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Modern History of Education

Programme for a multidisciplinary research environment at Uppsala University

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Summary

In Sweden, research into the history of education was neglected during the second half of the twentieth century. Today we are witnessing a revival. At Uppsala University, the conditions are ripe for strong research in this domain, since specialists in the different disciplines are ready to join forces. The environment will be developed as a cooperation between research groups at Uppsala University's departments of Business Studies, Education, History, History of Science and Ideas, Law, Literature, Mathematics, and Teacher Training. A first step, taken in 2005, was the establishment of the doctoral programme "Nationella forskarskolan i utbildningshistoria," funded by the Swedish Research Council and hosted by Uppsala University.

The focus will be on the social history of formal education in institutions such as schools and universities, rather than on informal socialisation in general. The term "history" does not only mean a consideration of the past. It signifies a focus on the development of stability and of change, rather than on the frozen state of things. One of the main aims is to provide historical explanations and interpretations that contribute to a comprehensive understanding of education as it is today.

The environment will house a research programme "Modern History of Education: Governance, Social Change and Normalisation," an academic exchange programme and the doctoral programme mentioned above.

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1. Objectives

In Sweden, research into the history of education was a secluded specialty during the second half of the twentieth century. Today we are witnessing a revival. At Uppsala University, there is a unique opportunity to create a significant node in the national and international history of education research community. This objective cannot be attained by treating the history of education as a discipline of its own. Instead, the strategy advocated in this proposal is to develop cooperation between a number of research milieus that hold leading positions in their respective fields—nationally as well as internationally—and are already contributing in different ways to historical research on education, though hitherto hardly connected within the history of education domain. A first step has been the recent establishment of a national History of Education Graduate School, funded by the Swedish Research Council and hosted by Uppsala University. This proposal suggests additional joint efforts that aim towards the development of a vital research environment.

The objectives are

- to strengthen the cooperation between the participating research groups in order to create a shared platform for the advances of research into the history of education
- to initialize and develop research programmes in the history of education
- to strengthen the infrastructure for such research, including information exchange and the creation of digital archives
- to develop international contacts and a more intense participation in international arenas, and augment the visibility of Swedish research in the history of education
- to strengthen the links between research and education, especially in teacher training

2. What is Modern History of Education?

In the following, “history of education” is to be understood as studies concerning the development of formation, instruction and learning. In the proposed research, the emphasis will be on the modern social history of education and on formal education in institutions such as schools or universities, rather than on informal socialisation in general.

The term “history” does not only mean a consideration of the past, but signifies a focus on the development of stability and change, rather than on the frozen state of things.

“Modern” might be understood in several senses. The historians use the word to designate periods that stretch back, say, to the late 18th century or even to the 16th century. In accordance with everyday language, “modern” signifies either the most recent phenomena or the beginning of the era of modernity during the 19th and 20th centuries. To this research programme, however, it is not decisive to settle the starting date for the modern period. What is of crucial importance is rather that the end is contemporary. In one way or another, the research should contribute to a better understanding of the current situation, its historical conditions and its prospects.

3. Significance of a Reinforcement of Swedish Research in the History of Education

3.1 *Decline and Revival*

The history of education has been a life vein in philosophy and theology, and later on from their very start a significant part of disciplines such as the history of ideas, sociology and education. Take, for example, the latter mentioned subject of education. When first established at Swedish universities as an independent subject of its own outside of philosophy—the first chair in “pedagogik” being created by Uppsala University in 1910—a substantial part of the discipline was devoted to the history of education. At the time, it was considered essential that future upper secondary school teachers should be furnished with sufficient knowledge of the educational ideas and practices of the past. In France Durkheim had already for some years been advocating the importance of historical awareness in his lectures to teacher students at the Sorbonne.¹

Throughout the nineteenth century and during the first half of the twentieth century, the main bulk of Swedish educational arguments and practices were imported from Germany. After World War II, however, North American behavioural science came to dominate both the educational debates and research. The ties with the strong German traditions of educational philosophy and educational history were severed. For almost fifty years, the history of education became detached from teacher training and was hardly discernible in the educational research community. The one main exception was Wilhelm Sjöstrand, Professor of Education at Uppsala University from 1949-1976, who tried to rescue the historical perspective. It was a losing battle, though. Sjöstrand had few disciples or followers.

In recent years, a revival has taken place within the educational sciences in Sweden and historical perspectives now appear more frequently in research programmes, in publications and at conferences.² Most importantly, this revival is not limited to the educational sciences alone. The history of education is truly multidisciplinary.

3.2 *A Truly Multi-Disciplinary Field*

In fact, even though the history of education was hardly visible within the Swedish educational sciences during most of the second half of the twentieth century, it did survive elsewhere. On the one hand, there were extra-mural activities and engaged lay historians—typified by a retired headmaster who wrote an historical account of his school—as well as a variety of important source and witnesses editions and other publications.³ On the other hand, the history of education has been the subject of inquiry within a wide range of disciplines, even though the scholars did not necessarily identify themselves as historians of education.⁴ In an inventory of Swedish PhD dissertations from the period

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

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

³ An important organisation for these partly academic and partly amateur historical investigations has been Föreningen för svensk undervisningshistoria.

⁴ A recent example is the growing interest among historians. At the two previous conferences, “Svenska historikermötet,” the main meeting for Swedish historians that is arranged every third year, only a few papers on the history of education were presented. At the last conference, arranged by Uppsala University 22-24 April 2005, there were

1990-2002 that can be classified as contributions to the history of education, we discovered contributions from an impressive array of disciplines, ranging from archaeology to law.⁵

This inventory was actually the first stage of preparations for the recently established Graduate School in the History of Education (see below). One particular finding in the inventory was that the predominant disciplines were Education, History, and the History of Ideas. These three disciplines were therefore chosen to make up the core of the Graduate School. Contributions from other disciplines are also needed for the history of education to develop as a research domain, however. Economics is one interesting example. A parallel inventory of research on education at Uppsala University⁶ has indicated that perhaps the most expansive and internationally most visible research on the recent history of education has been undertaken within the Business Studies field.

The history of education is and should continue to be a multidisciplinary field. There are no good reasons for turning it into a separated sub-discipline. A more fertile approach is to profit from the many distinguished Swedish contributions to the history of education that are not as yet—neither in the national nor in the international arenas—recognized as such, as contributions to the history of education. Thus, the urgent task is to utilise the resources offered by research groups in a variety of disciplines, and strengthen the history of education constituents in their respective research, PhD and postdoctoral programmes. The graduate school is organized in accordance with this principle in that its PhD students are guaranteed a stable foothold in their respective disciplines.

Such an ecumenical view of the history of education is consistent with the “Uppsala model” for the development of educational sciences that has been adopted by the Faculty Board for Educational Sciences at Uppsala University. The view is that these sciences are not to be developed in the form of a new separate discipline, but rather as a joint endeavour involving several faculties. The Faculty Board “chooses to regard educational sciences as a broad comprehensive term covering research in many university disciplines devoted to—or that might be devoted to—Bildung, education, teaching and learning.”⁷

A similar view with regard to the educational sciences is expressed in Uppsala University’s current strategic plan: “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 [...]”⁸

4. Contributing Environments and Other Resources at Uppsala University

The suggestion put forward in this proposal is to provide ten or so excellent and competitive research environments at Uppsala University with the means to join forces in order to create a solid platform for the future development of the history of education domain. These environments should represent

no less than seven sessions and 22 papers under the joint heading History of Education. See www.skeptron.ilu.uu.se/broady/histedu/histmote-05.htm.

⁵ The inventory was undertaken by Esbjörn Larsson and is available at 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 (the 2nd Nordic History of Education Conference), Stockholm, 25-27 September 2003.

⁶ 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/>.

⁷ “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—åt 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/>.

⁸ “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).

scientific excellence in their respective fields and, at the same time, be oriented towards the history of education. Representatives from the following environments have agreed to participate.

4.1 *Contributing Environments*

The **Department of History** is one of the most expansive environments in Uppsala when it comes to research in education. Two particular types of 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 a more traditional history of education, e.g. the history of specific educational institutions, their organisation, culture, development and recruitment. Among some of the larger research projects, the recently completed studies of Linné and his disciples should be mentioned, as it stresses the didactic and rhetoric aspects of Linné's endeavours.

The Department of History cultivates a long tradition of research in social history. Major studies on Swedish emigration were undertaken during the 1970's under the direction of Sten Carlsson. Torkel Jansson is one of the present directors of research and has been responsible for an extensive series of studies on social change during the 19th century related to the formation of citizenship and Swedishness. One further example of research in this vein is Lars Petterson's study on the establishment of compulsory schooling in Sweden in the first half of the 19th century. Demographic research, directed by John Rogers in co-operation with the Demographic Database at Umeå University and Tema Hälsa at Linköping University includes studies on infant mortality. Maria Ågren is a specialist in women's social and economic conditions. Studies on the social history of education include theses on the nobility's peregrinations in the 17th century, students during the 17th and 18th centuries, the genesis of military officer training in Sweden from 1792-1866, and the development of the kindergarten and nursery school from the beginning of the 20th century.

Contact: Professor Torkel Jansson, www.hist.uu.se/staff/default.aspx?action=visa&id=462

For a number of years now, the history of education has been one of the main research areas at the **Department of History of Science and Ideas**. Research into the history of education spans the entire modern period, from the education system associated with Italian renaissance humanism to the Swedish school system of the 20th century. Three main areas are discernible:

1) *The traditional history of education*. One current research project at the Office for the History of Science, in which Tore Frängsmyr and others are engaged, is devoted to researching and publishing the late history of Uppsala University (1793-2000) and aims at a four-volume publication covering the university's teaching, research, student fraternities and organization. Within the research project directed by Karin Johannisson, "Attitudes towards Natural Science: Youth, Schooling and Educational Politics in Sweden during the 20th Century," one of the studies dealt with natural science fraternities among pupils at grammar schools, while another study focuses on curriculum and approaches to natural science, mathematics and technology as school subjects 1900-1950. Together with an ongoing research project by one of the Departments senior researchers on textbooks and education in 19th century chemistry, the latter mentioned projects are theoretically situated within the sociology of knowledge approach in the history of science.

2) *The idea of Bildung and the German university system from the 18th to the 20th century*. Over the years a solid knowledge of German history of ideas has been established at the Department among senior researchers. Between 1999-2003 a research project, entitled "Bildung, Profession, Politics" and directed by Mats Persson, focused on problems of value within science from the mid-19th century to today. The most recent publication in this project, which argued that Max Weber's doctrine on value free science should be understood as part of the debate on the organization of the German education system at the turn of the century, came out in 2005. Currently, one PhD-project is analysing the relationship between the universities of Uppsala and Göttingen in the 18th century.

3) *History of the media*. Since last year, the Department has been financially supporting the establishment of a new research programme in the history of the media and cultural history called “Public Cultures,” where many questions related to the history of education, visualization and learning continuously arise. The programme has received substantial economic support from the Swedish Research Council.

Contacts: Professor Tore Frängsmyr, and Head of Department Torbjörn Gustafsson Chorell,
www.idehist.uu.se/

The **Sociology of Education and Culture (SEC)** group, presently housed at the Department of Teacher Training, will move into the new Department of Education, Culture and the Media when that is established on Jan 1st 2007. The group is a node in Scandinavia for research connected to certain French traditions founded by Pierre Bourdieu, Jean-Paul Benzécri and others. The research areas include history of education, elites and education, cultural fields, students’ trajectories, and transnational transformations of the educational and cultural fields. The group has undertaken studies on recruitment, the educational strategies of different social groups and the struggles between educational institutions. It has a massive amount of data at its disposal concerning all the Swedish University students and secondary school pupils from the late 20th century and onwards. Historical perspectives are prominent in four research projects funded by the Swedish Research Council: “The Struggle for Students. The Swedish Field of Higher Education and the Recruitment Strategies of the Institutions,” “The Competition Field of Secondary Education,” “The Royal Road of Schooling. The Science Programme within the Swedish Educational System,” and “The Art of Success in Art. Social Origin, Gender, Education, and Career 1945-2007,” as well as in “Formation for the Public Sphere. A Collective Biography of Stockholm Women 1880-1920,” funded by Riksbankens jubileumsfond (The Bank of Sweden Tercentenary Foundation). For further information, see

www.skeptron.ilu.uu.se/broady/sec/.

Contact: Professor Donald Broady, www.skeptron.ilu.uu.se/broady/

The **Studies in Educational Policy and Educational Philosophy (STEP)** group, presently located at the Department of Education, is engaged in studies on political and philosophical issues in education. Studies include how the concept of quality is formed, used and implemented in different forms of quality assurances and quality reports, how the notion “educational science” was established and implemented in research politics, and how the conditions for governance in education by means of curricula and policy making have been transformed. Another area of interest is international knowledge assessment, such as the OECD-projects INES and PISA. Historical perspectives are fundamental dimensions to an understanding of the consequences of transformations of educational systems at policy-making level. 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. Another relevant field of research is classroom observations and analyses of classroom language, in Sweden pioneered by Ulf P. Lundgren. For further information, see <http://www.upi.artisan.se>

Contact: Professor Ulf P. Lundgren, http://130.238.25.247/ilu_portal/extern/forskning/STEP/Ulf.htm.

Research relevant to the recent history of education carried out at the **Department of Business Studies** falls into two broad areas: 1) the development and diffusion of business studies, and 2) the organisation, control and regulation of education. The former area deals with the “success story” of business studies. Despite its late establishment as a university discipline, it has become a huge subject and has a substantial impact outside academia, particularly in the world of business and organisations. The latter concentrates on the regulation of compulsory education and university institutions. “Softer” forms of regulation, such as ranking and accreditation, are examined. Ongoing projects include “More Market and More Politics. New Forms of Governance and Regulation of European Higher Education,” and “Strengthened Control and Professionalisation in Interplay. Swedish Education in

Transformation.” Both the research objects and research environment are very international. There are also studies on the governance of the Swedish educational system.

Contacts: Professor Kerstin Sahlin-Andersson, and Professor Lars Engwall, www.fek.uu.se.

The **Department of Literature** is currently undertaking a project on the history of teaching of literature at university level that is rather unique in that the actual teaching at universities is a neglected field in historical research (contact: Professor Bengt Landgren, <http://www.littvet.uu.se/Bengt%20Landgren.html>).

Studies undertaken at the **Section for Sociology of Literature** (contact: Professor Johan Svedjedal, <http://www.littvet.uu.se/Isoc/svedjedal.htm>), the oldest and leading unit in its domain in Sweden, are also of importance. Most of the studies are historical and many include educational perspectives.

The **Section for Rhetoric** (contact: Professor Lars Burman, <http://www.littvet.uu.se/burman.html>) has the potential to renew the history of education. Current research includes elements of educational history, in terms of, for example, a study on the author C.J.L. Almqvist’s interventions in Swedish educational reform policy, and a proposed project “Rhetoric and Anti-Rhetoric. The Transformations of the Rhetoric during the 18th and 19th Century.” Up until the early 19th century rhetoric held a central position within the Swedish educational system, not least because of its close ties to the study of Latin. Almost all the significant literary and political figures profited from a knowledge base that was handed over by instruction in rhetoric, at schools and at universities. Studies on the decline of this public rhetoric property and the appearance of new rhetorical forms would contribute to a better understanding of the genesis of the modern educational system.

The history of law is a neglected research area within educational science. More research into legal aspects of education and the role of law for constructing national educational systems is needed. The research programme has much to gain from collaboration with legal expertise. In Uppsala, relevant competence is found at **the Department of Law**, where the professor of Legal History, Rolf Nygren, is planning research on legal order and the multicultural society, and its consequences for school values.

Contact: Professor Rolf Nygren, www.jur.uu.se/staff/default.aspx?action=visa&id=724.

The **Department of Mathematics** hosts Sweden’s leading research group in the history of mathematics. By researching the history of mathematics, mathematics is placed in a larger societal and historical context. One aim is play down the aura of mathematics in education as a very difficult subject by pointing out that renowned mathematicians have also shared the same feeling of confusion about essential mathematical concepts. Within the research group, studies are focused on how the problems of mathematical reasoning and concepts that face pupils and teachers today relate to the historical development of mathematics. Other important research areas compromise the position of mathematics in western societies and pedagogical ideas around mathematics in a historical perspective. The department is a partner in the National Graduate School of Mathematics with Didactics.

Contact: Professor Sten Kaijser, www.math.uu.se/~sten/.

Didactics is present at several institutions. Here it is of primary interest when it comes to studies relating to the history of instruction practices and the history of different school and university subjects. Research at the Department of Literature and the Department of Mathematics has already been mentioned. Another interesting approach concerns how the educational past survives and influences present-day teaching and learning practices. Classroom observations have depicted teaching traditions, and conclusions regarding the value system imbedded in current teaching can be drawn. The latter perspective is of particular significance at the **Department of Teacher Training**, where expertise in the didactics of the natural sciences is particularly evident at the research group Studies of Meaning-making in Educational Discourses (SMED), which has collected video material that documents teaching in the natural sciences. The SMED group will become part of a new

Department of Didactics, to be established on January 1st 2007.

Contact: Professor Leif Östman, www.ilu.uu.se.

4.2 Other resources

The **National Graduate School in the History of Education** (Nationella forskarskolan i utbildningshistoria) is a doctoral programme that was established in spring 2005 and funded by the Swedish Research Council. Uppsala University acts as the host and Donald Broady as the director. Four doctoral students were recruited in November 2005, and others will be associated. See www.skeptron.ilu.uu.se/broady/histedu/

The research programme “**Cultural Analysis and Contemporary Criticism. Conceptions of Normality**” (Kulturanalys och samtidskritik. Föreställningar om normalitet) is a multi-disciplinary joint effort at Uppsala University that aims at strengthening research in the humanities. It is part of the “Program for Rejuvenation of Uppsala University,” launched in 2000-2001 as a co-operation between the Faculties of Philosophy, Theology and Educational Science. (See also below.)

Digital archives: The Electronic Publishing Centre, directed by Eva Müller at the University Library Carolina Rediviva has become one of the most advanced in the world in terms of scholarly digital publications, see <http://publications.uu.se/epcentre/index.xsql?lang=en>. There is ongoing co-operation with scholars within the Modern History of Education environment, for example within the framework of the project “Markup of Educational Content,” funded by VINNOVA (the Swedish Agency for Innovation Systems) and directed by Donald Broady. Several enterprises initiated by Uppsala University also aim to produce digital archives of sources of interest to the history of education. The STEP group, directed by Ulf P Lundgren, is currently creating one of those archives, see www.upi.artisan.se. The research programme Digital Literature focuses on the markup and management of sources in the humanities and social sciences, in close cooperation especially with the Oxford Text Archives at Oxford University and also with the Centre for Computing in the Humanities at King’s College, London, see www.skeptron.ilu.uu.se/broady/dl/.

Other affiliations. The participants in the environment are well familiar with both research in the relevant domains and research policy issues. Examples of particular assignments include Ulf P. Lundgren as the General Secretary of the Committee for Educational Science, Kerstin Sahlin-Andersson as member of the Council for the Humanities and Social Sciences, Donald Broady as member of the Committee for Educational Science and Sten Kaijser as President of the Swedish Mathematical Society and member of the Swedish National Committee for Mathematics.

5. Research Programme: Governance, Social Change and Normalisation

The overall themes of the research programme are governance, social change and normalisation. *Governance* involves research on how policies and systems are developed in local, regional, national and transnational educational contexts. The Swedish educational system is the main focus. In brief, the 19th century meant an important diversification of the Swedish system. During the 20th century, Swedish education developed away from a heterogeneous system towards a more homogeneous system, only to return in recent years to a heterogeneous state.⁹ The second theme, *Social Change*, is associated with the uses that social groups make of the educational system, and in a broader sense, how the educational system is related to the overall social structure. To what extent and by which mechanisms is the educational system transformed in accordance with changes in the social structure?

⁹ Bo Lindensjö & Ulf P. Lundgren, *Utbildningsreformer och politisk styrning*, HLS Förlag, Stockholm 2000.

What impact do educational system users have on the relative position of social groups? Furthermore, what effect has the entrance of women and new social groups had on higher education, and what are the outcomes of the challenges to the educational system by economic-oriented groups (i.e. the creation of business education, business schools and technical institutes)? The third theme, *Normalisation*, deals with the content and effects of education. In what ways do instructional practices and subject matter contribute to a normalisation of the citizens, as well as to a marginalisation of those who do not fit the norm? How is this normalisation and marginalisation related to the nationalisation process? And how is teaching and its content allied to the educational demands of social and professional groups? Moreover, the theme provides for analyses of different teaching traditions, how these traditions overlap and function as historical layers within present-day education. Instructional practices seem to be an activity where changes are extraordinarily slow.

The three themes are complementary. The creation of educational structures determine the rules of competition between social groups, while at the same time, the social groups' uses of the system affect the system and lead to a demand for change. The content and value of education is often at the core of such struggles, partly because different agents have different agendas. In the perspective of the nation states education might appear as a system for nation building, while in the perspective of the social groups it might function as a means in the development of their social and professional strategies.

The most innovative aspect of the research programme lies in the emphasis on the combination of the three perspectives.

5.1 Governance—the Creation of National and Transnational Educational Systems

The aim of this part of the research programme is to examine and develop four thematic areas:

- the relationship between state, market and non-governmental organisations
- changes from “hard” to “soft” regulations of education
- the impact of the judicial system, politics and economics for monitoring education
- the relation between nation states and local interest organisations on the one hand, and transnational or international organisational bodies on the other

Although the Swedish educational system is the main object of study, comparisons will be made with the dominating educational nations, i.e., the United States, England, France and Germany,¹⁰ as well as other Nordic countries. Using these countries as contrasts will enable us to draw attention to the specific characteristics of the Swedish case, and, furthermore, facilitate an understanding of the flows of educational ideas and models that transgress national borders. Four particular periods are in focus: the early 19th century, the turn of the 19th/20th century, the period immediately following the Second World War, and the 1980s and onwards. These periods are crucial in the history of Swedish education. The building of a national educational system was an ongoing process during the 19th century with a foundation phase during the first decades of the century and a peak at around 1900. The post-war period meant an expansion of the educational system and became a heyday for the unification of the system. The period from the 1980s and onwards marks a turning point, in that the unified system is challenged from within by individualisation and competitive marketing, and from outside by the growing importance of the supranational level.

¹⁰ These countries dominate the educational market in many respects. Their educational models were exported all over the world during the Imperialistic Era, and colonial national elites sent their offspring to these countries in order to gain access to the most valued higher education diplomas. This also holds true today. The US, France, England and Germany have the most prestigious universities, the highest number of foreign students, most research resources, etc.

Law is often a neglected aspect of education. The research programme will pay special attention to the development of national judicial systems for the governance of education. Law is important in several respects. In the overall nation-founding process, law played a key role—nation states were built on law. Does this also hold true for the creation of national educational systems? What role have the law and lawyers played in these processes? Furthermore, how has the law influenced recent educational development, especially where national levels have been undermined by supranational levels?¹¹

5.1.1 Nationalisation and the creation of national systems, 1800-1914

National educational systems as we know them today, where basic levels serve as preparation for intermediate and higher levels, and where different but determined tracks are governed by definite rules for cross-over and transfer from one level to another, and from one segment to another, are rather recent creations. Most national systems, including that of Sweden, were created during the 19th century.¹² Education was a decisive factor in the process of state formation and nation building.¹³ New agents also made an appearance during this period. The dominance of the Church in educational matters was challenged by political forces such as the liberal and socialist parties, both having different agendas when it came to education. Although the creation of national systems has been studied in a general perspective, exactly how this happened has not been particularly well researched.

The higher education system was transformed in the late 19th century and at the beginning of the 20th century. It expanded and became more complex. At university level, the strong emphasis on teaching was complemented by a focus on research. It was also during this period that women gained entry to higher educational studies. An intensified international exchange and mobility was another important feature of higher education,¹⁴ which meant that ideas easily travelled across national borders, and the nationalisation process became challenged by international influences. The Second World War put a stop to this.

[*The Department of History, the Department of History of Science and Ideas, the Department of Law*]

¹¹ One can draw a parallel with economic globalisation, where the law was fundamental to the new economic regime. See Yves Dezalay, "The Big Bang and the Law: The Internationalization and Restructuring of the Legal Field," pp. 279-293 in Mike Featherstone (ed.), *Global Culture. Nationalism, Globalization and Modernity*, Sage, London 1995 [1990] and Yves Dezalay, *Marchands de droit. La restructuration de l'ordre juridique international par les multinationales du droit*, Fayard, Paris 1992.

¹² See Margaret Archer, *Social origins of educational systems*, Sage, London 1979, Andy Green, *Education and State Formation. The Rise of Education Systems in England, France and the USA*, Macmillan, London 1990, and Detlef K. Müller, Fritz Ringer, Brian Simon (eds.), *The Rise of the Modern Educational System. Structural Change and Social Reproduction 1870-1920*, Cambridge University Press/Maison des Sciences de l'Homme, Cambridge/Paris 1987.

¹³ For a general account see, Benedict Anderson, *Imagined Communities. Reflections on the Origin and Spread of Nationalism*, Verso Books, London 1991 [1983]. With regard to Sweden, see Lars Pettersson, *Frihet, jämlikhet, egendom och Bentham. Utvecklingslinjer i svensk folkundervisning mellan feodalism och kapitalism 1809-1860*, Studia historica Upsaliensia, Uppsala universitet, Uppsala 1992. Recent historical studies at the Department of History at Uppsala University point towards the importance of public debate in the press and the role of statistics for nation building. See Henrik Edgren, *Publicitet för medborgsmannavett: Det nationellt svenska i Stockholmstidningar 1810-1831*, Studia Historica Upsaliensia, Historiska institutionen, Uppsala 2005, and Henrik Höjer, *Svenska siffror. Nationell integration och identifikation genom statistik 1800-1870*, Gidlunds, Hedemora 2001.

¹⁴ See, for example, Sverker Sörlin, *De lärda republiker. Om vetenskapens internationella tendenser*, Liber-Hermods, Malmö 1994, Viktor Karady, "La république des lettres des temps modernes. L'internationalisation des marchés universitaires occidentaux avant la Grande Guerre," pp. 92-103 i *Actes de la recherche en sciences sociales*, nr 121-122, 1998, and Viktor Karady, "La migration internationale d'étudiants en Europe, 1890-1940," pp. 47-60 i *Actes de la recherche en sciences sociales*, nr 145, 2002.

5.1.2 The heyday of national systems, 1945-1970's

Around the middle of the 20th century, and in post-war spirit, considerable investment was made in education. Education thus became something that everyone was considered to have a right to. In Sweden, a new optimism was expressed through the work of the “1946 Education Committee,” which launched the idea of a comprehensive system of secondary education where there would be no division of pupils until the age of 15 years. Following in its wake, the upper secondary school system was also unified under a common label, although still maintaining well-separated tracks, or segments in Fritz Ringer’s words, within the system. With regard to higher education, in most western countries expansion took place a little later—in the 1960s and 1970s. During these years, most industrialised countries moved from what Martin Trow labelled the elite system to a mass system of higher education.¹⁵ In Sweden, this meant a geographic expansion of higher education, as well as a growth in the number of positions offered. Important struggles were waged over the design of the system and the student rebellions of 1968 also hit Sweden. The struggles resulted in the 1977 University Act, which marked the peak of the unifying process of higher education in Sweden during the last century. Almost all post secondary education was gathered into one single system, “högskolan,” and became highly centralised. This led to calls for an increasing academisation of professional education such as in art, teaching and nursing. Some of this must be understood as a way of enhancing the status of certain professions, although not all the concerned parties have welcomed the development.

[*The Department of Business Studies, the Department of Law, SEC, STEP*]

5.1.3 National systems challenged by regionalisation and transnationalisation; the 1980s and onwards

The 1980s, and especially the 1990s, mark a definite rupture in Swedish educational history. A number of reforms paved the way for an increasing diversification, individualisation, marketisation and decentralisation at all levels of the educational system. The unifying tradition was at an end. Today it is changing again. Calls for more centralisation and unification are growing in strength. The Bologna Process is one example. International knowledge tests are another.

Education in general—and higher education and research in particular—is today perceived as forming the backbone of the knowledge and information society. The third stage in Trow’s characteristic of higher education, “the universal system,” has become reachable. Goals of 50 per cent access have been expressed and countries outbid each other in efforts to expand education in all directions. A greater participation in higher education, continuing education and distance learning are all included in countries’ education policy agendas. The educational system has been increasingly adjusted to market forces and pressure from non-governmental organisations. In short, traditional and national governing systems have been challenged by transnational systems that are supranational, international and inter-governmental, as well as private, professional and commercial in character.

[*The Department of Law, STEP, SEC*]

At the same time as national states are relinquishing their governing roles in some areas, one can also discern an increased supply of “softer” or more voluntary forms of governance in the shape of political policies and standards. Examples of such soft governing systems include accreditation and the ranking of educational courses and programmes.¹⁶ A central issue in this context is the balance between state, market and non-state organisations from the turn of the century 2000 and beyond. The

¹⁵ Martin Trow, “Problems in the Transition from Elite to Mass Higher Education,” pp. 51-101 in *Policies for Higher Education*, OECD, Paris 1974.

¹⁶ Tina Hedmo, *Rule-Making in the Transnational Space: The Development of European Accreditation of Management Education*, Uppsala universitet, Företagsekonomiska institutionen, Uppsala 2004, and Linda Wedlin, *Playing the Ranking Game: Field formation and boundary-work in European management education*, Uppsala universitet, Företagsekonomiska institutionen, Uppsala 2004.

appearance of different agents on the education market has led to new governing systems. In the same way as states invested in developing national education systems, those same national states have developed an international system of higher education within the frame of the Bologna Process. The internationalisation of higher education has reached a new qualitative state where national systems are affected in a way that goes beyond student mobility. These areas substantially affect all higher education.

[The Department of Business Studies, the Section for Rhetoric at the Department of Literature]

5.2 Social Change, Mobility and Demography

The development of national and international educational systems has to be related to how social groups make use of such systems. The prestige associated with different sectors in the educational system is closely related to their social recruitment. Elite schools and universities tend to attract the social elites, while less prestigious institutions usually have a more modest social recruitment. While this is often well known, it is not always well examined. What is even more interesting, however, is an understanding of the more fine-tuned differences within the systems. A qualified classification of social origin is needed, i.e. a multidimensional definition of social groups that differentiates between elites of various sorts. Moreover, the analysis needs to address variations between men and women within these elites, and separate those who have performed well in school from those with less successful educational background. This would in turn facilitate analyses that distinguish the educational tracks of pupils of less prestigious social origin but who have nevertheless succeeded at earlier levels of the school system, from those, for example, with substantial inherited resources but having mediocre grades, or younger well-to-do offspring with extraordinary school achievements. To what extent and where in the system do these separate groups meet?

Four different types of studies relating to social change, mobility and the demographic characteristics of educational systems and sub-systems are planned. They include: general analyses of the demographic changes of the systems, focused analyses of different sub-fields of the systems, enquiries into the teaching staff at different levels, transformations in its training and recruitment, and, finally, studies on the impact that internationalisation has had on social recruitment and on the educational strategies that different social groups develop. Again, the four historical periods specified above will be researched in order to draw on other research conducted within the programme. These particular periods are also interesting from a demographic point of view. With regard to higher education, the periods involve a) the transformation from an elitist educational system to a broader system including a sharpened division between more and less research oriented institutions, b) the expansion to a mass educational system, and c) a further growth towards universal access. Once again, comparisons with developments in the dominating countries and in other Nordic countries will be used to highlight the specificities of the Swedish system.

5.2.1 General demographic analyses of educational systems

This study aims at investigating the changes that have occurred in the entire Swedish educational system at a general level over a period of time, dating from the beginning of the 19th century up to the present day. How have different levels of the system expanded, or in certain cases, such as girls' schools, diminished? Which subjects and educational programmes are the most popular and are on the increase, and which ones are less attractive? What does the distribution of educational places in the country's regions look like over time? This, in turn, is related to who studies what. What are the implications of the entry of women and the fact that an increasing number of students from both the lower and higher social classes are applying to higher education courses and programmes? How does this influence the more traditional dominant programmes? Do the hierarchies change, and if so, how?

One very obvious area of interest is to analyse the relationships between inherited resources of an economic, cultural and social nature and acquired resources such as high grades, success in passing esteemed examinations, etc. Where do the groups who have more meritocratic than social resources at their disposal end up? What happens to those who have inherited considerable resources from home, but who have been less successful in their school careers?

A variety of sources will be used to gather and acquire knowledge regarding general demographic trends. First of all, and with reference to the later phases, the educational registers held under the auspices of Statistics Sweden concerning upper secondary and higher education, will be related to national census data, thus making it possible to study social transformations on a national scale over time. Unfortunately, this only facilitates studies of the post-war period, since the older archives are neither centralised nor digitalised. Alternative strategies therefore need to be developed for the pre-war periods. Recruitment to certain crucial seats of learning, such as Uppsala University, Stockholm School of Economics, The Royal Institute of Technology and leading upper secondary schools in Stockholm, Gothenburg, Uppsala, Lund, and some other cities, will be examined, and registers used to extract information about the social origin of students and pupils. When manageable, sources used in governmental studies and research projects, etc. are to be re-analysed.

[The Department of History, the Department of History of Science and Ideas, SEC, STEP]

5.2.2 Studies of specific subfields and areas of the educational systems

It is envisaged that the following areas will be examined: business/economics/the law, technology/the natural sciences/medicine, art-related programmes, and teacher training. The reasons for studying these particular areas are manifold. Here we dispose a considerable bank of skilled competence among the participating researchers. For example, economists are specialised in business education, while educational sociologists have focused on teacher training as well as art education. Furthermore, the areas occupy different positions in the field of higher education and have very different traditions. Law and medicine were two of the old—the “higher” in Kant’s days—university faculties, while economics and business are more modern creations. Teacher training holds a dominated position in the field, while certain other training courses are perceived as prestigious. Art education, for example, is cultivated for aesthetics and appreciation, in contrast to medicine and technology, where applied research is highly esteemed and subject to substantial funding.

The areas have developed very differently over time. Economics and business studies courses and programmes have expanded rapidly and today form one of the most extensive developmental areas, especially among students studying abroad. Although almost all areas have grown considerably over the years, some have not expanded as much or as quickly as others and have therefore become relatively exclusive sub-fields. This is the case for the top art institutions. Few individuals are admitted to higher education in the fine arts, even fewer manage to make a living as artists, and only a very small number become successful. The question of social, gender-related and ethnic imbalances in the recruitment to higher education is posed with particular urgency here. Moreover, the distinctive features of aesthetic education deserve special attention and invite a comparative approach. Medical faculties also have a strong control over the positions offered. It would seem that control over the supply of education corresponds to a high social prestige of the educational programmes. This hypothesis calls for further examination.

Other areas express different trends. Indications suggest that teacher training has lost positional leeway vis-à-vis other programmes. A long-term perspective would allow for the charting of such trends; something that would importantly relate to the overall trajectory of the profession. One way of finding out how the teaching profession has changed over time is to research which students have followed this programme in the past and the ones that follow it today. What has happened to the type of male students who previously applied to the teaching programme? Where are they now? At a time when the recruitment to teacher training has changed dramatically in social terms—the students with

middle and upper class origin have almost disappeared—it is important to develop research into the consequences that such a changed recruitment of students might have on the education system as a whole. In this respect, a history of educational perspectives can help us to understand what is happening now.

[The Department of History, the Department of Business Studies, SEC, STEP]

5.2.3 Transformations of teaching staff and the teaching profession

It is not only the consumers of education that have changed, however. Those producing it are also different when compared to, say, twenty years ago, and different again when compared to those at the beginning of the century. Sweden has extraordinary (and surprisingly little used in research) statistics relating to teaching staff and employees in the entire educational system, from primary school to university level. It is possible to obtain individual-based data on all staff at every school and educational institution in Sweden from the 1980s up to the present day, with regard to position, age, sex and educational background. It would also be possible to add information from other registers about the social origin, migration, income and civil status of teachers.

Such data sets would facilitate detailed analyses of recruitment to the teaching profession and an investigation of the changes that occurred during the 20th century. How are we to understand the feminisation of the school teaching and school headship professions? The latter group has become dramatically feminised in modern times. What happens to the males within the educational system when women occupy the positions? Which men stay in the profession? Which ones take flight and where do they go? In the same way that the pupils and student populations are changing, conditions also change for the teaching profession. One pertinent question to be investigated is to which schools and universities are male and female teachers (i.e. with respect to their social backgrounds) attracted? Historical studies on such matters would make a significant contribution to the understanding of how the education system is socially structured.

Furthermore, a study on teachers such as that mentioned above would serve as an important complement to specified studies of different sub-fields in higher education. We could, for example, correlate ethnic background and gender balance relationships between the students attending and the teachers teaching the different courses and programmes. In rapidly changing areas, what changes first, the composition of students or teachers? Using the teacher data sets would also facilitate an understanding of system domination at different levels. It is not at all certain that higher levels of the system always have access to the most distinguished teaching corps; it might be the case that positions at prestigious upper secondary schools are more sought after than posts at regional university colleges. It would be most interesting to look into matters like this, and find out whether such mechanisms have increased, or not, with the expansion of the overall system.

[The Department of History, SEC, STEP]

5.2.4 Analyses of the avenues of transnational education

The globalisation of education is a subject that we believe deserves much more attention.¹⁷ At present, education is not the central focus in the field of globalisation research, and within educational research itself, there is often a lack of international perspective. Today, we notice a significant exchange and mobility across national borders. It is essential to follow the consequences that the Bologna Process might have on the demographic structure of higher education. Questions arise as to whether those tendencies towards an increased national differentiation in the wake of

¹⁷ Mikael Börjesson, *Transnationella utbildningsstrategier vid svenska lärosäten och bland svenska studenter i Paris och New York*, SEC Research Reports 37, Nov. 2005.

internationalisation will be strengthened, or whether internationalisation will pose a serious threat to the national hierarchies. Another visible trend is the increased market orientation of higher education. Higher educational studies are increasingly regarded as a commodity, and national states are expected to invest in higher education in order to strengthen their economic positions, partly in terms of competing for the growing number of mobile students and their term fees. There are connections between these phenomena. An increased influx and development of higher education leads to increased costs. One way of reducing these is to shift some of the financial burden on to the students. Another way is to offer education to a global market.

Studies of the following are planned: Which social groups choose to study abroad and in which university programmes? Are there differences between the genders? What are the characteristics of transnational education? Our intention is to undertake comparative studies in the Nordic countries, the USA, France, Great Britain and Germany. In the first instance, we would like to chart the entire global educational field—our starting point being the students' nationalities. Secondly, our intention is to study the recruitment to the dominating countries (the national flows between countries) and thirdly, in which countries Swedish students choose to study. Who chooses the key countries, and how?¹⁸ Development over time is a central issue. The international market for higher education has its periods of expansion and drawbacks. For example it was growing rapidly from the late 19th century to the 1930's. Though there are studies to compare with, further efforts are needed.

[The Department of Business Studies, the Department of History, SEC]

5.3 Normalisation

The two aforementioned themes, Governance and Social Change, relate to structural aspects of the educational system. The third theme, Normalisation, concerns teaching and learning practices, and their outcome. This includes the history of teaching in terms of, for example, studies on the inherited and institutionalised habits of selecting, organising and teaching subject content, and the impact of those habits on education today. In order to understand present day education, it is helpful to explore such things as the development of the instructional content and classroom interaction, the actual formation of scholastic excellence, the relationships between education and other educative instances, such as the media, and changes in the construction of identities.

The bulk of these areas relates to the overall question of normalisation and the related phenomenon of marginalisation. Take, for example, the drift towards individualisation evident throughout the entire educational system. Different aspects of individualisation serve as norms that affect pupils, students, teachers, administrators and parents. This is especially apparent for those groups lacking the resources to compete on the individualised education markets, and who therefore risk becoming even more marginalised. Furthermore, teaching and its content—the instructional repertoires as well as the canons and the subject matters that are chosen and taught—have normalising effects.

5.3.1 The individual as norm

At Uppsala University, the already existing research programme, “Cultural Analysis and Contemporary Criticism. Conceptions of Normality,”¹⁹ could easily be supplemented with studies

¹⁸ Ola Winberg's current PhD project “Adeln, resan och staten,” concerned with the educational travels of aristocratic young men to France during the 17th century, is interesting in its relationship to the foreign travels of present day students.

¹⁹ This programme was started in 2001 as a joint effort by the Faculties of Humanities, Theology and Educational Sciences at Uppsala University. It is directed by Professor Sören Stenlund at the Dept. of Philosophy. Of particular interest, and relevant to an understanding of the modern history of education, is the multidisciplinary research project exploring “the modern loneliness,” directed by Sharon Rider. Here the overall issue is how loneliness is created, shaped and mediated in a culture and the repercussions it has on the individual. In today's world, there is a definite tension between honouring an independent individual and the need for community and tradition. Pupils and students in our

into how the Swedish post-war education system has been developed. Individualisation has become today's norm. It ranges from the individualisation of school choices and the subjects and courses taken, to the very content of learning. An increasing emphasis on individualisation in the world of education has meant that greater responsibility has been passed to the students.²⁰ This development is often motivated by democratisational claims. More collective solutions, previously forming the basis of the Swedish educational system, have been superseded. The story is more complicated than it appears, however. The 1946 School Commission argued that individualisation was the most suitable way of unifying the system. It is clear that the present day emphasis on individualisation can put great pressure on individuals, especially those lacking the most valued resources. The relationship between individualisation and the individual is therefore something that needs further attention.

[*The Department of History, the Department of History of Science and Ideas*]

The different sets of knowledge production that focus on individuals are also strongly connected to the individualisation apparent in education. The diagnostic and test work that has been developed in everything from international evaluations²¹ of mathematical knowledge to ADHD-diagnoses, can be looked at in the light of normalisation and marginalisation processes. In order to gain control of the increasingly complex education market, standardised methods for the evaluation of teaching that facilitate comparisons across national boundaries have expanded. Such techniques of knowledge production, together with links to the individualisation process, have not yet been fully researched, which means that the field is open for much further and deeper study.

[*The Department of History, the Department of History of Science and Ideas, STEP*]

5.3.2 History in the present and the untold history of teaching technologies

It is also important to consider new ideas and ways of teaching and how they have been incorporated and developed. What kinds of teaching traditions and practices live on and are propagated in modern classrooms, university lecture halls and seminar rooms? How has the choice of content, the organisation of teaching and the pattern of interaction changed over time? Is it possible to identify pedagogic paradigmatic shifts? Studying the history of education—and its rhetoric—will enable us to understand more about which traditions have influenced present day teaching.

One particular area of interest concerns the implementation of the monitorial system in Sweden. In previous research, the main focus has been on the launching and introduction of such a system.²² There is still a lot to learn about its implementation and eventual phasing out, however. The monitorial system was not only, as is often assumed, a way of disciplining the lower classes, but can also be regarded as an individualisation of the teaching available to society's upper classes.²³ This is very noticeable in the freedom of movement between different stages, which meant that learners' progress was determined by the pace of study. Many parallels can be drawn with the individualised teaching that is evident today. The present day emphasis on taking responsibility for one's own learning has a variety of consequences for students from different social classes. The same was also true for the monitorial system during the 19th century. It can also be argued that a study of the phasing

educational system are not exempt from the effects of an increasingly universal individual-centred conception, where they are left to shoulder a burden they cannot relinquish—total responsibility for their prosperity, their success and their failures.

²⁰ Jonas Frykman, *Ljusnande framtid! Skola, social mobilitet och kulturell identitet*, Historiska media, Lund 1998.

²¹ Daniel Pettersson, "Politics of Assessments: International Organisations and Globalisation of Educational Steering," in *Studies in Educational Policy and Educational Philosophy*, E-tidskrift 2003:3.

²² See, for example, Thor Nordin, *Växelundervisningens allmänna utveckling och dess utformning i Sverige till omkring 1830*, Årsböcker i svensk undervisningshistoria, vol. 53, nr 130, 1973, Bengt Sandin, *Hemmet, gatan, fabriken eller skolan. Folkundervisning och barnuppföstran i svenska städer 1600-1850*, Arkiv, Lund 1986, and Lars Pettersson, *Frihet, jämlikhet, egendom och Bentham. Utvecklingslinjer i svensk folkundervisning mellan feodalism och kapitalism, 1809-1860*, Studia historica Upsaliensia, Uppsala universitet, Uppsala 1992.

²³ Esbjörn Larsson, *Från adlig uppföstran till borgerlig utbildning. Kungl. Krigsakademien mellan åren 1792 och 1866*, Studia historica Upsaliensia, Uppsala universitet, Uppsala 2005.

out of the monitorial system would provide us with essential knowledge about the discrepancies between grand pedagogical ideas and their actual application.

Above all, the history of education has been one concerning pioneers, progress and discoveries. In terms of the losers, what has been phased out or abolished, and the countless errors of judgement, this history of education is still waiting to be written. Such a history would reveal why certain pedagogical ideas were put on the back burner or dismissed altogether, and highlight the conditions under which our present day pedagogies have become dominant. It becomes easier to see the fate of the different educationalists in the light of such obvious historical downturns. Apart from the monitorial system, other questions to be pursued include why once popular arrangements such as playground activities, summer camps or school gardens have almost disappeared. At a more practical level, there are also questions as to why, for example, ideas and material relating to Fröbel have disappeared from our nursery schools, and why amphitheatre-like benches are no longer to be found at nursery or primary school level. More modern examples would include the limited success of recording studios in language teaching, and more generally, the rise of educational technology and its decline in the late 1970's.²⁴

[*The Department of History, the Department of History of Science and Ideas, SEC, STEP*]

Research into specific teaching traditions and practices has also been neglected in the educational field. In order to enhance such research, studies relating to the actual teaching, i.e. the practices, the materials, the time spent on different tasks, the settings, etc., are planned. In this respect, it would also be possible to develop the ongoing research at Uppsala University into the teaching of literature further, by expanding the research domain to other seats of learning, as well as to other disciplines. This would allow for a comparative approach. In addition, the strong Uppsala traditions of research into the teaching of mathematics and natural sciences form a base for further research on teaching content and practices. One particular area of interest is the relationship between teaching undertaken at different levels of the educational system, as well as tracing the changes that have taken place, when, for instance, one kind of content either proved too advanced or too simple and was consequently moved up or down in the system.

[*The Department of Literature, the Department of Mathematics, SMED*]

5.3.3 Natural science, mathematics and technology and excellence in teaching as bench marking

The natural sciences, mathematics and technology are highly prioritised in today's educational system. Some hundred years ago the humanities and classical languages, especially Latin, were the dominating subjects. Just how this value shift has occurred at a general level will be analysed. This part of the research programme aims at understanding the specific content of teaching in highly valued disciplines and subjects. This calls for studies on the rhetoric regarding these subjects, as well as studies on the values ascribed to them. Moreover, what is taught and how it is taught, and whether or not this has changed over the years, is of great importance. Here it is crucial to understand learning in its broadest sense. Appraisals regarding the learning of Latin did not usually stress the merits of learning Latin per se, but rather the abilities acquired in the studies, the disciplined mind, eloquence and so on. Today, similar arguments are raised in favour of mathematics. It would seem obvious that it is the definition of excellence in education that is at stake.

[*The Department of History of Science and Ideas, the Department of Mathematics, Rhetoric at the Department of Literature, SEC, SMED*]

²⁴ Erik Wallin, "The Rise and Fall of Swedish Educational Technology 1960-1980," *Scandinavian Journal of Educational Research*, Vol. 49, No. 5, pp. 437-460.

6. International Collaboration

The above-mentioned environments participate in extensive international networks made up of institutions and research groups of relevance to the objectives of this proposal. A few examples:

Since March 2004 there have been preparations for a research and doctorate collaboration and exchange programme between the Faculty of Modern History at Oxford University and several faculties at Uppsala University. The aim is to establish comparative studies on, i.a., the history of education as a shared domain in research and graduate and post-graduate courses. Members of the group are among others, Alyson Bailes, chairman of the Oxford University Society Nordic, and the Uppsala professors Maths Isacson (Economic History), Jan Lindegren and Maria Ågren (History), and Donald Broady (Education). Our main collaboration partners in Oxford have been Robert J.W. Evans, Regius Professor of Modern History, and his colleagues at the Faculty of Modern History. One educational aim is to give the Oxford and Cambridge "tutorial system" a try in Uppsala.

Together with the universities of Berkeley, Bologna and Paris, the Office for the History of Science is organising an international summer school in the History of Science. In addition, many of the Hans Rausing visiting scholars have been specialists in different aspects of education and learning.

For more than twenty years, the SEC group has enjoyed close collaboration with French social scientists and, since 1993, has co-directed (together with 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. At present especially close collaboration with Monique de Saint Martin (Centre d'étude des mouvements sociaux, École des Hautes Études en Sciences Sociales, Paris), Franck Poupeau (Centre de sociologie européenne, École des Hautes Études en Sciences Sociales and Collège de France, Paris); Gisèle Sapiro (Centre de sociologie européenne, École des Hautes Études en Sciences Sociales, Paris); Monique Pinçon-Charlot och Michel Pinçon (Centre de Cultures et Sociétés Urbaines, IRESO Institut de recherche sur les sociétés contemporaines, Paris); Henry Rouanet and Brigitte Le Roux (Université René Descartes); Frédéric Lebaron (Université d'Amiens); Bernard Convert (l'Université des Sciences et Technologies de Lille). In Great Britain and the U.S. for the moment more intense collaboration with Harold Short (King's College, London); Paul Dowling (University of London); Lou Burnard (Oxford University); Loïc Wacquant (Department of Sociology, University of California-Berkeley).

The research group STEP (Educational Policy and Educational Philosophy) collaborates with Professor Ola Stafseng, Oslo Universitet; Professor Jürgen Schriewer, Humboldt-Universität zu Berlin; Professor Stefan Thomas Hopmann, Universität Wien; Professor Ian Westbury, University of Illinois at Urbana-Champaign.

The researchers in Business Studies who are investigating higher education have contacts with, i.a., Centre de Sociologie des Organisations, Paris, France (Erhard Friedberg and Christine Musselin); Copenhagen Business School, Copenhagen, Denmark (Finn Borum, Peter Kjaer et al); Essec, Cergy Pontoise, France (Marie Laure Djelic); Kingston University, Kingston, UK (Peter Scott); London School of Economics, London, UK (Michael Power); Manchester Business School, Manchester, UK (Richard Whitley); Sabanci University, Istanbul, Turkey (Behlül Üsdiken); Saïd Business School, Oxford University, UK (Paolo Quattrone and Marc Ventresca); SCANCOR, Stanford University, Stanford, USA (Woody Powell, James March, John Meyer, Francisco Ramirez, Richard Scott); Schuchlich School of Business, York, Canada (Matthias Kipping); Università di Roma "La Sapienza," Rome, Italy (Carmelo Mazza); University of Bergen, Norway (Haldor Byrkjeflot, Per Laegreid); University of Bielefeld, Bielefeld, Germany (Georg Krücken, Peter Weingart); Wissenschaftszentrum zu Berlin, Berlin, Germany (Sigrid Quack).

The research group in Rhetoric has contacts with, i.a., Professor Friedrich Kittler, Seminar für Ästhetik und Geschichte der Medien, Humboldt Universität, Berlin; Professor Geoffrey Winthrop-Young, Department of Central, Eastern and Northern European Studies, University of British Columbia; Professor Stephan Michael Schröder, Nordeuropa-Institut, Humboldt Universität, Berlin; Professor Frans H. van Eemeren, Department of Speech Communication, Argumentation Theory and Rhetoric, University of Amsterdam; Professor Carla Hesse, History, Univ. of California, Berkley, USA; Professor Andrea Lunsford, English literature, Stanford University, USA; Professor Anne-Marie Mai (Institut for Literatur, Kultur og Medier, Syddansk Universitet, Danmark); Prof. Hartmut Lehmann, Max-Planck-Institut, Göttingen; Prof. Arne Bugge Amundsen, Institutt for kulturstudier och orientalske studier, Oslo, Norge.

The Didactics research group SMED at the Department of Teacher Training collaborates with, i.a., Professor Bjarne Bruun Jensen and Professor Carsten Schnack at Danmarks Paedagogiske Universitet, Copenhagen; Professor Bill Scott and Dr. Alan Reid at the University of Bath; Dr Louisa Webb, School of Sport and Exercise Sciences, Loughborough University; Nordeuropa-Institut, Humboldt-Universität zu Berlin; Professor Sigurd Bergmann, Institutt for arkeologi og religionsvitenskap, NTNU, Trondheim, Norway; Professor Tore Sager, Institutt for bygg, anlegg og transport, NTNU, Trondheim, Norway.

7. Value Added

Research environments making major contributions to research into the history of education already exist at Uppsala University. These environments have been rather loosely connected, however, and until now, the history of education has not been perceived as a significant research domain. The specialists are—and should be—specialists in something else. The idea behind this proposal is thus not to swallow up existing research by creating a new organisational apparatus or new sub-discipline of the history of education. Instead, the aim is to procure co-operation facilities in order to allow specialists in the different disciplines to profit from each other's endeavours, and engage in a more intense participation in international arenas.

Involving research traditions that have hitherto been somewhat neglected in the history of education community is of particular interest, such as traditions in rhetoric, law and business studies. An influx of such approaches and methods would no doubt contribute to a renewal.

A more closely connected environment is also important to history of education research reaching its full potential, by promoting a more distinct sharing of interests. In this research programme, the main shared interest is the socio-historical exploration of the genesis and development of modern education.

Furthermore, the environment would gain from collaborative efforts to create comprehensive data sets and digital archives of sources and witnesses—undertakings that are too burdensome to be undertaken by single research groups or projects. The same goes for the development of appropriate up-to-date information technology applications and tools needed to manage such digital resources.

8. Organisation, Activities and Leadership

The Linnaeus environment Modern History of Education will be directed as a collaboration between the participating research groups. Rather than creating new organisational levels, the existing Collegium for Educational Sciences at Uppsala University will host for the coordinating functions. This Collegium was established in March 2004 by the Faculty of Educational Sciences, with the mission of supporting the development of educational research in many of the university's faculties and departments.²⁵

This office and its coordination facilities will be located at the Department of Education, Culture and the Media (Institutionen för Utbildning, Kultur och Medier), to be established on Jan 1st 2007. This department, as well as the Modern History of Education office, will function under the auspices of the Faculty of Educational Sciences.

Planned activities include

- to initialize and carry through strong multidisciplinary research programmes, the here proposed "Governance, Social Change and Normalisation" as well as others.
- Internal coordination by means of the Collegium and cooperation initiatives involving participating environments.
- External coordination of conferences etc., in partnership 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 research in the history of education, including digital archives and suitable information systems and tools.

²⁵ See <http://www.skeptron.ilu.uu.se/broady/uv/>. The members of the Collegium's Scientific Advisory Board include the following Uppsala University professors: Donald Broady (Chairman of the Collegium), Per-Anders Edin, Berit Hagekull, Sten Kaijser, Caroline Liberg, Jan Lindegren, Cedric Linder, Ulf P. Lundgren, Urban Rosenqvist, Kerstin Sahlin-Andersson, Mats Thelander, Michael Thuné and Leif Östman.

- An extensive international exchange and cooperation programme that invites scholars to Sweden, allows Swedish scholars to sojourn abroad, and initialises and organises international research collaboration.

A Scientific Advisory Board will be established. Members will include several of the scholars mentioned above under the heading “International collaboration.”

The leadership body will be made up of the directors of the participating research groups. Donald Broady will function as the coordinator. See Appendix A for his CV details. Since the early 1990s, he has directed the research group, Sociology of Education and Culture (SEC), the research programme, Digital Literature, and also “Forum för pedagogisk historia.” Since the beginning of 2005, he has directed the national doctoral programme, “Nationella forskarskolan i utbildningshistoria.” He has also participated in several committees organising conferences in the history of education and was recently responsible for seven History of Education sessions (a total of 22 papers were presented) at the Svenska Historikermötet, Uppsala, April 2005. He is currently a member of the committee organising the third Nordic Conference in Educational History, to be held in Stockholm in September 2006.

The participating research groups offer a solid recruitment base when the time comes for rejuvenation of the directorship.

Since a graduate school “History of Education” connected to the environment already exists, we are not applying for funding of a doctoral programme.

9. Budget

Please see Appendix U for budget details.

The Linnaeus environment, Modern History of Education, will consist of ten research groups/departments. The approximate number of people involved in the research activities is estimated as twenty professors and senior researchers, fifteen younger researchers and five post docs, and twenty five graduate students (funded by Uppsala University, The National Graduate School in the History of Education, and related research projects). Additionally, three administrative staff will be involved in the activities.

It is estimated that the Linnaeus grant (6.0 million SEK/year) will be spent on:

- Coordination and administrative resources, 1.0 M SEK
- International exchange programmes (visiting scholars, post docs. PhD students), 1.0 M SEK
- Infrastructure including support for digital archives, 0.5 M SEK
- Research programmes 3.5 M SEK (1.5 for professors, 1.5 for young and senior researchers, 0.5 for other staff).

10. Appendices:

Appendix A. Research Programme (i.e. this document)

Appendix B. Curriculum Vitae/Scientific Qualifications

Appendix C. Lists of Publications

Appendix U. Uppsala University’s Commitment

Appendix V. Communication Strategy and relation to Uppsala University’s strategic plan