



EDITORIAL

Notes from the Editors

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The first issue of the Nordic Journal of Educational History was e-published in May 2014, and we were very pleased with the positive response from our colleagues in the Nordic countries. The reactions indicate that a journal with a specific orientation in Nordic educational history fills an unmet need. Now the second issue of the journal is at hand with a mix of articles written by scholars from Denmark, Norway, and Sweden.

Manuscripts are coming in, and we are thankful to those of you who have sent us your works thereby showing your willingness to support and contribute to this journal. We welcome new manuscripts at any time! Please do not hesitate to contact us for information and advice on any possible contributions.

Starting with the first issue of 2015, the journal will include a review section of recently published books in the area of Nordic educational history. Thus we welcome scholars to submit book reviews. If you have recently published a book (a monograph or an anthology) that might be of interest for scholars in the field, please send us a copy. Books that we receive are given priority in the review section. Guidelines for book reviews are available on the journal's home page.

In 2015, the 6th session of the standing Nordic Conference in the History of Education will be held at Uppsala University on August 20–21. The theme of this conference is “interdisciplinary perspectives”. The organizers welcome session proposals and paper abstracts up until December 15, 2014, and some paper contributions at the conference will be considered for publication in the following issue of NJEdH.

This current issue of NJEdH includes five articles that are indicative of the inter-Nordic dissemination and the disciplinary spread of the journal. In the opening article, Assistant Professor Christian Sandbjerg Hansen of Aarhus University and Associate Professor Trine Øland of the University of Copenhagen discuss educational theories and ideas based on the identification and investigation of three ideal-typical approaches to educational theory: a philosophical approach, a historical approach, and a Foucauldian approach. The investigation focuses on the scientific and analytical characteristics of the main ontological and epistemological assumptions operating within these approaches. The article concludes that these approaches

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lack a consideration of the social context in which theories are conceived, and it presents an argument for a sociological approach to educational theory.

In the second article, Associate Professor Randi Skjelmo of the University of Tromsø examines the connections between a teacher seminar (Blaagaard) and an orphanage (Vaisenhuset) in late 18th century Copenhagen. When the orphanage was destroyed in a fire, the two institutions were merged and the orphanage basically became a training school. As a consequence of the merger, questions arose as to whether girls should be allowed to continue at the new institution.

In the third article, Associate Professor Annika Ullman of Stockholm University presents a study of the Swedish author and visionary Carl Jonas Love Almqvist (1793–1866). In his position as the principal of the government-initiated elementary school in Stockholm, Almqvist argued that both the school and the state as a whole should be built on the basic idea of the right to individual freedom. The article explores a key concept in Almqvist's thoughts—the principle of personality—and the various political, pedagogical, and existential dimensions of the concept.

In the fourth article, Professor Lars Elenius of Umeå University theorizes on national education and fostering in the Finnish-speaking region of Tornedalen in the north of Sweden from the late 19th century to the 1950s. Elenius discusses educational institutions such as primary schools, residential industrial schools [arbetsstugor], the folk high schools, and different forms of explicit military education in terms of an interacting metasystem based on a common ideology of nationalism, acculturation and assimilation.

Assistant Professor Bjørn Hamre of Aarhus University and Assistant Professor Christian Ydesen of Aalborg University contribute in the final article with a study of the emergence of educational psychology during the interwar years in Denmark. They argue that this emergence must be analyzed in connection with a broader psychologization of schools and society, including both the need to account for deviance within a heterogeneous group of students and the need to develop modern individuals for a modern society. The introduction of IQ testing and the related psychological profiling of students were interventions that sought to create a regulated and differentiated population for the sake of future generations.

We hope that this issue of the NJEdH will be informative and rewarding, and we look forward to more submissions of timely and provocative articles in future editions.