San Martin University, Paris Decartes, LARHRA-Lyon 2 and DIE-CINESTAV).³ Through the thematic project, it has been possible to reposition Brazilian history of education respecting issues brought from the dialogue with international historiographies, and questioning approaches that are based on the center-periphery paradigm, emphasizing the countermovements of diffusion and the creative appropriations, through a polycentric conception of history of education. One of the examples of such investment is the recent publication of the book *Rethinking Centre-Periphery Assumptions in the History of Education: Exchanges Among Brazil, USA, and Europe*, organized by Vivian Batista da Silva and I for Routledge, about which I will talk more later.

³ More information available at <https://sites.usp.br/educacaoemfronteiras/>.

Your academic career is connected to the Interdisciplinary Center for Study and Research in History of Education, a research group you created at the School of Education at Sao Paulo University in 1996, which consolidated your relevance in the field of history of education at national and international levels. We would like to know about the constitution, the work, the dynamic, the participants of this group, and how your theoretical-methodological approaches for the field of history of education are organized and received inside the group.

DGV: NIEPHE was created in the Institute for Brazilian Studies at USP. When I presented my doctorate, I applied to a FAPESP funding with the project *A escola e sua materialidade: estratégias e táticas*, in a line for Young Researchers from Emerging Centers. The goal was to organize sixteen thousand documents of the Fernando de Azevedo Archive, deposited in the institution. The funding group of NIEPHE was composed of André Paulilo, Rosane Nunes, Tereza Marcela Baeza, Rachel Abdala, and José Claudio Sooma Silva. André is currently a professor at UNICAMP, José Cláudio at UFRJ and Rachel at UNITAU. So, the creation of the group stimulated them to pursue university careers. In 1996, I joined the Education School as a professor and NIEPHE became associated with two unities of USP. In 2001, Maurilane Biccass started to share the coordination of the group with me. Maria Angela Borges Salvadori and Ana Luiza Jesus da Costa joined FEUSP as professors and took the coordination in 2008 and 2013, respectively. The group started to expand, with the incorporation of undergraduate and graduate alumni, as well as post-doctoral students we have hosted throughout these 28 years of activities.

Since its creation, the main goal of NIEPHE was collective supervision for academic works, so all of its members were invited to present their investigations and share their findings, contributing with colleagues to the discussion and development of research. Aiming at the same objective, in the bi-weekly meetings, theoretical texts or themes of interest of the groups are debated, or scholars from Brazil and abroad are invited to share their theoretical-methodological views and perspectives. NIEPHE's initiatives are centered in the continuous formation of its members, and for that, we reunite classical bibliography and current field literature, for a collective reflection about History of Education.

I believe that this is the highlight of NIEPHE: its appeal to all members, independently of the stage of their academic careers, to expose their opinion, bring their doubts, share their research, debate each other's works, and help in defining the group's future plans. I think that with this open and democratic functioning, we have constituted a huge network of researchers, working in many Brazilian states and public and private universities, which multiplies our action in undergraduate and graduate courses and investigations, originating new research groups. Today, our mailing list

counts more than 100 addresses, showing the capillarity we have gained in these almost three decades of existence.

In 2024, you published two books: the first one organized along with professor Vivian Batista da Silva, *Rethinking Centre-Periphery Assumptions in the History of Education: Exchanges Among Brazil, USA, and Europe*, and the second, written together with professor Wiara Alcântara, *História econômica da escola: Uma abordagem antropológica em circuito transnacional (1870-1910)*. Those are works about themes you have been addressing in recent years, transnational history of education and economic history of education, the latter being a perspective still not widely debated, when it comes to historical-educational research. Would you please comment on these two productions?

DGV: These books have different backgrounds, as well as different configurations. The first one is a collection, organized by Vivian Batista da Silva and me, gathering contributions from ten authors, distributed along eight chapters. It results from the FAPESP thematic project and its main goal is to provide support for discussions on history of education that question, in their analysis, the center-periphery paradigm that places Brazil in a peripheral position regarding the United States and European countries. On the contrary, the intention is to demonstrate polycentric circuits of transit of educators, pedagogical models, and artifacts, composed of multiple appropriations that mix up the starting points and finishing lines of school ideas, subjects, and objects. Regarding the repercussions of the publication, I can mention the book presentation recently issued in *Encounters in Theory and History of Education*, and by invitation of Damiano Matasci to write a chapter for a book organized by him for the series *History of Education* of the Presses Universitaires du Septentrion, in the project European Histories of Education.

As for *História econômica da escola: Uma abordagem antropológica em circuito transnacional (1870-1910)*, it is a monograph, written in collaboration with Wiara Alcântara. It brings up research interests with which we have both been somehow involved in the last twenty-nine years. Thus, it starts from issues raised by me in the elaboration of the project *A escola na sua materialidade: estratégias e táticas*, in 1995, and incorporates the studies Wiara started in 2010 for her doctorate, presented four years later under the title *Por uma história econômica da escola: a carteira escolar como vetor de relações (São Paulo, 1874-1914)*. The book includes texts published by both of us, individually or in coauthorship, over three decades, reviewed and adapted to this news format, in a way to allow fluid and connected reading. We address theoretical-methodological issues that come from the economic history approach, in its view of the educational field. We traced the genealogy of works dedicated to the problem of material school culture in both national and international contexts. We wrote about

cultural mediators, school industry and school consumption as categories, and operationalized the theoretical and methodological contributions addressing the following research objects: school artifacts, local and translational commerce, local and international markets, artisanal and international industries, and monopolies and cartels, in studies rooted in documentation located in Brazilian and foreign archives. That includes inventories, purchase orders, commercial contracts between public and private parts, import and export bills, land and sea routes for transporting passengers and products, laws regarding industrial property and patents, copyright laws and combat against counterfeiting. It requires rigorous analysis, which is sometimes quite arid. At the same time, this approach calls for interdisciplinarity, with the fields of law, diplomacy, foreign affairs, economy, among others, expanding a view centered in education, history, anthropology, and sociology. Rosa Fátima de Souza-Chaloba, in the foreword, states that “we find in the book another way to inquire about school culture, placing in an economic dimension of society, in contexts that are exogenous to school” (p.8) [our translation]. Anne-Marie Chartier, in the book blurb, synthesizes its message: “school is expensive, education is a prosperous business, knowledge supports are products” [our translation].

When we propose to understand school from the economic relationships that take place outside of the school, we do not refuse the comprehension of school practices and culture. On the contrary, we apply André Chevel’s lesson, that school incorporates elements from society, produces its own culture and projects unexpected effects on society. So, we search to scrutinize the impacts of mass schooling that appeared in the later half of the nineteenth century, on society, and correlatively, of society over school, taking the second industrial revolution as starting point for the analysis.

In 2024, you accomplished an important landmark in both your career and your personal life: you retired from the University of Sao Paulo, after more than 30 years dedicated to teaching and researching. Retirement is at once the moment to conclude some cycles and to start new projects, challenges, and research connections. So, to finish this interview, we would like to ask you about your academic/professional and personal plans for this new cycle that is beginning in your life.

DGV: The FAPESP thematic project lasts until June 2025. We are currently organizing an international seminar, which we intend to carry out at FEUSP, to conclude this stage of the investigation. At the same time, we have already started to discuss the elaboration and application of a new project to this funding agency. I have, since 1998, a CNPq grant for productivity in research, and currently I am at level 1A. With this support, I develop the project *Sujeitos e artefatos: territórios de uma história transnacional da educação*, which goes until 2026, when I intend to apply for a new

grant. At the moment, I am writing, in collaboration with Rafaela Rabelo, a book called *Brazilian Education Connections: Transnational Circuits of Innovation (1920-1950)*, to be published in the *Theory and History of Education Open Monograph Series*, with support from the Queen's University Library. I am still working in the post-graduation programs at IEB at the Education School of the Federal University of Rio de Janeiro and I am senior professor at FEUSP. I also consider the possibility of working as visiting professor in other universities in Brazil or abroad. That means, I am open to new experiences for research and work. I wish to continue to publish books, articles and chapters, as well as to work with supervision of academic studies at the master's, doctoral or post-doctoral levels. I do agree that retirement represents a new cycle of academic opportunities, and I see that with much joy and energy.

As I finish, I would like to thank for this stimulating opportunity to dialogue! Thank you!

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