



EDITORIAL

Notes from the editorial team

Henrik Åström Elmersjö (on behalf of the editorial team)

As has been the norm for our journal, the twelfth open issue of the *Nordic Journal of Educational History* features articles on a variety of subjects that address historical educational settings, including discussions of class, children's ideas about life, school health services, and the use of diagrams in textbooks. As has become more common, all articles focus on the twentieth century.

In the first article, Janne Holmén examines how the US twoparty system has been presented, explained, and analysed through diagrams and text in US government textbooks over more than a century, from 1917 to 2023. Holmén demonstrates how explanations changed across this period and how the twoparty system was represented in different ways in different times.

Christian Larsen explores the political development of modern school dental health services between 1966 and 1986. By analysing the political negotiations surrounding the issue, Larsen shows that discussions about school dental health services serve as a window into debates over universal welfare, parental free choice, and the idea of using schools as platforms for health provision.

Katarina Kärnebro and Mette Buchardt investigate so-called “life questions,” a studentcentred pedagogical model that was introduced into Swedish religious education in the late 1960s and peaked in the 1980s. Kärnebro and Buchardt reveal a close connection between shifting political interests and the pedagogy of life questions, and they show how secularisation and individualisation were linked to the aim of democratisation in this context.

Finally, Johan Wickström and Linn Areskoug examine how the parallel school system at the beginning of the twentieth century contributed to the formation of social classes by analysing essays written by students at Swedish grammar schools. The authors show that students narratively positioned themselves as members of the educated upper class, charged with educating the “othered” working class.

The review section of this issue is larger than usual, reflecting the vibrancy of our field. We hope you will enjoy the entire issue.