



## Editorial

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In the year of the Bicentennial of Brazilian Independence, we have grateful satisfaction in publishing the twenty-first volume of *Cadernos de História da Educação*, which contains the special article entitled “Education as a right of all and the bicentennial of Brazilian independence”, written by the distinguished researcher and professor Carlos Roberto Jamil Cury of the Pontifícia Universidade Católica de Minas Gerais (Brazil). In the article, the right to education is examined in the light of the Brazilian constitutions that were granted and promulgated.

In this volume, the periodical reached the largest number of collaborations published up to the present time, achieving the expressive number of 79, which besides the 1 special article, includes 1 translation, 23 articles in 4 thematic dossiers, 40 articles in continuous flow, 1 document, and 13 reviews.

The total of 65 articles contained in the present volume is the largest number published up to the present time by the periodical; and a wide diversity of authors, institutions of affiliation, states, regions, and countries are represented.

In this respect, 109 authors were involved in the collaborations published. Most of these authors, 85, are Brazilian, affiliated with 48 different institutions of higher education. A total of 24 authors, affiliated with 15 different teaching and research institutions, are from 10 countries outside of Brazil, namely, Argentina, Chile, Colombia, Spain, the United States, France, Italy, Mexico, Portugal, and Uruguay.

The translation contained in this volume was through the intermediation of Ana Laura Godinho Lima, of the Universidade de São Paulo (Brazil), and written by Karl M. Lorenz, retired professor of Sacred Heart University (United States), with the title “Scholars of Distinction and the Development of Educational History in the United States”, which describes the achievements of a select group of scholars that made advancements in the area of History of Education in the United States.

The expressive number of 4 dossiers published in this volume is also noteworthy, and shows a significant endeavor of the periodical in publishing studies that join Brazilian researchers and those from abroad around themes in common, nearly always arising from coordinated efforts, which show the internationalization of the research and, consequently, of publication in History of Education.

The first dossier, bringing together six articles, is entitled “Literature Contributions to the History of Education”, organized by Ana Laura Godinho Lima and Roni Cleber Dias de Menezes from the Universidade de São Paulo (Brazil).

The second dossier, with the title “Pedagogical Museums: Ibero-American dialogues”, gathers five articles and was organized by Vera Lucia Gaspar da Silva of the Universidade do Estado de Santa Catarina (Brazil).

The third dossier, with six articles, was organized by Norberto Dallabrida (Universidade do Estado de Santa Catarina, Brazil) and Laurent Gutierrez (Universidade Paris Nanterre, France), under the title “Personalized and community pedagogy in the Ibero-American space (1950-1970)”.

The fourth and last dossier joins six articles under the title “Transnational circulation of reading books and pedagogical manuals (between the end of the 19th century and the beginning of the 20th century)”, organized by Claudia Panizzolo and Mirian Jorge Warde of the Universidade Federal de São Paulo (Brazil).

An additional publication is the document “Statutes of the Domestic School attached to the Ginásio Auxilium of Anápolis/GO (1940)”, brought forth by Roselene Candida Barroso Mendonça (Universidade Estadual de Goiás, Brazil) and Sandra Elaine Aires de Abreu (Universidade Estadual de Goiás and Universidade Evangélica de Goiás, Brazil), who wrote up a text for presentation and contextualization of said document.

Finally, 13 reviews are hereby published, which discuss recent original works published in printed or digital format, confirming the consistency and strength of publication in History of Education at this time.

The effort of bilingual publication of articles has successfully been maintained, aiming at expanding the number of readers in different countries and academic traditions, so as to collaborate in the process of internationalization of the periodical and of reception in countries that do not have Portuguese or Spanish as main languages.

We conclude by reiterating our most sincere appreciation to the members of the Editorial Commission and Editorial and Advisory Boards; to the associate editors for English, Spanish, and Portuguese (except Brazil) languages; and to the authors who were able to make their texts available in English.

Furthermore, we highlight the support provided by the publisher and, more recently, by the library of the Universidade Federal de Uberlândia (UFU) in the sphere of the recently created Portal de Periódicos da UFU (PPUFU) periodical portal, as well as by the School of Education of the Universidade Federal de Uberlândia. In addition, we note the important continuity of the support provided by the Fundação de Amparo à Pesquisa do Estado de Minas Gerais (Fapemig).