



Editorial

Décio Gatti Júnior
Federal University of Uberlândia (Brazil)
CNPq Research Productivity Fellow - Level 1B
Beneficiary of the Mineiro Researcher Program of Fapemig
<http://lattes.cnpq.br/0164067095554570>
<https://orcid.org/0000-0002-5876-6733>
degatti@ufu.br

In this year, 2023, the twenty-second volume of *Cadernos de História da Educação* is published, which contains 91 collaborations, the highest number reached by the journal since its creation in 2002, with the following distribution: 31 collaborations in four important special issues; 01 document; 01 special article; 40 articles in continuous flow; 18 reviews.

As for the special issues, they appear in this volume, in order: 1st) “History of training and work of teachers in rural schools (1940-1970)”, guest edited by Rosa Fátima de Souza Chaloba (Unesp) and Sandra Cristina Fagundes de Lima (UFU); 2nd) “The constitution of the field of Special Education in Brazil: between times, places and people”, guest edited by Adriana Araújo Pereira Borges (UFMG) and Fernando César Ferreira Gouvêa (UFRRJ); 3rd) “Comparative History of Secondary Education: renewal of historiography by comparisons, transitions, massifications and translations”, guest edited by Eurize Caldas Pessanha (UFGD) and Fabiany de Cássia Tavares Silva (UFMS); 4th) “Visions and practices of education as transformative tools”, guest edited by Rosa Bruno-Jofré (Queen’s University, Canada) and Diana Gonçalves Vidal (USP).

The published document is directly related to the theme of Special Education, which was addressed in the second special issue referred to above. Thus, under the title “Helena Antipoff and social education in Russia after the Bolshevik revolution”, Regina Helena de Freitas Campos (UFMG) and Sérgio Faleiro Farnese (UFMG) promoted a broad and consistent reflection on a text written by Helena Antipoff, which was published in 1924 under the title “The Russian experience. Social education of children”, which was translated from French into Portuguese and made available to Portuguese-speaking readers.

The special article entitled “Teaching History of Education in Portugal and in Brazil: teacher training, education programs, subject manuals, and memories (19th to 21st centuries)”, by Décio Gatti Júnior (UFU) and Luís Alberto Marques Alves (Universidade do Porto, Portugal), contains reflections on the similarities and differences with regard to teacher training and the teaching of History of Education in Portugal and Brazil, through the examination, in both countries, of the reference bibliography on teacher training and on the teaching of History of Education, the path of teaching History of Education, the teaching programs used in teacher training, the subject manuals of History of Education in circulation and teachers' and students' memories of teaching of History of Education.

In the section of articles in continuous flow, 40 original texts are published on several specific themes in the field of History of Education. Finally, 18 reviews are also published, which address original works, recently published, in print or digital format, which attests to the strength of publication in History of Education.

This volume included 157 authors in the published collaborations, 128 authors from 53 different institutions of higher education and research in Brazil and 29 authors from 23 institutions of higher education and research abroad, in 11 different countries, in the following descending order frequency: Mexico, Portugal, Spain, Canada, Argentina, Chile, United States, Russia, France, Estonia and Italy.

The effort to publish the articles in bilingual publication was successful, with a view to expanding the number of readers, in different countries and academic traditions, in order to collaborate with the process of internationalization of the journal and research in the History of Education and the reception of both in countries that do not have Portuguese or Spanish as their main language.

We reiterate our thanks to the members of the Editorial Committee and the Editorial and Consultative Councils, to the associated editors for the languages English, Spanish, French and Portuguese (except Brazil) and to the authors who were able to translate their texts into English.

Finally, we thank the support provided by the UFU Journal Portal (PPUFU), by the Faculty of Education of the Federal University of Uberlândia and, above all, for the continuity of the important support received from the Research Support Foundation of the State of Minas Gerais (Fapemig).