



EDITORIAL

Notes from the Editors

Sara Backman Prytz
Lisa Rosén Rasmussen

From August 20 to 21, 2015, the Sixth Nordic Conference on the History of Education was held at the Department of Education, Uppsala University, Sweden. The conference was organised as collaboration between the Department of Education, Uppsala, NJEdH and Uppsala Studies of History and Education (SHED). The conference was a great success, gathering 150 participants from all Nordic countries in 30 sessions. In the time span from early modern to contemporary times, various forms of education, from primary and secondary school to vocational and higher education set the stage for the individual sessions. Also a range of different themes was addressed. Questions of curriculum and civic education ran through a number of the sessions, but also political governance, alternative pedagogies, minority education, educational spaces and methodological approaches to the history of education was the themes holding the different sessions together. This special issue of the *Nordic Journal of Educational History* holds five articles from the conference. Although far from exhausting the richness and width of the conference, the articles give an insight into some of the key issues brought into present day's Nordic studies of educational history.

History of education is a vital field in the Nordic countries, gathering researchers from different disciplines. Interdisciplinary collaborations also seem to increase within the research area. One factor contributing to this development has been the recurring Nordic Conferences on History of Education, which has served as meeting places without disciplinary fences. To support this development, the overall theme of the conference was "interdisciplinary perspectives". This is also reflected in the contributions to this special issue.

The opening article in this issue is a contribution from conference keynote speaker Professor Daniel Tröhler, University of Luxembourg. The article, titled "Curriculum History in Europe – a Historiographic Added Value", is based on his much appreciated keynote speech held at the conference. In this article, Tröhler emphasise the role constitutions – traditionally a concern for researchers in political science – play in the history of education. Tröhler's article is an important contribution for researchers occupied with curriculum history.

Whereas Tröhler has his background in science of education, the second keynote of the conference, Jane Humphries, is a Professor of Economic History at the University of Oxford. In her keynote Humphries took outset in her quantitative and

qualitative studies of more than 600 diaries of British workers from the 18th and 19th centuries. Her focus was on the educational possibilities offered to the working class children and the prioritisation among the workers themselves for giving their children opportunity to learn to read and write.

The second article, written by Tone Skinningsrud and Randi Skjelmo, University of Tromsø, Norway, follows Tröhlens theme and presents a new approach to interpreting a specific country's constitution and the links to education. The authors have in this case studied Norway and the relations between regional differentiation and national uniformity, raising the question whether the constitution of 1814 implied a shift or not.

Associate Professor Juvas Marianne Liljas from Dalarna University, Sweden, has written the third article: "En ny musikuppföstran': Reformpedagogiska anspråk i Siljanskolans bildningsinnehåll" ["A new form of musical upbringing": Pretenses of reform pedagogy content in the Siljan school]. In the article, Liljas tracks down the impact of the reform pedagogy movements in USA and Germany on music teaching at Siljan School in Sweden in the beginning of the 20th Century. The Siljan School stands as an example of alternative pedagogy in Sweden, but Liljas shows how it probably affected not only Swedish musical life, but also Swedish schooling and educational politics.

The fourth article, "Building Social Capital Through Civic Education in VET: A Comparative Study of Finland and Luxembourg (1960–1970)" is written by Matias Gardin, University of Luxembourg. Gardin returns to the question of relations between politics and curriculum strategies. In his comparative study of civic education textbooks, Gardin analyses how similar pressures for democratising education are dealt with from within the fairly different systems of vocational education and training of Luxemburg and Finland during the 1960s.

The fifth article in this special issue is written by Johan Hansson, Umeå University, Sweden. His article studies the Sami language education at the Sami folk high school during the period 1942–1990, particularly focusing on the identity forming process and how the Sami themes in the folk high school changed over time during the period.

These five articles clearly demonstrate the depth of current research on history of education, also presented at the sixth Nordic Conference on History of Education. Future issues of the *Nordic Journal of Educational History* will likely include more contributions from the conference. The impact of the conference continues.

Finally, the editors would like to thank the Department of Education at Uppsala University for the generous contribution that made it possible for us to print this issue.