



EDITORIAL

Notes from the Editors

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After the last issue was published in May of 2015, the *Nordic Journal of Educational History* helped to organise the well-attended Sixth Nordic Conference on the History of Education that was held in Uppsala in August. Even though there have been other important conferences and venues, this particular conference, together with this journal, constitutes an important hub for communication within the field of Nordic educational history. The conference is also an important place for marketing the journal.

Becoming the primary arena for scholarly discussions in the field of educational history in the Nordic countries will still take a lot of work. One of the things we have been working with since the last issue has been to expand the journal's review section. In order to truly become an important arena for interaction between scholars in the different Nordic countries, we consider a vivid review section to be a priority. We hope that this section will develop into a truly Nordic enterprise and that it will become the principal arena where research on the Nordic educational past is scrutinised and debated. We are trying to make sure that the books that are reviewed, as well as the reviewers, represent a diversity of departments and universities in the Nordic region. However, we are still very much dependent on authors and publishing houses sending books to us for review because we are not in a position where we can actively search for reviewable books. Therefore, we hope that dissertations, edited books, and monographs will be sent to us even more frequently than they have been so far.

The review section of this issue consists of reviews of two dissertations, two monographs, and the first three volumes of the very ambitious Danish multi-volume work *Dansk skolehistorie* (Danish School History). We have engaged educational historians from Iceland, Norway, and Sweden to review these first three volumes in an effort to make sure that the reviews reflect the importance of such an ambitious work in the Nordic region as a whole and not just in Denmark.

This issue of the journal is an open issue, and the articles presented in it were all sent to us on the initiative of the authors and selected on the grounds of their overall high quality after double-blind peer review. One of the problems for us, when it comes to open issues, is the sometimes long period between an article being accepted and its publication date due to the fact that only two issues are published each year – and there can even be a full year between open issues when we publish special issues. We are looking into the possibility of publishing accepted articles "ahead of print"

through a separate channel and then incorporating them into issues at a later date. This system will hopefully be fully operational in the spring of 2016.

The current issue is comprised of articles that all deal with the 20th century. Even so, the articles still showcase the diversity of the journal in that the articles deal with issues of peace education, morality, and political debates on education. The opening article, “Educating for Peace,” is written by Danish scholars Karen Egedal Andreasen and Christian Ydesen, and it is an investigation into the impact of international organisations on Danish school experiments between 1919 and 1975. Working with analytical concepts like “the transnational” and “trading spaces”, Andreasen and Ydesen shed new light on how peace education was spread and translated into a local context.

The second article, written in Swedish, is by Joakim Landahl of Stockholm University. Its English title is “School Subjects and Moral Education: A Comparative Study of Civics and Life-Skills,” and it covers the morality conveyed in two different school subjects that were introduced in Swedish schools during the 20th century – civics in the middle of the century and life-skills in the latter part of the century. Utilising the textbooks for these two subjects, Landahl is able to show how these subjects were embedded in their historical contexts, and he relates the meaning of moral education in schools to general social tendencies.

The third article, “The Rise of the Knowledge School and Its Relation to the Resurrection of *Bildung*,” is written by Tomas Wedin of the University of Gothenburg. It is a presentation of the historical background to the reactivation of the *Bildung*-concept in the Swedish school debate during the 1980s. Wedin ties the resurrection of the concept to the discourse of the so called “knowledge school” (*kunskapsskolan*) and to the economic-instrumentalist discourse of current school debates and the current Swedish curriculum.

We hope you will enjoy this issue, and we hope you will support us in the future by considering our journal as a venue for your work, by participating in the peer-review process, and by sending us your work for review or by reviewing others’ work. The *Nordic Journal of Educational History* belongs to you, the scholars of the Nordic educational past.