



EDITORIAL

## Notes from the editorial team

*Henrik Åström Elmersjö (on behalf of the editorial team)*

The open issue of the eleventh volume of the *Nordic Journal of Educational History* features six articles covering topics ranging from student press and teacher identity to so-called “uneducable” children and the relationship between museums and schools. Interestingly, all six articles focus on the twentieth century. This is a common period discussed in this journal, as two-thirds of the articles ever published in the NJEdH (a little over 100 articles) have examined the educational past of the twentieth century. Approximately one-fourth have engaged with the nineteenth century, and only a handful have focused on early modern times. The remaining published articles (somewhere between 10 and 15) have been thematic or conceptual, not focused on any particular period. This chronological skew towards the last 100–200 years is typical in most historical research. Educational history, in particular, has an additional bias towards this period due to a specific research focus on the era when mass education was developed and established, not only in the Nordic countries but in most of the world.

The first article in this issue, written by Daniel Lövheim, examines the role of Swedish student magazines in promoting school democracy as part of the pupils’ movement that sought more influence and participation in school decision-making during the 1950s and 1960s.

Anders Persson and Lars Andersson Hult discuss changes in the education of Swedish elementary school teachers in the first half of the twentieth century. By analyzing the essay topics at two different teacher training seminars, they demonstrate that different cultures of knowledge were established in different parts of the country.

Anne Helene Høyland Mork contributes an article on a similar topic, focusing on reform pedagogy and its influence on history education in a Norwegian school during the same period. Mork shows how the interpretation and outcome of reform varied considerably from teacher to teacher.

In an article on Vipeholm Hospital in southern Sweden during the mid-twentieth century, Kristina Engwall provides a new perspective on the lives of children in institutions established for the “feebleminded.” The article reveals that the perceived abilities of the children in these institutions, as well as their classification as “difficult to care for,” often resulted in a life of idleness, devoid of stimulation.

David Thorsén and Eva Insulander explore the dynamic relationship between museums and local schools in the 1930s by studying how elementary school teachers (and students) became a prioritized audience for the Swedish museum Nordiska museet's teaching department and its first lecturer, Ernst Klein.

Finally, Lars Erik Larsen investigates the formal and informal collegiality, and its changes, in Norwegian upper secondary schools in the late twentieth and early twenty-first centuries. The democratization of the school and changes in the ideals of school governance in the late twentieth century are identified as catalysts for changes in collegial culture.

The review section of the journal includes reviews of dissertations as well as other books in the field. We hope you enjoy it!