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Detta förslag till Uppsala universitets rektor om en strategisk satsning på området utbildningshistoria var avsett att av rektor vidarebefordras till Vetenskapsrådet som avsatt särskilda medel, s.k. Linnébidrag, vilka skulle sökas från lärosätena centralt.

# History of education (utbildningshistoria)

## Proposal for a strategic venture at Uppsala University

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For additional information on the history of education research environment at Uppsala University see [www.skeptron.ilu.uu.se/broady/sec/histedu/](http://www.skeptron.ilu.uu.se/broady/sec/histedu/).

### Summary

In Sweden, research on the history of education was a secluded specialty during the second half of the twentieth century. Today we witness a revival. At Uppsala University there are unique opportunities for the creation of a significant node in the national and international history of education research community. This objective can hardly be reached only by picking and combining miscellaneous ongoing activities already labeled history of education or by making it a discipline of its own. Instead, the strategy advocated in this proposal is to develop cooperation between half a dozen research milieus, each of them nationally and internationally leading in their respective field and already one by one in different ways contributing to historical research on education but within the history of education domain up until now weakly connected with each other. The current establishment of a national history of education graduate school hosted by Uppsala University is a first step. This proposal suggests additional joint efforts aiming at the development of a very competitive research environment.

### 1. Decline and revival

The history of education has been a strain in philosophy and theology, and later on from their very start a significant part of disciplines such as the history of ideas, sociology or education. Take for example educational science. When established as a discipline at Swedish universities—labeled “pedagogik”, the first chair was created at Uppsala University in 1912—a substantial part of it was devoted to the history of education. At the time it was considered indispensable that future gymnasium teachers were furnished with sufficient knowledge on educational ideas and practices of the past. In France, Durkheim had already for several years in his lectures at the Sorbonne to students who intended to become teachers advocated the importance of historical awareness.<sup>1</sup>

Swedish educational discussion had since the nineteenth century and in many respects during the first half of the twentieth century been a fringe to the German, but after World War II the North American behavioral science came to dominate the debates as well as the research on educational matters. The roots in German traditions in education, philosophy and history were cut off. For several decades the history of education was relegated out of the teacher education and hardly discernible in the educational research community. The one main exception was Wilhelm Sjöstrand, professor in education at Uppsala University 1949-1976, who fought to rescue the historical perspectives. It was a losing battle. Sjöstrand had few disciples and followers.

During recent years, however, a revival has taken place within the educational sciences in Sweden. The historical perspectives are more and more frequent in research programs and publications and at conferences.<sup>2</sup>

And most important of all, this revival is not an affair for the educational sciences alone.

<sup>1</sup> Durkheim, Émile: *L'éducation morale* [1925]. Paris: P.U.F., 1974; *L'évolution pédagogique en France* [1938]. Paris: P.U.F., 2 ed. 1969.

<sup>2</sup> The first major Swedish conference on the history of education was arranged in Stockholm 10-12 Sept. 1998, arranged by Per-Johan Ödman, Donald Broady et al. Cf. the massive conference documentation *Pedagogikhistorisk forskning. Perspektiv, betydelse och funktion i dagens samhälle*, Stockholm: Lärarhögskolan i Stockholm, 1999 (600 p.). The interest was even greater for the second conference in Stockholm 25-27 Sept. 2003. The third is to take place 28-29 September 2006.

## 2. A truly multidisciplinary field

In fact, though the history of education during most of the second half of the twentieth century was hardly visible within the Swedish educational sciences, it did survive elsewhere. On the one hand there were partly extra-mural activities among lay historians, typically a retired headmaster who writes the chronicle of his or her school but also important publications of witnesses and the like.<sup>3</sup> On the other hand the history of education has been a subject of inquiry within a wide range of disciplines, even if the scholars did not identify themselves as historians of education.<sup>4</sup> In an inventory a few years ago of PhD dissertations in Sweden 1990-2002 that might be classified as contributions to the history of education, we found contributions from an impressive array of disciplines, ranging from archeology to law.<sup>5</sup>

This inventory was a first stage in the preparation of a graduate school in the history of education that now exists (see below). One of the outcomes was that three disciplines were the most predominant, education, history, and history of ideas, which therefore were chosen to make up the core of the graduate school. However, contributions from other disciplines are needed in order for the history of education to develop as a research domain. An interesting example is economics. A parallel inventory of research on education at Uppsala University<sup>7</sup> did indicate that perhaps the most expansive and internationally most visible research on the recent history of education is currently undertaken within business studies.

Thus history of education is and should continue to be a multidisciplinary field. For the time being there is no need for an isolated sub-discipline history of education, for a Swedish scholarly journal or for formation of narrow specialists. There are many distinguished Swedish contributions to the history of education that are not recognized as such, as contributions to the history of education, neither on the national nor even less on the international arena. The urgent task is to make use of the resources offered by various research groups in various disciplines and to strengthen the history of education constituents in their respective research, PhD and postdoctoral programs. The graduate school is organized in accordance with this principle—the PhD students are guaranteed a stable foothold in their respective discipline.

Such an ecumenical view on the history of education is consistent with the “Uppsala model” for the development of educational sciences in general, adopted by the faculty board for educational sciences at Uppsala University and according to which these sciences are to be developed not in the shape of a separate discipline but as a joint endeavor involving several faculties. The faculty board “chooses to regard educational sciences as a broad comprehensive term covering research in many university disciplines that is devoted to—or might be devoted to—Bildung, education, teaching and learning”.<sup>8</sup>

The same view on the educational sciences is expressed in the current strategic plan for Uppsala University: “The strategic ventures to which the university wishes to give priority are [...] stimulation and coordination across the faculty borders of research and PhD-studies in educational sciences [...].”<sup>9</sup>

<sup>3</sup> An important organization for these kinds of partly academic and partly amateur historical investigations has been Föreningen för svensk undervisningshistoria.

<sup>4</sup> A recent example is the growing interest among historians. At the two previous conferences “Svenska historikermötet”, the main meeting arena for Swedish historians that is arranged every third year, only a few papers on the history of education had been presented. At the last conference, however, arranged by Uppsala University 22-24 April 2005, there were no less than seven sessions and 22 papers under the joint heading History of education. In the organization committee Donald Broady was responsible for those sessions. See [www.skeptron.ilu.uu.se/broady/histedu/histmote-05.htm](http://www.skeptron.ilu.uu.se/broady/histedu/histmote-05.htm).

<sup>5</sup> The inventory was undertaken by Esbjörn Larsson and is available at [www.skeptron.ilu.uu.se/broady/sec/histedu/](http://www.skeptron.ilu.uu.se/broady/sec/histedu/), together with a short presentation: Esbjörn Larsson & Donald Broady: *Inventering av svensk utbildningshistorisk forskning och idéer om utvecklingsmöjligheter*, 2:a nordiska pedagogikhistoriska konferensen, Stockholm, 25-27 September 2003.

<sup>7</sup> Ida Lidegran & Donald Broady: *Forskning och forskarutbildning av utbildningsvetenskaplig relevans vid Uppsala universitet. Inventering våren 2003 på uppdrag av Utbildningsvetenskapliga fakultetsnämnden*. Planering och Uppföljning, Rapport 2003:2. Uppsala universitet 2003. Available at <http://www.skeptron.ilu.uu.se/broady/uv/>.

<sup>8</sup> “UVF-nämnden väljer att se utbildningsvetenskap som en bred samlingsbenämning för den forskning inom en rad olika ämnen i högskolan som ägnas—eller skulle kunna ägnas—at bildning, utbildning, undervisning, fostran och lärande.” (*Program för forskning och forskarutbildning vid utbildningsvetenskapliga fakultetsnämnden 2002-2004*, antaget 2002-03-26, rev. 2002-04-25). Cf also *Uppsalamodellen—förslag till åtgärder för att främja forskning och forskarutbildning av utbildningsvetenskaplig relevans. Redovisning från en arbetsgrupp tillsatt av Utbildningsvetenskapliga fakultetsnämnden*, 28 maj 2003, available at <http://www.skeptron.ilu.uu.se/broady/uv/>.

<sup>9</sup> “De strategiska satsningar som universitetet vill prioritera är [...] stimulans och samordning över fakultetsgränserna av utbildningsvetenskaplig forskning och forskarutbildning [...]” (*Forskningsstrategier 2005-2008*, Uppsala universitet, Konsistoriet, 2003, p. 17).

### 3. Resources at Uppsala University: research environments

The suggestion in this proposal is to provide maybe half a dozen excellent and competitive research environments at Uppsala University with the means to join their forces in order to create a solid platform for the future development of the history of education domain. These environments should be both leading in their respective field and at the same time in some interesting respects oriented towards the history of education. Representatives from the following environments have accepted to participate.

The **Department of History** is one of the most expansive environments in Uppsala for research in education. Two traditions are cultivated. A number of PhD and other projects focus on historiography, viz., the use of history in different contexts such as documentary film and school textbooks. Another expanding line of projects is devoted to more traditional history of education, e.g., the history of specific educational institutions, their organization, culture, development and recruitment. Among the larger research projects, the ongoing studies of Linné and his disciples should be mentioned for their innovative character, stressing the didactical and educational aspects of Linné's vast endeavor.

Contact: professor Maria Ågren, see <http://www.hist.uu.se/staff/default.aspx?action=visa&id=409>.

At the **Department of History of Science and Ideas** and especially at the **Office for History of Science**, the history of education is a well-integrated part of the research activities and forms the core of the main research activities. For example, a large research project is devoted to the writing of the late history of Uppsala University (1793-2000), aiming at a four volume publication covering the chronological history, the teaching, the research, the students, the organization, the nations, etc. In addition, many of the Hans Rausing visiting scholars are specialists in different aspects of education and learning.

Contact: professor Tore Frängsmyr, CV and publications [http://www.idehist.uu.se/vethist/Personal/Tore\\_Frängsmyr.html](http://www.idehist.uu.se/vethist/Personal/Tore_Frängsmyr.html).

At the **Department of Literature** there is, for example, a unique project on the history of teaching (in this case in literature) at the university level, a too neglected field of research today (contact: professor Bengt Landgren, <http://www.littvet.uu.se/Bengt%20Landgren.html>). Of importance are also the studies undertaken at **Section for Sociology of Literature** (contact: professor Johan Svedjedal, <http://www.littvet.uu.se/lsoc/svedjedal.htm>), in Sweden the oldest and leading unit in its domain where most studies are historical and comprising educational perspectives. Also the research in rhetoric (contact: professor Lars Burman, <http://www.littvet.uu.se/burman.html>) includes elements of educational history, for example in a study on the author C.J.L. Almqvist's interventions in Swedish educational reforms.

The **Sociology of Education and Culture (SEC) unit**, at present at the Department of Teacher Education, is a node in Scandinavia for research connected to certain French traditions founded by Pierre Bourdieu, Jean-Paul Benzécri and others. Research on history of education, elites and education, cultural fields, students' trajectories, transnational transformations of the educational and cultural fields. For further information see <http://www.skeptron.ilu.uu.se/broady/sec/>.

Contact: professor Donald Broady, CV and publications [www.skeptron.ilu.uu.se/broady/](http://www.skeptron.ilu.uu.se/broady/).

The unit **Studies in Educational Policy and Educational Philosophy (STEP)**, at present at the Department of Education, is engaged in studies on political and philosophical issues in education: for example, how the concept of quality is formed, used and implemented in different forms of quality assurances and quality reports or how the concept of educational science is established and implemented in research politics. The historical dimension is central. STEP is also responsible for the Education Policy Institute (UPI), an Internet resource (including, e.g., a reference database and an electronic journal) on politics of education, educational policy making, and the governing of educational systems. For further information see <http://www.upi.artisan.se>

Contact: professor Ulf P. Lundgren, CV and publications [http://130.238.25.247/ilu\\_portal/externt/forskning/STEP/Ulf.htm](http://130.238.25.247/ilu_portal/externt/forskning/STEP/Ulf.htm).

Research with relevance for the recent history of education carried out at the **Department of Business Studies** falls into two broad areas: (1) development and diffusion of business studies, and (2) organization, control and regulation of education. The former deals with the "success story" of business studies, which despite a late establishment as a university discipline, today is the largest subject with a substantial impact

outside the academia, foremost in the world of business and organizations. The latter concentrates on the regulation of compulsory education and university institutions. “Softer” forms of regulation, such as ranking and accreditation, are examined. An international perspective permeates the two research domains in a double sense, compromising both the research objects and the research environments.

Contact: professor Kerstin Sahlin-Andersson. Publications see [www.fek.uu.se](http://www.fek.uu.se).

**Didactics**, which is present at several institutions, is of interest primarily when it comes to studies on the history of instruction practices and different school subjects and university subjects. The research at the Department of Literature and the Department of Mathematics is already mentioned. Another interesting approach concerns how the educational past survives and influences the teaching and learning practices of today. The last-mentioned perspective is of particular significance at the **Department of Teacher Education** that houses leading expertise especially in the didactics of the natural sciences.

Contact: Professor Leif Östman, [www.ilu.uu.se](http://www.ilu.uu.se).

At the **Department of Law** the professor in Legal History, Rolf Nygren, is for example planning research on legal order, multicultural society and its consequences for school values. CV and publications <http://www.jur.uu.se/staff/default.aspx?action=visa&id=724>.

At the **Department of Mathematics** there is a research group in the history of mathematics that is leading in Sweden. The department is a partner in the National Graduate School in Mathematics with Didactics. Contact: professor Sten Kaijser, CV and publications <http://www.math.uu.se/~sten/>.

#### 4. Some other resources

The **National Graduate School in the History of Education** (Nationella forskarskolan i utbildningshistoria) was established in the Spring 2005, It is funded by the Swedish Research Council. Uppsala University acts as the host. Director: Donald Broady. Four doctoral students will be admitted in the fall 2005, others will be associated. National courses in the history of education are being established. See [www.skeptron.ilu.uu.se/broady/histedu/](http://www.skeptron.ilu.uu.se/broady/histedu/)

**Digital archives:** Several collaboration enterprises initiated by Uppsala University aim at producing digital archives of sources of interest to the history of education. The STEP unit is currently creating a dedicated archive of this sort. The Electronic Publishing Centre at the university library Carolina Rediviva, directed by Eva Müller, is among the most advanced in the world in scholarly digital publication, see <http://publications.uu.se/epcentre/index.xsql?lang=en>. The research program Digital Literature is focusing on the management of sources in the humanities and social sciences, in cooperation with i.a. the Oxford Text Archives. See [www.skeptron.ilu.uu.se/broady/dl/](http://www.skeptron.ilu.uu.se/broady/dl/).

**International collaboration.** The above-mentioned environments take part in extensive networks including many institutions and research groups worldwide of relevance to the objectives of this proposal. One recent example is that Maria Ågren, Jan Lindegren and Donald Broady visited the Faculty of Modern History at Oxford University in April 2005 in order to establish an Oxford/Uppsala research cooperation and exchange program including i.e., comparative studies on the history of education. Other examples of extensive international collaborations are to be found at all the environments mentioned. The Office for History of Science and is together with the universities in Berkeley, Bologna and Paris the organizers of the international summer school in the history of science. STEP's international contacts include the Department of Comparative Education at Humboldt Universität, Berlin. The SEC unit has for more than twenty years had close collaborations with mainly French social scientists and since 1993 co-directed (together colleagues at École des Hautes Études en Sciences Sociales, Paris) the international research network “Formation des élites et internationalisation de la culture” with partners in 21 countries.

**Other affiliations.** Several of the participants have missions at i.a. the Swedish Research Council and are familiar with research in relevant domains as well as with research policy issues: Ulf P. Lundgren as the General Secretary of the Committee for Educational Science, Maria Ågren and Kerstin Sahlin-Andersson as members of the Council for the Humanities and Social Sciences, Donald Broady as member of the Committee for Educational Science. Sten Kaijser is president of the Swedish Mathematical Society and member of the Swedish National Committee for Mathematics. To give just a few examples.

## 5. Objectives

- Strengthen the cooperation between the participating environments in order to create a shared platform for the advances of research in the history of education
- Initialize and develop research programs in the history of education, participate in international, e.g. EU, programs
- Strengthen the infrastructure for such research, including information exchange and the creation of digital archives
- Develop international contacts and a more intense participation in international arenas, augment the visibility of Swedish research in the history of education
- Strengthen the links between research and education, especially in teacher training.

## 6. Activities and organization

Instead of creating new administrative bodies, the existing Collegium for Educational Sciences<sup>10</sup> at Uppsala University might function as a host for the coordinating functions. Possible activities are

- **Internal coordination** by the means of the Collegium, cooperation initiatives involving participating environments
- **External coordination** of conferences etc together with the Graduate School and with the National Network for the History of Education (constituted at the Svenska Historikermötet, Uppsala, April 2005)
- **Creation of an infrastructure** for the advancement of the research in the history of education, i.e., suitable information systems and digital archives
- A rather extensive **international exchange and cooperation program** offering means to invite scholars to Sweden and for Swedish scholars to spend sojourns abroad, and to initialize and organize international research cooperation
- **Initializing strong multidisciplinary research programs** (see below)

## 7. Research programs, preliminary suggestions

In this proposal text “history of education” is to be understood as studies on the development of formation, instruction, and learning. The emphasis in the proposed research is on modern social history of education, and on formal education in institutions such as schools or universities rather than on informal socialization in general. The term “history” does not mean that merely times long ago are considered. It signifies a focus on the development of stability and change rather than on the frozen state of things.

One attractive option would be to bridge the gap between on the one hand research traditions and disciplines that stress the “objective” perspectives on history and on the other hand those that stress the “subjective” ones, for example, studies on economic, political or technical conditions for historical processes versus studies on ideas, cultural expressions or representations. This not very productive division is often unavoidable because of simple lack of resources, financial as well as intellectual. A stronger and more comprehensive research environment such as the one outlined in this proposal would enable more full-bodied investigations and at the same time preserve the specific competence of different research traditions instead of merging them. Four possible research themes are:

- **Transformations of the educational system:** a) The creation of a national educational system. b) The transition from teaching institutions to research universities. c) From elite education to mass education. An aim would be to combine analyses of the discourses and representations with analyses of “objective” transformations of the systems, e.g., the entry of women or the popular classes into higher levels of the educational system.
- **Transnational strategies in education:** a) Social recruitment to studies abroad (countries, types of study programs, etc.) and its fluctuation over time. b) Development of transnational markets or fields of higher education, with the field of business education as a paradigmatic example. c) The increased importance of international, supranational and transnational organizational bodies as, for example, in the areas of evaluation, tests, and ranking.
- **The long life of learning and teaching traditions**  
For example studies on institutionalized habits of selecting, organizing and teaching subject content and their impact on education today.
- **The interplay between sciences, politics, administration, and educational practices.**

## 8. Budget

5 million SEK/year to be spent on:

Coordination and administrative resources 500 k

International exchange programs 1,000 k

Infrastructure including support for digital archives 500 k

Research programs 3,000 k (7,500 k for senior researchers, 7,500 k for postdocs, 500 k for PhD candidates)

<sup>10</sup> See <http://www.skeptron.ilu.uu.se/broady/uv/>. The scientific advisory board of the Collegium counts as members the following professors at Uppsala University: Donald Broady (chairman of the Collegium), Per-Anders Edin, Johannes Fredriksson, Berit Hagekull, Sten Kajser, Caroline Liberg, Jan Lindegren, Cedric Linder, Ulf P Lundgren, Urban Rosenqvist, Kerstin Sahlin-Andersson, Mats Thelander, Michael Thuné, Leif Östman.