Power and Resistance

The 9th Nordic Educational History Conference

Aula Magna, Frescati, Stockholm University

May 14–16 2025



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The 9th Nordic Educational History Conference, 14-16 May 2025
Theme: Power & Resistance

Venue: Aula Magna, Frescati, Stockholm University
Webpage: www.su.se/edu/NEHC25

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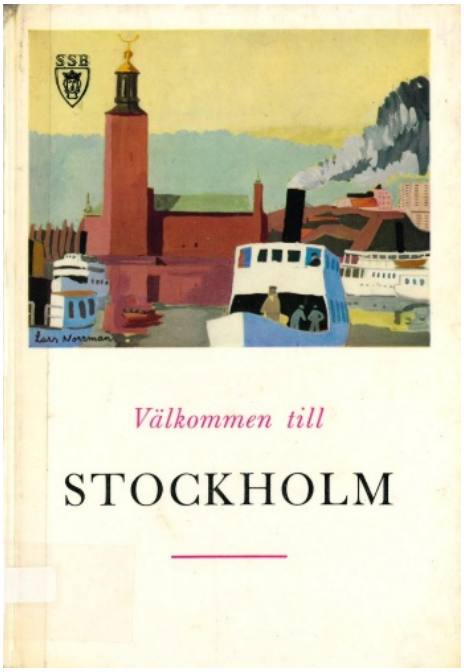
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Welcome to Stockholm and Stockholm University!

Stockholm University has 30,400 students (full-time equivalents), 1,300 doctoral students, and 5,400 members of staff. The university is spread out over a large area with multiple campuses. Frescati is the main campus, situated within the Royal National City Park.

The easiest way to get to the University is to take the *tunnelbana* (subway) to the station "Universitetet." You can also take the Roslagsbanan commuter train, or a number of buses (https://sl.se/) At Frescati, you will find Aula Magna (Frescativägen 6), where the conference will be held. Aula Magna is Stockholm University's largest meeting facility. Completed in 1997, the building is one of architect Ralph Erskine's premier accomplishments.



Source: *Välkommen till Stockholm*, 1968
https://stockholmskallan.stockholm.se/post/34530

WELCOME RECEPTION

A Welcome Reception will be held at Aula Magna on **May 14th at 6 PM** for all conference participants. We look forward to meeting you all!

CONFERENCE DINNER

The Conference Dinner will be held at **Proviant Albano**, located at **Campus Albano (Albanovägen 24)**. Albano is situated between Frescati and the city center. Public buses run frequently between Odenplan, Frescati, and the metro stations at Stockholm University and KTH.

CONFERENCE PROGRAMME

Wednesday 14th of May

09:00 Registration and coffee
10:30–12:00 Panel sessions (1a–1f)
12:00 Lunch
13:00–14:15 Keynote 1: Marcelo Caruso
Coffee
14:45–16:15 Panel sessions (2a–2f)
16:30–18:00 Panel sessions (3a–3f)
18:00–20:00 Welcome reception, Aula Magna

Thursday 15th of May

09:00–10:30 Paper sessions (4a–4f)
Coffee
11.00–12:30 Paper sessions (5a–5f)
12:30 Lunch
13:30–14:30 Keynote 2: Stephanie Olsen
Coffee
15:00–16:30 Paper sessions (6a–6f)
16:45–18:15 Paper and panel sessions (7a–7f)
19:00 Conference dinner (Proviant Albano)

Friday 16th of May

10:00–11:30 Panel sessions (8a–8f)
Coffee
12:00–13:30 Panel sessions (9a–9e)
13.30–14:30 Lunch
14:15–15:15 Post-conference social event. Guided tour: “Art and architecture at Frescati.”

KEYNOTE SPEAKER: MARCELO CARUSO

Marcelo Caruso, Humboldt-Universität zu Berlin
Wednesday May 14, 13.00-14.15
Auditorium

Resistance and subalternity: “Superstitions” and “rumours” against schooling in colonial India

Resistance against the modern institutions of education has become one of the most interesting historiographical fields of research in the tradition of a history ‘from below’. Largely inspired by the historiography of popular cultures, particularly in early-modern Europe, (compulsory) school attendance could rightly be characterized as an expropriation of the life time of subaltern groups. Is this concept of resistance a romanticized, one-sided version of the idea of resistance? Are all subaltern equal? Put in the concepts advanced by Michel de Certeau: Are schools a ‘strategy of power’ leading to legitimate and virtuous ‘tactics’ of resistance by subaltern actors?

I will discuss these questions by looking at forms of resistance displayed in an eminently transcultural context: Colonial India in the time of high-colonialism until the partial transfer of educational governance to ‘native’ governments in 1922. First, I will focus on the idea of “superstitions” of the native populations affecting the spread and improvement of education.

Second, I will delve into a powerful means of resistance, well established in the field of cultural and political history, but not in educational historiography: rumours. Recorded instances of resistance against schools propelled by circulating rumours may give insights into practices of resistance of local communities. Certainly, both phenomena are elements of the colonial record that has to be read carefully and, sometimes, sceptically. Reading ‘superstitions’ and ‘rumours’ as acts and forms of resistance against schooling under colonial conditions may help to recast the idea of resistance beyond the binaries of the powerful and the powerless.

KEYNOTE SPEAKER: STEPHANIE OLSEN

Stephanie Olsen, Tampere University
Thursday May 15, 13.30-14.30
Auditorium

Schoolchildren's dreams: Complicating questions of power and resistance in school settings and in archives

All educational systems, formal and informal, are expressions of power. What is often less apparent, at least as revealed in the archive, is resistance to that power. This is especially true when thinking about children and young people, whose own accounts are often hard to find in the historical record. This address will think through some of the ways to conceptualize these silences and rare accounts in a complex nexus of relational power and resistance among adults and young people. It will also problematize what this resistance could mean contextually, moving away from finding "agency" and young "voices," toward more complex questions about young people's emotions and experiences.

These theoretical and methodological questions will be explored through the unlikely source base of schoolchildren's accounts of their dreams, collected in a wide variety of London schools during the First World War. What can these dream accounts tell us about young people's resistance in school and elsewhere, and about children's power?

SESSION 1A

Room: Kungstenen, 10:30-12:00, Wednesday, May 14

Growing up in post conflict societies

Chair: Elke Kleinau (University of Cologne)

With the end of World War II and the liberation from National Socialist occupation, processes of nationalisation and ethnicisation began to intensify in many European countries, resulting in exclusion and discrimination of certain groups of children. In Norway, this affected amongst others children and young people whose parents had been members of the Nasjonal Samling collaborator movement during the German occupation. An extensive judicial reckoning with all registered party members, including passive members, had already been prepared by the Norwegian government in exile before the end of the war. Social discrimination as traitors also affected underage family members between the ages of seven and 19, who were temporarily - sometimes indefinitely - excluded from attending school. Also Norwegian children fathered by German occupying forces and local mothers experienced severe discrimination in post-war Norway. Often defined as “enemies” due to the biological background of their fathers, these children where not considered “worthy” citizens of their home country and were often denied basic rights and treated as traitors by fellow countrymen. This was the case in many European countries occupied by German forces such as Denmark, France, the Netherlands. In post-war West German society, it was in particular the so-called occupation children fathered by African-American occupying soldiers who were subjected to national and ethnic marginalisation processes. Although the children were German citizens, they were defined by the national and ethnic origin of their fathers. When the oldest children were about to start school, a polyphonic discourse began. A number of researchers fundamentally questioned the children's educational ability, while others used well-intentioned arguments in favour of the children's social and educational integration, but nevertheless repeatedly became entangled in racially differentiated thinking. However, Black German children are not to be understood exclusively as vulnerable, passive victims of adverse circumstances. The question of processing and coping strategies presupposes that children have the power to act. Also, children fathered by Russian soldiers and German mothers in post-war Germany were often defined by the national origin of their father and experience growing up on the border of society as so-called “Russenkinder” Due to the developing Cold War, experiences of these children differ, though, depending on whether they grew up in the eastern or western German zone. Most of the above described groups of children are now in their advanced age and this facilitates in-depth analyses of experiences these children have made as well as various coping mechanisms these children have used throughout their lifespan.

Keywords: Children, World war II, post-war societies, discrimination, coping strategies, resistance

Abstracts/authors:

Between exclusion, integration efforts and self-assertion. Black German children in postwar West German society
Elke Kleinau (University of Cologne

Post-conflict construction of identity and mobilization as a tool of empowerment of children born of WWII
Johanne Rokke Elvebakken (University of Oslo), Inger Skjelsbæk (University of Oslo), Lina Stotz (University of Oslo) & Ingvill Constanze (University of Oslo)

"The Punishment is the School's Healthy Reaction." How Norwegian Schools 1945–1950 Sanctioned Children for Un-National Behaviour during the German Occupation.
Lars-Erik Vaale (University of South-Eastern Norway) & Baard Herman Borge (The Arctic University of Norway (UiT).

SESSION 1B

Room: Spelbomskan, 10:30-12:00, Wednesday, May 14

Kunskapsproduktion för politiskt reformarbete – ett system i förvandling, 1950–2020

Chair: Johan Boberg (Uppsala University)

Villkoren för politisk idé- och kunskapsutveckling har förändrats på ett genomgripande sätt i Sverige. Under större delen av 1900-talet byggde det politiska reformarbetet på en modell där ledande politiker, i samråd med intresseorganisationer, fastställde övergripande mål för politiska reformer. Därefter tillsattes offentliga utredningar med många ledamöter, som under lång tid fick arbeta någorlunda förutsättningslöst med att ta fram kunskap om det utpekade området. I dag dominerar enmansutredningar som arbetar snabbt för att komma fram till förhandsbeställda politiska resultat. Sedan 1980-talet har också en mängd privata producenter av kunskapsunderlag och reformförslag etablerat sig. Med ett samtidshistoriskt perspektiv diskuterar sessionen olika typer av kunskapsproducerande organisationer utanför universitets-världen. Vilka är de? Varför dyker de upp (och försvinner)? Vad gör de?

Keywords: kunskapsproducenter, tankesmedjor, utredningsväsendet, politiska reformer
Abstracts/authors:
Riksdagsledamöternas kunskapsförsörjning. Riksdagens utredningstjänst i förvandling, 1955–2023
Martin Gustavsson (Stockholm University)
"Att tänka rätt och fritt är störst" – City-universitetet och den högre utbildningens marknadisering
Johan Boberg (Uppsala University)
Johanna Ringarp (Stockholm University)

SESSION 1C

Room: Polstjärnan, 10:30-12:00, Wednesday, May 14

*(*In)visible upon construction: investigating the emergence of global infrastructures of educational information

Chair: Jelena Brankovic (Humboldt University of Berlin)

Discussant: Maren Elfert (King's College London)

From the PISA survey to the Erasmus exchange programme to the Shanghai rankings of universities, few would challenge the claim that the information infrastructures that connect education across disparate corners of the world are as salient as ever. Usually, these infrastructures are associated with globalization in the broadest sense and, especially in recent years, with the growing importance of digital technologies. The taken-for-grantedness of such diagnoses has led to a tendency to overstate the disruptive and transformative character of most recent developments, typically at the expense of the historical origins and evolution of large-scale information infrastructures. Yet the scholarship of information infrastructure has repeatedly shown that new technology never lands in a social or technological vacuum but instead 'wrestles with the inertia of the installed base' (Star & Ruhleder, 1996: 113). Therefore, to better understand any global infrastructure, it is critical to take a closer look at its emergence.

The panel aims to draw attention to the historical emergence of infrastructures for educational information at the international and global levels. We focus on (a) the infrastructures that enable a systematic observation, recording, and comparison of different aspects of educational systems on the one hand and (b) the role of international organizations therein on the other. We see these infrastructures as specific socio-material configurations, whereby material objects, such as publications, printouts, letters, folders, and other artifacts, act as epistemic objects, which are produced, made sense of, and exchanged — within and across sites. As such, these objects mobilize social action, shape relationships, and enact categories related to national systems, educational organizations, and modalities of evaluation and assessment.

Each contribution to the panel approaches these problems from a somewhat different angle and with a different empirical focus. Jelena Brankovic's contribution is about the World List of Universities—the first 'global census' of universities in history. The paper reconstructs the events surrounding the production and circulation of the first editions of the World List and sheds a rare light on how the list, as a specific communicative device, acts as a critical infrastructure for knowing the global. Karl Haikola examines the promotion of the Erasmus Programme at several different European universities. The paper focuses on the information about Erasmus provided by the universities to their students, in the form of folders, newsletters, posters, short films, and so on, between the late 1980s and the present day, and explores how the motives for participating in Erasmus has been presented to students in different university contexts and at different points in time. Joakim Landahl explores the role of paper as a medium of international information exchange in international large-scale assessment. He discusses

some of the enabling factors, such as the use of typewriters, computers, secretaries, and primitive reproduction technology, as well as the various obstacles to the smooth circulation of paper, such as postal strikes and customs regulations.

Keywords: information infrastructures, educational information, global and international, governance, materiality

Abstracts/authors:

Knowing the global: the origins of the census of world's universities
Jelena Brankovic (Humboldt University of Berlin)

Between community building and human capital building? The Erasmus Programme in local contexts
Karl Haikola (Lund University)

Paper kings: controlling the empire of international testing
Joakim Landahl (Stockholm University)

SESSION 1D

Room: Bergsmannen, 10:30-12:00, Wednesday, May 14

Mellan försvar och fred: Nordisk beredskaps-pedagogik och civilförsvar under kalla kriget

Chair: Johan Samuelsson (Karlstad University)

Discussant: Tuva Skjelbred Nodeland (University of South-Eastern Norway)

Vad gäller skolans utveckling lyfts återkommande fram i tidigare forskning tanken om en ”Nordic model for education” (Oftedal et al 2006; Blossing et al 2014) som är liktydig med den sammanhållna grundskolans framväxt under efterkrigstiden. I denna strävan efter att hitta gemensamma drag missas också vissa grundläggande geo- och försvarspolitiska skillnader som rimligen påverkade hur länderna såg på fostran av framtidens medborgare, bland annat hur skolan förberedde elever för framtida krig. Norge och Danmark blev tidigt Natomedlemmar, Sverige förblev alliansfria och Finland knöts via ”vänskapsavtal” (VSBpakten) till Sovjetunionen. I sessionen kommer vi presentera forskning som analyserar hur dessa villkor i olika grad påverkade föreställningar kring beredskap, barn, medborgarskap och agens, främst i Sverige, Norge och Finland. Men även danska perspektiv kommer att ges då presentationerna kommer att diskuteras av en dansk forskare. En övergripande utgångpunkt tas i historisk och pedagogisk forskning som lyfter fram staters intresse av att kunna hantera framtida kriser, som exempelvis krig. Paraplybegreppet preparedness education täcker in kunskaper om kriser, men också hur man kan främja de unga medborgarnas vilja att agera för att mildra effekter av kriser (Kitagawa 2017). Tidigare internationell forskning har pekat på att såväl demokratier och

diktaturer använde sig av skola och utbildning för främja beredskap hos de yngsta medborgarna, inte minst under kalla kriget. Samtidigt var det inte ett ensidigt fokus på militärt försvar. Amerikansk forskning har visat att barnen gavs flera roller, där även internationellt samförstånd och förståelse för andra kulturer var viktiga inslag. Forskning har också visat hur icke-statliga organisationer aktivt verkade för att främja samhällets beredskap (Grieve 2018, Evans 2004). Nordisk forskning har i hög grad intresserat sig för efterkrigsskolan som en fredfostrande arena (Jmfr Ahonen 1982; Nygren 2011, Åström Elmersjö 2013). I denna session kommer vi diskutera hur fostran till fred var nära sammankopplad till att stärka ungdomarna försvarsvilja, både via det offentliga skolväsendet och frivilliga ungdomsorganisationer. I panelen kommer vi att relaterade dessa frågor om beredskap till några mer avgränsade aspekter av barns roll i krisberedskap och civilförsvar. En del handlar om barns medborgerliga rättigheter, deltagande i samhället och autonomi (Lister 2007; Wells 2015; Lindgren & Halldén 2001). Av särskild vikt här är relation mellan barns behov av skydd och deras eventuella faktiska deltagande i försvaret (Marten 2002). Vi kommer också behandla frivilligorganisationer som organisationerna ”Smålottorna”, ”Skyddskårspojkarna”, skolans skytterörelser och den nordiska grundskolans medborgarfostrande uppdrag i relation till beredskapsfrågor.

Panelen är del av VR-projektet Barn i beredskap. Svensk bereskapspedagogik i förändring 1945-2000 (Dnr 2024-05475) som Björn Lundberg (pl), Esbjörn Larsson och Johan Samuelsson driver.

Keywords: Beredskap, Barn, Norden, Kalla kriget, Medborgerliga rättigheter, Agens

Abstracts/authors:

Mellan försvar och fred Beredskapspedagogik och civilförsvar i Sverige under kalla kriget
Björn Lundberg (Lund University), Esbjörn Larsson (Uppsala University) &
Johan Samuelsson (Karlstad University)

Images of war, peace and a hope for the future. Norwegian textbooks in social science 1945-1965
Merehte Roos (University College of Southeast Norway)

Viktig information till alla Sveriges invånare? – Om krisen eller kriget kommer ur ett barnperspekiv
Åsa Melin (Karlstad University)

Den lille landsförsvararen” - andra världskrigets militära utbildning i finländska skolor och dess överlevnad under kalla kriget
Janne Holmén (Uppsala University)

SESSION 1E

Room: Mimer, 10:30-12:00, Wednesday, May 14

Child psychiatry, diagnosis, special education and the school system in the period 1930-1980, part 1

Chair: Bjørn Hamre (University of Copenhagen)

Over the past 10-15 years, a field of educational history has emerged where scholars have looked particularly at different types of testing practices in school systems in the Scandinavian welfare states. Much attention has been devoted to the decisive role of scientific testing in the sorting of school pupils and to the contributions of different professional groups to this practice. In this panel proposal, we seek to expand the study of the school, special pedagogy and the welfare state by including child psychiatry as an interesting research area that can contribute further to our understanding of educational history. In the early 20th century, child psychiatry made inroads into the school system, care institutions and homes for children. Within the schooling system, child psychiatry and its professionals contributed to the development of what we may term the special educational apparatus. Diagnosing and testing became important tools in identifying children on the margins of normality, and various treatments were also introduced. This, however, would later raise questions about stigmatization, medicalization and the misuse of power. Drawing on two current research projects on the emergence and development of child psychiatry in Denmark and Sweden, we argue that our studies are closely connected with the history of education and the development of special educational institutions, practices and ideas.

Keywords: Child psychiatry, Educational history, Diagnosis, Institutional practices

Abstracts/authors:

“Knowledge-hiding children” as a concept of resistance: early educational treatment of autism in Denmark
Marie Reinholdt (University of Southern Denmark)

The development of the space between educational practices and child psychiatry analyzed through three institutional practices in the period 1945-1965 in Denmark
Bjørn Hamre (University of Copenhagen)

SESSION 1F

Room: Auditorium, 10:30-12:00, Wednesday, May 14

Women and Education in the Public Eye (part 1)

Chair: Emma Vikström (Umeå University)

Discussant: Rebecka Göransdotter (Uppsala University)

This double panel explores the role of women in the public eye in the 19th and 20th centuries by examining the intersections of education, women's history, and press history. We focus on media as a tool for educating the public, particularly through women's magazines, journals, and books, which served as educational platforms. These actors, who were primarily women, not only aimed to empower and foster self-independence among women and girls, as well as boys and men from all social classes, but also actively resisted and challenged power structures and gender norms. The first panel will explore themes such as women's right to education, cultural responses to gender norms, and the representation of women on the periphery. The second panel explores women's influence on educational history in journals, literature, educational policy, women and student magazines. In previous research, certain types of women's magazines have been criticized for perpetuating gender constructs and undermining individual independence, often dismissing them as "milktoast" or "pap" (Aronson, 2000). However, this panel presents a different perspective, portraying women as active subjects, not only as consumers of magazines, but also as editors, authors, and more. In addition, previous research has been conducted on the history of girls' schools, teacher training for women, and women in higher education (Nygaard & Coninck-Smith, 2024; Göransdotter, 2023; Marklund, 2021; Backman Prytz, 2014). By moving beyond the realm of schools, this approach allows for a broader intellectual-historical perspective (Holmberg et al., 2022). Focusing on mid-19th and 20th centuries as a pivotal period, this double panel will examine how women became active participants in the public debate on education. Together, the panels will provide an in-depth exploration and contribute to an understanding of transnational connections and the role of the media as a platform for education and societal change.

Keywords: women's history, press history, education

Abstracts/authors:

Addressing the state: Printed numbers for women's right to state secondary education
Sophie Winkler (Örebro University)

From the pages to the classroom: pedagogical innovation and female emancipation in the school textbooks of the Second Spanish Republic (1931–1936).
Carlos Sanz Simón (Complutense University of Madrid)

Women on the periphery? in the biography of sami educator Israel Ruong (1903–1986)
Madelen Johansson (Umeå University)

Girls at mirror. The representation of young girls through advertisements published in Italian children's magazines (1950–1980)
Veronica Fonte (Catholic University of Sacred Heart)

SESSION 2A

Room: Spelbomskan,14:45-16:15, Wednesday, May 14

Classified, Regulated, Normalized, Abstracted – Representations of the Body in the History of Education

Chair: Fanny Isensee (Humboldt University of Berlin)

Discussant: Sara Backman Prytz (Uppsala University)

In educational settings, the body is often relegated to a more peripheral role in favor of educating the mind. Nonetheless, educators are conscious of the body's affordances, and hence have sought to control bodies and their movements (Polenghi et al., 2021). These processes inherently exist in particular constellations of power and resistance, in which force is exerted over bodies in an attempt to categorize and/or control them. The study of bodies and embodiment has become an established research perspective in history of education research (e.g., Gleason, 2018; Margolis & Fram, 2007). This panel highlights the body's peripheral role by focusing on how they are represented, the space(s) they are allotted, and the ascriptions that are attached to them. Following Symes and Meadmore, we consider the peripheral as the "extra-ordinary" (Symes & Meadmore, 1999) – lateral lines and liminal spaces that run alongside to core educational tasks, yet form part of the everyday school routines, revealing how bodies both align with and disrupt schooling (Dussel, 2019; Rosén Rasmussen 2021).

Drawing on four case studies, this panel investigates what bodies are expected to and can do in educational settings, and which kind of different iterations of the body we find in the respective materials. These iterations can range from a physiological approach to the body as the origin of different, classifiable, and scientifically adjustable moral habits (paper #1), the regulation of bodies in road safety and traffic education (paper #2), the link between physical performance and gender, age, dis/ability, and nationality (paper #3), and highly abstract or censored models of the body used in sexual education materials (paper #4). Acknowledging the body comes with ambiguities – it is both a target of pedagogical intervention and a taboo, circumvented through metaphors and abstractions. In these contexts, emphasizing the body reveals the dynamics of executing power over and acts of resistance through the body.

Keywords: peripheries, embodiment, normalization, regulation

Abstracts/authors:

Bodies for the Public Good: Physiology and Temperaments in Italian Positivism
Luana Salvarani, (University of Parma)

Order in Motion: Regulating Student Bodies and Acts of Resistance in Traffic Safety Education in the Second Half of the Twentieth Century
Fanny Isensee, (Humboldt University of Berlin)

[Body] Norms in Motion: The Transatlantic Circulation of the German Sports Badge
Lilli Riettiens (Johannes Gutenberg University Mainz)

Body Parts and Functions as a Didactic Periphery: The Problem of Sexual Intercourse and Genitalia in the Emergence of Sexual Education in Prussia after 1900
Daniel Töpper (Humboldt University of Berlin)

SESSION 2B

Room: Auditorium, 14:45-16:15, Wednesday, May 14

The materiality of teaching and learning: Panel discussion concerning the possibilities and constraints of studying material culture in educational history

Chair: Eva Insulander (Stockholm University)
Discussant: Magnus Hultén (Linköping University)

Research into the "materialities of schooling" has received increasing attention in educational history (Lawn & Grosvenor, 2005. The material turn has contributed methodologically to educational history by opening up "the black box of schooling" (Braster et al., 2011), which includes exploring the everyday life of classrooms using resources like images, classroom design, and material objects.

Researching materiality can involve focusing on different levels of education; the system level or the classroom level, and may include schools' relation to other institutions and civil society. For example, research has shown how the state contributed to the dissemination of wall charts and thus legitimized visual teaching practices (Evertsson, 2022). Other studies have investigated how natural history specimens were used for educational purposes both in schools and in museums (Insulander & Thorsén, 2023). Previous research in vocational education has

shown that students were entangled with the local community and society, e.g. through the houses they built (Broberg, 2016).

In this panel, we will discuss how a material approach may contribute to new insights in educational history research. Closely examining original documents, remaining physical objects, and examples of their situated use as represented in photographs and drawings, might give new answers to old questions about ideology, status, or power relations in education.

The panel is a structured discussion of scholars with different case examples involving natural history objects, wall charts, and vocational school buildings and production. We will present examples, reflect on overlaps and divergences, and reflect on the possibilities and constraints of using a material approach.

Keywords: materiality, teaching and learning, objects, material culture

Abstracts/authors:

From Museum to School and Back Again: Biographies of Natural History Objects, 1866-2024
Eva Insulander (Stockholm University) & David Thorsén (Stockholm University)

Investigating the materiality of vocational education to understand the recognition of education and student identity
Åsa Broberg (Stockholm University)

The making of Wall charts: the collaboration of the pedagogue Alfred Dalin and artist Julius Kronberg in Sweden in the late nineteenth- and early twentieth centuries
Jakob Evertsson (Stockholm University)

SESSION 2C

Room: Mimer, 14:45-16:15, Wednesday, May 14

The Swedish boarding school as a new research object – a view of the landscape (part 1)

Chair: Daniel Lövheim (Stockholm University)

As of today, the boarding school remains an understudied topic in Swedish educational history. On an international level, scholarly work on these institutions has grown considerably during the last decades, highlighting both social and educational aspects of their activity as well as their global spread and transnational character. (Sandgren & O'Neill, 2019; Gerster & Jensz 2023). More insights in research on Swedish boarding schools would not only generate an increased comprehension of their multiple purposes and societal roles on a national level. It would also contribute to a widening of the field of history of education and benefit the understandings of the ongoing globalization of education at large.

This session aims to present a map of ongoing research or research interests on boarding schools in Sweden during the 20th century. This mapping process aims to encompass more than one empirical category of institutions and therefore departs from a wide definition of the concept "boarding school" (SOU 1966:55). As a consequence, it does not only focus on educational establishments for socially and economically privileged groups, such as Lundsbergs skola or Solbacka Läroverk (sometimes labelled "internatläroverk") but also other forms of institutions (Sandgren, 2015). One such category were schools for underprivileged and marginalized pupils from social groups for which establishments and residential homes (sometimes called "skolhem") had been created for various reasons, either economically, medically or ethnically motivated (Ringarp, 2014). A third category of boarding schools were the folk high schools ("folkhögskolor") which were institutions often placed in rural areas of Sweden to enable individuals – older school children or adults – with no formal secondary education an alternative educational path. (Nilsson & Nilsson, 2010).

One specific topic that we invite the different presenters to address concerns the various spatial dimensions of boarding schools. How should we, for instance, understand and frame the relations between these institutions and "the outside world". Are they best analysed through a local, regional, national or global perspective? Is it, moreover, fruitful to conceptualize them as sites for simultaneous processes of exclusion and inclusion where pupils became separated from earlier networks and environments (family, friends) to become introduced to new ones at the schools (for instance classes or societies). Or does such a description rely too heavily on a perspective of "total institutions" that were cut off and isolated from the rest of society? Is it more reasonable to assume the idea of porose borders when talking about boarding schools? If so, how were these borders transgressed?

Keywords: Boarding schools, social classes, ethnicity

Abstracts/authors:

Sigtuna Folk High School as a Total Institution: Werner Aspenström's Boarding School Experience (1936-1939)
Henrik Fürst, (Stockholm University)

From settler homes to boarding huts: Three centuries of boarding practices for Sami children (part I and part II)
Björn Norlin (Umeå University) & David Sjögren (Uppsala universitet)

SESSION 2D

Room: Bergsmannen, 14:45-16:15, Wednesday, May 14

En skola för alla? Elever i behov av särskilt stöd och deras möjlighet till utbildning i Sverige 1960–2020

Chair: Anne Berg (Uppsala University)

Från 1960-talet och framåt integrerades successivt elever med så kallade särskilda behov (SEN-elever), eller elever som traditionellt hade varit utestängda från majoritetssamhällets traditionella utbildningsformer, i det offentliga utbildningssystemet. Förändringen kan spåras både på klassrumsnivå och på policynivå. Sedan 1990-talet har t.ex. begreppet inkludering fått status som grund för utbildningspolitiken i större delen av världen. Syftet med denna panel är att erbjuda ett nytt förklaringsperspektiv på hur och varför integrationsparadigmet, som ett dominerande sätt att hantera ”de andra eleverna”, i detta fall elever med specialpedagogiska behov, uppstod och förändrades i Sverige. För att undersöka förutsättningarna för framväxten av ett integrationsparadigm kommer panelen att diskutera både hur olika intressegrupper i det civila samhället har bidragit till att etablera och (re)producera den kunskap och de idéer om problem och lösningar som integrations- och inkluderingspolitiken bygger på. Och hur den specialpedagogiska professionen försökte motstå den rådande integrationspolitiken under perioden 1970-1990. För det tredje diskuteras vilken betydelse de obligatoriska förskole-klasserna har fått för barn med särskilda behovs rätt till en likvärdig utbildning.

Keywords: Inkludering, speciallärare, funktionsrättsrörelsen, anpassad skola, utbildningspolitik

Abstracts/authors:

Motstånd eller efterlevnad. Ställningstaganden om skolinkludering inom den svenska funktionsrättsrörelsen 1963-1993
Emma Laurin (Stockholm University)

En skola för alla? Specialprofessionernas motstånd mot integreringspolitiken i Sverige, 1970-1990
Anne Berg (Uppsala University)

Den glömda läroplanen? Mottagande i förskoleklass av barn i behov av särskilt stöd, **1990-2020.**
Johanna Ringarp (Stockholm University/Uppsala University)

SESSION 2E

Room: Polstjärnan, 14:45-16:15, Wednesday, May 14

Child psychiatry, diagnosis, special education and the school system in the period 1930-1980, part 2

Chair: Anna Larsson (Umeå University)

Over the past 10-15 years, a field of educational history has emerged where scholars have looked particularly at different types of testing practices in school systems in the Scandinavian welfare states. Much attention has been devoted to the decisive role of scientific testing in the sorting of school pupils and to the contributions of different professional groups to this practice. In this panel proposal, we seek to expand the study of the school, special pedagogy and the welfare state by including child psychiatry as an interesting research area that can contribute further to our understanding of educational history. In the early 20th century, child psychiatry made inroads into the school system, care institutions and homes for children. Within the schooling system, child psychiatry and its professionals contributed to the development of what we may term the special educational apparatus. Diagnosing and testing became important tools in identifying children on the margins of normality, and various treatments were also introduced. This, however, would later raise questions about stigmatization, medicalization and the misuse of power. Drawing on two current research projects on the emergence and development of child psychiatry in Denmark and Sweden, we argue that our studies are closely connected with the history of education and the development of special educational institutions, practices and ideas.

Keywords: Child psychiatry, Educational history, Diagnosis, Institutional practices

Abstracts/authors:

“Medication has been prescribed”: When psychotropic drugs became part of the solution to school problems in Sweden 1950–1975
Thom Axelsson (Malmö University)

Schooling, children and psychosocial expertise, 1900–2000
Anna Larsson (Umeå University)

“I am indeed very fussy with my children, when they are not well, I am not well” - recognizing parental and child resistance in the child psychiatric practices at the Copenhagen University Hospital, c. 1935-1976
Jennie Sejr Junghans (University of Southern Denmark)

SESSION 2F

Room: Kungstenen, 14:45-16:15, Wednesday, May 14

Conceptual history and history of education

Chair: Janne Holmén (Uppsala University)

Conceptual history studies the use of words in changing historical contexts. The field has its origins in several different traditions, theories and methods. The most well-known examples are the German tradition of Begriffsgeschichte, associated with Reinhart Koselleck (1967), and the “Cambridge school” of intellectual history, represented by among others Quentin Skinner (1969). These schools developed in parallel in the 1960s, but they had older precursors at least as far back as Hegel. Although the traditions initially worked separately, the development of conceptual history was vitalized in the 1990s when the different schools began to interact. An important publication in the process of creating a unified filed of conceptual history was Melvin Richter’s The History of Social and Political Concepts (1995).

Another driving factor behind the proliferation of conceptual history in the last decades has been the digitalization of texts combined with the development of search engines. While earlier generations of conceptual historians were restricted to studying the works of leading intellectual figures, or to small samples of other sources, it is today possible to scan for particular concepts in vast corpuses of sources from, for example, the press or parliamentary debates.

This session explores the possibility of using methods and theories from conceptual history in studying the history of education, something which has rarely been attempted in earlier research. However, there are some notable exceptions, such as Conrad Vilanou Torrano and Joan Soler Mata’s work on the conceptual history of education in Catalonia (2013).

The session combines presentations which address the relationships between conceptual history and education in two different ways:

1) By analyzing the histories of central concepts related to education and research policies, for example in policy documents or parliamentary debates.

2) By analyzing how central concepts have been conveyed in education throughout history.

Aifric Doherty (Uppsala University) discusses how the concept of meritocracy has been used British and Swedish parliamentary debates from the 1960s until today, with a focus on higher education.

Scarlett Mannish (Stockholm University) presents how the concept of identity has been used in relation to the subject of mother tongue instruction, which is offered for children with other linguistic background in Swedish schools.

Studying the interplay between research policy and scholarly practice, Klara Müller (Royal Institute of Technology) investigates reinterpretations of the concept research quality within the context of Swedish research in the humanities.

Combining perspectives from cognitive history and conceptual history, Janne Holmén (Uppsala University) discusses how clusters of central political concepts, such as democracy, welfare and security, have been structured hierarchically in Swedish social science and history textbooks from the mid-1700s until today.

Keywords: conceptual history, meritocracy, identity, research quality, cognitive history, mother tongue instruction, textbooks, higher education, research policy

SESSION 3A

Room: Bergsmannen, 16:30-18:00, Wednesday, May 14

Making Futures: Anticipation, Prospection and Imaginaries in Education

Chair: Rebecca Ye (Stockholm University)

The future has been described as uncertain for a very long time. As Berten and Kranke (2022) argue, this "uncertain future" has become a source of power for national and transnational actors to evoke as they define problems, act as prognostic or diagnostic experts, and attempt to transform problems into governable challenges. In tracing how these processes, narratives and phenomena transform or persist over time, earlier research has honed in on focal points of analysis such as promissory visions, anticipatory governance, educational imaginaries, or the prospective convention in education regimes (Elfert and Ydesen, 2024; Robertson, 2022; Rahm, 2023; Ye and Nylander, 2024).

This panel connects to this growing body of research while generating further scholarly discussions by gathering four presentations attentive to past and present future-oriented dimensions of governance and diverse aspects of "making" futures in education. Kicking off the panel, Lina Rahm will take us to the end of the twentieth century, when computerization progressed faster in homes than in workplaces. Shining a torch on the Swedish Trade Union's 1997 Computer Initiative, her analysis highlights how the Swedish reformist labour movement addressed knowledge-based inequality at a time when access to computers was described as a prerequisite for equity in the future. Franziska Primus' paper then pulls the thread on making futures further, by illustrating how international organisations (IOs), such as UNESCO and their programmatic ideas in lifelong learning, have portrayed the future in varying ways through different historical periods, oscillating from optimistic, disappointing, to disruptive. She shows how lifelong learning was presented as central to dealing with these different versions of imagined futures. Through comparing small nation-states of Sweden and Singapore, Rebecca Ye's research continues in this vein, where she theorises how anticipatory governance techniques in skilling regimes, while transforming over time, have manifested steadfastly around skills shortage and "talent" scarcity as problems to be solved. Maren Elfert and Pravindharan Balakrishnan will close the panel with their paper on crisis narratives as drivers of shifts in the global governance of education. Drawing on historical and contemporary primary literature, specifically reports published by IOs and actors of the global governance of education, their paper brings to the fore how the strategic use of crisis narratives has deflected broken promises and growing levels of inequality while underpinning "techno-solutionist" visions in educational policy and practice.

The Making Futures panel will offer a much-needed space for deliberating sociohistorical analyses of how IOs, and small nation-states intimately linked with the global governance of

education, have engaged in steering, modelling, projecting and imposing futures in education and learning.

Keywords: Future(s), Anticipation, Anticipatory Governance, Prospection, Promissory, Visions, Educational Imaginaries, International Organisations, Global Governance of Education, UNESCO, OECD, Sweden, Singapore

Abstracts/authors:

Toward a Just Future Knowledge Society: The Swedish Trade Union Computer Initiative
Lina Rahm (KTH)

Arguing for Lifelong Learning with Present Futures in Contemporary and Historical Global Education Policy Discourse
Franziska Primus (Örebro University)

Anticipatory Governance in Skilling Regimes
Rebecca Ye (Stockholm University)

Crisis Narratives as Drivers of Shifts in the Global Governance of Education
Maren Elfert (King's College London)
Pravindharan Balakrishnan (King's College London)

SESSION 3B

Room: Polstjärnan, 16:30-18:00, Wednesday, May 14

Meet the editors: publishing in the history of education

Chair: Johannes Westberg (University of Groningen)

In the current publishing landscape, historians of education face many options. In this session, the editors of the journals European Educational Research Journal, History of Education, Nordic Journal of History of Education and Paedagogica Historica presents their journals, and provide their advice concerning publication processes, and what to consider when submitting an article to their journal. These includes questions concerning what kind of articles they are looking for, but also common mistakes to avoid. In addition, this session will provide ample time for Q&A and discussion. The editors at this session are Christian Ydesen (European Educational Research Journal, and the ISCHE Global Histories of Education Book Series), Stephanie Olsen and Heather Ellis (History of Education), Henrik Åström Elmersjö (Nordic Journal of History of Education), and Marcelo Caruso (Pedagogica Historica).

Keywords: History of education, Publishing, Journals

SESSION 3C

Room: Mimer, 16:30-18:00, Wednesday, May 14

The Swedish boarding school as a new research object – a view of the landscape (part 2)

Chair: Petter Sandgren (Stockholm University)

As of today, the boarding school remains an understudied topic in Swedish educational history. On an international level, scholarly work on these institutions has grown considerably during the last decades, highlighting both social and educational aspects of their activity as well as their global spread and transnational character. (Sandgren & O'Neill, 2019; Gerster & Jensz 2023). More insights in research on Swedish boarding schools would not only generate an increased comprehension of their multiple purposes and societal roles on a national level. It would also contribute to a widening of the field of history of education and benefit the understandings of the ongoing globalization of education at large.

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Keywords: Boarding school, Social class, school finance

Abstracts/authors:

Inclusion and Exclusion: Ideological and Pedagogical Ideas Expressed in Speeches to Students at the Boarding School Sigtunastiftelsens Humanistiska Läroverk (1926–1969)
Anne Helene Høyland Mork (University of South-Eastern Norway)

Financing and managing boarding schools in the 20th century
Johan Samuelsson (Karlstad University)

Education in exile: The Norwegian Gymnasium in Uppsala during the Second World War
Tuva Skjelbred Nodeland (University of South-Eastern Norway)

SESSION 3D

Room: Spelbomskan, 16:30-18:00, Wednesday, May 14

Den högre utbildningens hierarkier – hur de formas och omformas

Chair: Moa Lindqvist (Uppsala University)

Svensk högre utbildning har historiskt sett varit ett slagfält för olika intressen och krafter. Genom att utforska maktstrukturer, hierarkier och motstånd inom det svenska utbildningssystemet från 1900-talets början fram till i dag, belyser vi i denna panel hur kampen om kunskap, inflytande och jämlikhet har format den högre utbildningen. Genom att använda en kombination av historiska analyser, statistiska undersökningar och kvalitativa intervjuer, utforskas hur den högre utbildningen har formats, utvecklats och nyttjats av olika aktörer, institutioner och samhällsgrupper. Studierna förenas i en gemensam strävan att förstå de långsiktiga processer som påverkat den högre utbildningens utformning och vilka faktorer som fortsätter att forma dess utveckling i dag. Vi undersöker bland annat hur politiska beslut, samhällsaktörer och utbildningspolitiska reformer har bidragit till att forma utbildnings-systemet, men också hur olika grupper av studenter och forskare förhåller sig till den högre utbildningens möjligheter och begränsningar.

Panelen kommer att lyfta fram hur olika metoder, från statistiska analyser till djupgående arkiv- och intervjustudier, tillsammans bidrar till en rikare förståelse av svensk högre utbildning. Vi belyser hur förändringsprocesser, både på individnivå och i utbildningssystemets bredare strukturer, hänger samman och påverkar varandra. Genom att kombinera dessa olika metoder belyses både de strukturella förändringar som präglat systemet över tid, och de personliga berättelser och strategier som format hur olika aktörer navigerat inom detta system.

Keywords: svensk högre utbildning, utbildningsreformer, vetenskap, studenter, utbildningsval, klass, genus

Abstracts/authors:

Kvinnors kamp för vetenskapen: en vetenskapsrörelsens formeringsperiod vid Uppsala universitet, sekelskiftet 1900
Rebecka Göransdotter (Uppsala University)

Striden om den högre utbildningen – remissyttranden inför svenska högskolereformer 1969–2007
Moa Lindqvist (Uppsala University)

Hierarkier mellan statsvetenskapliga utbildningar vid olika lärosäten
Astrid Collsiöö (Uppsala University)

Ge sig ut i högre utbildning? Ungas förhållningssätt till högre utbildning i en tidigare bruksort
Anna Bennich-Björkman (Uppsala University)

SESSION 3E

Room: Kungstenen, 16:30-18:00, Wednesday, May 14

Skolefaget historie. Makt, motmakt, overmakt? Innhold og kompetanser i folkeskole – grunnskole – kunnskapsskole

Chair: Brit Marie Hovland (VID Specialized University)

Skolefaget historie og samfunnsfag var tradisjonelt uttrykk for skolens identitetsbyggende rolle, historisk legitimerte det nasjonalstatens makt og narrativ. Skolefagets kurrikulære utvikling og historiografi de siste drøye 100 år viser et skolefag som har speilet samtidens skiftende politiske samfunnsbehov, men vi ser også en (u)rytimsk pendelbevegelse mellom kompetanser og innhold (kanon). I den siste norske læreplanen LK20 er historie redusert, og innholds-komponenten fjernet. I naboland ser vi motgående bevegelser. Internasjonalt ser vi i økende tendens til både tydelig politisk styrt historiebruk i politisk mer polariserte samfunn, og historiefaget som politisk propaganda i konfliktområder. På 2000-tallet ser vi også en testdrevet internasjonal skoleutvikling, som fører tidligere fellesskapsdannende konsensusfag over mot generiske kompetansefokuserte læringsutbytter. Historiefaget har mistet posisjon i skolens konsensussfære til fordel for et redskapsfag og kompetanser. Er det forklaringsbakgrunn for mer polarisert og politiske bruk av historien? Hva betyr det for faget – og samfunnet?

R. Kosellecks begrepspar «erfaringsrom» og «forventningshorisont» tydeliggjør historie som

perspektivert, og konstruert fra en (politisk eller personlig) nåtid og makt. Historie er makt. Dette synliggjør samtidig historiens mulighetsrom for endring, Arendts «gap». I skolefaget historie har dette blitt synliggjort på ulike måter – og gjennom ulike maktkamper - gjennom faser i fagets historiografi. Historiefaget har eksplisitt og implisitt fått og spilt ulike roller. Samtidig vil et skolefag alltid inngå i og relatere seg til et større kollektivt minnefellesskap som ikke tåler for store brudd i narrativets refigurasjon (J. Wertsch, P. Ricoeur).

I denne sesjonen belyser vi, gjennom fokus på ulike perioder i skolefagets historiografi og endring, hvordan faget har speilet og også vært en kraft i samtiden, i kamp om historiefagets narrativ og innhold. Vi ser på kamp mellom nasjonal og lokal styring 1800-tall, endret kjønnsperspektiv i første del av 1900-tallet parallelt med kamp mellom nasjonal patriotisme og internasjonal revisjonistiske brobyggingsperspektiv gjennom historierevisjonisme (Norden, UNESCO) i post-konflikt etterkrigstid. Til slutt har testfokus og særlig etter NPM-påtrykk fra PISA-sjokket rundt 2000, influert faget i Norge og internasjonalt i en kompetanseorientering.

Historiefaget har i folke- og grunnskole fra 1889 til i dag gått en utvikling fra innhold i retning kompetanser, og fra patriotisme til fokus på demokratisk handlingskompetanse som ledende verdi. Gjennom fire bidrag og tidsbilder ser vi historiefaget og historienarrativet som maktnarrativ og uttrykk for sin kontekst og sin tid, og i spenn mellom skiftende posisjoner av makt, motmakt og overmakt som påvirker innhold og begrunnelse mellom danning, verktøysfag og kompetanser. I utviklingen folkeskole, grunnskole og kunnskapsskole belyses og diskuteres kunnskap og kompetanser.

Keywords: Skolefaget historie, narrativ, historierevisjon, test, lokal læreplan, historiografi, kanon og kompetanse

Abstracts/authors:

Den lokale historien. Lokal versus nasjonal fagkontroll og desentralisert fagutvikling i lokale skoleplaner
Jakop Maliks (Norwegian University of Science and Technology)

Den foranderlige og forunderlige historien. Fra nasjonal kanon til verdensvendt kompetanse - og hva nå?
Brit Marie Hovland (VID Specialized University)

Den målbare historien. Tester, målinger og utviklingen av den norske skolen 1950-2025
Kim Helsvig (OsloMet)

SESSION 3F

Room: Auditorium, 16:30-18:00, Wednesday, May 14

Women and Education in the Public eye - part 2

Chair: Sophie Winkler (Örebro University)
Discussant: Emil Marklund (Umeå University)

This double panel explores the role of women in the public eye in the 19th and 20th centuries by examining the intersections of education, women's history, and press history. We focus on media as a tool for educating the public, particularly through women's magazines, journals, and books, which served as educational platforms. These actors, who were primarily women, not only aimed to empower and foster self-independence among women and girls, as well as boys and men from all social classes, but also actively resisted and challenged power structures and gender norms. The first panel will explore themes such as women's right to education, cultural responses to gender norms, and the representation of women on the periphery. The second panel explores women's influence on educational history in journals, literature, educational policy, women and student magazines. In previous research, certain types of women's magazines have been criticized for perpetuating gender constructs and undermining individual independence, often dismissing them as "milktoast" or "pap" (Aronson, 2000). However, this panel presents a different perspective, portraying women as active subjects, not only as consumers of magazines, but also as editors, authors, and more. In addition, previous research has been conducted on the history of girls' schools, teacher training for women, and women in higher education (Nygaard & Coninck-Smith, 2024; Göransdotter, 2023; Marklund, 2021; Backman Prytz, 2014). By moving beyond the realm of schools, this approach allows for a broader intellectual-historical perspective (Holmberg et al., 2022). Focusing on mid-19th and 20th centuries as a pivotal period, this double panel will examine how women became active participants in the public debate on education. Together, the panels will provide an in-depth exploration and contribute to an understanding of transnational connections and the role of the media as a platform for education and societal change.

Keywords: women's history, press history, education

Abstracts/authors:

Creating muallimes: Female teachers and their education in the late Ottoman women's magazines (1870–1921)
Badegül Eren-Aydınlık (Umeå University)

A new textbook for a new nation: An intersectional analysis of The Wonderful Adventures of Nils
Lina Spjut (Umeå University) & Emma Vikström (Umeå University)

The demands of the new era: Sexual education, population policy, Bildungideals, in the Journal Tidevarvet 1923–1929
Charlott Wikström (Umeå University)

“Send my best to Grace”: the (in)visibility of education advocate Grace Hechinger in the Fred M. Hechinger Papers
Chelsea A. Rodriguez, (University of Groningen)

Women’s use of a student magazine: A means for organisation and interaction at Chalmers University of Technology 1955–1974
Petronella Rosenquist, (Malmö University)

SESSION 4A

Room: Auditorium, 09:00-10:30, Thursday, May 15

Making educational knowledge

Chair: Victor Johansson (Stockholm University)

Basic and applied research as thought styles in 1960s and 1970s Swedish Educational Research Policy
Sebastian Piepenburg (Örebro University)

Knowledge is power, and educational knowledge is essential in shaping school policy. In the 1950s, Sweden implemented a significant school reform, replacing a decentralized and fragmented system with a state-regulated nine-year primary school. This reform facilitated the formation of discursive coalitions between educational researchers and policymakers (Wagner, 1991). Researchers provided 'objective knowledge' to legitimize the policy process, while politicians contributed financial resources and epistemological legitimacy. After the reform's implementation, the challenge was to sustain the effective collaboration between educational research and policy. The solution was to create a research council within the National Board of Education, assigned to fund applied educational research (Piepenburg, 2024). This policy shift redefined the landscape of educational research funding, creating two distinct agencies, one for basic research and one for applied research.

In the years after World War II, research policy often had a blind allocation approach, where politicians assumed that increased funding would yield more useful research outcomes (Polanyi, 1962). However, around 1960, research policy evolved into a more active stance, directing funding toward politically favourable research areas (Braun, 2003). During this period, the distinction between basic and applied research gained prominence. Basic research, driven by scientific curiosity, aims to uncover new knowledge about previously unexamined phenomena, while applied research focuses on solving predefined social or political problems. In the context of educational research policy in Sweden, this distinction created new lines of conflict between researchers and politicians. This paper understands basic and applied research as two distinct thought styles that enable and constrain discussions regarding the practical contributions of educational research to practice and policy.

This paper analyses policy documents and archival materials from the two research councils, contributing to a better understanding of power struggles in educational research policy in Sweden during the 1960s and 1970s. It contends that basic and applied research emerged as distinct thought styles that enabled and constrained discussions on the practical contributions of educational research to practice and policy. The investigation addresses the following questions: What types of knowledge were legitimized by the two councils? How did they

interact? What knowledge did politicians expect from them? What strategies did politicians employ to elicit useful research outcomes?

Keywords: History of educational research, Research policy, Research funding

The Norms and Values of Encyclopedias: From Nordisk familjebok to ChatGPT
Daniel Nyström (Umeå University)

The fact that encyclopedias reflect the norms and values of their time becomes evident when reading an older work like Nordisk familjebok (1876–1951). Article after article reveals time-bound perspectives, such as the view that Christianity is a movement for women's emancipation, that the Sami are inherently cheerful, friendly, and good-natured, or that homosexuality is an abnormal desire. Sometimes, these perspectives appear in stark contrast between editions: for example, in 1904, homosexuality is considered innate, whereas in 1951, it is seen as not innate. How does Nordisk familjebok regard itself? Under the entry for "encyclopedia," it describes itself as "an eminently patriotic encyclopedic work."

Fast forward to today, and generative AI has emerged as the latest encyclopedic resource people turn to for knowledge. At first glance, it's not as straightforward to discern what is time-bound in this medium. Like traditional encyclopedias, its tone is consistently factual. Generative AI often responds by presenting multiple perspectives on a question, aiming, as it claims, to be as objective as possible. Yet, there are moments when it takes a definitive stance, not only on respect, inclusion, and human rights but also on factual matters. When asked, "Do men and women exist?" it responds with an unequivocal yes, affirming that men and women exist from both biological and social perspectives. This represents a form of realist epistemology, markedly different from philosopher Judith Butler's idea that "there need not be a 'doer behind the deed.'" Such differences raise intriguing questions about the time-bound nature of generative AI, much like those raised by older encyclopedias.

At the 9th Nordic Educational History Conference, I will present an ongoing project examining the norms and values in Swedish encyclopedias from the early 20th century to the present. The project aims to provide insights into the forms of learning, socialization, and discipline conveyed through the style, wording, and content of encyclopedias. It traces entries related to today's legally recognized grounds for discrimination – gender, gender-transgressive identity or expression, ethnicity, religion, disability, sexuality, and age – as well as to class. Through comparative and intersectional perspectives, the project examines encyclopedia entries alongside reviews, commentary, and debates in the press.

Keywords: Encyclopedias, Temporal norms and values, Learning/socialization/discipline

Contested Beginnings: Trade Unions, Business Interests, and the Making of the Vocational Training Act

Christoph Porcher (Osnabrück University) & Dietmar Frommberger (Osnabrück University)

The Vocational Training Act (VTA) was first enacted in Germany in 1969 and is often regarded as the "birth certificate" of the German Dual System. In scholarly literature on vocational education and training (VET), the VTA is frequently described as the logical outcome of a historical negotiation process—a rational consensus shaped by history (Stratmann and Schlösser 1990; Deißinger 1996; Deißinger and Gonon 2020). However, this perspective obscures the specific conditions of particular historical moments and overlooks the diverse interests and motives of the various parties involved in the discourse.

The origins of the VTA trace back to 1919, when the General German Trade Union Federation (Allgemeiner Deutscher Gewerkschaftsbund) adopted the so-called "Nuremberg Resolution" at its founding congress. According to Pätzold, the content of this "Resolution" can be seen as a precursor to the VTA, due to its similarities with the 1969 Act (Pätzold, 1982, p. 15). Throughout the 1920s, this resolution developed into a formal bill, which was eventually debated in the Reichstag in 1929. However, the bill was never passed.

Even in the most comprehensive studies on VET developments in the 1920s (Muth 1985; Schütte 1992), this significant episode in the development of the VTA is rarely critically examined. In our presentation, we will reconstruct the various positions, motives, and arguments that shaped this discourse. We will focus especially on the role of the trade unions, drawing extensively from materials housed in the Archive of Social Democracy (Archiv der sozialen Demokratie) in Bonn, Germany. We will highlight the unions' progressive positions as well as their underlying interests and motives. Their efforts to promote a progressive vocational education policy ultimately failed in the face of resistance from business and conservative stakeholders, revealing a dynamic of power and opposition within the vocational education discourse. It becomes clear that both sides in this debate were contending for influence over those to be educated: the apprentices.

Keywords: Vocational Education and Training, Vocational Training Act, Trade Unions

SESSION 4B

Room: Spelbomskan, 09:00-10:30, Thursday, May 15

Curriculum histories

Chair: Ricardo Fiallo Kaminski (Uppsala University)

Logic and Philosophy in the schools of Växjö Diocese before the school regulation of 1876
Hektor Löfgren (Stockholm University)

This paper will first of all describe, analyse, and discuss manuscripts in Växjö Diocese's archives on philosophical subjects (mainly Logic, History of Philosophy, and Metaphysics, but also manuscripts on Psychology, that pertained the Philosophy lectorate during the 18th and 19th century). These have been written by teachers and students during the 18th - and early half of the 19th century, either at the Gymnasium (i.e. Cathedral School, Gymnasium or "Högre Läroverk"), or, in the case of the teachers' manuscripts, at Lund University. I will discuss the level of the logical and philosophical content of teaching at the Gymnasium and compare it to teaching on Logic at Lund university, in order to see if, and if so at what degree, it is correct to say that Logic at The Gymnasium was on a preparatory level during this time period. I will also discuss the philosophical and logical content in relation to the philosophical developments in that was taking place at the time.

I will in the second part of the paper put the first analysis in perspective with school regulations during the period, as well as a series of school timetables from the early half of the 19th century (several approved and signed by bishop Esaias Tegnér). The timetables, of which some of the apparent older ones are undated, indicate that the Philosophy teacher around the turn of the 19th century most years had 2 hours per class and week to cover his subjects, but that his hours in fact slightly increased during the first decades of the century, and fluctuated between 3-5 hours per class and week. I will argue that this should not be understood as an increased interest in Philosophy per se, but rather the effect of the increased variety of subject matters and content that was to be covered during those hours, and that Logic proper had in fact already lost most of the hours that it used to have, decades before the "big cut of Philosophy" in the school regulation of 1876.

Keywords: Logic, Philosophy, Cathedral School

Karunungan Journal: A History of Filipino Philosophy, Resistance, and Education

Hazel Biana (De La Salle University)

This paper looks into Karunungan, the official journal of the Philippine Academy of Philosophical Research (PAPR), its role in the development of Filipino philosophy, and how it maneuvered resistance through philosophizing during the Philippine Martial Law to the post-Edsa Revolution periods in Philippine history. Launched during the tumultuous period of Ferdinand Marcos, Sr.'s dictatorial government and military rule, Karunungan aimed to promote philosophical research in the country. At the same time, it became a venue for publishing works that criticized the Marcos regime. When the media was silenced and information was controlled by the "crony press," Karunungan authors asked brave, philosophical, and socially relevant questions. For instance, they asked about the reasons behind martial law, the status of human rights, the freedom of mass media, the ideology of the new society, and the response of the Catholic Church. Florentino Timbreza, a philosopher and member of the PAPR, specifically rallied his readers to continuously work on developing critical Filipino thought by being aware of Filipino values. He claimed that the Filipino principle of self-defense assumes a criticizing stance on military tortures and abuses. Moreover, Filipinos should fight for liberation from inhumanity, social injustice, and inequality before the law. Romualdo Abulad, another philosopher, rounds up Filipino philosophers to understand the Filipino psyche since their Weltanschauung or worldview expresses their yearnings and aspirations which underlie the liberation struggle. Abulad was hopeful as he believed philosophers owned the task of examining the past to map out a new system for the next generations. Other philosophers would also illuminate the destructive use of violence, nuances of the 'new society,' and the bumpy road to freedom. After the Edsa Revolution, Karunungan would publish works that reflected Filipino philosophers' analyses of the impact of the revolution. With newfound freedom and without fear of censorship, the Karunungan authors would outrightly call out the wrongs of the previous administration. Filipino philosophy's role was highlighted as a liberating force for mental slaves and a key to national reconstruction. Aside from being a part of the resistance, Karunungan's 8-year run (1984-1992) also contributed to a deeper understanding of Filipino Philosophy by trying to veer away from the American and European trends that supposedly neglected it. True to its title Karunungan, which means knowledge, education, or wisdom in the Filipino language, the journal paved the way for a generation of Filipino philosophers who became luminaries of academic philosophy. These would include the likes of Emerita Quito, Claro Ceniza, Romualdo Abulad, Manuel Dy, Florentino Timbreza, and Alfredo Co. They eventually impacted the development and modification of the current Philippine educational curriculum, through the Philippine Commission on Higher Education's technical panel on philosophy.

Keywords: Karunungan journal, Filipino philosophy, Martial Law, Philippine Academy of Philosophical Research, educational history

A Critical Genealogy of Summative and Formative Assessment in Education

Anna Ahlgren (Stockholm University) & Christian Lundahl (Örebro University)

This presentation explores educational assessment practices as techniques for governmentality and as crucial tools for the construction of the knowing subject through contemporary schooling. When the history of assessment has been written, the connection between epistemology and subjectivity has rarely been considered, but, as we will show, the epistemology in curricula contributed to the development of certain specific assessment practices, which fosters particular subjectivities, through relations of power and knowledge.

We analyze the history of examinations in relation to how different assessment practices shape different abilities, such as memory, judgement, imagination, reflexivity etc, and their connection to truths and reasoning. Our discussion expands on the typical understanding of Foucault's concept of examination (1975) and introduces the organization of students as both objects and subjects of knowledge. Thus, examinations can be delineated into two categories of knowledge-producing practices: one administrative practice focused on organizing individuals, and one teaching practice through which knowledge and learning are constructed – also known as summative and formative assessments.

Our presentation builds on a genealogy of assessments in education. A close reading of Swedish curricula from the late 16th century to the early 19th century provides the backdrop for an examination of contemporary notions and practices of assessment in 21st century curricula. With shifting emphasis over time, assessments in education serve a governmental function, validating both the knowledge acquired and its epistemological foundations. This situates the subjects in an epistemological position where they are trained to develop an evaluative judgement, enabling them to distinguish basically between ‘good’ and ‘poor’ work (Boud et al., 2018). However, this subject position - a learner with control over their own learning (Nulty 2010) - becomes normalized through the everyday practice of assessments, which risks obscuring the relations between power, learning and knowledge.

We suggest that these relations are partly framed within the practices of assessment, and that the subject is tied to certain forms of knowledge, through the processes of examination, and additionally that knowledge is validated and vindicated through these practices, governing learner subjects as well as teacher subjects.

Keywords: Examination, Assessment, Formative, Summative, Foucault, Subjectivity, Normalization

SESSION 4C

Room: Kungstenen, 09:00-10:30, Thursday, May 15

Transnational and international education, part 1: International Schools

Chair: Anne Helene Høyland Mork (University of South-Eastern Norway)

French soft power, between acceptance and reluctance: The Opening and Closing of French International Schools Worldwide (1914-1970)
Antoine Vermauwt (University of Lyon)

In 2018, French President Emmanuel Macron described the extensive network of more than 500 French schools abroad as a "national treasure". France is considered a pioneer in asserting its power through culture (Frank, 2012). Often associated with the latter is the concept of "soft power", defined as "the ability to get what you want through attraction rather than coercion or payments " (Nye, 2004). From the 1880s onwards, the country began to deploy a vast network of cultural and educational institutions worldwide, both within and beyond its colonial empire.

This paper addresses the history of French educational diplomacy and the extent to which the opening and closing of French schools worldwide can be highly significant in the field of international relations. The main aim of the paper is to provide insight into the geopolitical significance of both the opening and closing of these schools.

What values does a school convey? Conversely, what does a country expect when it allows another country to open an international school within its own borders? As Ragnar Edenman, the Swedish Minister of Education, put it in the 1960s, welcoming foreign schools in Stockholm was considered an outstanding way of participating not only in the European process but also in globalization.

Our paper seeks to shed light on the reality of the bilateral relationships and how schools have always been deeply symbolic in this regard. This was the case for many countries that solicited French experts to build their educational systems and, as a result, needed to maintain a stable relationship with France.

During the Gaullian period (1958-1969), it has been shown that bilateral relations were particularly valued by the French president (Gomart, 2002). In this context, the Government tripled the budget for cultural diplomacy. The goals pursued were to maintain and strengthen the French presence abroad, as well as to expand – in a messianic sense – a language reputed to be a universel patrimony.

But while some countries have long been very keen to welcome French schools on their territory (Morocco, Iran, Lebanon, etc.), others have shown real reluctance. During the Great War, the Ottoman Empire decided to close all the schools of the Alliance israélite universelle (AIU). They were deemed too « francophile » (Lafon 1994). However, the same country had been one of the main pillars of French influence in the Near East at the time of the inauguration of the "Lycée de Galatasaray" in 1868, when the country viewed French influence as deeply positive in the context of the Tanzimat reforms (Thobie, 2007).

In the wake of the Cold War, all the French educational institutions located beyond the Iron Curtain were also closed. Only a few modest embassy schools were allowed to remain discreetly open. A few years later, the Suez Crisis (1956) led to a dramatic deterioration of bilateral relations with both Egypt and Syria, resulting in the expulsion of all French teachers. However, France reopened dialogue between 1959 and 1963, as the Algerian War gradually came to an end.

Keywords: Soft power, French Educational Diplomacy, Cultural Diplomacy, Bilateral, Relations, International Schools

The spatial politics of safety - the NS-led German schools in Helsinki and Stockholm 1933-1945.

Susan Lindholm (Stockholm University)

In 1933, a new German school opened its doors in Helsinki in a newly constructed building named after then President of Germany Paul Hindenburg. While plans to build a new school had been set in motion much earlier, the opening of the school in a “hypermodern” building coincided with the nationalist-socialist seizure of power in Germany in 1933. In Stockholm, an NS-led German school was opened in 1941. The newly renovated building at Karlavägen 25 which was also described as “modern” and therefore suitable for educational purposes had earlier housed a girls’ school. While the opening of the school in Helsinki represented the expansion of an already existing school, the school in Stockholm was founded by the NS regime, as an earlier German school which had been operated by the St. Gertrud’s congregation had been closed in the late 18th century. The schools also operated in different historical and political contexts, as Finland entered the Second World War in 1941, whereas the Swedish government had declared itself neutral during the war. This paper is based on the notion that NS ideology, that is, its specific definition of “Germanness” provided a solution to the insecurity and chaos that ensued in the aftermath of the First World War. Such a solution entailed projecting a safe German Lebensraum into the future, both within and outside German borders, while creating and ultimately accelerating unsafety in the present (by waging war). This paper sets out to understand the way in which the NS-led German schools in Helsinki and Stockholm were imagined and operated as “safe spaces” between 1933 and 1945 in terms of cultural propaganda, that is, as part of an effort to project an NS definition of Germanness in Sweden and Finland, as well as in terms of education by providing a safe educational space for German children in both countries. It does so by focusing on both the

school buildings themselves and their location in Helsinki and Stockholm, as well as on the transnational and translocal movements of the individuals who worked at and attended the schools.

Keywords: German schools abroad, Education and propaganda, Spatial politics of safety

The Paradox of International Education: Power and Resistance in the International Baccalaureate

Leonora Dugonjic-Rodwin (Stockholm University)

A well-known paradox at the heart of "international education" also defines the social history of the International Baccalaureate diploma (or IB): while created to foster "international mindedness;" and more recent diversity-speak "global citizenship," it has developed into a transnational variant of "institutionalized cultural capital" that reinforces existing power relations between schools, countries, regions, and languages. How did the IB, initially conceived as an alternative to national certificates, became a means for social distinction and exclusion on a transnational scale? I consider its socio-genesis and its' founders struggle for recognition a case for understanding such transnational power dynamics in education. I draw on a study that combined a review of several sources of historical archives with insider ethnography and quantitative analysis of data on "IB schools," members of the IB Organization, worldwide (Dugonjic-Rodwin, 2022). Articulating Bourdieu's theory of social fields with his notion of a market of symbolic goods (Bourdieu, 1985) and Elias' theory of established-outsider relations (Elias & Scotson, 1965), I theorize how a specific "candidate capital" positions schools within a weak social field, refracting existing social hierarchies, with more established ones having a larger volume of "international candidates" and a longer aspiration towards internationalism, yielding greater prestige. I also uncover resistance within this field of institutions, particularly from newer, public schools challenging the dominance of the established private institutions. By examining the development of the IB from a socio-historic perspective, I address the question how educational institutions can simultaneously challenge and reinforce existing power relations.

SESSION 4D

Room: Mimer, 09:00-10:30, Thursday, May 15

Teachers and teacher education, part 1

Chair: Petter Sandgren (Stockholm University)

Weak and Beautiful Beings: The Social Control of Female Teachers at the End of the 19th Century in Spain
Carmen Sanchidrián Blanco (University of Málaga) & Mónica Torres Sánchez (University of Málaga)

From the very first moment when it was decided to examine future teachers, there was a two-fold intention: 1. To check whether they had the necessary knowledge to carry out their work, and 2. To make clear the power of the public authorities and institutions to control education. These institutions, in the case of elementary Spanish school teachers, were the local boards of first education, inspectors and priests. In this paper, after a brief description of the socioeconomic context in which the life of teachers in the city of Malaga unfolded, we analyze the functioning of these control institutions for female teachers at the end of the 19th century. Through mainly primary sources -writings of the teachers, and reports of the provincial inspector, of the local Board and of the sewing female inspector- we will focus on the aspects where the attention was focused in the girls' public schools. We examine the adjectives used when speaking about women or male teachers, the aspects that inspectors focus on during their inspection visits, or the recommendations made to improve the state of girls' schools. This allows us to approach the mechanisms of professional and personal control exercised by these public authorities. Although we hardly have any data about the life of female teachers outside the classroom, it is possible to glean expressions from different types of documents that can give us a different impression according to the perspective of men and women. Men spoke of women teachers as weak and beautiful, self-sacrificing, or humble; however, many women teachers, in their writings, appear confident, firm in their requests, and persistent. Analyzing this apparent contradiction may reveal the role of women teachers in the process of achieving professional and personal recognition. Despite their limited training, their specific skills and knowledge were broader than those of most women of their time.

Keywords: Female Teachers, Inspection, Primary school teachers, Power and Education, Spain

“Jumping on the last train” – Life histories of women entering teacher education after family formation.

Emil Marklund (Umeå University)

Research with an interest in teachers lives and gender issues among teachers have been conducted for several decades (1). Furthermore, previous research has used a life-history approach to examine teachers at various stages in their life and career (2). In the Nordic countries a (comparatively) more gender egalitarian structure has made it easier for women to combine higher education and family formation. A development that is confirmed by decreasing levels of childlessness over time in this group (3). However, not all women partake in higher education prior to family formation due to various reasons instead they become enrolled as students later in life (4). From a life history approach this study will focus on a group of women that has chosen to enter teacher education after family formation when they are between the age of 25 and 50.

Through nine life-history interviews with women who entered work integrated teacher training after family formation the main aim of this study is to broaden our knowledge concerning mid-life career transitions among women with children. Furthermore, by doing so the study seeks to contribute to our understanding of mid-life career transitions but also to the field of life-long learning (5). The average age of the nine interviewed women student teachers were 39 years and they all had one to three children below the age of 18 living in the same household. The following two research questions have guided the study. What experiences – concerning work, education and family formation – had the interviewees encountered after leaving secondary school until they entered teacher training? Through their life-histories, how can the decision to enter teacher training at this point in time be understood?

Keywords: women teachers, gender, family formation, life-long learning, life histories

SESSION 4E

Room: Bergsmannen, 09:00-10:30, Thursday, May 15

Gender perspectives: performance, family planning and pupils

Chair: Chelsea A. Rodriguez (University of Groningen)

Breaking barriers Gender disparities in high school performance, 1813–1929
Nick Ford (Lund University), Paul Sharp (University Of Southern Denmark), Kristin Ranestad (University of Oslo), Christian Møller Dahl (University of Southern Denmark) & Christian Westermann (University of Southern Denmark)

Today, boys tend to drop out of high school (upper secondary) more frequently than girls, and, on average, they tend to achieve lower grades than their female counterparts. For example, a Danish study from 2022 revealed that women consistently outperform men across a wide range of upper secondary educational programs, achieving considerably higher grades. Between 2005 and 2022, the gap in grades between males and females has quadrupled in Denmark, according to the Danish Chamber of Commerce (Dansk Erhverv, 2022). Turning to Norway, the focus of the present work, the 2022 PISA study (Schleicher, 2023) revealed that boys and girls exhibit similar levels of performance in mathematics, while in the subject of reading, girls consistently outperform boys. The 'Stoltenberg Committee' report from 2019, which examined school performance in Norway, found that boys consistently underperform in school compared to girls. The report highlights that the number of girls obtaining fifty (out of sixty) 'primary school credits' or more is almost 2.5 times higher than the number of boys achieving the same, and this pattern of girls outperforming boys continues into high school (NOU, 2019). But has this always been the case? Although there are numerous studies examining the current academic performance of males and females across different grade levels, we know little about their performance historically and the long-term trends.

We investigate gender disparities in high school performance from 1813 to 1929 in Norway. Utilizing a comprehensive dataset of 41,585 graduates, we examine whether the trend of female students outperforming male students, observed in recent decades, has historical precedence. We construct Grade Point Averages (GPA) and employ econometric models to analyze gender differences in academic achievement, controlling for factors such as study program, socioeconomic background, and type of education. Our findings reveal that while early female graduates initially outperformed their male peers, this advantage diminished over time, leading to a convergence in grades. We consider various possible explanations for this. Contemporary differences must therefore have more recent origins.

Keywords: Norway, Educational history, Grades, Academic performance, Gender history

Family Planning and Motherhood: Power and Resistance

Susan Birch (University of Winchester)

This paper examines family planning and midwifery education through two organisations: the Family Planning Association and the National Birthday Trust Fund from 1930 until 1950 in the UK. It considers the extent to which their work was an act of resistance against the British system or an attempt to put power of women's reproduction back in their hands. Traditionally, the Family Planning Association and the National Birthday Trust Fund have been seen as organisations with contrasting aims: one preventing pregnancy through the use of contraception and depicted as more controversial (the Family Planning Association) and the other aiding women gain support to deliver children through effective pain relief (the National Birthday Trust Fund). Lara Mark's book Metropolitan Maternity: Maternal and Infant Welfare Services in Twentieth Century London challenges this approach by underlining the similarities between the two organisations. For example, her work highlights the abortion survey conducted by the National Birthday Trust Fund in 1936-7. The survey explored the reasoning behind women deciding to have abortions and their welfare. Not only was the survey endorsed by the National Council of Women (who was aligned to the Family Planning Association) but it was also supported by the Family Planning Association. Both the National Birthday Trust Fund and the Family Planning Association were involved in aligned aspects of medical and personal education: abortion, infertility, and health to aid women's power over reproduction. Both also received opposition from the UK government and British society through newspapers.

The paper will analyse how both organisations provided resistance to this system through gaining power such as social capital. It will consider how these organisations encouraged influential and powerful women to join the organisations, such as Lucy Baldwin (wife of the British Prime Minister Stanley Baldwin), collaborated with different women's organisations such as International Council of Women, and communicated with book shops and media outlets to promote their work. This enabled their progression in women's education, both financially and socially, against wider societal opposition. The Family Planning Association and the National Birthday Trust Fund research collections at the Wellcome Library, London have been utilized to address both the opposition and collaboration. The collaboration is considered in terms of sustaining their educational work to enable reproduction to be put in the power of women or as an act of resistance by exploring archival letters, newspaper reports and surveys. The presentation will emphasise the connection of the Family Planning Association and the National Birthday Trust Fund and the wider significance of their work to education histories of power and resistance.

Keywords: Power, Resistance, Family Planning Association, National Birthday Trust Fund Education

The elementary school girl: the answer to the social question

Agnes Hamberger (Uppsala University)

In this paper, based on my dissertation work on girls in Swedish elementary schools 1840-1921, I explore how the governance of girls' education in the decades around the turn of the 20th century was used as a way to address larger social issues. Towards the end of the nineteenth century, social issues ranging from widespread poverty to the “drink question” and housing shortages were an important part of public debate. Some of the contemporary solutions to these problems were targeted at specific groups. It was here that elementary schools became a way in for some of the reformers of the time. In 1897, home economics was introduced in the curriculum, confirming existing practice in several urban elementary schools. Behind the spread of the subject were a number of passionate advocates, including school kitchen supervisors Eva Rodhe and Lotten Lagerstedt, who pushed the issue in both elementary and girls' schools. The central argument aimed at elementary schools was that urban working class girls did not receive the domestic education they needed in their own families; the knowledge was simply considered to be too inadequate among the girls' mothers. By giving girls the ability to cook good, nutritious and cheap food, various middle class actors believed that social and socio-economic problems could be remedied.

This focus on the individual is seen as part of the middle class education project aimed at the working-class. Beverly Skeggs argues that from the early 19th century working class women were identified as a civilizing force to counter both external and internal crises, including the threat from the working class itself. Girls were seen in many ways as a future promise, as the women they would become. The sources describe different visions of the future where the domestically educated girl is identified as a catalyst for positive change, in contrast to the uneducated girl who fails to manage the house and home or at worst threatens to undermine not only her own self-image but the entire social fabric by transgressing gender and class norms.

Keywords: History of education, Girlhood studies, History of gender, Working class history

SESSION 4F

Room: Polstjärnan, 09:00-10:30, Thursday, May 15

Higher education

Chair: Lisa Högkil (Uppsala University)

Navigating Boundaries: Ideals, Practices, and Tensions in Interdisciplinary Education
Lisa Backman (Uppsala university)

In his influential 1959 lecture, C.P. Snow described a cultural divide between the sciences and the humanities, arguing that the lack of communication between these "Two Cultures" hindered intellectual and social progress in Western research. Since the 1970s, there has been a growing push to bridge the divide between disciplines through interdisciplinary collaboration. This trend has sparked both enthusiasm and criticism; proponents of interdisciplinarity often advocate it as essential for tackling complex real-world challenges, while critics argue in defence of established disciplines, emphasizing the depth and rigour that specialized fields contribute. Today, a dominant discourse positions interdisciplinarity as necessary to address multifaceted issues—from climate change to social inequality. Other motives for interdisciplinarity, such as fostering innovative teaching methods and holistic knowledge-building, receive less attention. These arguments and the hierarchy between them were already visible half a century ago.

Two case studies of interdisciplinary undergraduate programs at Swedish universities are explored. The cases represent different ideal types of interdisciplinarity emerging from the literature, one in the Humanities, building on 'closely related disciplines' and academically oriented, and the other in Global Development, representing a combination of natural and social science or 'broad' interdisciplinarity oriented towards solving complex issues in the world. How and why were these educational programs founded, what were the key factors and challenges associated with establishing them, and how can this be further understood using boundary work theory? The material consists of key informant interviews and written records, providing answers to these questions and insights into the boundary navigation inherent in interdisciplinary education.

Keywords: Interdisciplinarity, Higher education, Life in institutions, Disciplinary boundaries

On crimes and punishments within the 19th century Finnish academia
Heli Rantala (University of Turku)

This paper explores the themes of power and resistance in the context of nineteenth-century university life. Historically, universities are peculiar institutions within a society. On the one hand, they are fortresses of learned life, possessing genuine privileges and promoting ideas of active (sometimes even rebellious) citizenship. On the other hand, they are hierarchical institutions equipped with measures to control and restrict the behaviour of the academic

community. My paper discusses the entanglements of power, politics and academic freedom by examining different disciplinary measures used within the academy. In my paper, I will focus on some case studies arising from Finnish academic life in the early nineteenth century.

The roots of the Finnish higher education lie in the history of Swedish universities. In 1640, one of the Swedish universities was established in the eastern part of the realm, in Turku/Åbo. In 1809, after the Swedish-Russian War, this academy became the only university in the newly established Grand Duchy of Finland. Although the traditions and practices of the university remained “Swedish”, the political change had its effects on the academy. This can be seen in the measures of surveillance and punishment. In the eyes of the officials, the academic disorder had a political potential that could threaten the Grand Duchy’s position within the Russian Empire. My paper sheds light on the ways in which the political power and the university hierarchy were intertwined, how they functioned, and what kind of consequences this union could have for individual academic careers.

Keywords: academic history, university institution, surveillance, punishments, political power, nineteenth century, Finland

Mobilizing Students as Research Collaborators: A Joint University Initiative to Document and Examine Curriculum History

Maria Mathiesen (University of Oslo) & Kirsten Sivesind (University of Oslo)

The emerging collaborative project between the University Library (UB) and the Department of Education (IPED) at the University of Oslo, seeks to bridge disciplinary realms of education history and educational research. This initiative, termed the "Educational history – and the legacy of local curricula", was inspired by Dilly Fung's (2017) seminal work "A Connected Curriculum for Higher Education". It sought to immerse students in interdisciplinary and practice-oriented teaching while fostering their active engagement by history usage.

The primary aim of this collaboration was to integrate historical research activities into two academic courses in higher education on bachelor and master level in education. Fung (2017) articulates a persuasive argument for connecting curricula to external research contexts through both collegial collaboration, embedded research activities and shared purposes. A core aim of connecting teaching and research was to use history to facilitate cultivated, historical consciousness and critical understanding of the legacy of the local curricula, written between 1883 – 1933.

In the study program, both master and bachelor students visited the library magazines at the University of Oslo. The learned about the historical archives and how digitalization and cataloging help professionals to systematize historical knowledge and ensure cultural preservation. Under the guidance of the instructors, students digitalized and examined historical documents themselves, reflected both global and comparative history (Tröhler, 2016). Moreover, they were also challenged by questions whether curricula transform radically by new

old and new media (Friesen, 2017) and how they can be used for contemporary purposes (Nordgren, 2016).

Students were responsible for digitizing uncatalogued curricula from various Norwegian regions, collaborated closely with staff the library to ensure thorough mapping and the documents were later scanned and archived in ALVIN digital database to be accessed by a larger public. The exercises culminated in reports and assignments that were then presented to their peers and submitted for assessment. The students addressed both political, educational, and ethical issues in their presentations and conversations.

The collaborative project garnered positive evaluations as it not only enhanced students' educative trajectories but also provided valuable insights into undocumented history. Thereby, the student-staff collaboration contributed to enhancing the field of education history and educational research. The success of this pilot project demonstrates the transformative potential of an integrated curriculum, ultimately serving the common good by engaging students as co-researchers and users of history in the field of education.

Keywords: digitization, curriculum, education history, research collaboration, library, archives

SESSION 5A

Room: Auditorium, 11:00-12:30, Thursday, May 15

Sex, drugs and moral panics

Chair: Joakim Landahl (Stockholm University)

Moral panic in connection with the 1974 sex education investigation
Josefine Englund (Swedish school of sport and health science)

The submission is based on a study of how a group at the local level dealt with the proposal for a reformed sex education in the 1960/1970s. The presentation will discuss the expressions of opinion belonging to the archive of the investigation concerning sexual education (1964–1974), received 1968–1970 and collected as "Letters to the Prime Minister". I will argue that the time was characterized by several and sometimes contradictory movements concerning sexuality and highlight the mobilizing power in sexuality education. The expressions of opinions show how sex education could function as an intersection of norm systems regarding christianity, family, citizen and society, as well as how these issues could function as a mobilizing force. I conclude that the local activism generated a moral panic that became a part of a resistance to sex education in Swedish schools.

Keywords: Sexual education, Christianity, Moral panic, Sweden, 1960s/1970s

Sensible choices: Youth drinking and Swedish alcohol education in the long 1960s
Helena Bergman (Södertörn University)

The paper examines the introduction of alcohol, drug, and tobacco prevention education in Sweden during the transformative 1960s. It uses this context to explore educational experts' discussions regarding the tension between pupils' autonomy and the regulatory aims of the educational efforts. This era was marked by intense public debate on youth culture and young people's use of alcohol and other substances, both in Sweden and internationally. Concurrently, it was a period of extensive school reform in Sweden, manifested in the national curriculum for compulsory school introduced in 1962 and 1969. From a knowledge history perspective, the paper examines the educational initiatives of the period aimed at equipping pupils with the knowledge to make "informed" and "sensible" consumption and lifestyle choices. Empirically, the paper draws on material from the National Board of Education and the non-governmental organization The Swedish Council for Alcohol Education.

Keywords: alcohol drug and tobacco prevention education, school reform, educational experts

The HIV/AIDS epidemic and the Swedish National Agency for Education: Initiatives, oppositions, and strategies to regulate young people's sexuality

Anne-Li Lindgren (Stockholm University)

The implications of HIV/AIDS in terms of gender justice, sexual orientation equality and global health policy cannot be underestimated (Mbali 2024). What was new about the HIV/AIDS epidemic was "the intensity of the discussion, the broad participatory nature of the debate, the political forces called into play, the demands their representatives made, and the solutions they sought to impose" (Bayer 1995). During the mid- to late-1980s and throughout the 1990s, a consciousness of HIV/AIDS saturated most "shared spaces" in public schools, public health, popular culture and everyday life (Butler 2004). When the HIV/AIDS epidemic reached Sweden in the early 1980s, a "national crisis" erupted. Several policy measures were taken, including the appointment of an AIDS delegation to coordinate efforts to combat HIV/AIDS, including several major nationwide information campaigns (Bredström 2008; Thorsén 2013). However, previous research has not paid attention to the role of education in the work against HIV/AIDS in Sweden. This presentation is a case study describing the efforts made by the Swedish National Agency for Education to reach out to teachers and students with a new version of sex education relating to HIV/AIDS. The goal of the new sexuality education was not only to change students' attitudes, but also to change their sexual behaviour, according to the agency. An argumentation used, was that the students was a risk group that needed to meet new sex education methods in order to regulate their sexuality. A prominent theme in the education was to train students to deal with their fear of death, which was directly related to HIV/AIDS, i.e., a form of "death education" but much more apocalyptic than in for example traffic education (cf. Landahl 2022). Key questions are: What initiatives did the government agency for education take to deal with the new situation when the HIV/AIDS epidemic arrived in Sweden? What resistance did it meet and what did its proposal for a reformed sex education entail? What images of young people and sexuality did the agency construct?

Keywords: Sex Education, HIV/AIDS, Young People's Sexuality, the Swedish National, Agency for Education, 1980s and 1990s

SESSION 5B

Room: Kungstenen, 11:00-12:30, Thursday, May 15

Minorities and schooling

Chair: Lisa Högkil (Uppsala Universitet)

To read in Finnish? The use of Finnish in eighteenth-century popular education
Christoffer Åhlman (Örebro University)

In 1682, Charles XI of Sweden issued a royal decree concerning the Finnish-speaking population in the provinces of Gästrikland and Hälsingland. According to the decree, the Finnish-speaking population had failed to learn Swedish. Thus, their knowledge of the Catechism had suffered. The solution was that only Swedish was to be used in popular education. Does the decree reflect how popular education was organised? Which strategies were used in popular education to address the lack of adequate knowledge? Traces in the historical records tell us that Finnish was used in popular education despite efforts to favour Swedish. By focusing on Färila, Alfta, and Järvsö parish in Hälsingland c. 1680–1730, this paper studies which strategies were used when teaching Finnish-speaking parish members, who were behind them and how they were implemented.

Keywords: Early Modern, popular education, minority language, political steering

Busing of schoolchildren as desegregation policy in Denmark, 2005-2025: Critique and resistance
Gro Hellesdatter Jacobsen (Aalborg University)

From 2005, it has been possible by Danish law to refer multilingual school pupils to a school other than the district school, if these pupils are assessed to have a so-called not insignificant need for language support. This policy can be linked to a wider attention to segregated schools in Denmark, expressing a problematization of schools with 'too many' multilingual children (Jacobsen 2022). The concern is partly about a fear of 'native flight' (Rangvid 2010) and partly about a concern for the multilingual children's school results, especially children living in so-called vulnerable residential areas (Søndergaard et al. 2021). While other studies have focused on reasons for this policy of desegregation and discrimination (Jacobsen 2012, 2017), and on its effects on the interactions of the children in question (Jensen & Vitus 2020), this paper focuses specifically on forms of resistance to the policy in a selected municipality which has particularly taken advantage of the possibility of busing, and how these forms of resistance have developed through two decades.

Based on source material consisting of parliamentary debates and municipal board debates, official complaints to The Equal Treatment Board and articles in professional journals (the

teacher union's journal Folkeskolen) as well as local and national newspapers, the study identifies arguments, positions and patterns of opposition and resistance to the policy among three groups: politicians and policy makers, parents and citizen activists as well as researchers, teachers and other professionals. This material is planned to be supplemented with oral history interviews (Perks & Thomson, 2016) with parents and other representatives from the affected immigrant groups who have taken part in the resistance throughout the period under study. Preliminarily, the analytical focus will be centered around problematizations (Foucault in Rabinow 1984) and their relations to criticism and disappointment (Marcus 2023) emerging in the material.

Keywords: Categorization, Evaluation, Segregation, Disappointment, Resistance

SESSION 5C

Room: Spelbomskan, 11:00-12:30, Thursday, May 15

Transnational and international education, part 2: Perspectives on the welfare state

Chair: Victor Johansson (Stockholm University)

Crafting the Nordic Welfare State Model through European Exchanges in the Interwar Years – The Case of Remedial Education
Christian Ydesen (University of Zürich)

The Nordic welfare states have long served as reference societies in Europe as well as in other regions of the world (Tröhler, 2022). Yet, belonging to the family of European welfare states, the rise of the Nordic welfare states did not happen as cases of splendid isolation. The crafting of the so-called Nordic welfare state model (Esping-Andersen, 1990) took place as the result of knowledge brokers operating in a European and an international space which allowed them to engage in the exchange of ideas, knowledge and practices which came to translated into building blocks for the political project of building the Nordic welfare state model.

Designed in the interwar years, one of the central pillars of the Nordic welfare state model is a comprehensive education system. One of the core tensions in the interwar design of the Nordic education systems was the political ideal of creating a school for all based on meritocratic ideals, but which came to presuppose the exclusion of some student groups. New assessment technologies like IQ-testing and differentiations rooted in eugenic ideas and notions about intelligence from the transnational field of psychology came to serve as mediator between mainstream education and remedial education. It was a field strongly influenced by transnational currents and exchanges not least in a European context. As such, there was intense intermeshing among leading architects of education in the Nordic countries themselves, but they were also closely affiliated with leading psychologists and educators across Europe, not least in Germany and Switzerland.

Using Bourdieu and Wacquant's concept of the state in general and their concept of 'state-crafting' in particular (Øland and Ydesen, 2015), this paper empirically explores the connections and exchanges between Nordic educators and psychologists in the interwar years cultivating and shaping the new field of education psychology and remedial education and their European counterparts. In this sense, the paper adds to our understanding of how notions of European welfare state ideals became implemented and shaped in the very design of the Nordic welfare state model.

Keywords: Welfare state, Intelligence, Remedial education, Spatial turn

The Long History and Limited Knowledge of Eastern European Students in Danish Schooling

Mante Vertelyte (Aalborg University) & Mette Buchardt (Aalborg University)

When war-refugees from Ukraine began arriving at Denmark's borders in February 2022, Danish politicians and educational professionals discovered Ukrainian children as a new group of students. Yet, Eastern European migrant groups have been part of the Danish history since at least late 19th century. Jewish immigrants from Russia and Poland including present day Ukraine, began arriving in Denmark in the late 19th century. From 1890s and until the 1920s, Polish rural labor migrants arrived as season workers, with many taking up permanent residence and their children attending Danish schools (Thing, 2008, Sane, 1997). After the WWII, Hungarian refugees arrived following the Soviet invasion in Hungary in 1956, and from late 1960s, Polish refugees fled the anti-intellectual and anti-Semitic campaigns and state pogrom initiated by the ruling communist party (Buchardt, 2016). Despite the long history of Eastern European migration to Denmark, little political or public attention has been given to these migrant groups, including their presence as students in the Danish educational system. This lack of focus is reflected in historical and educational research, which devoted considerable attention to migrants from MENA regions, Pakistan, and former Yugoslavia, while overlooking the experiences of children from Eastern Europe. Jakobsen (2009) have pointed to anti-Slavic and anti-Semitic racisms as formative for the racialized politics toward immigrants and refugees categorized as Muslims since the 1970s. This perspective has also not been explored in the history of education.

Writing the history of Eastern European students in Danish education is complicated by the shifting geopolitical definition of Eastern Europe and the evolving racial categorization of its groups due to various political, social, and economic factors. Racisms and Cold War tensions are part of these factors, as is the cultural and political diversity of Eastern European states and their historically shifting borders (Lapiņa & Vertelytė, 2020). Focusing on primary and lower secondary education, the paper, part of a research project in the making, explores these methodologically oriented questions: How have Eastern European students been educationalized, focused on as a problem and/or overlooked in local and national politics? Which categories have been at play in which periods? How can we, based on this knowledge, move further to explore the history of experience of these students in Danish nation- and welfare state schooling?

Keywords: Eastern European Students, Categorization, Danish Schools, History of integration politics, History of welfare state experience

SESSION 5D

Room: Mimer, 11:00-12:30, Thursday, May 15

Teachers and teacher education, part 2

Chair: Petter Sandgren (Stockholm University)

The Role of Fictional Educators: Analyzing Hets and Lära för livet
Erik Cardelus (Independent scholar)

Teachers in fiction and film often play pivotal roles, shaping not just the lives of students within the story, but also symbolizing broader themes of education, authority, and personal growth (Shoffner et al 2016; Cardelús & Cavallin 2023). These characters often reflect societal attitudes toward education and teaching, embodying the challenges, responsibilities, and rewards that come with the profession. From strict disciplinarians to inspirational mentors, these fictional educators offer a variety of archetypes that resonate with audiences (Ahn & Leggo; 2019; Meskill 2007; Schwarz-Franco 2016). In the history of Swedish Cinema, two films stand out in this respect: Hets 1944 and Lära för livet (1977) These two films serve as windows into shifting societal discourses on education in Sweden, focusing on authority, discipline, and the relationship between teachers and students.

In my presentation and my full-length paper, I will focus on the educational discourses that can be drawn from these two seminal movies. In connection to this, I will also examine the way that these two movies were received in the media when they first premiered, exploring how critics and audiences interpreted the portrayal of teachers and educational systems at the time. By looking at both the critical reception and public response, I aim to contextualize how societal attitudes towards education and authority have evolved in relation to these films. While both films critique the education system, they do so from different angles. Hets (1944) focuses on the dangers of authoritarianism and the psychological damage it can inflict on students, reflecting a discourse that is concerned with the abuse of power in educational institutions. Lära för livet (1977), on the other hand, highlights the limitations of well-meaning educators in the face of larger structural and social problems, suggesting that reform must go beyond the classroom to include changes in how society supports and values education. In summary, these films offer a powerful critique of Swedish educational practices, showing the evolution of discourse from one centered on authority and discipline to one that also includes the role of social inequality and institutional failure. In addition, these two films could also provide us with a deeper understanding of the discourses underlying the current educational system in Sweden.

Keywords: teachers, fictional, discourses, society, education

Power and Resistance in Swedish Teacher Training: The 1950 Conflict over a Cover Teacher

Anders Blomqvist (Dalarna University)

In 1950, a power struggle erupted at a Swedish primary teacher training college in Falun (Falu folkskoleseminarium) over the dismissal of a cover teacher. This conflict involved multiple parties, with one permanent teacher alleging that the rector had orchestrated the failure of the cover teacher, while others contended that the cover teacher lacked necessary qualifications. The rector's decision to terminate the cover teacher's contract sparked public debate, with one teacher publishing critical articles in a Swedish daily newspaper. In response, a meeting was convened with all teachers to address the issues, preceded by the collection of statements and testimony. The meeting itself was highly charged, as several teachers expressed strong emotions over accusations and counterclaims.

This study aims to analyse the 1950 cover teacher conflict through the lens of the six bases of power developed by French and Raven (1959; Raven 1992), specifically coercion, reward, legitimacy, expertise, referent, and informational power (Raven 2004). Attempts were made to coerce one teacher into halting his critical articles in the press. The precarious situation of the cover teacher underscored the use of various social power bases, notably rewards and coercion. The rector leveraged formal authority to steer the conflict resolution process in favour of his position and the institution's interests. Teachers on both sides positioned themselves as experts yet arrived at differing conclusions. A significant faction of teachers invoked the referent social base of power, asserting that the dissenting view of a single teacher did not reflect the broader spirit of the teaching college. Both factions utilised informational power, selecting specific information to bolster their respective claims and convince others of their perspectives.

Previous research on Swedish teacher training institutions (Persson 2008; Eskilsson 1996; Fredriksson et al. 1971; Linné 1996) has largely overlooked social power dynamics or internal conflicts. Although this conflict was atypical for the daily operations of a primary teacher training college, it highlights significant mechanisms for mobilising power through distinct social bases.

Keywords: social power bases, resistance, history of teaching training colleges

SESSION 5E

Room: Bergsmannen, 11:00-12:30, Thursday, May 15

Policy and governance

Chair: Anna Ahlgren (Stockholm University)

Power, Resistance and Educational Governance in Ontario: Steering K-12 Education through three different Conservative eras, 1962-2024
John Allison (Nipissing University)

The enterprise of K-12 education in the Province of Ontario, Canada is one of continuity and change (Gidney 1999). Political power has always been at the centre of schooling in the province (Bedard, 2000, Glassford, 2007, Gidney, 1999, Paikin 2013, Paikin 2016). This paper proposes a comparative historical analysis of the evolution of political ideology behind educational governance during four different Progressive Conservative party governments (Mahoney and Rueschemeyer, 2003, Trepanier and Avramenko, 2023). Notably, the governments of John Robarts (Davis as Minister), William G. Davis, Michael Harris, and the current government of Doug Ford (2018-2024) will be examined (Albo and Evans 2018, Paikin 2016, Paikin 2013, Collier and Malloy, 2024). Why are these governments all of the same political party, and yet, very distinct in their approach to K-12 educational governance (Albo 2018, Glinos, 2021)? The following research questions will guide this scientific study. 1. What were the political ideologies underpinning the Davis, Harris and Ford approaches to K-12 education? 2. What practical implications did the exercise of political power have for K-12 schools in the three distinct eras? 3. What were the sites of resistance to these governments' policies? Primary sources such as newspaper articles, and archival documentation as well as secondary sources, books, and peer-reviewed articles will be used to fill out the picture. Conclusions will clearly reveal the ongoing need for comparative historical analysis of both intrastate and international jurisdictions, in addition to the transnational ideas associated with education and schooling in contemporary times.

Keywords: political governance, power and resistance, Ontario Canada, Educational philosophies, Educational policies

Power, resistance and change in educational institutions: Reflections on a case study of the Swedish education system 1900-2020
Magnus Hultén (Linköping University), Johan Samuelsson (Karlstad University) & Maria Jarl (University of Gothenburg)

Institutional change is a central theme in educational history research, with notable studies such as Kliebard's (2004) analysis of the American curriculum struggle and Cuban's (1984) work on changes in teaching practices. In Sweden, the curriculum code approach (Lundgren, 2015) has been the dominant method, while this study uses historical institutionalism to examine long-term educational change (Fioretos et al., 2016).

In order to approach institutions analytically, they can be divided into two main elements. On the one hand, there are formal institutions - rules and governance structures - that are designed and enforced by policy makers. On the other hand, there are informal institutions, constituted by norms and practices.

As a case study, we examined institutions related to educational objectives in the period 1900-2020. We analysed formal institutions in educational legislation (school laws, curricula, etc.) and how they changed over time. In analysing informal institutions, we focused on the role of educational objectives in teachers' teaching. We studied teachers' magazines, teaching manuals and teachers' stories about their teaching. This material provided insights into the norms and practices that teachers associated with educational objectives and how they changed over time.

The next step was to analyse the relationship between informal and formal institutions (Helmke & Levitsky, 2004). This revealed a period in which informal institutions were mainly complementary to formal ones (around 1900-1960), then competing (around 1960-1990), and finally accommodating (around 1990-2020).

While the dominant logic of formal institutional change throughout the period was layering (new laws were added over time while no laws were removed), changes in informal institutions point to a critical juncture around the 1980s and 1990s. As with Johansson et al. (2018), we found that teachers welcomed the legislative developments in relation to educational objectives from the 1990s onwards, with little resistance. This was in contrast to the resistance to similar legislative efforts by the state in the 1960s and 1970s - resistance that actually had an effect, halting policy change.

Our study provides an example of how juridification challenges, interacts with and affects norms in educational practice over time (see Novak, 2019). And can provide new insights into the rise of NPM from the 1990s onwards (Biesta, 2009).

Keywords: historical institutionalism, policy change, teaching practices

From 'the other' to the interest of pedagogy – Mental disability in Germany during the 1950s

Julia Kaufmann (Goethe University Frankfurt)

In this presentation, I will examine the concept of “mentally disabled” as described in the German journal “Zeitschrift für Heilpädagogik” from the 1950s. A number of articles from the 1950s address this concept directly (Verband Sonderpädagogik e.V., 2022). The mentally disabled child came to be regarded as a subject of educational considerations in this time period. This led to the emergence of special pedagogy and schools for children with mental disabilities in Western Germany (Thümmel, 2003, p. 150). The presentation examines the assumption of the educational ability of children with mental disabilities in the context of the emergence of pedagogy for this group.

The approximately ten articles that I will present in my lecture constitute a portion of the corpus of sources that I am analysing in my dissertation project. In order to conduct a discourse-analytical evaluation of knowledge (Foucault, 2013) pertaining to the concept of “mental disability” in the 1950s, I have drawn upon a range of scientific journals. This presentation will examine the role of a particular medium that has been (and continues to be) pivotal in the discourse surrounding special needs education in Germany: the “Zeitschrift für Heilpädagogik”. This journal is the official publication of the “Verband Sonderpädagogik”, which has played a pivotal role in shaping German special needs education, both in theory and practice, from its inception in 1898 to the present day. As the discourse materials from my study are historical sources, I combine the discourse-analytical approach with that of historical source criticism (Dobson & Ziemann, 2009).

In order to contextualise my findings theoretically, I will present a short passage from Michel Foucault's lecture, entitled “Abnormal” (Foucault, 2003). Foucault presents the concept of the “abnormal individual” and situates their emergence within the context of an intricate interplay between medicine/psychiatry and the penal system, in particular. In my presentation I will focus on the so-called “incorrigible”. The concept of the incorrigible emerged as a result of resistance to the disciplinary techniques employed during the 17th and 18th centuries. Foucault describes these incorrigible as “blindness and deaf-muteness, of imbeciles and the retarded, of the nervous and the unbalanced” (Foucault, 2003, p. 327). On occasion, Foucault refers to them as “the individual who cannot be integrated within the normative system of education” (Foucault, 2003, p. 291). The question thus arises as to what becomes of this group of people when they are provided with their own pedagogical system, and on what grounds did this proceed?

Keywords: Mental Disability, Disability History, 1950s post-war Western Germany, Discourse Analyses, Foucault’s Lecture ”Abnormal“

SESSION 5F

Room: Polstjärnan, 11:00-12:30, Thursday, May 15

Kristen fostran och utbildning

Chair: Rebecka Göransdotter (Uppsala University)

Rikskyrka versus pietistisk verksamhet: Göteborgs Evangeliska Brödraförsamling och dess musikaliska lärmiljö

Christina Ekström (University of Gothenburg)

Detta paper baseras på preliminära resultat från en studie av pedagogisk verksamhet som skedde i Göteborgs Evangeliska Brödraförsamling 1787–1859. Studien är en av tre i projektet Civilsamhällets praktiker i historiskt kontinuum: kristna trossamfund som musikalisk lärmiljö. Föreliggande studie vill peka på den kamp som gestaltades i spänningsfältet mellan rikskyrka/stat och pietistisk verksamhet, här gestaltad i såväl gudstjänst- som skolverksamhet. Syfte är att med särskild uppmärksamhet på musik identifiera, kritiskt granska och problematisera undervisning. Frågor jag utgår från är hur den musikaliska miljön konstruerad, hur undervisning som inbegriper musik motiveras samt vilka möjligheter respektive hinder för lärande och undervisning som går att identifiera, givet den konfessionella ramen.

Den svenska rikskyrkans monopol på offentliga gudstjänster utmanades av pietistisk verksamhet från slutet av 1600-talet. Utmaningen var av den art att lagstiftning krävdes för att förhindra konkurrerande verksamhet. Trots förbud (konventikelplakatet) kom pietistisk aktivitet att öka i landet under 1700-talet. Däribland märks fromhetstraditionen som utgick från den tyska orten Herrnhut. Flera herrnhutiska församlingsverksamheter – Brödraförsamlingar – tilläts bygga egna gudstjänstlokaler trots rådande förbud mot konventiklar. Därav kom brödrasalar att etablerades i Stockholm 1784, Göteborg 1786, Uddevalla 1802 samt Karlskrona 1820. Utöver gudstjänster och andra samlingar för religiös uppbyggnad utvecklade flera församlingar även skolverksamhet. Den mest omfattande och långvariga verksamheten skedde i Göteborg, varav den som riktades till flickor pågick längst. En uppgift från 1857 gör gällande att 1040 personer hade varit elever i denna skola. Flickskolan var i sitt slag en av de första i Sverige. Från att initialt ha varit ämnad för församlingsmedlemmars familjer kom den senare att frekventeras främst av icke-medlemmar, barn till välsituerade handelsmän, ämbetsmän och adelspersoner.

Projektets ontologiska utgångspunkt är kritisk realism. Enligt Roy Bhaskar, portalfigur för denna kunskapsteoretiska inriktning, är kunskapens objekt är inte bara det som framträder utan snarare dess underliggande strukturer. Grundidéer som föreliggande projekt bygger på är definitionen av tre domäner: empirisk (observerbara händelser), faktisk (händelser som sker oberoende om någon erfar den eller ej) samt verklig (strukturer och mekanismer hos verkligheten som orsakar faktiska händelser). Projektet riktar uppmärksamhet mot det verkligas domän, söker att identifiera strukturer och mekanismer hos verkligheten som orsakar faktiska respektive empiriska händelser. Innehållsanalys appliceras på historiskt källmaterial som årsberättelser, måldokument, mötesprotokoll, nyhetsbrev och digitaliserat tidningsmaterial.

Analysprocessen tar sin utgångspunkt i en arbetsgång om sex steg för en kritisk explanatorisk studie. Projektet använder två av stegen, abduktion och retroduktion. Det innebär i korthet att beskriva samt att förklara empiriska fenomen. Utöver att kompletta kunskapen om civilsamhällets praktiker på lokal nivå i historisk kontext bidrar studien till att synliggöra att hur Brödraförsamlingen sökte parera rikskyrkans och statens krav med den egna verksamhetens pietistiska klangbotten. I presentationen kommer jag att exemplifiera hur detta gjordes.

Keywords: musikalisk lärmiljö, pietism, rikskyrka, kritisk realism, 1700-tal

Kampen om folkhemskristendomen: kristendomsundervisningens roll i den demokratiska skolans framväxt, 1920–1969

Emma Hellström (Uppsala University)

Frågor som har ställts allt oftare under de senaste decennierna är huruvida kristendomen försvann i samband med 1900-talets moderniserings- och demokratiseringsprocesser, eller om den snarare transformerades för att bli en del av nya sociala och demokratiska föreställningar runt om i Europa (Buchardt 2021).

Nordisk humanistisk och samhällsvetenskaplig forskning har under lång tid tagit för givet att det svenska samhället sekulariserades under 1900-talets första decennier (Englund 1986, Isling 1988). Det har fått till följd att skapandet av den svenska välfärdsstaten beskrivits som ett rationellt, sekulärt och upplyst projekt där religionen inte längre var viktig. Syftet med detta paper är att, utifrån centrala resultat i min avhandling om folkskolans och den tidiga grundskolans kristendomsundervisning, problematisera denna bild och ge ett bidrag till den pågående diskussionen om kristendomens roll och re-vitalisering i det moderna samhället (Buchardt 2021; Roos 2024).

Det har ofta hävdats att kristendomsämnets fostrande värde undergrävdes i 1919 års undervisningsplan, eftersom lilla katekesen inte längre var i undervisningens centrum. Riktas blicken mot olika typer av källmaterial, såsom riksdagstryck, lärartidningar, kyrko- och frikyrkomötesprotokoll, läroböcker och lokala kursplaner, framträder emellertid en annan bild.

Istället för att se 1919 års undervisningsplan som uttryck för kristendomsämnets marginalisering vill jag understryka ämnets transformering. Jag argumenterar i min avhandling för att det i samband med 1919 års undervisningsplan skedde en övergång från en kyrklig till en nationell folkhemskristendom som positionerade sig mellan luthersk bekännelse och sekularitet. Folkhemskristendomen var alltjämt förankrad i tron, men istället för dogmatiska lärosatser framhölls kristendomens immanenta sida. Jag menar att folkhemskristendomen kan betraktas som en pedagogisk motsvarighet till den socialdemokratiska folkhemsvisionen där utjämning av sociala och ekonomiska skillnader var centralt. Folkhemskristendomen tonade nämligen ned konfliktelement till förmån för den kristna etiken, som alla ansågs kunna acceptera. Kristendomsämnets transformering medförde således att det kunde fortsätta utgöra en samlingspunkt för människor i ett framväxande demokratiskt samhälle byggt på jämlikhetens princip.

Kristendomsämnets förändrade roll välkomnades dock inte av alla. Utifrån ett gramscianskt inspirerat hegemonibegrepp kan jag belysa de konflikter, allianser och förhandlingar som uppstod under perioden 1920–1969 och hur olika aktörer strävade efter att försvara eller förskjuta folkhemskristendomens mellanposition i olika riktningar. Genom att synliggöra dessa maktkamper är det möjligt att förklara varför kristendomsämnet upprätthöll sin starka ställning i skolans fostransuppdrag, men också när, hur och varför denna ställning utmanades och slutligen förändrades.

Keywords: Sekularisering, Demokratisering, Folkhemskristendom, Hegemoni, Folkskola

”I väntan på mor och far” Om missionärsbarns barndomar och uppväxten på institutionen Drott

Ulrika Norburg (Stockholm University)

Den här presentationen bygger på pågående forskning om Missionsförbundets barnhem Drott som grundades i Sverige mellan åren 1919-1963. Barnhemmet skapades med syfte att ta hand om så kallade missionsbarn vars föräldrar svarade ja på Guds kallelse att missionera och omvända människor i Afrika. Forskningen om missionärsbarn är relativt begränsad, både internationellt och i Sverige. De har betraktats som en subgrupp som ofta hamnat i skuggan av missionärernas religiösa och kulturella diskurs.

Presentationen bygger på dels f d missionärsbarns beskrivningar och erfarenheter av att växa upp på Missionsförbundets barnhem Drott och dels på missionsförbundets styrelseprotokoll, publikationer och brevväxlingar gällande Drott. Oral history och tematisk analys är utgångspunkten i arbetet. Informanterna såsom de benämns i studien, vistades på Drott under en kortare eller längre under undersökningsperioden och är idag i åldern 77-94 år.

Drott kan från ett vetenskapligt perspektiv definieras som ett barnhem. Det finns en rad drag som är gemensamma med liknande institutioner för barn och unga i Sverige under samma tidsperiod: barnen bodde i en form av kollektiv under överseende av föreståndare och annan personal som barnsköterskor, kokerskor och tvätterskor. Vardagen var fylld med rutiner såsom skola, hemmasysslor, gemensamma middagar, kvällsbön, gudstjänster på söndagarna och brevskrivning till föräldrarna på missionsfältet en gång i veckan. Från ett inifrånperspektiv, de vill säga de som har personliga erfarenheter från Drott, så beskrivs barnhemmet annorlunda. Det var inte heller ett barnhem i vanlig bemärkelse. Det framkommer via samfundets protokoll och utredningar. Där finns det information som att hemmets styrelse avslog ansökningar om att ta emot barn som inte var s k missionärsbarn via andra socialkontor i Sverige. För några av informanterna så var Drott ”det hem de hade”.

Keywords: barndomar, institutioner, missionärsbarn, kallelse, rutiner

SESSION 6A

Room: Kungstenen, 15:00-16:30, Thursday, May 15

Lärare och lärarutbildning

Chair: Rakel Gunnemark (University of Gothenburg)

Grundskolans pionjärer: lärares arbetsförhållanden i tider av förändring, 1965–1969
Åsa Melin (Karlstad University)

År 1962 togs beslutet om den nioåriga grundskolan. Uppfattningarna om hur reformeringen av skolväsendet skulle påverka lärarnas arbetsförhållanden skilde sig åt. Kort därefter, i april 1964, tillsatte således Kungl. Maj:t, efter samråd med lärarnas fackliga organisationer och som resultat av förhandlingarna gällande grundskolans genomförande, en utredning rörande lärares arbetsförhållanden (ULA). Utredningen hade till uppgift att dels kartlägga lärarnas hela arbetssituation, vilket gjordes genom att bland annat utreda lärarnas arbetstid under ett år och fördelning på olika aktiviteter, dels att kunna föreslå rationaliseringsinsatser gällande lärarnas arbete. Utredningen av dåvarande gymnasier och realskolor gjordes läsåret 1965/66 och utredningen för grundskolans lärare 1968/69. Resultaten av utredningarna är redovisade i betänkandena SOU 1971:53–55. Enligt utredarna fanns inte lärarnas arbetsuppgifter i den nya grundskolan tillräckligt tydligt beskrivet, vilket medförde att de själva preciserade vad som skulle innefattas i begreppet lärararbete. Det var Statistiska centralbyråns utredningsinstitut som samlade in uppgifterna och lärare fyllde i särskilt utarbetade formulär, även intervjuer och fältstudier gjordes. Material från SCB:s utredningsinstitut finns på Riksarkivet och är tänkt att användas för att dels undersöka hur utredarna definierade lärararbete, dels hur lärarna uppfattade sin arbetssituation i den nyinrättade grundskolan. En hel del forskning om lärares arbetsförhållanden rör stress, vad som motiverar lärare, genusstrukturer och liknande men också hur kommunaliseringen och marknadiseringen av skolan påverkar arbetsförhållanden. Vi vet mindre om lärarnas arbetsförhållanden i den nyinrättade grundskolan. Det finns flera delar i ovan nämnda material som är av intresse. Exempelvis gjordes en kartläggning av det lärararbete som genomfördes under ferierna. Kan kartläggningen möjligen säga något om ”lärares långa sommarlov” som använts som argument i nutida debatter gällande lärares arbetsförhållanden? Vidare kan lärares rangordning och skattning av arbetsmoment säga något om vilka arbetsuppgifter lärarna hade, och förväntades ha, vilka arbetsuppgifter som upptog uppfattades ta mer eller mindre tid samt att inskickat material från lärare kan ge kännedom om lärarnas föreställningar om lärarjobbet, då grunden lades för dagens grundskola. Denna presentation är en början på ett tänkt projekt där lärare (och framöver rimligen lärarutbildning) är i fokus. Jag önskar synpunkter på de idéer som kommer presenteras likväl som förslag på relevanta frågeställningar.

Keywords: Lärares arbetsförhållanden, Grundskolan, Lärararbete, Pionjärer

Rashygien som påbjudet uppsatsämne i 1930-talets Svenska folkskoleseminarier

Anders Persson (Dalarna University) & Lars Andersson Hult (Kristianstad University)

Den praktiska gestaltningen av lärarutbildning sker, liksom de flesta andra institutionaliserade utbildningar, i ett slags kunskapsideologiskt spänningsfält (Goodlad 1993). Mellan statens policymakare och de som ansvarar för genomförandet av en lokal lärarutbildning, likväl som mellan dessa lärarutbildare och seminarister, pågår en slags osynlig förhandling omkring centrala utbildningsideologiska frågor (Linné 1996). I varje lokalt sammanhang skapas därmed ett utrymme för autonomi där statens intentioner om utbildningens syfte, innehåll och form tolkas och operationaliseras till genomförd undervisning (Lundquist 1998). Även om personligt nätverkande torde vara betydelsefullt i denna process (jfr Broady & Ullman 2001), låter sig realiserandet av de politiska styrdokumenten även förstås som en slags lokal förhandling. Lärarutbildarna påbjuder ett undervisningsinnehåll, som de blivande lärarna manifesterarar och genomför. Lokala utbildningsinstitutioner kan däruti beskrivas som kunskapskulturer där gemensamma förståelser formas i samspelet mellan ett antal samverkande aktörer (Berg 1981; Stolp & Smith 1995; Groth 2002; Kreber 2009). En del av denna kulturformerande process kan även förstås mot bakgrund av rådande genusordningar (Florin 1987, Broady & Ullman 2001, Persson 2010).

Sett ur ett maktperspektiv är förhållandet mellan den som undervisar och den som undervisas emellertid sällan helt horisontellt. Genom den undervisning som påbjuds skickar lärarutbildaren ofrånkomligen starka signaler om hur det stundande yrket bör förstås och hanteras (Persson 2019). Under det gångna året har vi i fem olika texter (Persson & Hult 2024, Persson cf 2025a, Persson 2025b och Hult & Persson 2025 under granskning) studerat en del av de examensuppsatser som påbjöds, skrevs och bedömdes inom ramen för svenska Folkskole-seminarier under 1900-talets första hälft. I den studie vi presenterar här har vi riktat intresset mot de uppsatser som under 1930-talet skrevs på uppmaning att behandla rashygienens och rasbiogins plats i samhället. Resultatet, de blivande lärarnas svar tolkas här i förhållande till såväl vad de olika lärarutbildarna påbjudit och hur de responderat på seminaristernas texter (jfr Vikström 2021).

Keywords: Rashygien, Rasbiologi, Folkskoleseminarier, 1930-talet, Examensuppsatser

SESSION 6B

Room: Spelbomskan, 15:00-16:30, Thursday, May 15

Progressive education in the 20th century

Chair: Anne Helene Høyland Mork (University of South-Eastern Norway)

A pedagogy of puberty? Hidden power and legitimate resistance in the case of a Dutch tutor and his pupil (1913-1918)
Sanne Parlevliet (University of Groningen)

Diary writing stood at the basis of the emergence of developmental psychology as an empirical science in the middle of the nineteenth century. Evolutionary biologists such as Charles Darwin and William Preyer studied their own children, as had the psychologist couple Clara and William Stern, in function of investigating what the 'normal' development of young children was, and what parenting strategies were appropriate for different phases of that development. After Stanley Hall coined adolescence as a separate developmental phase in 1904, the Dutch founder of empirical psychology Prof. Gerard Heymans encouraged conducting empirical research into this specific phase. He himself set up a large-scale survey. One of his former students, the pedagogue Otto Barendsen, decided to use the diary method.

Otto Barendsen was inspired by Heymans' empirism ánd by progressive education. He searched for ways to account for the child's perspective in education and also wanted to diminish the distance between teacher and pupil. He kept a diary from 1913 to 1918 about a teenage boy he guided. This boy also went to the first Dutch high school that tried to incorporate progressive education in its curriculum and didactics. According to Barendsen's diary, this was a very difficult boy. He drove his parents and teachers to despair. The pedagogical answer Barendsen provided and recorded shows what psychologists and pedagogues at that time called 'the paradox of puberty': on the one hand adolescents longed to be freed from the power of adults and act rebellious accordingly, on the other hand they ached for belonging and recognition by a group or individual with more power than they themselves had - resistance accompanied by a desire for connection. The adolescent wanted to be let go and to be held closely at the same time.

In this presentation we analyze how Barendsen's pedagogical actions related to the paradox of puberty and the tradition of progressive education in the Netherlands in the first decades of the twentieth century. We will show how the normalization of adolescence as a period of storm and stress brought about a legitimation of resistant behavior and a pedagogy of puberty based on hidden pedagogical power. Special attention will be paid to the diary as a source to unravel the dynamics of pedagogical power.

Keywords: Progressive education, Adolescence, Diary writing

Exploring Vocational Teachers' Progressive Ideals and Democratic Solidarity in the Early 1900s

Carin Fröjd (Örebro University)

During the 20th century, industrialization and the need for a skilled workforce often coincided with ideas of progressive education and the expansion of democratic citizenship through education. In educational research, the pedagogical conflicts of the 20th century have often been portrayed as a division between a bureaucratic social efficiency movement focused on utilitarianism and vocational preparation, and a more liberal, progressive movement emphasizing the education of active citizens (Labaree, 2005; Englund, 2005).

Recent prosopographical educational studies of historical teacher collectives have explored how different progressive ideals were formulated, interpreted, and put into practice by Swedish elementary and grammar school teachers (Samuelsson, 2021; Samuelsson m.fl., 2024). A tradition within educational research has however frequently associated the vocational teachers to qualifying skills for production and attributed them a low interest and agency in the discussions about a democratic education. Therefore, there has been limited research exploring the historical vocational teacher communities from a democratisation perspective.

This paper examines how the teachers within the lower vocational education were influenced by progressive educational discussions—and how they, in turn, actively shaped these discussions, based on their experiences, assumptions, and immersion in a Swedish working-class culture. Using a critical ‘history from below’ perspective, it explores the experiences and agency of these often-overlooked educators of and for the working classes (Schutz, 2010). The source material is drawn from discussions in the first individual vocational teacher unions that later formed the federative union Fackläraförbundet in 1948. The results indicate that this group was highly heterogeneous and evolved alongside Sweden’s economic and social structures. Nevertheless, I argue that a general tendency emerges where working-class educators were more likely to embrace a strategy of ‘democratic solidarity’ rather than align strictly with either bureaucratic or liberal-progressive ideals as previously conveyed in research. This research may nuance the prevailing image of Swedish progressivism by demonstrating how vocational teachers, often considered peripheral to progressive educational reforms, actively engaged in shaping democratic ideals within their profession.

Keywords: Democratic citizenship, Vocational teachers, Teacher organisations, Working class educators

The development of traditional and alternative kindergarten programs in the light of the social and educational policy changes following the 1989 regime change in Romania

Erzsebet Habinyak (University of Pecs)

The quality of education, innovation and the variety of alternative methods play a particularly important role in today’s kindergartens in Romania. This attitude completely contradicts the socialist conception. In my work, I examine how the kindergarten system changed after the regime change, along the lines of educational regulations and curriculum changes, highlighting

the points of action and reform efforts that resulted in significant changes and innovation in the practical implementation of kindergarten education. The aim of my research is to present the practical implementation and development of kindergartens from the 1989 regime change to the present day through the examples, and examine how alternative pedagogies have gained ground in Romanian education. Alternative pedagogical programmes such as Waldorf, Step-by-step, and Montessori have found their way from Western Europe into the Romanian educational system and have brought about innovative methods and elements. In the first years, alternative institutions worked without a legal basis. I have provided information on the teaching methods and tools used in that period, which were passed on and are still used in today's preschool education. The endeavours of the pedagogical reforms after the Revolution and their effects on pre-schooling also play an important role in the better understanding of the development of kindergartens.

Source identification, unstructured interview, historical source examination and comparison played a central role during my research. I compared important research results from the point of view of the Romanian socialist history of education with the current situation of today's kindergartens in Romania, using the sources and methods of education history, as well as the aspects of the comparative education science. I did an interview with senior kindergarten teachers who worked before and after the revolution. They experienced the changes in everyday work. In this way, I have formed a rich and detailed picture about the major changes. I analysed in details the educational laws and regulations that appeared after the Revolution. Using the comparison method, I identified those common elements that – transcending time– can still be found in today's early childhood education in Romania.

Keywords: early childhood curriculum in Romania, education reforms, education pluralism, alternative methods

SESSION 6C

Room: Polstjärnan, 15:00-16:30, Thursday, May 15

Transnational and international education, part 3: Circulation and knowledge transfer

Chair: Anna Ahlgren (Stockholm University)

The Power of Concentrated Knowledge: Centers of Knowledge Transfer for Norwegian and Danish Students, 1850–1900.
Maret Anne Grapengeter (University of Oslo)

Since the mid-19th century, the universities of Oslo and Copenhagen increasingly strengthened their profile as research-orientated universities, in contrast to their earlier focus on supplying future civil servants. This shift diminished the need for students to perfect their academic education at foreign universities, which played a more central role in the European research landscape than the literally peripheral universities in Copenhagen and especially in Oslo. The latter was relatively new at the time – it had only been founded in 1811 – and continued to have a limited offer of study options compared to Central European universities, but also compared to the University of Copenhagen. Despite the growing confidence of these two universities as research facilities, their students were prodigiously mobile: Graduate yearbooks of Norwegian and Danish high school graduates (many of whom went on to pursue academic studies) show that lots of them visited foreign universities to deepen their academic knowledge and specialize in their field, but also to connect with colleagues from the other Nordic countries to form a stronger Nordic knowledge community. Where were the centers of knowledge exchange for Norwegian and Danish students; which students chose to partake in it and why?

My study of these networks of knowledge transfer is based on the short student biographies in the graduate yearbooks, and focusses on two disciplines that have not been at the center of attention so far: Medical students, who are a case in point for research-orientated travel, and teachers, as a driving force of Pan-Scandinavian exchange. Since the graduate yearbooks in Norway are more detailed than the Danish ones, the discussion is skewed towards the Norwegian students. Methodically, the study balances between a quantitative overview of student mobility to identify centers of knowledge transfer, and a biographical approach towards representative students to fill the gaps left in the more generalized quantitative part.

Keywords: 19th century’s knowledge transfer, student mobility, history of medicine, Pan-Scandinavianism, Norwegian academia, Danish academia

Jan Ligthart and Elsa Köhler in Scandinavia: Transnational knowledge circulation of progressive education 1900-1940.

Anna Larsson (Umeå University) & Brit Marie Hovland (VID Specialized University)

Ideas of progressive education circulated throughout Europe in the early decades of the 20th century (cf. Lauto 2023). Academic scholars, school reformers and teachers travelled across the nation borders, visiting influential, progressive pedagogues and progressive experimental schools. Through these knowledge brokers, the progressive education movement was carried between different national contexts. In such a way, the progressive education movement also reached Scandinavia. In this paper, we will highlight two European pedagogues who inspired progressive thinking in both Sweden and Norway but are not very well-known in Scandinavian pedagogical or historical scholarship today.

Jan Ligthart (1859–1916) is in Dutch educational history valued as an important educational reformer (de Jong 1996). His ideas also were spread in both Sweden and Norway as he visited both countries, his works were translated to Scandinavian languages, and Swedish and Norwegian pedagogues like Ellen Key, Sven Lönborg, Anna Sethne and Helga Eng made study visits to him and his experimental school in The Hague. Elsa Köhler (1879–1940) had a PhD in psychology for Karl Bühler in Wien. She visited Sweden and to live there for periods. In the 1930s, she developed an "activity pedagogy" together with Swedish and Norwegian pedagogues like Ingeborg Hamberg, Ester Hermansson, Anna Sethne and Åse Gruda Skard (Köhler 1936; Karlsson 1998), pedagogues who also through Köhler made visits to the progressive environment of Wien. Ideas of both of these pedagogues were manifested in school reforms in Sweden and Norway (Larsson 2022; Hovland in review, Hermansson 1974).

By applying a transnational knowledge circulation perspective (Östling et al 2018), and based on investigations of spreading of texts, networking through personal meetings and study trips (journeys of Bildung), the aim of this paper is to analyze the spreading, reception and legacy of progressive educational ideas in Sweden and Norway. Through this, the paper will contribute deeper knowledge about the development of the progressive education movement in Scandinavia.

Keywords: Jan Ligthart, Elsa Köhler, Scandinavia, progressive education, new education, knowledge circulation

Dewey and Democracy. Contested Discourses on John Dewey in Norway After World War II.

Turid Harboe (University of Oslo, NLA University College)

This paper examines the contested discourses of John Dewey's philosophy of education in Norway during the 1940s and 50s, with a focus on his views about democracy and education. Previous research in the history of education has highlighted the significant influence of American pragmatism and Dewey on developing pedagogy as an academic field and on the

compulsory school system in Norway (Helsvig 2005; Slagstad 2024). However, a nuanced discussion regarding how Dewey was interpreted, reinvented, and critiqued is still lacking.

The paper pursues two objectives. First, it examines interpretations of Dewey's ideas within the Norwegian sociopolitical and cultural context. It draws on a close reading of two books introducing John Dewey's educational philosophy in the country, along with reviews and discussions about them. The books were authored by Johs Sandven and Sigurd Nørstebø and published in 1949 and 1953, respectively. Sandven´s notable role as the director of the Institute of Educational Research at the University of Oslo for twenty-four years from 1948-1972 is well known. Professor Nørstebø from Trondheim may be less familiar. However, both were highly respected scholars in pedagogy, having studied in the U.S. during the 1940s and met with Dewey. Secondly, the paper elucidates how the Norwegian discourses on Dewey reflect different normative foundations of democracy as found within Dewey´s own scholarship (Westbrook 1991; Honneth 1998). The paper thus also points to how the Norwegian Dewey discourses might have contributed to a distinct normative foundation of democracy during this era of building democracy and the welfare state after WWII.

Keywords: John Dewey, Democracy, Norwegian pedagogy, Johs. Sandven

Constructing "Scandinavia" in the Scandinavian Schools (1805–1870): A study on Nation-Building in the Danish, Norwegian, and Swedish Educational Landscapes

Daniel Jakobsson (Umeå University)

Initially serving as platforms for disseminating religious and moral values espoused by the churches, schools gradually assumed a dualistic role during the 19th century in the Nordic countries. This evolution entailed a shifting emphasis from the dissemination of religious doctrine towards fostering national identity. Consequently, schools sought to instill both religious and moral values while simultaneously molding students into citizens of nation-states. Within this framework, affiliation with the state and identification with the nation emerged as paramount objectives of educational systems. In Scandinavia, a parallel current of nationalism emerged during the middle of the 19th century in the form of Scandinavism, advocating for a united Scandinavian entity. My study revolves around the notion of Scandinavism within the educational landscapes of Denmark, Norway, and Sweden as either a competing pan-national idea or as a consolidator of the intranational idea during the period spanning 1805 to 1905.

Keywords: 19th century schooling, nationalism, scandinavism, Scandinavia, Nordic countries, nationbuilding

SESSION 6D

Room: Bergsmannen, kl. 15:00-16:30 – Thursday, May 15

Professional groups: inspectors, social workers and prison personnel

Chair: Chelsea A. Rodriguez (University of Groningen)

The Authorities of the Inspector: Authority as a Criterion for Successful School Administration in the Government District of Breslau, Prussia (1873-1903)
Jan Uredat (Humboldt University of Berlin)
Anna Lindner (Humboldt University of Berlin)

Current research in the field of educational history suggests a rediscovery of school administration and the inspectorate as a central force in the emergence of modern education systems (Kasper et al., 2022). For Prussia, the intermediate administrative officials at the district level played a particularly important part due to a general lack of comprehensive school acts in the 19th century (Caruso & Töpper, 2019). The scope for action resulting from this legislative gap allowed the county school inspectors to emerge as a group that not only exercised monitoring and disciplinary powers but also had the capacity to shape school practice.

A notable exception was the School Supervision Act in 1872, which established a new state office for non-clerical personnel with the full-time county school inspectorate. This involved a crucial renegotiation of the requirements of the officeholders, which have so far not been sufficiently differentiated historiographically. The demands with which the inspectorate was confronted, such as demands for “professionality” (Fachlichkeit) or “authority” amongst teachers and local school inspectors arose from the official contact of the inspectors with a wide range of administrators and communities involved in local schooling.

We approach these requirements as demands addressing different authorities of the inspectors. Using the official records of the Prussian Ministry of Spiritual, Educational and Medical Affairs on appointments and the conduct of county school inspectors in the government district of Breslau, we identify a variety of authority requirements to which the inspectors were subjected and in part fell short of or failed to meet. We propose using the metaphor of the (inter)face to connect converging but at the same time diverging claims to authority of the school inspector. While the inspectors were granted authority by virtue of their office, functional authority, and personal authority tied to professional knowledge and individual conduct (Straßenberger, 2013) became conditions of successful county school administration. As the interface between state and local schooling, the inspector held official authority, but as a representing face of state administration, the officeholder had to lend authority to the office itself.

Keywords: Authority, School administration, Professional knowledge, (Inter)face, Prussia

Self-representation of social workers in Dutch Youth Advice Centres (1969-1971)

Eelco Boss (Open Universiteit / Hogeschool Windesheim)

The late 1960s and early 1970s saw the swift emergence of Youth Advice Centres all over Europe. Some had their roots in existing child welfare institutions, others rose from countercultural youth. Generally, these centres aimed to help young people who increasingly had to deal with problems related to modern adolescent challenges, such as drugs, sexuality, new cultural norms, and running away from home. They also attracted a new breed of often idealistic and activistic social professionals and volunteers who tried to bring the ideals of the counter-cultural revolution into practice. Many of these workers tried to shape their idealism in this work and put into practice ideas about the emancipation of adolescents. This part of my research aims to contribute to the knowledge of how these workers grounded their idealism and why they wanted to put it into practice in this way. Two different source corpora will be examined and compared, in which (prospective) workers present themselves and explain their motivation to work at a Youth Advisory Centre. The first corpus consists of six oral history interviews conducted in 2022-2024 with former volunteers of the Amsterdam Release branch, a counter-cultural advice centre. In these interviews, they reflect on their time working for Release and how they connected this work with their contemporary views. The second corpus is a unique collection of thirty application letters from the early 1970s, written by people applying for a job at the yet-to-be-established Utrecht Youth Advice Centre (Jongeren Advies Centrum Utrecht). Not only the letters but also the scenario of the application process and the assessment forms of the interviews have been preserved. The centres' initiators were looking for a new kind of social worker who could roll out the new centres' emancipatory agenda. The similarity between these naturally different corpora is that in both, people represent themselves for a particular purpose: for example, to demonstrate ideological suitability for a job one likes or to channel pride or shame into a personal retrospective of one's past adolescence.

The dramaturgical analysis, as proposed by Ervin Goffman, is the starting point for analysing these corpora. People use 'impression management' to manage these representations and have a 'frontstage' persona that would strategically recreate the 'authentic' backstage persona. In this light, the dynamics of the two corpora are different: one anticipates the future, and the other reflects on the past. Thereby, one could distinguish several layers in the oral history interviews: the presentation of the historical and contemporary persona. The presentation will discuss the corpora analysis results, the characteristics of the sources, and the comparability. The extent to which experience as an interviewee played a role in analysing the results will also be discussed regarding the oral history interviews. Regarding the corpora of application letters, the impact of the rigorous selection of the new type of social worker will be central.

Keywords: Counter culture, youth advice centres, social work, self-representation, adolescents

”The education of the correctional staff is critical!” Penal reform, prison expansion and the training of prison personnel in post-war Sweden

Anders Pedersson (University of Gothenburg)

After World War II, the Swedish correctional system underwent significant expansion. A new enforcement law mandated more open forms of incarceration, a new type of facilities, and a revised approach to inmates. The prison staff were expected to engage more extensively in rehabilitation, in line with what was viewed as a new and humane criminal policy. However, in post-war Sweden, crime rates began to rise sharply, contrary to earlier forecasts. This led to substantial pressure and resource shortages within the correctional system. The causes of this increase in criminal activity extended beyond the prison's responsibilities; nevertheless, it remained a central institution in addressing the issues of crime. In light of this new situation for the Swedish correctional system, considerable focus was directed towards the staff. A fundamental aspect of the discourse surrounding this development was the education and competencies of correctional personnel. Which various groups should work in a facility? What prior qualifications should be sought for different positions, and what training should be provided to employees? Furthermore, how high a cost could be justified for a trained workforce?

This paper will explore how this question was addressed by various stakeholders from 1945 to 1965. I will examine the political discourse within the government and parliament, how the National Prison Administration approached the issue given its circumstances, how labor unions aligned their interests with this problem, and how the academic community sought to advance its agenda through this context. Through an analysis of the educational question, I will not only illustrate how the recruitment and training of personnel should and did take place, but also highlight broader themes, such as how a new perspective on the training of correctional staff was connected to a transformed understanding of criminality, how the education of staff was influenced by the prison system’s views and aspirations regarding the general education system, and how the decision to place a significant portion of staff training within the workplace created both opportunities and challenges. The paper concludes with a discussion on how, from a historical perspective, we can understand the challenges and issues that the Swedish Prison and Probation Service currently faces regarding the competencies and education of its personnel.

Keywords: Penal policy, Prison. Education, Personnel training, On the job-training, Post-war Sweden

SESSION 6E

Room: Auditorium, 15:00-16:30, Thursday, May 15

Student organizations and activism

Chair: Victor Johansson

Past Roles of Fraternities as Civic Society Organizations in Higher Education
Ashley Tull (Texas Christian University)

Collegiate fraternities have engaged in civic character-building from their founding's. They were born in the American colonial period out of the meeting of the nascent U.S. higher education system and the importation of fraternal forms of organization from Europe. Organizations like the Linonian Society (1753) and the Brothers of Unity (1768) at Yale, and the American Wig (1769) at Princeton often used their literary societies to debate public sphere concerns. The College of William and Mary—an institution loyal to Britain during the American Revolutionary War—was particularly prolific in the establishment of such societies including the Flat Hat Club (1750) (Anson & Marchesani, 1991) and Please Don't Ask (Fivehouse, 1968).

Phi Beta Kappa (PBK), was the first to use Greek letters as an identifier (Current, 1990). Founded as a literary society (Phi Beta Kappa Society, 2024, para. 1) it concerned itself with the public sphere and contested state. As revolutionary war battles raged near campus, and as the William and Mary administration sustained its Tory support, PBK facilitated debates about topics like the cause and origin of society and foregrounded societal debates between British loyalists and revolutionary Patriots (Current, 1990).

Student organizations based on fraternal models emerged on other campuses in the post-revolutionary-war period with both renewed social vigor and even more explicit focus on public sphere concerns than the ostensibly literary focus of early groups. The Kappa Alpha Society was formed at Union College in 1825 (Norman, 2003) and was also a response to students' feelings of powerlessness relative to Union's administration (Tarelton, 1993). Other campuses followed suit, eventually giving rise to women's organizations as well.

This individual paper will be delivered in English and relates well to the conference theme of power and resistance as it directly traces the history of American college fraternities as civic society organizations. It further contributes to the conference through subthemes including: life in institutions; fundamental features of social and educational processes; social movements; and interest groups

Keywords: Fraternities, Student Organizations, Higher Education

Power and resistance in Swedish student unions
Elis Wibacke (Linköping University)

The 1960s saw a huge influx of students to higher education institutions all over the world. In Sweden, this contributed to a transformation of many local student unions operating at the universities. Within these student-lead interest groups, discussions about how to best engage and represent the student body intensified, which in some cases lead to a party-based system of parliamentary democracy taking form. In this paper, I give examples of student union parties within some of the biggest student unions in Sweden from the 1960s to the 1990s, how they positioned themselves against each other, as well as the higher education system itself. I focus on the contrasting aims of parties driven by political ideologies or social movements and parties that wanted to get the rid of the party system altogether. The presentation aims to answer the question what this can teach us about the engagement of students in search for power over their education. I also draw comparisons to the student unions in Finland, as they served as a reference point for many Swedish student organisations.

Keywords: higher education, student unions, student governance, party politics, ideology

The underage bearers of hope: The Chilean high school student movement as an actor of political resistance in post-dictatorship Chile (1990-2022)
Cristina Alarcón López (University of Vienna)

The paper focuses on the remarkable history of the Chilean high school student movement, which has emerged as one of the most important actors of political resistance against the authoritarian and neoliberal heirs of the military dictatorship (1973-1990). From a diachronic perspective, the paper first analyzes how the movement's protest practices, discourses, media and political agendas have changed and become radicalized over the last two decades. Particular attention is paid to transformative learning processes, i.e. the transmission of knowledge and values that the movement has developed and promoted within its members and in relation to society. Secondly, from an intergenerational perspective, the paper analyzes the emotional (Moré 2013) and cognitive legacies that the movement has received from a largely demobilized and traumatized generation of parents and grandparents. The basic argument is that the movement played a ‘representative’ role vis-à-vis these earlier generations (Alarcón 2017), who would at least until 2019 delegate political action to the younger generations. Thirdly, from a systematic perspective, comparisons will be made with contemporary movements such as ‘Fridays for Future’. On the basis of the concept of ‘Mündigkeit’ and the ‘principle of hope’ (Bloch 1959), the question is discussed of what it means that underage are almost the only actors in a society who are able to anticipate and mobilize hope for a ‘better life’. The article is based on a content analysis of interviews with high school students and experts, as well as of periodical and political sources.

Keywords: Student Movement, Chile, Hope, Resistance, Post-Dictatorship, Generation

The Organized Students: National Associations and Political Agency in Swedish Education 1938–2005.

Victor Johansson (Stockholm University)

This paper explores the history of nationally organized students in Swedish secondary education – focusing on how students, traditionally seen as passive recipients of educational policies, have acted as agents of political influence within the educational system. Centered on two national student associations from 1938 to 2005 the study examines the organizational evolution and participatory strategies students employed to influence educational policy. By situating the associations within the broader frameworks of Swedish political opportunity structures (McAdam & Tarrow 2019), this study highlights the complex interplay between institutional frameworks of power, formal interest associations and grassroots resistance. The student associations, while operating within formal structures, acted both as political intermediaries and as autonomous advocates for their members, continually navigating the constraints and opportunities presented by shifting educational and political landscapes. The analysis sheds light on the dynamic role of organized students in negotiating power within the highly structured Swedish education system, challenging assumptions of students as passive political subjects (Bessant et al. 2021). Instead, these associations illustrate a collective participation and resistance that has both contested and conformed to institutional pressures, adapting to societal changes from the welfare state's expansion around World War II through the neoliberal reforms of the late 20th century. This longitudinal perspective provides insights into the ways organized students have influenced educational policy, asserting students' roles as legitimate stakeholders in shaping democratic educational governance.

The findings contribute to broader discussions on youth agency, demonstrating that organized student action is an essential, yet often overlooked, force in the development of democratic political culture within education.

Keywords: student associations, student organization, student movement, student protests, student mobilization, student influence, student resistance, student politics, student activism, student participation

SESSION 6F

Room: Mimer, kl. 15:00-16:30 – Thursday 15th of May

Textbooks in the 20th and 21st centuries

Chair: Sophie Winkler (Örebro universitet)

Inflicting and Resisting Histories: State and School Textbooks in India, 1957-59
Shaan Kashyap (Ravenshaw University)

School textbook policies and resistance to them, often overlooked in scholarship, are typically incorporated under broader themes such as ‘curriculum’ and ‘pedagogy'. The discussion on these themes is commonly shaped by the procedures of a system and the ethics it creates neglecting the politics in their construction. Examining the historical trajectory of nationalizing school textbooks in India, this paper contends that the National Council of Educational Research and Training (1961) and its precursors transformed school textbooks into tools serving the nation-state. While the attempts by the state to nationalize textbooks had their implications, they were received in manifold ways in a parliamentary democracy like India. In the southern state of Kerala, the Communist Party of India (CPI) formed the first-ever democratically elected Communist government in 1958, with EMS Namboodiripad (1909-1998) as the Chief Minister. CPI’s radical socio-economic policies led to an anti-Communist backlash called "Vimochana Samaram", especially after the Communists set out to withdraw existing school textbooks and replace them with new ones. This development set out a national controversy with the deep involvement of the Jawaharlal Nehru-led Union Government. The figure of Mao Zedong and myriad representations of Maoism are central to this textbook controversy. Hitherto this episode has never been recorded in the broader political history of the nation-state. It could be because the CPI government was constitutionally dismissed by the Government of India within a year of its election. Within the framework of power and resistance, historicizing these developments, we end up with the following questions: How was Communism/Maoism represented in Kerala school textbooks much before it became a tour de force in Europe following Frenchradicals? What were the responses of different stakeholders in India on these representations in school textbooks, viz. Union Government, Ministry of Education, Central Bureau of Textbook Research, Kerala School Managers’ Association, Catholic Congress Local Committee, and different Parents’ Association? Using the tools of Microhistory and rich archives of the Ministry of Education, CPI, and contemporary sources such as English and Malayali newspapers, this paper will investigate the rise and decline of Communism in school textbooks, and how it led to the making of the first textbook controversy in contemporary India.

Keywords: Resistance, History Textbooks, People's Movement, Official History, Democracy

Mapping and uncovering scientific representation – textbooks as an example

Ebba Christina Blåvarg (Konstfack University of Arts, Crafts and Design) & Eric Larsson (Stockholm University)

Representation and diversity in educational resources such as textbooks can be regarded as multidimensional, since these include a variation of features of both individuals and societies. By teaching different school subjects and combined with their textbooks, there is great potential to educate about diversity in a multidimensional way, which also happens by showcasing inactive diversity (Dörfel, 2023). Especially this is true for an era of continuous global flows, where information and capital exceed previous boundaries. However, in textbooks and school subjects this is not always the case. Disciplinary transformations within school subjects occur over time (Johnston, 2006). One Swedish example, is the science-based school subject of psychology. In this subject, several extensive disciplinary changes have been identified throughout recent decades (Blåvarg, 2018; 2023).

In this study, we explore a method to make disciplinary changes of school subjects visible through geographical mapping of scientific representation. By using a combination of geo-based network methods, we trace patterns of scientific change and struggles within the Swedish school subject of psychology over the past 70 years. More specifically, we use textbooks within the school subject of psychology and map references to specific researchers, their academic whereabouts (universities, disciplines and research centres) and their interdisciplinary perspectives/tradition. This, not only, enables us to gain an understanding of from where and by whom different perspectives adhere, but also of places of dominance and scientific hubs. The multifaceted reality that prevails within different scientific disciplines can be expected to be adequately reflected in the teaching of the same. We propose this method as an input for analysing scientific representation in textbooks and highlighting what takes place in subjects in relation to the spread of the scientific field.

Keywords: Mapping, Method, Representation, Diversity, Textbooks

Actors of resistance. Representations of the civil-military dictatorship in textbooks during post-dictatorial Chile

Patricia López Stewart (Alberto Hurtado University)

Understanding the struggle for historical memory as an inherent space of dispute for meaning, this paper seeks to answer the following question: How has the authoritarian/dictatorial process been transmitted in schools, specifically in history textbooks, during the post-dictatorial period in Chile? Understanding history textbooks as ‘mirrors of the spirit of the times’ (Lässig 2008), which constitute central vehicles in the construction of identities and the transmission of official historical conceptions (p. 13), the paper seeks, first of all, to carry out a diachronic analysis of the conceptualisations and historiographical narratives about the actors of the resistance and/or opposition to the dictatorship. Special focus will be placed on civil society actors, such as, for example, the grouping of relatives of disappeared detainees, the movement of settlers, students and women. Central questions are: How are the discourses, actions and means of resistance of these actors portrayed? How are their motivations constructed? What forms of agency are

attributed to them? Secondly, it seeks to define the possible implications of these conceptualisations for the formation of 'historical consciousness' and collective memory with respect to recent history. Theoretically, the paper follows the work of Daniel Feierstein (2011, 2014) and his effort to examine forms of conceptualisation of dictatorial processes. In methodological terms, a historical discourse analysis (Landwehr, 2004) of 21 official history textbooks that were in use from 1990 to 2021 is carried out.

Keywords: Historical memory, Resistance and/or opposition to the dictatorship in Chile., Transmission of the dictatorial/authoritarian period through textbooks.

Forestry actors and Nordic educational narratives on forests 1970s-2020s

Christoffer Åhlman (Örebro University) & Otso Kortekangas (Åbo Academy)

In our joint project, we investigate what different interpretations and meanings (e.g., economic, ecological, cultural, recreational) school textbooks have presented about forests in Sweden and Finland (1972–today). Our paper for Nordic Educational History is inspired by the conference themes "The role of the state and/or private companies". We will especially look at which actors in Swedish and Finnish forests and forestry are singled out in the textbooks studied. Given that the Swedish and Finnish states are large owners of forests and state-owned companies are large actors in forest economy, is the role of the state explicated in the books in terms of forestry, economy but also forest destruction, climate change and nature loss? What about the big non-state-owned forest companies? Moreover, the curricula in both countries emphasize that pupils should get knowledge and skills about how our way of life affect nature and biodiversity locally and globally. We pose the critical question whether our educational systems are up to this task.

Keywords: Forestry, School textbooks, Educational narratives, National narratives, Agency

SESSION 7A

Room: Mimer, 16:45-18:15, Thursday, May 15

Music, photography, and memory

Chair: Sophie Winkler (Örebro University)

School of Sprezzatura – elite formation through classical music education
Lisa Högkil (Uppsala University)

In my upcoming dissertation in Sociology of Education, I investigate how children and young adults (6-18) are becoming socially shaped through an education in classical music at a Swedish 'elite' school. A central finding is how this process plays out as a bodily formation that prepares students for power positions beyond the music scene. Through an extensive and intensive structure of musical practice and concert performances, students learn to perform an 'elite habitus', embodying skill and ability to conduct challenging performances effortlessly. Historically, such fostering of effortless excellence can be associated with Baldassare Castiglione's concept of 'sprezzatura' developed in The Book of the Courtier (1528). Namely, the cultivated ability to act with effortless grace, concealing the effort behind one's actions, making them appear natural and unforced. While Castiglione discussed sprezzatura as an essential capacity for the courtier in 16th-century Italy, it is likewise at stake in this 21st-century school. Ethnographic fieldwork was conducted in 2023, including observations of private lectures, ensemble rehearsals, orchestra performances, and interviews with students, teachers, and parents. Eventually, through a socio-historical analysis using Bourdieusian concepts, an underlying pattern came to the fore, showing how everyday life at the school was structured to support learning how to engage in devoted musical practices while simultaneously concealing these precise efforts. Since being recognized as a 'natural talent' was the highest possible value in this universe, everything took place as if to hide all the pains to produce such talent. Hence, this study shows how sprezzatura becomes increasingly essential in a local 'ideology' of natural giftedness. Institutions that foster practical skills while celebrating 'natural talent', either academies of elite sports or music-profiled schools, function as fruitful grounds for fostering sprezzatura, echoing ideals among elites during the last five hundred years. Giving students a way to perform 'natural talent' in their field of practice (music) and other elite milieus that regard sprezzatura as a sign of social distinction, this school functions as a misrecognized institution of elite (re)production. Consequently, this study contributes to historical and sociological studies of elite reproduction through non-typical roads within the educational system.

Keywords: elite reproduction, embodiment, sprezzatura, music education

Small Rural Schools as a Meeting Point for Memories

Susanna Leppähaara (University of Turku) & Annukka Jauhiainen (University of Turku)

Changes in the Nordic countries' school network have been a significant topic in educational policy discussions over the last few decades. For instance, according to Official Statistics of Finland, the proportion of small schools with fewer than 50 pupils among all comprehensive schools was 43 percent in 1990, declining to 24 percent by 2012. During the last ten years almost all small schools with fewer than 50 pupils have been abolished, and the ongoing decline in student numbers is expected to accelerate school closures, particularly in rural areas. This trend is also evident in other Nordic countries. These changes are influenced by societal shifts, including the economic recession of the 1990s, alterations in the economic structure, and age distribution. (Julkunen, 2024)

As a result, rural schools are becoming a disappearing cultural heritage. In our presentation, we will explore the nature of small rural schools as spaces of learning. These learning spaces integrate the structural, cultural, and social characteristics of rural schools (Massey 1994), creating a unique educational environment. We will approach the subject through school memories, aiming to understand what types of memories are associated with school years spent in small rural schools. In this study we view rural schools as a meeting point for memories, that offers practical historical knowledge. Through these memories, we can analyze and understand the meanings associated with small rural schools.

Our presentation aims to provide insights into rural schools as distinct learning spaces and integral components in the development of Nordic welfare states. For our study, we will generate oral history material by conducting walk interviews in the interviewee’s childhood school and its immediate surroundings. We chose walk interviews as our method because previous research has demonstrated its efficiency in uncovering the meanings associated with specific places (e.g., Evans & Jones, 2011). In our presentation, we will conduct an in-depth analysis of one walk interview.

Previous studies on school memories have predominantly focused on the period before the comprehensive school reform. The 1990s and 2000s have been largely neglected (Jokila, 2021.) Additionally, our systematic literature review conducted in the fall of 2024 revealed that research on rural schools is particularly lacking from the perspective of students. Consequently, this presentation focuses on the memories of students who attended comprehensive school during the 1990s or 2000s. This presentation is part of the Primary Schools Amidst Rural Transition research project (KONE Foundation, 2024–2027).

Keywords: rural schools, school memories, in-depth analyse

”An assault on the essential photography” The University and Higher Education Agency's investigation of higher photographic education in Sweden and the discourse of resistance

Adéle Askelöf (Stockholm University)

As part of my dissertation project, I examine the University and Higher Education Agency's report on higher photographic education published in 1979 and the criticism it faced from parts of the contemporary photographic field. On an overall level, the thesis is interested in the relationship between education in photography and the social field where photography was practiced, as well as how this relationship changed over time. The project is grounded in the hypothesis that photography schools, as they evolved from the 1960s onwards, functioned as central agents in shaping and consolidating positions and perceptions of photography and the photographer's role. Thus, it is the power that in various ways was exercised (more or less consciously) through education that is in focus.

The investigation leading to the report stemmed from a long-awaited governmental acknowledgement of the professional community's demand for formalized higher education. While there was consensus within the field regarding the necessity of such education, the ensuing cultural policy debate reveals significant divisions among agents concerning its design and content. A distinct example of how this resistance was expressed is a manifesto formulated by the four photographers Walter Hirsch, Anders Petersen, Gunnar Smoliansky, and Christer Strömholm. In conjunction with the publication of the manifesto in the photographic journal Svensk fotografisk tidskrift, the group also organized an exhibition at Galleri Bollhus in Stockholm, both of which caused a stir.

In the analysis, the report and the manifesto are considered as crystallization points that compelled various positions to emerge, through which (albeit temporary) stabilizations within the discursive order of photography education can be discerned. By examining how education was addressed in these and other contemporary text utterances related to the political configuration of higher photography education, I analyse how photography education as a phenomenon was imbued with different forms of meaning. I argue that the formulation of these statements also reveals something about the broader structures of the photographic field. Thus, there is a reciprocity between what was deemed significant within the discourse on photographic training and a wider conception of the medium and the photographer, which becomes visible through this conflict. This raises questions about the notions of photography and the photographer's role that were legitimized through the report and the following debate, as well as the nature of these processes. In what ways was higher photographic education part of constructing hierarchies and norms within the cultural field where photography was practiced?

Keywords: Fotografisk utbildning, Högre utbildning, Fotografrollen, Legitimeringsprocesser, Diskurs, Fältteori

SESSION 7B

Room: Kungstenen, 16:45-18:15, Thursday, May 15

Learning in total institutions

Chair: Badegül Eren-Aydınlık (Umeå University)

“Intra in cubiculum mentis tuae” (enter the room of your mind). The power of distraction and the resistance of attention in medieval monastic education.
Luca Odini (University of Urbino)

Anselm of Canterbury in his Excitatio mentis ad contempandum deum (exhortation of the mind to contemplate God) from his famous work, the Proslogion, invites the reader to put aside his worries and concentrate on God. ‘Enter the room of your mind, leave everything out except God and what is useful for you to seek him, and close the door and seek him’. Anselm of Canterbury's invitation is a call for concentration and a removal of all distractions to focus on the one thing that is necessary. The theme of the invitation to use all the strength of attention against the force of distraction is not a theme that only Anselm dealt with, but it is a fairly common theme in the monastic experience. And this theme is one that the monastic tradition has addressed from an educational perspective. Indeed, as we shall see, the theme of resisting attention to possible distractions does not only concern the memory and mind of individuals. Monastic tradition, from Basil of Caesarea to Benedict of Norcia have always emphasised how resisting the force of distraction requires a community of people with a shared goal, a virtuous relationship with one's body and its needs (and the need to indulge them, at times, and to sometimes dominate them), but this is not enough. It is also necessary to train the mind and develop techniques. All these aspects have influenced and constituted the heritage that has contributed to providing interesting educational insights and that is the subject of the research we propose for this contribution. We will analyse the complex strategies that the monks implemented in the monastery school, which was probably the first institution that proposed a life-long education to defeat the force of distraction and strengthen the resistance of attention.

Keywords: distraction, attention, monastic education, history of education

Education and post-institutional citizenship at a total institution – the example of Folåsa 1865–1948
Ulrika Norburg (Stockholm University) & Maria Sundkvist (Linköping University)

The purpose of the conference contribution is to discuss, based on a historical study, the question of the importance of education for a post-institutional citizenship after a stay at an institution. We use the example of Folåsa to problematize concepts such as total institution, disciplining and subjectification.

Folåsa is today a "youth home" with the State Board of Institutions (SiS) as the principal. The institution has existed since 1864 and both name and leadership have changed over time. The presentation is based on a previously published study that covers the period 1865 – 1949. On an overall level, it is easy to classify Folåsa as a total institution in Goffman's sense. It is possible in the same way to interpret life based on Foucault's surveillance, punishment and disciplining of the deviant. But we have chosen to try to push past these explanations and instead try to see if the students gained anything and improved their prospects for the future.

Based on such a starting point, the formal education given at Folåsa becomes interesting. The survey shows that teachers had a central role in the students' lives. They could decide on their own how the teaching would be designed, which learning materials would be used and how the content of the teaching could be adapted based on what could be interpreted as individualized teaching. With the help of courses on citizenship and social life, students would be trained to become independent individuals. They were trained to work in agriculture and to certain crafts.

The goal of the stay was that the admitted students would be discharged to a functioning citizenship. They would be part of society and, according to Biesta's concept, subjectivized. The study gives indications that teaching was not only part of the institution's everyday routines, but that the individual's ability and needs became important for future citizenship. The idea of a post-institutional citizenship seems to have existed in the content and implementation of the teaching. All the time devoted to education aimed both at a functioning institutional everyday life with clear routines and at creating good conditions for active adult citizenship in society.

Keywords: Education, subjectification, post-institutional citizenship

SESSION 7C

Room: Bergsmannen, kl. 16:45-18:15, Thursday, May 15

Transnational and international education, part 4: Migration and racism

Chair: Franziska Primus (Örebro University)

"Rather shiftless immigrants": The politics of race in British school feeding programmes, c.1906-1980
Heather Ellis (University of Sheffield) & Laura Newman (University College London)

This paper draws upon new research conducted as part of the ESRC-funded project 'The School Meals Service: Past, Present and Future?' to explore the politics of race, racialisation, and racism as it impacted and shaped British school feeding from c.1906 to 1980. From Irish immigrants in interwar Cumberland to 'New Commonwealth' arrivals in East London in the 1950s-60s, race has always been an often unspoken factor in the 'civilising' project of school feeding. As one school meals activist wrote in 1940, "adequate nutrition of the necessitous children of this country" was a key measure to "save the national from racial debasement".

Yet despite this, little work has been carried out into how local authorities, policy practitioners, school pupils, and parents reacted to the successive waves of immigration that so fundamentally changed the make-up of British school populations. Through analysis of previous neglected materials in the UK National Archives and London Metropolitan Archives as well as over 100 new oral history interviews conducted with former pupils, teachers, parents and school catering staff, this paper will examine both the policy intentions of national and local government in relation to school meals and the lived experience of those who encountered the service across the twentieth century for the first time.

The paper also stands as a corrective to such histories that seek to unproblematically celebrate the history of school feeding by uncovering how historical actors sought to 'anglicise' schoolchildren through food as part of integrationist education policies. Here, the history of specialist feeding initiatives such as the Kosher school meals service from the 1940s onwards to the multicultural food programmes of 1980s inner-London provokes new questions from historians of education in their efforts to better understand the multifarious ways in which both racist and multicultural educational practices were institutionalised.

Keywords: school meals, racialised politics, Britain, resistance

Social Sorting: Registration and Categorization of Danish Refugees in Sweden, 1943-1945.

Jacob Vrist Nielsen (Aarhus University)

During World War II, approximately 20,000 Danes fled to neutral Sweden seeking safety from Nazi-occupied Denmark. While Swedish authorities provided asylum, control over who could stay and how they were categorized lay significantly in the hands of the Danish legation in Stockholm. This paper investigates the registration and categorization of Danish refugees in Sweden between 1943 and 1945, focusing on how these mechanisms served as tools of power but also generated resistance within the exile community.

The Danish legation developed an extensive card filing system to classify refugees based on political reliability, social behavior, and moral standing. Categories such as informants ("stikkere"), asocials, idlers, communists, and Nazi sympathizers determined each refugee's fate. This process of categorization had significant consequences. Those deemed undesirable faced imprisonment, placement in disciplinary camps, or deportation back to Nazi-occupied Denmark. In contrast, those deemed trustworthy were permitted to stay in Sweden and received support from the Danish refugee office, including assistance with housing, employment, financial aid, and access to medical care.

The categorization system served as a tool of control but also as an informal mechanism for transmitting values and norms. By sorting refugees into specific categories, the Danish authorities imposed social control, where behaviors and loyalties were scrutinized. This process involved thorough inspection, evaluation, and assessment to ensure that only the "right" refugees were allowed to remain in Sweden without being interned or imprisoned. Ultimately, it became an exercise of power, using strict inclusion and exclusion criteria to maintain order and stability within the exile community. This paper explores how categorization of refugees by Danish authorities in Sweden exemplifies both overt and covert mechanisms of power and resistance. Drawing on David Lyons concept of social sorting and using archival records from Denmark and Sweden, it analyzes how these systems were created, maintained, and contested. The paper contributes to broader discussions on how power operates in contexts of displacement and exile.

This study aligns with the conference's theme by analyzing the role of categorization, normality, and deviance as mechanisms of power and resistance. It highlights how bureaucratic processes, even in exile, can exert control over individuals and how these processes are contested. It also fits into the theme of inspection, evaluation, and assessment by examining how refugees were scrutinized and assessed to determine their eligibility for inclusion in the Danish exile community.

Keywords: Social sorting, Registration and categorization, Inspection and evaluation, Refugees, World War II

Racialized Schooling and Right-Radical Encounters: Migrant Students' Experiences in 1980s Denmark.

Jin Hui Li (Aalborg University)

The 1980s in Denmark were marked by heightened xenophobia and racial tensions, exemplified by violent incidents targeting migrant communities, such as attacks by the "Green Jackets" [grønjakkerne]" (Pedersen 2019) and media coverage of racial conflicts (Madsen 2004). Simultaneously, voices from NGOs and educators spoke out against the growing racism (Blum 1986; Buchardt 2016; Kirkernes Raceprogram 1972; Svane Hansen 1992) and critiqued school policies for failing to support migrant children adequately (Indvandrernes Fællesråd i Danmark 1980). This study explores the schooling experiences of migrant children in Denmark during the 1980s, focusing on how migrant students encountered both institutional and everyday racism, particularly through interactions with right-radical groups like the "Green Jackets." It aims to highlight how encounters with radical right groups and discriminatory schooling practices contributed to their sense of identity and belonging. The research question is: How did migrant students experience the social aspects at school in relation to the racism they experienced in their local community, and how does migrant students' experienced racism become a central part of their socialization at school, through which the categories of race and gender are interwoven? This study draws on 28 oral history interviews (Perks and Thomson 2016) with people who migrated to Denmark as children in the 1970s, 1980s, and 1990s. The participants reflect on their experiences in Danish schools and their interactions with societal actors, including right-radical groups. Through the lens of intersectionality (Collins and Bilge 2016; Connell 2002; Myong Petersen 2009), this study shows gendered patterns in racialized experiences. While male students often encountered overt, physical forms of racism, female students experienced subtler, verbal discrimination. These distinct forms of racialization shape their interactions within schools and influence their broader social identities. This study demonstrates how racism was both neglected and, at times, reproduced within school settings, reflecting broader societal racial tensions. Despite some anti-racist efforts by educators and NGOs, school practices often failed to support migrant students, thus reinforcing societal prejudice and discrimination.

Keywords: Racialized schooling, Migrant children, Right-radical groups, Gendered racism, Danish welfare state

SESSION 7D

Room: Polstjärnan, 16:45-18:15, Thursday, May 15

Transnational and international education, part 5: Promoting understanding during war and post-war

Chair: Rebecka Göransdotter (Uppsala University)

Emotions, attitude changes and education for international understanding 1946-1950
Elisabeth Teige (Volda University College)

In this paper I want to investigate how the participants at a UNESCO-seminar on education for international understanding in Sèvres in 1946 and researchers in the project Tensions Affecting International Understanding (Tensions project) envisioned that the human mind, focusing on children and young people, could be reconstructed after years of war and totalitarian propaganda.

In Sèvres the participants discussed what international understanding was supposed to be, and also how one could create a person with an international orientation. A certain amount of knowledge was needed, but knowledge alone was not enough. Such teaching had to be oriented towards developing certain attitudes, ways of thinking and skills. International understanding was described, among other things, as "an attitude of mind which leads to action in helping to build a better world." (Sem.rep.2, p. 34) Such an attitude implied a strong connection between knowledge, attitudes, skills and feelings, and in the extension of this, of learning, being able to translate the knowledge, via the attitudes, skills and feelings, into practical actions in one's own life. (Teige 2016) Attitudes were partly seen as a by-product of acquiring knowledge, but required that the acquisition of knowledge also activated emotions. (Sem.rep.9, p. 27-28). Development of attitudes and acquisition of skills were highlighted as more fundamental than knowledge in the development of international understanding. (Sem.rep.2, pp. 34-36).

The development of UNESCO's work on education for international understanding took place at the same time as and in interaction with research focusing on the human mind. In this paper I will use the Tensions project as a starting point. The project started in 1948, with UNESCO's Department of Social Sciences as its point of departure, and there are clear thematic links to the discussions at the Sèvres-seminar in 1946. The project sought, among other things, to locate the underlying factors that contribute in the creation of the tensions that lead to war. Psychological aspects of singular individuals were also examined (Klineberg 1950). There is therefore a basis for examining these in the same context. Using both working papers from the seminar in Sèvres in 1946 from the UNESCO archive as well as publications from the Tensions project (Klineberg 1950; Cantril 1950), I intend to investigate the role of attitudes and emotions in the work of creating international understanding, and how this could be done through education.

Keywords: War, Reconstruction, Peace, Propaganda, Emotions, Attitudes, UNESCO

Symbol of Defiance: The 1942 Norwegian Teachers' Revolt Against Nazism

Svein Ivar Angell (University of Bergen)

This paper examines how the Norwegian exile government in London during WWII utilized the resistance efforts of Norwegian teachers in 1942 to portray Norway’s inherited democratic traditions as a key contribution in the fight against Nazism. During these years, it was crucial for the exile government to maintain the country's status and Norway’s reputation in the world. Accordingly, the government established an information office in London. The teachers' revolt in Nazi-occupied Norway in 1942 provided an opportunity to showcase the historical traditions embedded in the Norwegian educational system, as well as the role of teachers as catalysts for civic resistance. The information office in London published several reports on the developments in Norwegian schools aimed at a foreign audience throughout the spring and summer of 1942. Simultaneously, prominent Norwegian representatives in the US reported on the teachers' revolt through public lectures, newspapers, and magazines.

This paper aims to explore the role of the Norwegian exile government and the Information Office in transmitting the message of civic resistance in more detail. What narratives about the Norwegian educational system and school teachers were conveyed? Which actors were involved? To what extent does the role of the exile government in London contribute to our understanding of the teachers' revolt more generally?

Keywords: Teacher revolt in 1942, Civic resistance, Norwegian exile government

SESSION 7E

Room: Spelbomskan, 16:45-18:15, Thursday, May 15

Perspektiv på skandinaviska utbildningssystem

Chair: Susanne Dodillet (Stockholm University)

Kvinners kamp for et godt barnehagetilbud
Per Einar Sæbbe (Stavanger University), Geir Aaserud (Oslo Metropolitan University) & Anne Greve (Oslo Metropolitan University)

Presentasjonen har som mål å vise hvordan en gruppe kvinner kjempet for å få etablert og drive en barnehage i Sandnes - en utkantkommune på Sør-Vestlandet i Norge - i årene etter 2.verdenskrig. Kvinnene var organisert i Norske kvinners sanitetsforening. Barnehage var fremdeles ukjent for mange på denne tiden, og forslaget om å opprette en barnehage møtte motstand fra deler av befolkningen. Svært få barn gikk i barnehage i Norge i tiden frem til 2000-tallet, og rett etter 2.verdenskrig var det mange kommuner som ikke innså viktigheten av å etablere barnehager. Sanitetskvinnene måtte derfor argumentere for at barnehage innebar noe annet enn «at noen fruer skulle bli kvitt barna sine noen timer midt på dagen.» (utklipp fra avisen Stavangeren, 1947). Sanitetskvinnene kan ses på som foregangskvinner gjennom at de både skaffet midler og overbeviste kommunens ledelse om nødvendigheten av et barnehagetilbud med god kvalitet og utdannet personale. De etablerte barnehagen som en ideell privat organisasjon gjennom bruk av egne midler og iherdig dugnadsinnsats. Etter mye arbeid fikk de også støtte av kommune og stat. Sanitetskvinnenes arbeid med å opprette en barnehage fylte en funksjon i velferdsstaten som kommunen ennå ikke hadde sett behovet for.

Presentasjonen tar utgangspunkt i en studie som bygger på et omfattende skriftlig materiale fra Sandnes sanitetsforening fra 1929 til 1974, intervjuer med sentrale gjenlevende personer som har hatt tilknytning til den barnehagen sanitetskvinnene fikk etablert, og en variert utklippsbok der sanitetskvinnene i samme periode har dokumentert alle artikler som omtaler deres arbeid i lokale og nasjonale medier. Dette materialet har vi gjort en tematisk analyse av og knyttet analysene til tidligere forskning om samme tematikk.

Resultatene i denne studien viser at sanitetskvinnene anså barnehagen som noe mer enn bare oppbevaring av barn før skolealder. Barnehagen har virkninger som går ut over dette, og den griper direkte eller indirekte inn i mye av det som vi i dag regner med til velferdsstaten. Velferdsstaten skal sikre sosial trygghet for alle borgere inklusive barn. Lenge før barnehager kom opp på den politiske agendaen, før vi fikk en egen barnehagelov, og før FNs barnekonvensjon slo fast barns rettigheter, var sanitetskvinnene opptatt av at barn ikke bare skulle ha et sted å være, men også at de skulle ha det bra. Det skulle være kvalitet på tilbudet. I tillegg bidro barnehagen til folkeopplysning gjennom samarbeidet med foreldrene. Det ble arrangert mødremøter med foredrag om viktige tema, og det ble opprettet helsestasjon i barnehagens lokaler. Som arbeidsgivere var sanitetskvinnene opptatt av pedagogdekning, kvalitet på barnehagebygget, kompetanse i personalet, verdigrunnlag og engasjement i lokalsamfunnet. Flere av utfordringene sanitetskvinnene stod overfor, kan man kjenne igjen i

dagens barnehagedebatt. Det dreier seg blant annet om finansiering og om behov for utdannet personale, barns oppholdstid og kvaliteten på tilbudet.

Keywords: barnehagehistorie, filantropi, Norske Kvinners Sanitetsforening, velferdsstat

Skapandet av det svenska utbildningssystemet 1940-1970: Vad som hände och varför så få känner till det

Susanne Dodillet (Stockholm University) & Sverker Lundin (University of Gothenburg)

I samband med 2011 års lärarutbildningsreform inleddes en expansiv fas inom den utbildningshistoriska forskningen i Sverige (Westberg 2023, s 340). Forskningen skulle nyansera skoldebatten och öka de blivande lärarnas kritiska förmåga genom att identifiera de krafter och tankar i samhället som låg bakom införandet av grundskolan, förklarade lärarutbildningsutredningen i sitt slutbetänkande (SOU 2008:109, s 194). För att förverkliga utredningens ambitioner rekryterades de efterföljande åren många av de professorer som idag utgör forskningens nav. Vår presentation har två syften. Vi vill bidra både till den pågående självreflektionen inom det utbildningshistoriska forskningsfältet, och till skolhistoriens nyansering.

Den lärobok som idag är det utbildningshistoriska standardverket inom lärarutbildningen är Esbjörn Larssons och Johannes Westbergs (red) Utbildningshistoria som publicerades för första gången 2011 och vars fjärde, utökade upplaga kom ut inför höstterminen 2024/25. Vi inleder vårt bidrag med att sammanfatta lärobokens framställning av grundskolans historia och redogör för centrala aspekter, som inte ingår i, eller spelar en underordnad roll i bokens skildring. Hit hör först och främst storindustrins och nationalekonomins betydelse, till exempel i form av nationalekonomen Gösta Bagges insatser som ecklesiastikminister på 1940-talet, Studieförbundet Näringsliv och Samhälle och dess engagemang för läroplansarbetet under 1950-talet, samt inflytandet från OECD under 1960-talet. Vi påminner även om cybernetik och systemanalys, och om deras påverkan på såväl grundskolans organisation som efterkrigstidens pedagogik.

I nästa steg undersöker vi frånvaron av de nämnda aspekterna i lärobokens skolhistoria. Vi uppmärksammar att lärobokens framställning i centrala delar bygger på den historiografi som lanserades i anslutning till 1960 års lärarutbildningsutredning. Även då skulle historiska studier upplysa blivande lärare om bakgrunden till grundskolans utformning (SOU 1965:29, s 91). För att skapa engagemang hos lärarstudenterna, skulle de pågående reformerna vid denna tid förstås som demokratisering, snarare än i ekonomiska termer. Uppdraget att producera den passande historieskrivningen genomfördes av Gunnar Richardson, Sixten Marklund och Åke Isling, alla tre direkt knutna till grundskolereformen och den tillhörande lärarutbildningen. Avslutningsvis diskuterar vi varför den äldre historieskrivningen fortsätter att prägla lärarutbildningen idag, trots dess blinda fläckar och trots att den problematiserats som historieskrivning “from above” (Westberg 2023, s 337).

Keywords: historiografi, skolhistoria, grundskolereformen, lärarutbildning

SESSION 7F

Room: Auditorium, 16:45-18:15, Thursday, May 15

Putting the Usual Suspects in Perspective: Decentralising Histories in the Internationalisation of Post-War Education

Chair: Lourens van Haaften (University of Groningen)

The latter half of the twentieth century saw the simultaneous rise of national education systems and the increasing internationalisation of education. Amid post-war reconstruction and decolonisation, a new educational governance regime emerged (Elfert and Ydesen 2023; Fuchs and Roldán Vera 2019; Matasci, Jerónimo, and Dores 2020), with education mobilised to advance economic and geopolitical goals. International organisations such as the World Bank, UNESCO, and the OECD, along with foundations like Ford and Rockefeller, guided global educational initiatives, while national governments embraced international education as part of their strategic agendas. Expanding testing regimes extended educational governance beyond borders, embedding education within a global web of standards. Following the Cold War, this momentum intensified, with transnational networks and new educational spaces, such as the European educational space, adding further complexity (Lawn 2011). Today, education is a deeply globalised phenomenon, shaped by diverse local, regional, national, and international forces. This panel highlights the wide range of players within global education networks, including the familiar "usual suspects" and lesser-known, often local actors who also shaped international educational frameworks in meaningful ways. Moving beyond a simple center-periphery model, we aim to offer a deeper look at the complex web of influences and interactions that have driven the internationalisation of education. Our panel features research from Africa, South Asia (India), Latin America, Europe, and the United States, examining how local actors both collaborated with and resisted international organisations. The topics explored include the reception and resistance to new technologies like radio in Africa (Priem); international student exchange initiatives (Mays); universities as hubs for transnational educational spaces (Haikola); the spread and pushback of new testing technologies (Alarcón López); and the use of educational diplomacy networks by post-colonial elites (van Haaften). Together, these 2 studies show how local actors engaged with, adapted to, and sometimes redefined international efforts, bringing in diverse regional perspectives. While some of these actors aligned with global frameworks, many forged their own paths, reshaping policies to meet local needs. By capturing these varied experiences in the internationalisation of education, this panel offers a clearer understanding of the transnational forces that shape global education today.

Keywords: internationalisation of education, internationalisation of higher education, centre-periphery

Abstracts/authors:

The Global Test. Global dissemination and local resistance to aptitude tests during the Cold War
Cristiana Alarcón López (University of Vienna)

Before Bologna: The EC/EU and the Shaping of European Higher Education in the 1980s and 1990s
Karl Haikola (Lund University)

"The need for expanded American studies is keenly sensed hitherto": The role of the Fulbright Program in advancing American Studies at Swedish universities
Christin Mays (Uppsala University)

Educational Diplomacy and Post-Colonial Agency: Humayun Kabir, India, and Global Education in the 1950s
Lourens van Haaften (University of Groningen)

SESSION 8A

Room: Auditorium, 10:00-11:30, Friday, May 16

Education as a tool of increasing awareness of minority history. The case of Nordic Truth processes of historical justice

Chair: Otso Kortekangas (Åbo Academy University and University of Helsinki)
Discussant: Natan Elgabsi (Åbo Academy University)

Recently, Norway, Finland and Sweden have established Truth (and Reconciliation) Commissions (TRC) processing the historical relations between the states and the Sámi and Finnic-speaking minorities in the countries. The commissions' mandates and reports define education, one of the main action point recommendations of the commissions, both as school education and public education (including media productions). The flipside of education as a progressive tool is that education has been one of the main arenas and instruments in and through which governments, churches and other instances have implemented discriminatory policies and practices. These policies were often labeled as precisely progressive or societally beneficial in their own temporal contexts. As pointed out by Keynes et al. (2021), based on Tröhler (2016), the educalization of Western societies since the 19th century has meant that both school and public education has secured the status as one of the most powerful and efficient tools to form citizens, and to solve societal and social problems. In the case of the TRCs and more broadly in projects concerning historical justice, one perceived problem is the lack of awareness of minority history and minority rights. In this panel, we want to explore the relationship between historical justice (TRCs, White papers and other processes) and education, both in terms of history (the role of education in discriminatory policies) and as a tool that these

processes can use to raise awareness. Quinn (2022) and Norlin and Lindmark (2021) have emphasized that to be effective, the educational part of the commissions' work should be carried out in a planned and controlled manner. In what ways do the mandates, work and reports of historical justice processes consider education as a tool for reaching their goals and recommendations? We aim to study both the opportunities and the pitfalls of the perceived power of education, historically and in terms of how TRCs and other processes of historical justice frame education and its possibilities today, especially concerning awareness of minority history in the Nordic countries.

Keywords: historical justice, educalization, truth and reconciliation commissions, TRC

Abstracts/authors:

The relationship between official recognition and official knowledge
Malin Arvidsson (Lund University) & Henrik Åström Elmersjö (Umeå University)

Nordic Truth Commissions and the Histories of Education
Björn Norlin (Umeå University)

Educating Against Anti-semitism: Incorporating a minority group's traumatic past into the national curriculum
Marianne Kirk (University of Copenhagen)

SESSION 8B

(cancelled)

SESSION 8C

Room: Spelbomskan, 10:00-11:30, Friday, May 16

Skolan som sorteringsteknik(er): Idéer och verktyg för social särskiljning under moderniteten

Chair: Rakel Gunnemark (University of Gothenburg)
Diskutant: Anna Larsson (Umeå University)

Genom införandet av skolplikt i Sverige år 1882 synliggjordes, upprättades och formaliserades gränserna mellan normalitet och avvikelse. Barn inordnades i historiskt specifika kategorier. Blicken riktades både mot den ideala eleven och de som inte nådde skolans förväntade inlärningsmål eller utmanade ordningen. Att särskilja och upprätthålla dessa kategorier blev av central betydelse i skolan som institution (Börjesson och Palmblad 2003). Från tidigt 1900-tal utvecklades och tillämpades psykologiska metoder för testning, mätning och kategorisering i skolan, i syfte att placera och hantera barn inom utbildningssystemen (Axelsson 2007; Lundahl

2006; Nilsson 1978). Detta kan ses som ett uttryck för välfärdsstatens biopolitiska kontroll och sortering av individer med stöd i bland annat psy-vetenskapligt vetande. I Sverige, liksom i de andra skandinaviska länderna, utvecklades exempelvis psykometriska tester för att bland annat mäta intelligens, med stöd i internationell forskning och genom interprofessionella samarbeten mellan läkare, psykologer och pedagoger (Lundahl & Tveit 2014; Hamre, Axelsson & Ludvigsen 2019). Dessa samarbeten kan ses som en form av biopolitisk-styrning, där professionella aktörer utvecklar och tillämpar interdisciplinära vetanden för att kategorisera och kontrollera individer (Beronius 1994).

Psykologiska vetanden som används för att bära upp institutionella kategoriserande system har av Michel Foucault (2006) beskrivits som psykiatrisk makt. Foucault menar att skolan, likt andra institutioner, tog stöd i psykologins vetande för att identifiera individers olika förmågor, och placera dem på olika nivåer i relation till avgränsningsbara kunskapsområden. I skolans praktik kom dessa förstås, hanteras och legitimeras som faktiska områden. Hur, varför och på vilka sätt elever har differentierats inom ramen för utbildningssystemet har förändrats över tid. Konstruktionen av skolk som socialt problem, mätandet av intelligens, personlighet och skolmognad är exempel på detta. Metoderna och instrumenten som utvecklades i samspel mellan olika vetanden under 1900-talet reproducerade en föreställning om individen som mätbar. Utgångspunkten var i hierarkiserande logiker baserade på exempelvis eugeniskt tankegods. I denna panel möts fyra doktorander vars avhandlingsprojekt på olika sätt undersöker kategoriseringar, normalitet och avvikelser inom utbildning i ett historiskt perspektiv.

Keywords: Kategorisering, normalitet, avvikelse, mätbarhet, makt, psykometri, skolk, grafologi, individualitet

Abstracts/authors:

Själens seismograf: grafologisk yrkesvägledning under 1950-talet
Rakel Gunnemark (University of Gothenburg)

Skolmognadsprov som styrningsteknik i Sverige 1940-1975
Anna Ahlgren (Stockholms University)

“Blifva annorlunda och bättre”: En studie av skolk kring sekelskiftet 1900
Ellen Ceder Henriksson (Södertörn University)

Skolan och mätbarheten
Ricardo Fiallo Kaminski (Uppsala University)

SESSION 8D

Room: Kungstenen, 10:00-11:30, Friday, May 16

Den klasskapande skolan: Det statliga skolväsendet och formandet av klassidentiteter i skoltexter från 1860 till 1930

Chair: Esbjörn Larsson

Denna session presenterar forskning från projektet ”Den klasskapande skolan: Det statliga skolväsendet och formandet av klassidentiteter i skoltexter från 1860 till 1930” vars syfte är att tillföra kunskap om hur den statliga skolan genom sina texter bidrog till skapandet av klassidentiteter under den industrikapitalistiska epoken. Detta görs genom att analysera hur samhället, olika samhällsgrupper och skillnader dem emellan, beskrevs i läromedel och elevtexter för olika skolformer. Under 1800-talets industrialiseringsprocess gick Sverige från att vara ett ståndssamhälle till ett klassamhälle. Under klassamhällets formering förändrades människors sätt att förstå samhället och deras plats inom det. Arbetare, bönder, akademiker och företagare kom att föreställa sig som medlemmar i olika klasser och så småningom förstå samhället som ett klassamhälle. Tidigare forskning har främst intresserat sig för politiska partier och rörelser, yrkesorganisationer och press när den har studerat skapandet av klassidentiteter (Se ex. Cannadine 2000, Berg 2011, Thompson 2013). I detta projekt undersöks istället hur statsmakten genom skolan blev delaktig i att sprida detta sätt att föreställa sig samhället. I fokus för de konkreta undersökningarna står skoltexter som inte bara är att betrakta som ett av skolans främsta medel för lärande, utan också erbjöd eleverna bilder av den sociala ordningen (Wickström 2008). Vidare undersöks också hur dessa bilder eventuellt togs emot och togs upp av eleverna. Det sistnämnda görs genom att studera elevers egna texter (uppsatser) i de fall då det finns källor bevarade. Eftersom Sverige vid denna tid hade ett starkt uppdelat skolsystem med folkskolor för den stora delen av befolkningen, särskilda flickskolor för medel- och överklassens döttrar samt läroverk för pojkar ur medel- och överklassen (Larsson 2019), undersöks även hur barn med olika bakgrund fick lära sig om den sociala ordningen och vad som utmärkte till exempel torpare, bönder, präster osv. Genom att ställa delvis nya frågor rörande konstruktionen av klassidentiteter under en formativ period i såväl samhällets som utbildningssystemets utveckling bidrar projektet inte endast med ny kunskap om hur klass skapades under slutet av 1800- och början av 1900-talet, utan även bidra till ökad förståelse av statens roll i denna process. Projektet syftar också till att genom sina läromedels- och receptionsstudier bidra till generaliserbar didaktisk kunskap om hur skolan kan forma samhället och hur skoltexter kan bidra - på gott och ont - till människors uppfattningar om den sociala ordning som de lever i.

Keywords: skola, stat, läromedel, offentliga skolor, läromedelsanalys

Abstracts/authors:

Att veta sin plats: Den svenska fortsättningsskolan under 1900-talets första hälft
Esbjörn Larsson (Uppsala universitet)

Skilda skildringar? Industrialisering, arbetarrörelse och socialism i Odhners och Grimbergs läroböcker i historia för läroverk respektive folkskola
Johan Wickström (Uppsala universitet) & Linn Areskoug (Uppsala universitet)

Representationer av klass och sociala skillnader på folkskolans skolplanscher ca 1900–1950-tal
Anne Berg (Uppsala universitet)

SESSION 8E

Room: Bergsmannen, kl. 10:00-11:30, Friday, May 16

The Myth(s) of Education and Resistance

Chair: Synne Myrebøe (University of Vienna)

Modern education has been perceived as a vehicle to dispel myths and to promote enlightenment and rationality by resisting them. Consequently, myths have often been marginalized or overlooked as legitimate subjects of educational research due to their connotations. However, myths are not merely unfounded stories; they are powerful narratives, symbols, habits, and practices that imbue events with meaning and significance, shaping our understanding of legitimacy, progress, and development.

This panel seeks to reconceptualize myths not as opposites of truth but as inseparable from educational and political realities. Drawing on Chiara Bottici's notion that "a myth is a narrative that provides not just meaning but also significance, it does so by placing events in a more or less coherent plot" (Bottici, 2007, p. 115), we explore how myths function in the making and remaking of societal norms, values, and perceptions. Our collective inquiry examines how myth-making often revolves around the idea that certain ideologies, practices, or institutions are superior – more effective, legitimate, or progressive – than others. This is evident in various historical and contemporary contexts where actors engaged in resistance, eventually becoming dominant themselves. Conversely, we also address how narratives of resistance can be suppressed or erased, disappearing from historiography and collective memory.

This exploration invites a critical reassessment of the role of myths in education and politics. By acknowledging the constitutive power of myths, we aim to discuss these underlying narratives that shape our perceptions of progress and legitimacy. This two-part panel encourages scholars to reflect on their own participation in myth-making processes and to consider the implications of these narratives for understanding resistance and power dynamics within educational research and practice. Through this engagement, we hope to offer new insights into the complex interplay between power and resistance, and how knowledge is intrinsically embedded in the mythmaking practice of institutions and politics.

Keywords: myth-making, history of education, philosophy of political myth, philosophy of education

Abstracts/authors:

Academic Mythmaking and Practices of Desire
Synne Myrebøe (University of Vienna)

Psychoanalysis, Epistemological Power Struggles, and Myth-Making in the Context of Austria and Germany from the 1890s to the 1930s
Elisabeth Jahn (University of Vienna)

"Pragmatism is Genuinely American" – Social Resistance Movements That Led to the Powerful Myth
Nicole Gotling (University of Vienna)

From Nature to Natural Resources: The Land, the Nation & 'A Great Campaign of Education'
Christian Gsandtner (University of Vienna)

SESSION 8F

Room: Mimer, 10:00-11:30, Friday, May 16

Professionalization and Career Paths in 17th Century Schools in Sweden: From pupil to schoolmaster

Chair: Pontus Folkesson (Stockholm University)

By the late 17th century, meritocratic ideas gained increasing influence in Sweden, where skills and abilities were valued more highly than aristocratic background. Simultaneously, the school system underwent significant institutionalization with formalized regulations and standardized teaching guidelines, reshaping both the structure of education and the environments in which teachers operated, contributing to social mobility. The aim of this project is to investigate how the teaching environment was shaped by these changes, focusing on the recruitment processes and career paths of students, schoolmasters, and lecturers within elementary schools, gymnasiums, and academies during the 17th century. By analyzing these processes, the project seeks to provide a deeper understanding of how the education system facilitated the emergence of a professionalized corps of civil servants and clergy. During this period, the demand for well-educated officials increased in both local and central administration, as well as among clergy, such as priests and parish clerks. Educational requirements became particularly pronounced as cities expanded their bureaucracies. The project focuses on the factors valued in the recruitment of students, schoolmasters, and lecturers, such as networks, kinship, education, and experience. It draws on a wide range of sources, including diocesan annals, herdaminnen, cathedral copy books, dissertations, and school ordinances, matricula and employs prosopographical methods and social network analyses to map career paths and professional networks. The professionalization of the early modern Swedish school system has not been extensively related

to the international context. Investigating how the educational environment aligned with European patterns provides crucial insights into the impact of education on social mobility during the early modern period. This project contributes new knowledge about the professionalization of early modern schools in Sweden and expands the understanding of education's significance within the broader European context.

Keywords: Professionalization of Education, Meritocracy and Social Mobility, 17th Century Swedish Education

Abstracts/authors:

The recruitment of pupils in the 17th century Sweden
Jakob Evertsson (Stockholm University)

The recruitment and career paths of schoolmasters in 17th century Sweden
Pontus Folkesson (Stockholm University)

Career Paths and Social Networks in 17th-Century Sweden: The Role of the Gymnasium
Axel Hörstedt (Uppsala University)

SESSION 9A

Room: Bergsmannen, 12:00-13:30, Friday, May 16

Educating the Youngest Children: Visuality, Emotion, Health and Play in the 20th Century

Chair: Anne-Li Lindgren
Discussant: Johannes Westberg

This panel focuses on various aspects of how children's institutions were organized and maintained for the youngest children, ages 1 to 7, in the twentieth century. Such institutions were part of society's concern for the future - for children to become educated and productive citizens and for caregivers (mainly mothers) to be able to work (Willekens, Scheiwe and Nawrotzki, 2015). In this panel, a variety of empirical visual and written sources from Swedish children's institutions will show how different actors operated such institutions in order to make them attractive. One paper looks at how a specific children's institution was displayed as part of the implementation of a modern welfare state, at a world exhibition in Stockholm in the 1930s. A second paper focuses on how emotions were used to present children's institutions as child-friendly after the Second World War. A third paper shows how health was an important issue in the organization of children's institutions in the early twentieth century, and a fourth paper examines the versions of "good play" used in policymaking in the late twentieth century. Thus, the panel will consider how child welfare arguments were used to present children's

institutions as a good place for children to be and become future citizens in, and how notions of children and childhood were used and produced through the presentation and organization of various institutions for the youngest children in the twentieth century.

Keywords: Visuality, Emotion, Health, Play, Education, Child institutions, 20th century

Abstracts/authors:

Lekstugeanläggningen at the Stockholm Exhibition 1930: Visual Display of a Modern Child Education Institution
Sofia Grunditz (Stockholm University)

The Emotional Community of Kindergartens in Västerås, 1944-1969
Linnéa Waldekranz (Örebro University)

Children's Health and Professional Knowledge in Educational Settings, 1900-1960
Moa Rosenquist af Åkershult (Stockholm University)

Governing through Play: Producing the Good Citizens of Tomorrow in Swedish Preschool Policy, 1970s-2010s
Alexandra Zahariadis Palmaer (Stockholm University)

SESSION 9B

Room: Polstjärnan, 12:00-13:30, Friday, May 16

Knowledge as Inhibitor – Exploring the Role of Knowledge within Power Relations in the History of Education

Chair: Daniel Töpper (Humboldt University of Berlin)

Discussant: Fanny Isensee (Humboldt University of Berlin)

Knowledge is imparted in pedagogical constellations, which in turn are integrated into organizational and institutional frameworks and settings. However, work on knowledge processes and practices as distinct topics has only become the focus of historiographical research in the last decade. The history of knowledge proposes to take a closer look at the role of knowledge in education and society and the ways in which it is produced (Reh et al. 2017) as well as the involved actors, practices and processes. By focusing on the modalities of

knowledge, research predominantly turns to the circulation and accumulation of knowledge (Östling et al. 2018). This panel focuses on a specific way of using knowledge to complement this body of work, namely highlighting contexts in which knowledge does not flow freely but instead acts as an inhibitor or is itself inhibited. This panel conceives knowledge as something that can resist and impede large-scale social processes like professionalization, scientification, and nation-building. By focusing on cases in which knowledge was used as an obstacle to social processes, the panel contributes to a discussion on modalities of knowledge other than circulation (Jöns et al. 2017, Wedde & Thole 2021). Thus, the panel addresses an objective of current research within the history of knowledge which not only seeks to supplement the history of education with new sources and methods, but also sheds light on further actors and sub-processes that question common historiographical narratives. The use of knowledge as a practice of resistance highlights activities and processes of questioning, relativizing, reworking and confronting established or powerful knowledges with competing alternatives. Thereby, the contributions intend to counterbalance the prevalent assumption that knowledge is always identical with power, to the effect that the plurality of knowledge within specific contexts becomes visible and its role as a resource in power relations can be discussed. By conceptualizing knowledge as both an inhibiting and inhibited force, this panel critiques traditional models of center and periphery, suggesting alternative frameworks to describe power structures and circumvent traditional descriptions of power structures. The concept of 'inhibition' primarily aims to show that certain processes, such as nation-building which have produced hegemonic models and structures, have not proceeded unchallenged, unopposed or linearly. Rather, these social processes were and are accompanied by processes of resistance, in which knowledge plays a key part, and which might have had important repercussions.

Keywords: history of knowledge, knowledge actors, modalities of knowledge

Abstracts/authors:

Resistance and professionalization through knowledge aggregation in Prussia around 1900
Daniel Töpper (Humboldt University of Berlin)

Networks of Power Knowledge-making as resistance in late eighteenth and early nineteenth-century Britain
Heather Ellis (University of Sheffield)

Power of Knowledge and Tales of Resistance
Hendrik Holzmüller (University of Münster)

Racial biology for and against coeducation in Sweden at the turn of the 20th century
Emma Vikström (Umeå University)

SESSION 9C

Room: Mimer, 12:00-13:30, Friday, May 16

Politics, Arts and Historiography of Education: Tangled Cases of Dis/Embodied Enculturation

Chair: Geert Thyssen (Western Norway University of Applied Sciences)

In this panel we analyse diffractively, that is: through one another (Barad 2007), three at first sight distinct historical cases and we explore possibilities they offer for historiography of education that does not shy away from making explicit its inherently novelistic-artistic and political features (e.g., Cohen 2004) without reverting to a sort of radically political revisionism, which made waves in the discipline internationally during the 1970s (e.g., Bowles & Gintis 1976).

Analysing these seemingly different yet connected cases involving politics and arts-related, 'embodied cultural learning' (Thyssen & Grosvenor 2019) through one another, we investigate to what extent 'doing history is a political act … [that] combines the art of activism [of some kind, if implicit,] with the power of storytelling' (Dyck 2021, 76).

The first case, 'Schooling for six-year-olds', takes as its subject apparent differences and similarities in terms of political reasoning regarding inclusion/exclusion of embodied, historically art-inspired pedagogy involving play, exploration, movement etc., and simultaneously reflects on the question of how political and artful forms of positioning the subject at hand may inhere in past and current historiography on experiments with 'schooling' for six-year-old children in Norway. The second case, on 'StreetWise', as one of two cases, alongside 'One Ocean – Ocean Portrait', of 'glocal', collaborative 'artivist' research, explores possibilities such research offers for history of education as 'embodied re-membering' (Barad 2017) relating to sensuous collective(/-individual) knowledge- and memory-making (Halbwachs 1992). The third case, on 'One Ocean – Ocean Portrait', relating to 'coastal art' rather than urban art featuring in the second, likewise probes what it might offer for a history of education that engages hermeneutically and materially (Gardner 2010; Domanska 2018) lived reality, memory and imaginary in recovering pasts and 'un/doing' (Barad 2017) archives in the process.

All three cases, albeit seemingly from different perspectives, through one another are deemed able to pry open temporally dense folds of education (Van Ruyskensvelde et al. 2021) of a more and less formal nature and to reposition historiography of education as 'situated' (Haraway 1988), material-cultural practice involving politically invested drawing of boundaries (Thyssen 2024).

Keywords: Historiography, Politics, Arts, Early Childhood Education, Informal Education

Abstracts/authors:

Schooling for six-year-olds? Experiments with schooling for under-sevens in Norway in the 1960s
Merethe Roos (Western Norway University of Applied Sciences)

'Street(-)Wise' Re-Composing: An Ecological Historiography of Education, Politics and Art
Geert Thyssen (Western Norway University of Applied Sciences)

The power and politics of the ocean and ocean paintings in Early Childhood Education: The case of collective memory of a dead whale
Elin Eriksen Ødegaard (Western Norway University of Applied Sciences)

SESSION 9D

Room: Spelbomskan, 12:00-13:30, Friday, May 16

Infrapolitics or rebellion? Parents, resistance, schooling

Chair: Sara Backman Prytz (Uppsala university)

This panel will address various aspects of parents' resistance to schools as institutions. The panel presents research from the ongoing project "Trust and Resistance: Swedish Parents' Relationship to School 1861-2012 from an Educational History Perspective." Trust and resistance towards institutions is a significant area of contemporary research, but from an educational historical perspective, it remains notably under-researched.

In this panel, the focus will be on parents' acts of resistance to schooling. Theoretically we draw on James C. Scott's (1985, 1990) theories of subtle and passive resistance (infrapolitics). By applying Scott's analytical concepts to parental resistance within the context of the Swedish educational system, we aim to uncover previously overlooked aspects of the relationship between school and home. In doing so, we also want to discuss the relationship between overt and covert resistance, to understand why resistance sometimes takes the opposite form of active, spectacular protest. The class perspective is also crucial. Scott's research has demonstrated how subtle and passive resistance served as a powerful tool for the lower classes, and how this form of resistance could have significant consequences. However, this can also be juxtaposed to how Paul Willis describes working class parental distrust to schools as a way to consolidate own class subordination. In relation to the development and transformation of the Swedish school system, this perspective becomes particularly compelling.

Previous Swedish research addressing the era of the parallel school system, has emphasized that it was primarily lower-class parents with children in public schools who protested and

resisted (Florin & Johansson, 1997). In schools for the upper middle class and upper class, there was a greater degree of trust between parents and schools. However, this view can be nuanced by exploring different forms of resistance—both organized, active resistance and more passive forms. Therefore, this panel will place various aspects of resistance within a broader framework concerning social class and the organization of the Swedish school system.

Keywords: Parents, Resistance, Class

Abstracts/authors:

Parents and the path to co-education: cases from early 20th century Sweden
Sara Backman Prytz (Uppsala university)

Between organized and everyday resistance: the case of the school strike
Joakim Landahl (Stockholm university)

Parental Influence in the Development of Swedish Schooling
Germund Larsson (Uppsala university)

SESSION 9E

Room: Kungstenen, 12:00-13:30, Friday, May 16

Historical developments regarding the 'learning-disabled' child - A comparison of Germany, Sweden & Ecuador (~1960 - 1979)

Chair: Till Neuhaus (Bielefeld University)

Generally speaking, dis/ability and humanity are constitutive elements of each other (Goodley et al., 2016), yet they are in constant friction as the question of who and what counts as disabled/disability is dynamic. Considering historical-temporal dynamics, the perception of disabilities and the group of ‘the disabled’ is contingent on prevailing conceptions of normality. Therefore, analyzing disabilities emerging as the consequence of social or institutional expectations, i.e., ‘learning disabilities’, sheds light on predominate power dynamics. The projected panel focuses on the identification processes for learning disabilities. As stated, this form of disability is comparatively ambiguous, and the concept has changed over time. However, the applied identification mechanisms are powerful, not just in educational institutions but also for the life course of the assessed child. Further, these assessments can be read as commentary where and based on which diagnoses/ findings, the line between normality and non-normality has been drawn. Lastly, it should be noted that these impactful and ambiguous decisions take place early in a learner’s life, making them even more contestable.

We aim to address who the ‘abnormal’ child is in the schooling context of Germany, Sweden, and Ecuador (1960s – 1970s), as both decades were changing points in all three geographies but considering the historical context from which they came. The panel focuses on constructing the idea of learning disabilities, considering the political, academic, and practitioner levels. Therefore, different sources will be analyzed. For the political dimension, we will examine each country’s relevant educational regulations, mandates, and laws discussing learning disability (and derivates). The academic level will be addressed by focusing on canonical handbooks. Additionally, we will examine two practitioners’ journals.

The results from the different sources will be worked on using structural linguistics's methodological insights (Saussure 2011). This is necessary as terminologies around learning disabilities may have changed while the underlying construct remains intact (or vice versa). On the more methods-driven level, the documents will be worked on by applying content analysis, which is enriched by a particular focus on historical contextualization. The results of the three individual studies will then be compared by employing a cross-cultural approach. The overarching goal of this panel is to clarify to what extent ‘the learning-disabled child’ can or should be considered a “boundary object” (Akkerman & Bakker 2011) – a traveling concept fluid enough to incorporate local variations.

Keywords: learning disability, international comparative research, history of special needs education

Papers/authors:

“Special School Child” to “Student with Learning Difficulties” – A Swedish Pilot Study Covering the Period 1946–1974
Thomas Barow (Örebro University)

German Special Education between Restauration and Professionalization (circa 1959 – 1973)
Michaela Vogt (Bielefeld University)
Till Neuhaus (Bielefeld University)

Identification of Learning Disabilities in India (1980-2000)
Bhumika Bandodker (Bielefeld University)