

This issue of *Trabalho, Educação e Saúde* explores the multiple interrelations between education and health, two fields of knowledge and two types of practices that relate to the current forms of socialization and institutionalization in effect.

The Debate section is dedicated to examining how the notions of 'public' and 'private' are constituted in education and health. Carlos Roberto Jamil Cury's "School education in Brazil: the public and private spheres" opens the section and, despite focusing on the relation between the two spheres in the fields of education and teaching, also seeks to facilitate similar analyses in the health field. Ligia Bahia's "Advancements and drawbacks of the Unified Health System (SUS): regulation of the relations between public and private spheres" examines the conflicts between the existing notions of 'public' and 'private' (such as in the Unified Health System as proposed by the Constitution of 1988) and their derived practices (such as tax-breaks and direct public expenditures on private HMOs). Marcos Aurélio Nogueira's "The notions of public and private in the social development of Brazil: old, new and very new conflicts" outlines the history of a Brazilian political elite who resists the republican and democratic way of governing. The article also provides insights on the institutionalization of education and health in Brazil.

Three other articles also reflect on the institutionalization of education and health and their interrelations. Maria Stephanou's article, "Medical discourses, education and science: schools and students under examination", analyses the concurrent emergence of education and medical discourses over the first decades of the 20th century. In the process, not only was education defined as one of the missions of medicine (in the development of the social preventive medicine, which questions the prominence of anatomy and physiology), but also medicine begins to change education into a scientific practice by introducing tests and procedures of that area. Gastão Wagner Campos's "The Paideia effect and the health field: thoughts on the relation between subject and life-world" furthers the investigation of the interrelation between education and health. His article reintroduces training based on four work process-related aspects: the ends of human action; the means used to produce change; the targets of interventions; and their results – all applied to the health field.

The impact of the worker's health on Education and the search for new paths for research are also present in the issue. In the Articles section, Sadi dal Rosso's "Intensity and immateriality in labor and health" reintroduces the discussion on labor and health conditions, focusing on cognitive, emotional, relational and social data concerning the health of the working class, thus, raising new questions for the worker's education. Also on labor and health conditions, Anna Beatriz Almeida, in "The (in)visible slice of the health of the anonymous worker: worker speech on labor, health and disease (1890-1920)", sought old

documents in order to look into questions on education in health for the worker that remain relevant today, such as “are workers aware of health damages caused by work?” and “how does that ‘awareness’ expresses itself?”.

The issue also presents texts on professional careers and their relation to the organization of labor – and knowledge – in the field of basic health care. In “Training in the Family Health Program: different interpretations of home visits in the group of Presidente Prudente, in the State of São Paulo”, Sonia de França, Umberto Pessoto, and Jaime Gomes discuss the notions of home visits through the three main categories of Family Health Program workers – doctors, nurses and community workers. The authors concluded that, because of the disparity between existing notions of home visits – the main working tool of the program –, the proposed change in the health care model may be undergoing alterations. A similar contribution is provided by Regina Marsiglia’s “Nursing assistants: job market, profile of professionals, satisfaction and expectations in the Family Health Program of the city of São Paulo”. The article shows that nursing assistants are mostly women with non-vocational/technical secondary-level education.

Professional training in health is also the theme of two other articles. “Skill-based curriculum in biological diagnosis: implementation challenges”, by Maria Beatriz de Oliveira and Wânia Regina Gonzalez, is the result of qualitative research into the curriculum of the Vocational Course on Laboratory in Biological Diagnosis in Health of the Joaquim Venâncio Polytechnic Health School (EPSJV). In the Account section, Pilar Belmonte’s “The field of psychosocial care: training and caring in the Training Course on Day-Care in Mental Health” presents the experiences collected in this training course on mental health care providers and discusses pedagogical strategies and proposals for professional training that comply with the guiding principles of the psychiatric reform.

Moreover, the issue also presents the interview given by professor Helena Hirata as well as overviews of José Claudinei Lombardi, Mara Regina Jacomeli and Tânia Mara da Silva’s *O público e o privado na história da educação brasileira: concepções e práticas educativas* [Public and private in the history of the education in Brazil: educational concepts and practices], by Sauloéber de Souza; David Harvey’s *A produção capitalista do espaço* [The capitalist production of space], by Maria Amelia Costa; and Istvan Meszaros’s *A educação para além do capital* [Education beyond capital], by Júlio César Lima.

*The editors*