



EDITORIAL

Notes from the editorial team

Henrik Åström Elmersjö (on behalf of the editorial team)

Our editorials have, for the last ten years, tried to reflect the progress of the journal. Editorials have acknowledged indexing, scholarly recognition, the beginnings of our review section, the move to a new OJS-platform, the impact we have had at conferences, and so on and so on. They have seldom been about the financing of the journal, even though financial issues have been on our minds since before the first issue was published (as also indicated by two special issues addressing such phenomena). A journal that is open access while not charging its authors any publishing fees will always need financial support from somewhere. We have been fortunate to have the support of NOP-HS since 2014. This grant has covered some of the expenses for an editorial secretary employed for between 4 and 6 percent of full time. However, most of the work has been *pro bono*, provided for free by not only peer reviewers but also the entire editorial staff. The Umeå University Library has also always been supportive, as has the Department of Historical, Philosophical, and Religious Studies at Umeå University, making sure we somehow make ends meet. Last year we also got a Diamond Open Access grant from the University of Groningen, covering parts of the publication costs of 2023. But still, we have always been struggling when it comes to larger and – more importantly – stable financial support.

The editorial team, editorial board, and pretty much anyone who has been working with this journal since the initial idea of it was raised in 2012 can now proclaim “Finally!”, as it was announced in September 2023 that the *Nordic Journal of Educational History* will get a substantial grant over three years from the Swedish Research Council. This is not only a step in the right direction for the journal financially, but a tremendous recognition of the quality of the journal. We owe our gratitude to the editorial board, to all the authors and peer-reviewers, and to anyone who has supported the journal and made this possible. Thank you!

This first issue of the tenth volume contains seven articles on topics that once again show the breadth of the field of educational history. The first article, written by Jeannine Erb and Michael Geiss, concerns debates among Swiss teachers on how to approach audio-visual media in the mid- to late twentieth century. Otso Kortekangas writes about the establishment of the Sámi nomad school in the early twentieth cen-

ture, while Charlotta Svonni, in a different article, writes about the State's ambitions for Sámi schooling in late-twentieth-century Sweden in relation to a new curriculum that provided increased Sámi influence. Sara Backman Prytz and Josefin Forsberg Koel contribute with an article on the gendered expectations in Swedish preschool in the mid-twentieth century. In an article written by Lina Spjut and Fredrik Olsson Spjut, the relationship between pre-industrial companies and parishes regarding the issue of mass-schooling in the early years of Swedish industrialisation is addressed. In a longitudinal study spanning almost 120 years, Andreas Westerberg investigates how Swedish teaching ideals and ambitions were reflected in governmental ideas about the school desk. Finally, Johan Prytz examines the role of textbooks in educational governance, by looking at changes to Swedish mathematics education between 1919 and 1970.

The review section of the journal is, as always, an interesting, condensed reading of the progress of the field of educational history in the Nordic countries, and beyond, during the last few years. We hope you enjoy!