



## EDITORIAL

### Notes from the Editorial Team

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One year has passed since the premiere issue of the *Nordic Journal of Educational History* (NJEH) was launched, and the editorial team would like to take this opportunity to briefly inform our readers about the progress of the journal over the course of this inaugural year. However, first of all we would like to express our genuine appreciation to the authors who have chosen to submit their manuscripts for review, to the reviewers who have put significant effort into securing and improving the scientific quality of the journal, to the editorial board for making valuable recommendations with regards to the journal's improvement, to the various scholars who have expressed encouraging gratitude towards the general idea of the NJEdH, and, of course, to its expanding body of readers. Thank you all very much!

The two separate issues made available last year included nine high quality articles from scholars in Denmark, Norway, Iceland, and Sweden covering a range of topics of ample concern for research on the educational past of the Nordic region. Of note is that many of the authors chose to submit their papers in Nordic/Scandinavian languages indicating the importance of the multilingual character of the journal.

In parallel to publishing the two issues, the journal's editorial team has worked hard to make the journal publicly known and to strengthen its representation in relevant scientific contexts. The journal is, for example, now listed in the Norwegian Register for Scientific Journals, Series and Publishers, which is used to evaluate and assess research not only by Norwegian research councils and universities, but also by other Nordic research councils and universities all over Scandinavia. As for quantitative evaluations, an article in the NJEdH is now on par with an article in many of the most important journals in the field.

Additional databases that have listed the NJEdH as an authorized publication channel include the Danish Ministry of Higher Education and Science. The journal will hopefully soon be indexed in the Directory of Open Access Journals (DOAJ), and the editorial team will apply for its inclusion in the European Reference Index of the Humanities (ERIH) as soon as the journal fulfills the requirement of publication over two consecutive years.

Furthermore, the NJEdH has been made publicly known through representation at international conferences, and it is now integrated into an international standing working group on the area of "Scientific Journals on History of Education". During

the summer and early autumn of 2015, the journal will be presented at The International Standing Conference for the History of Education in Istanbul (ISCHE), at the European Conference on Educational Research (ECER) in Budapest, and at the sixth session of the standing Nordic Conference in the Histories of Education in Uppsala this summer, a conference for which the journal also functions as a co-organizer.

The issue at hand (vol. 2, no. 1) is thus the third issue of the NJEdH and is its first special issue. The highly interesting theme is History of Educational Finance, and it is edited by Associate Professor Johannes Westberg of Uppsala University. From now on, special issues are planned to be published every second year. Starting with this special issue, the journal will also include a review section.

The themes and articles of this special issue are properly presented in the introduction, “The History of Educational Finance”, co-written by the editor and the authors of articles in the issue. This is followed by five peer-reviewed articles on the topic of educational finance covering subjects ranging from teacher’s allotted farms to financial issues concerning popular education and international scholarships. The last section contains concluding remarks on the special issue and its articles by Marcelo Caruso, Professor of Educational History at the Humboldt-Universität zu Berlin and a member of our editorial board. The reviews in this special issue also cover the subject of educational finance.

We conclude by asking you all to spread the word about the *Nordic Journal of Educational History*. We believe that this journal deserves more readers as well as more authors, and that it is of great importance for the entire community of scholars interested in Nordic educational history that this journal becomes a vital part of Nordic, European, and global discussions on the educational past of the Nordic region. As always, we very much welcome your comments and ideas for furthering the advancement of the journal.