



EDITORIAL

Notes from the editorial team

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The history of the *Nordic Journal of Educational History* began pretty much exactly 10 years ago with the fifth Nordic Educational History Conference, held in Umeå in the fall of 2012. Starting up a new journal is very challenging. Perhaps especially so in a publish-or-perish climate where researchers are pushed to publish their findings fast, and in high-impact journals; where they need reflective, high-quality peer review and editing, and therefore—understandably—turn to established journals with their manuscripts. These challenges for a new journal are also part of the reason it took one and a half years, until the spring of 2014 for the first issue of the NJEdH to be published. However, the research community really came through for this journal by submitting excellent articles early on, even though they did not know the quality of peer review, editing or future impact of a publication in this journal. Because of that trust we can now, after 10 years, really say that the NJEdH have upheld both the high quality that Nordic researchers in the field of educational history deserves, as well as a good reputation among those researchers, and beyond. This is also evident in the great—and growing—interest in the journal and in the number of manuscripts submitted. We would like to thank everyone who contributes to the further growth of our journal. The NJEdH was started by Nordic researchers in the field of educational history, and it is still upheld and maintained by this network of scholars who are submitting manuscripts, acting as part of the editorial board, taking on the responsibilities of peer review, or simply continuing the discussion on educational history at conferences and seminars, not only in the Nordic countries, but all over the world.

This issue includes seven articles with the first being an invited reflective overview on the concept of educational space, written by Jeroen J.H. Dekker. This is a new idea from the editorial team to invite specific researchers, who have made a significant contribution to the field, to write these kinds of reflective articles. The other six articles span at least part of the width of the Nordic scholarship on educational history, perhaps with a slight focus on the second half of the twentieth century. However, one of the articles, written by Jakob Evertsson, discusses the dissemination of wall charts as an instructional technology in Swedish elementary schools from

1861 to 1910. An article written by Anna Larsson covers the career of the subject *heimatskunde* (*hembygds-kunskap*), or home geography, in Swedish schools from the inception of the subject in 1919 to its abandonment in 1980. Johanna Ringarp contributes an article on the organisation of Swedish for Immigrants, the subject taught to immigrants as part of the political goal of establishment in society and in the labour market. Jonathan Lilliedahl's article on school finance reform highlights the relationship between local policy and major finance reforms through a case study of a Swedish municipal school. The national filters of class consciousness in Yugoslav history textbooks of the 1960s and 70s is the topic of Mersija Fetibegovic's article, and finally, Jukka Kortti discusses radical reforms to Finnish higher education in the 1970s and how these reforms were met by university professors.

As always, the review section is also filled with interesting discussions on recent studies in the field of educational history, from the Nordic countries, and elsewhere.