



EDITORIAL

Notes from the Editors

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From this issue onwards, the *Nordic Journal of Educational History*'s book review section has its own editor: Professor Johannes Westberg. The review section for this issue has grown substantially as a consequence of this. We are especially happy to see so many dissertations being reviewed and we hope to make even more progress in this department for future issues. Reviews of new research—particularly dissertations—could be considered a vital part of scholarly communication in the perpetuation of an interdisciplinary field, such as the history of education – and for good reason.

This issue also contains five original articles, written by scholars from Denmark, Finland, Norway and Sweden. Merethe Roos explores the connections between Swedish and Norwegian ideas on education in the mid-nineteenth century. Utilising the concept of *textual culture*, Roos shows how ideas on schooling were formed across borders through textual relations as part of an ideological struggle concerning how schooling was to be organised.

Tobias Karlsson, Fay Lundh Nilsson and Anders Nilsson address the changes in vocational education in Sweden between 1910 and 1975. They point to a collective skill formation system established in the 1940s and 1950s within which the state cooperated with businesses on the formation of vocational education and training.

The third article looks more closely at popular education at folk high schools in Sweden, and its interest in developmental issues. Sofia Österborg Wiklund traces some of the discourses behind the establishment of courses on development studies in the late 1960s by analysing discussions on internationalisation, development and aid from 1950 to the end of the 1960s.

Christian Ydesen, Bjørn Hamre and Karen E. Andreassen consider professional entanglements in the differentiation of Danish students between the 1930s and the 1960s. They argue that the differentiating practice of IQ testing was a consequence of the increasing professionalisation of the educational system, which entailed the development of inter-professional collaboration between educational psychologists and child psychiatrists, as well as political concerns regarding the relationship between economic growth and the mental development of the population.

Jukka Nyyssönen's historiographical article compares narratives of Sámi school history found in academic writing in history with pedagogical studies in Finland. Nyyssönen finds that the narrative of assimilation dominates both fields, but for different reasons and outcomes. In historical studies, assimilation is the endpoint of a genetic and hermeneutic investigation, while in pedagogical studies, narratives of assimilation are the starting point.