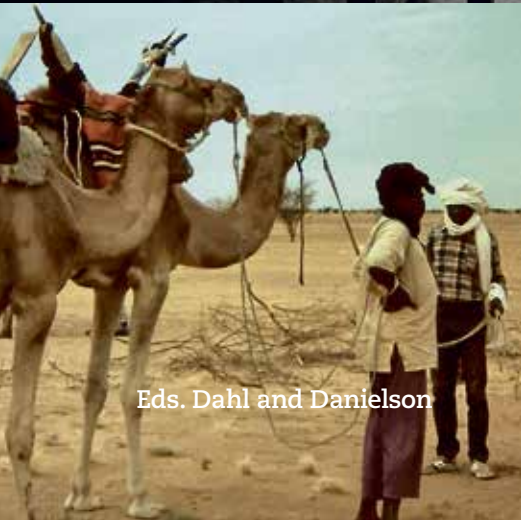




Faculty of Social Sciences  
Stockholm University  
1964 – 2014



Eds. Dahl and Danielson



STOCKHOLMS  
UNIVERSITET  
+  
Stockholm  
University

# History of the Faculty of Social Sciences

Mats Danielson

**THE YEAR IS 1576.** There are still 388 years before the Faculty of Social Sciences at Stockholm University will be formally constituted, but academic research and education relevant to and applicable to society are being planned for and prepared this year in Stockholm. The scene is Gråmunkeholmen (today Riddarholmen) in central Stockholm, a small island next to Stadsholmen. The main island, Stadsholmen, containing the Royal Palace, is what we nowadays call the Old Town. The devastating fire of 1625 has yet to arrive, wiping out almost half of Stadsholmen's buildings. At the nearby Gråmunkeholmen, connected to Stadsholmen by the convenient Munkbron bridge, King Johan III has requested that a higher educational institute, a college, should be established. There are societal needs to be catered to in the form of a shortage of priests, vicars and other scholarly educated men. Parts of the societal structure are upheld by these occupations, and the establishment-to-be can be viewed as a

higher institute of education in a 16<sup>th</sup> century sense.

The men – they were all men in these ancient times – would carry out tasks in society that are today to some extent done by professionals trained by the Faculty of Social Sciences. Thus, the college is the earliest precursor to the Faculty of today, making the university history of Stockholm go back all the way to the 16<sup>th</sup> century. A few years prior, around 1570, it bothered the king that there was no active university in Sweden. Uppsala University was mostly closed during the reformation and there were no other universities in Sweden at that time. The king wanted Sweden to have a higher educational institution, and further he wanted to place it in Stockholm, the de facto capital at that time. Planning begun for a higher academic institute and the search for suitable premises came up with Gråmunkeholmen, named after the old monastery Gråbrödraklostret which had been established around 1270. The monas-

**Collēgium rēgium** (äfvn *Academia stockholmensis*), ett slags högskola, som af Johan III år 1576 upprättades i Stockholm och hade sin lokal i gråmunkeklostret på Riddarholmen. Kollegiet leddes till en början af jesuitiska lärare och var till år 1583 nästan uteslutande en bildningsanstalt för unga prästmän, som af konungen ditkallades och af honom understöddes; men det undergick efter denna tidpunkt en viktig förändring i protestantisk riktning, i det Johan, hvars sympati för katolicismen minskats, åren 1583—87 tillsatte sex protestantiskt sinnade lärare, bl. a. i grekiska och fysik. Arbetet förklarades dock mycket på grund af osäkerhet i den ekonomiska ställningen och de förföljelser, som drabbade lärarna för deras vägran att antaga liturgien. Slutligen, när det år 1580 upplösta universitetet i Uppsala år 1593 återupprättades, förflyttades Stockholmskollegiets professorer dit, och kollegiet förföll.

From Nordisk Familjebok, ed. 1906.

tery had been closed in 1527 by King Gustav Vasa during the reformation and was now available and identified as suitable for educational purposes. This was not met by enthusiasm, neither by the archbishop nor by proponents of the mostly dormant Uppsala University, but in August 1576, after some years of planning, the college, *Collegium regium* ('King's College' a.k.a. *Academia Stockholmiensis*), was opened in the old monastery at Gråmunkeholmen with Laurentius Norvegus as rector. The teaching was initially targeted mostly at educating priests and vicars and the teachers were Jesuits, giving the teaching a Catholic direction. Subjects taught included theology, Latin, philosophy, mathematics and medicine. After an uprising, the rector was replaced in 1580 and the

Collegium turned much less Catholic. Especially from 1583, when Protestant teachers were employed in subjects such as Greek and physics, *Collegium regium* turned more into a general academic institution of the same kind as contemporary universities. The Collegium was in

\* **Laurentius Norvegus** (L. "den norske") l. Laurentius Nicolai (Lars Nilsson), vanligen kallad Klosterlasse, jesuit, föddes i Norge 1538, uppfostrades af jesuiterna i Louvain och kom derifrån till Polen. Lörd, vältalig och smidig, fanns han af katolska kyrkans ledare särdeles lämplig att användas vid det sedan 1572 fortgående försöket att genomföra en kyrklig reaktion i Sverige. I April 1576 anlände han till Stockholm, der han sedan i fyra år verkade enligt föreskrifter af kardinal Hosius, fördöljande, så godt sig göra lät, sin egenskap af katolik och jesuit samt hufvudsakligen nöjande sig med att understödja konungens liturgiska reformsträfvanden. I Aug. 1576 öppnades under hans ledning det af konung Johan tillskapade teologiska kollegiet i det forna gråmunkeklostret å Riddarholmen (deraf binamnet "Klosterlasse"), och i Jan. 1577 uppträdde han offentligt och disputerade med de till Stockholm kallade Upsala-professorerna. Den 1 Nov. 1577 höll han i Upsala, under ett besök i konungens följe, en offentlig predikan om helgonens åkallan och deras förböner. Denna predikan föranelledde en motskrift från universitetets teologer, hvilken stegrade konungens förbittring mot universitetet. Men sedan det blifvit klart för Johan III, att påfven aldrig skulle lämna sitt medgifvande till hans förmedlingsliturgi, miste "Klosterlasse" konungens gunst samt blef, efter ett mot ofvannämnda kollegium riktadt folkupplöpp, våren 1580 förvisad till Drottningholm, hvarefter han i Aug. s. å. lemnade riket. — Då Gustaf II Adolf 1621 eröfrade Riga, var L. N. en af de jesuiter, som fördrefvos ur staden.

From Nordisk Familjebok, ed. 1885.



effect the first “Stockholm University College”, not by name but in operations and character.

*The Collegium was in effect the first “Stockholm University College”, not by name but in operations and character.*

The Collegium flourished for a while, but opposing powers made inroads to seal a different fate. The opposition focused on the premises, which according to them had to be allocated for other, more pressing, needs. In 1589, some of the Collegium’s premises were already in use by the Royal Mint Authority (*Kungl. Myntverket*) and more were soon to be allocated to the military for use as hospitals. This put some doubt on the future of the Collegium and the teachers felt that their positions were less than secure. At Johan III’s death in 1592, the Collegium was deteriorating, and in the following year it was in principle closed as there was no teaching, even if it formally remained in existence for a short while afterwards.

The succeeding king, Sigismund, and later on Karl IX and Gustav II Adolf, all decided to support Uppsala University instead, where teaching in principle had ceased as early as 1530 due to the reformation. It was reopened in 1595 and the teachers at *Collegium regium* were in 1593 transferred to Uppsala or laid off. With

the reestablishment of Uppsala University, there was now no longer an immediate need for a college of the same kind in Stockholm.

### The 17<sup>th</sup> and 18<sup>th</sup> centuries

In the decades following, Sweden began to expand its territory in Northern Europe. The Era of the Swedish Empire (*stormaktstiden*) is considered to consist of the time period between 1611 and 1719. One way to consolidate the empire during that time was to open universities in different parts of the empire, and a number of universities were founded in short succession. Thus, in 1632, Sweden’s second national university was opened in Dorpat by Gustav II Adolf.<sup>1</sup> It was called *Academia Gustaviana* until 1665 and later *Academia Gustavo-Carolina*. In 1640, Sweden’s third national university was founded in Turku, Finland. It was named *Kungl. Akademien i Åbo* (the Royal Academy of Turku) and contained four faculties. All students had to start with undergraduate studies at the Faculty of Philosophy and could then continue with studies in one of the faculties of Medicine, Law, or Theology, in a system akin to the ‘graduate schools’ we can find today in some university systems. The university was moved to Helsinki in 1828.<sup>2</sup> Another university, that of Greifswald, became Swedish in 1648 due to efforts of war

1 Now called Tartu University in Tartu, Estonia, having 18,000 students.

2 Now called Helsinki University, having 38,000 students.

(*Svenska Pommern*). Greifswald, however, was never really considered one of the national universities, as it was not founded by the Swedish government. Rather, Lund University was to become the fourth national university. The peace treaties of Roskilde in 1658 and Copenhagen in 1660 brought Sweden its now southern parts permanently. To manifest this, a university was constituted in Lund in 1666, and by that event, the need for Swedish universities was saturated for the time being. As events unfolded, the Swedish Empire did not substantially expand any further but rather declined, thus effectively putting to an end for centuries the idea of a university in Stockholm.

In Stockholm, meanwhile, more specific academies were formed. In 1735, the Royal Academy of Fine Arts (*Kungl. Akademien för de fria konsterna*) was established, followed in 1739 by the Royal Swedish Academy of Science (*Kungl. Vetenskapsakademien*). Some decades later, in 1792, Karlberg Military College (*Militärhögskolan Karlberg*) was also founded. Politicians and parliamentarians in Stockholm continually discussed the need for the capital to have a higher academic institution, not least within what we now know as the social sciences.

### The 19<sup>th</sup> century

In 1822, leading politicians once again proposed the establishment of such an institution, this time by relocating Uppsala University to

Stockholm. A main reason cited was that a university ought to interact with society by being geographically close to a large city. The closed-wall university was seen as a medieval reminiscence. Not least jurisdiction<sup>3</sup> by the university over the students ought to be abolished. A committee was formed to investigate the matter. In 1825, the committee reached the conclusion that a relocation was not to be recommended mainly because of costs, both for relocation of the university and for students, Stockholm being more expensive for students to live in. It was also noted that the university could be too close to the government to ensure academic freedom, and finally that the capital had many more big city distractions for students than Uppsala. Thus, Stockholm was once again left without a higher academic institution. However, the need for higher education in many sectors of society, not least in the capital, continued to increase. As a consequence, more specialised academies were founded in Stockholm. Among them the Central Athletic Institute (*Gymnastiska centralinstitutet*, now *Gymnastik- och idrotts-högskolan*) in 1813, *Kungl. Karolinska medico-chirurgiska institutet* (now *Karolinska Institutet*) in 1816, the Technological Institute (*Teknologiska institutet*, now *Kungl. Tekniska högskolan*, KTH) in 1827, the For-

<sup>3</sup> Jurisdiction meant the right to prosecute and sentence criminal acts.

estry Institute (*Skogsinstitutet*, later *Skogshögskolan*<sup>4</sup>) in 1828, and the Pharmaceutical Institute (*Farmaceutiska institutet*<sup>5</sup>) in 1837. None of these had, however, a particularly social science-based orientation.

In the new governmental university statutes, ratified in 1852, the jurisdiction of the universities was indeed abolished. This was not only a reform on paper. In the years immediately prior to the new statutes, universities had sometimes sentenced students to severe punishment, even execution. The governing structures of Uppsala University and Lund University were made more isomorph by the new statutes, making them an implicit norm for how universities should be organised in Sweden. Furthermore, in 1859, both universities appointed the same person as chancellor, Gustaf Sparre. Earlier chancellors had mostly been royalties and nobilities, and while Sparre, too, was a count, his appointment still signified a new role for the chancellor. The coming chancellors were rather academics or politicians, among them two prime ministers to be. During the 1850s, Count Anckarswärd had several times petitioned in the Parliament (*Riksdagen*) that a higher academic institution should be established in Stockholm, but of a different kind from the universities. He envi-

sioned a scientific academy without faculties or degrees, with the aim of professing pure science. His petitions did not result in any actions but planted some seeds for the decades to come.

In 1861, *Kungl. Karolinska medico-chirurgiska institutet* was granted permission to award medical licentiate degrees, the first graduate degree in a Stockholm institution. The first result of Anckarswärd's and others' efforts was that *Riksdagen* in 1862 granted a yearly appropriation for open scientific lectures in Stockholm. The lectures commenced in 1863 with the initial subjects being the general and politic history of culture, general law, constitutional law, political science, statistics, biology, physics and mineralogy, a set of subjects we would today consider a mix of all four current faculties of the University. Two years later, the Stockholm City Council granted a yearly appropriation of SEK 30,000 for the creation of a higher academic educational institution. This was paralleled by a fundraising campaign directed at the general public. The campaign only raised SEK 45,000 in four years, however, with the main counterargument from the public being that there were already a set of academies in the capital such as the Swedish Academy, the Royal Swedish Academy of Sciences, the Royal Swedish Academy of Letters, and more. What should we need this new academy for?

4 Merged with the Swedish University of Agricultural Sciences (*Sveriges lantbruksuniversitet*) in 1977.

5 Moved to Uppsala in 1968 to merge with Uppsala University.

### Stockholm University College

In 1869, the University College Association of Stockholm (*Högskoleföreningen i Stockholm*) was founded. It was an association with the aim to establish a university college in Stockholm. It remains in existence even today, albeit with a modified aim. Funding was raised from the City Council and again from the general public. The fundraising went on for seven years, with the motto to create a higher academic educational institution without the traditional requirements to take a predefined set of subjects or courses; rather it was to have a free choice on which subjects to explore.

The year after, 1870, the government issued a new degree charter (*examensordning*), stating that there were three degree levels – bachelor (*fil.kand.*), licentiate, and doctorate (*doktorsgrad*) levels. The bachelor's degree needed to consist only of five subjects (previously six, and prior to 1853 all subjects of the faculty). The five subjects required for a bachelor (candidate) of philosophy degree were theoretical philosophy, Latin, history, Nordic languages, and finally a choice between mathematics or science.

Also in 1870, the curricula at the universities were given a more structured form by the government. Contents and goals had to be explicitly written down. This met with opposition from university teachers and created some debate. The focus was thought to shift towards examination, away from knowledge. It was felt

to lead to “simple homework”, something that was seen as indicative of lower school forms. The same debate has been seen many times since, to this day.

The plans for an academic institution in Stockholm grew firmer during the first part of the 1870s. Of the classic four faculties, philosophy was the one of most interest to the Association. Plans were made for the subjects of philosophy, history, languages, literature, mathematics and science. Of the other faculties, law was seen as too applied, medicine as already in existence (at KI), and theology as of little interest. Engineering was not seen as a possible faculty at the time. Regardless, *Teknologiska institutet* expanded and changed its name to *Kungl. Tekniska högskolan* in 1877. They took steps toward a more scientifically-based education by starting up research laboratories and introducing mandatory thesis work. All graduates were called *civilingenjörer* (not translated as civil engineers, but rather as non-military engineers) as opposed to military engineers, further emphasizing the fulfilment of societal needs by engineers and their importance to society.

In the autumn of 1878, Stockholm University College could finally open its doors for the first time. A total of 480 students attended lectures in mathematics, physics, chemistry and geology during the first semester. In the following semester, botany and zoology were added as subjects. Note the change of subjects

from the initial lectures a decade and a half earlier funded by the parliament, which included history of culture, law, political science, and statistics. Social science subjects were now conspicuous by their absence. Even though student attendance could be viewed as a partial success, the numbers did not improve in the following years and the financial situation soon became strained. To counter the situation, admission fees were introduced already in 1881, dropping the number of enrolments from 500 to 100, an 80 % reduction very similar in number to what we have recently experienced with non-European student fees.

Professors at the College were directly appointed to chairs, not recruited by rating applications. Positions were not advertised and there was no competition for a chair. The hand-picked elite were offered more time for research compared to the traditional universities. Among the first professors hired, some could be mentioned: Svante Arrhenius, physics, Hans von Euler-Chelpin, chemistry, Gösta Mittag-Leffler and Sonja Kovalevsky, mathematics, and Viktor Rydberg, cultural history. None of these professorships were, however, directly related to the social sciences.

In 1883, the turnover of the College was SEK 125,000 divided into 27,000 in tuition fees, 40,000 from the City Council and 58,000 from return on investment funds. In Swedish universities in general at the time, and in the

College in particular, the romantic ideal of pure knowledge was being challenged by a more practical view of the need to educate civil servants and lower tier school teachers. The College Board, and its chairman the over-governor (*överståthållaren*), were more focused on the practical and educational side of the College. They wanted to educate the youth, to apply for the right to award degrees, and to employ teachers in the same way as ordinary employees, not through peer-reviewed application procedures. The Teachers' Council (*lärrådet*), on the other hand, wanted to emphasise research and debate, not education. They wanted a peer-reviewed employment process (akin to today's procedures) and academic freedom. They asked for the College to be declared a centre for higher cultural studies, not a degree-awarding institution. Needless to say, this led to clashes in the organisational structure of the College.

The Stockholm City Council had a number of seats on the College Board. In 1888, they proposed the establishment of a law programme. This would be more in line with the ambitions the City had with its engagement in the College, and it could also help counter the very negative trend in the number of enrolments. The Teachers' Council, however, were reluctant. To emphasise its point, the City Council withdrew its financial support of SEK 40,000 and promised instead a conditional



support of 30,000 – on the condition that a law programme was established. In the event that such a programme was still not established, there was a proposal of creating an external faculty of law, not connected to the College. In the same year, lectures in economics started with Johan Leffler as lecturer, offering a broader set of subjects to the students.

In 1893, the Swedish Higher Education Chancellor (*universitetskanslersämbetet*) was established. The chancellor primarily governed the universities of Uppsala and Lund, plus *Karolinska Institutet*. Docent Gustaf Gilljam from Uppsala University became the first chancellor (*universitetskansler*). But the Swedish Higher Education Authority (*ämbetsverket*, what we colloquially refer to as UKÄ) was, however, not established until 1964 at which time the chancellor also became the head of the Authority.

### The 20<sup>th</sup> century

A decade later, in 1904, the first professor of economics was appointed, Gustav Cassel. This was also the first professor in a subject that would 60 years later be included in the Faculty of Social Sciences. In the same year, the College Board wanted to apply to the government to be granted the rights to confer degrees of all the (then) three levels: bachelor, licentiate, and doctor. The Teachers' Council opposed the application for any degree, and the compromise proposed was to apply only for licentiate

and doctor, thereby keeping the College's profile as a free research institution. The Board, however, turned down the compromise and applied for all three levels regardless, which were subsequently granted by the government. This increased the enrolment figures from an all-time low of 47 in 1903 to 106 in 1904, still a far cry from the 500 of the first years. Despite the all-time low in 1903, course offerings were broadened as teaching in statistics commenced that year by Gustav Sundbärg who was appointed docent. The College did now have a full range of degrees at its disposal. It was only, as a comparison, in 1927 that KTH started awarding PhD degrees, having hitherto had a much greater emphasis on undergraduate education.

Finally, in 1907, the College Board decided to launch a law programme. The number of students immediately rose to 300, dramatically increasing the revenues but at the same time twisting the demarcation line between market forces and the ideal of pure knowledge. In the same year, the government made changes to the degree charter (*examensordning*) in which medicine, law and theology became bound studies with a preselected set of courses with pre-determined content. Only degrees in philosophy kept some freedom in the subjects and courses included. Yet even one of them, the more vocational of the philosophy degrees (*fil. ämbets-examen*) was to a certain extent pre-determined. This was met with unhappy voices

at the College, as it was seen as counterproductive to the profile and direction of the College.

Meanwhile, the philosophical studies at the College flourished. Six professors of law were hired already in 1908, and between 1908 and 1918 four professors were hired in literature, art, history, and religion. Three of the latter professors wrote to the Teachers' Council asking for a humanities division to be formed. The arguments were to better be able to conduct research and to allow only free studies – meaning much more focus on pure knowledge and much less focus on exams or degrees. This was granted in 1919, and can be seen as an embryo to the faculties we have today at the University.

In 1935, Herbert Tingsten was appointed the first holder of the Lars Hierta Chair of government. This was the second subject having a professor that would later be included in the Faculty of Social Sciences. Shortly after, in 1937, David Katz was appointed to the Olof Eneroth Chair in the combined subjects of education and psychology. The College had already in 1934 decided to create the chair, but the process took three years, making education and psychology the third and fourth social science subjects to obtain a professorship. It was not until 1953 that the Department of Education was split into units of Education and Psychology with one organisation containing each. The build-up of the social sciences continued in

1938 with the City of Stockholm allowing the head of its statistical office, Sten Wahlund, to serve as a part-time professor in statistics.

The slow growth of the College was still a problem. The total of 500 students in 1910 had risen to 1,200 by 1930, but this was still a small number, easily outnumbered by one of today's larger upper secondary schools (*gymnasieskolor*). Financially, it was hard to find private funding, especially for education. It was a bit easier, but far from easy, to raise funds for research projects and professor chairs. The difficulties had been noticed by the government, and in 1939 the chancellor proposed conditional government funding of 25 professors at the College. The conditions were that the government should appoint all professors and that the College should cooperate with Uppsala University. The Stockholm City Council, having increasing trouble to finance the College, supported the government proposal and pushed for even more government involvement, especially concerning education. The Council had noted that 35% of the students were not from the City, but were still partially paid for by the City's tax payers. The government, on the other hand, was not altogether happy with the position and expansion of the College. There were unnecessary overlaps between the College and Uppsala. With governmental control over professor appointments, better resource allocation could hopefully be achieved.

Before this was solved, however, other world events interfered.

During the Second World War, government research funding was more clearly directed towards applications. In 1942, the Engineering Research Council (*Tekniska forskningsrådet*, TFR) was formed to allocate research resources, of which established public universities received the most. Stockholm University College, being a private university, did not receive any substantial amount of the resources. This led to strategic discussion on the College Board.

In 1944, the Stockholm Convent of Vice-Chancellors was inaugurated. The convent, which still exists today, consisted of the vice-chancellors of the eight largest universities and university colleges in Stockholm. Its purpose was to handle issues of mutual interest, of which naturally cooperation of different kinds was of high priority, not least from the College's perspective. Issues could be of scientific, administrative, or financial kinds. A primary goal was to investigate if there was mutual interest in forming some kind of union (codenamed Stockholm University) of all or most higher education institutions in Stockholm.

The same year, the government formed the Science Research Committee (*Naturvetenskapliga forskningskommittén*) to look at the investment needs in science (*naturvetenskap*) in the universities. The year after, in 1945, they presented a proposal for investments where pri-

vate institutions, such as the College, received a proportionally much smaller amount due to the fact that the government had much less control. The traditionally largest sponsor of the College, the Stockholm City Council, could by no means match the needs of the College or the loss in government allocation for being private. It began to become clear that the financial backing of a strong partner was necessary in order to secure continued growth in both volume and quality. Which other partners besides the government were there to think of in 1945?

### Post-war development

After the war, the major multi-faculty institutions (Gothenburg, Lund, Stockholm and Uppsala) were about equal in size. They had 1,500-3,000 students each with Stockholm having the largest student population. This was still not much more than the currently largest upper secondary school in Sweden (1,850 pupils) and of a much smaller scale than the universities we have today. One professor was responsible for almost all teaching in his or her subject with lectures as the predominant form of teaching. In theory, the chancellor decided on all curricula, but in reality the professor in a subject was in charge of planning the teaching.

At this time, the vice-chancellor was the only full-time administrative manager at a university. The deans were usually appointed on a

round-robin basis and the role consisted mostly of being chairman for a collegial faculty board or similar. The professors were the only permanently employed teachers. The docents were not employed by the university. Instead they were most commonly employed at an upper secondary school (*läroverk*) while they did some teaching at a university. There were no senior lecturers (*lektorer*) at universities; they existed only at upper secondary schools. In 1953, Stockholm had 48 professors while Uppsala had 67 and Lund 54. There were also docents and assistant teachers, fewer in Stockholm, bringing the teacher totals to 153 in Stockholm with 282 and 261 in Uppsala and Lund, respectively. The number of new students that year was 996, 690 and 534, respectively. It is clear that the teaching load was higher in Stockholm than in the two other major universities despite the College's vision.

In 1948, the government made a renewed agreement with the College. It was still to remain a private university college but with a reformed board. Of the twelve members, the chairman and an additional three members were appointed by the government. Four came from the City Council and one from the Royal Academy of Sciences. Only three, the vice-chancellor and two members of the Teachers' Council, were from the College itself. This meant markedly decreased power for the College and for its Teachers' Council. Furthermore, the College

was not allowed to accept donations without written consent from the chancellor. The City Council and the government assumed joint responsibility in finding areas to expand the College's premises. All of these concessions were made by the College to gain access to governmental funding since it was deemed impossible to continue without government support. Despite the agreement, the timing was not too good. Most of the funds from the 1945 committee still went to Uppsala and Lund.

In 1953, the Stockholm Convent of Vice-Chancellors proposed joining the eight largest academic institutions in Stockholm into 'Stockholm University'. At first, there were two alternatives put forward. The first alternative was a true union, joining the operations together under one administration governed by one vice-chancellor. The second alternative, which was the one most strongly put forward by the Convent to the government, was of a federation in which each joining party kept its organisation, budget, administration and vice-chancellor, with the Convent acting as a meta-board in control of the combined resources. The Convent's proposal, however, fared badly with the boards of some of the supposedly joining universities, exposing the weaknesses of the proposal and indicating that the time was not ripe for such an endeavour. The chancellor, somewhat satisfied with the attempt even though it failed, recommended the government to give

the College some of the 1945 investment funding in any case, but the government turned the chancellor down and the investment plans were put on hold. The same year, Torsten Husén was appointed professor of education at the College. The Olof Eneroth Chair was then changed into a chair in psychology only, with Gösta Ekman as incumbent. Like all other social science professors at the time, these chairs belonged to the Faculty of Humanities.

In 1954, the Teachers' Council gave up the plans of a 'Stockholm University' federation, but could the same year watch such a construction (in fact a union) succeed in Gothenburg, in the creation of the University of Gothenburg. The same year, the parliament finally decided to grant the College funding for the 1945 investments in science equipment despite the Convent being unsuccessful in its work to join Stockholm's higher academic institutions into some kind of umbrella organisation. This undermined the efforts at the College to create a federation since one of the primary motives was now gone. The social sciences were further strengthened when Gunnar Boalt became the first incumbent of the chair in sociology in 1954. At the College, sociology had developed within philosophy and five years earlier, in 1949, sociology was taught for the first time within the Department of Philosophy.

At around the same time, in the mid-1950s, a process of expansion regarding the number of

students commenced. While it was a whisper compared to the explosion that was to come during the 1960s, it still put some strain on the universities. From 2,600 students at Stockholm in 1950, the number rose to 3,900 in 1955 and 7,600 in 1960. Similar trends were seen at other universities in the country. In recognising the trend, the government launched the 1955 University Committee with the aim of proactively investigating the long-term consequences of an expanding academic sector. The committee coined the term 'research education' (*forskarutbildning*). Investigating how such education was conducted, it found low efficiency throughout the nation with a median student age of 34-37 years at the completion of PhD studies. Furthermore, they proposed scholarships for PhD students and a five semester structured education for licentiate degrees. For the time between licentiate and PhD, a position as research assistant (*forskarassistent*) was proposed. This was the first step towards a formal PhD education rather than an apprenticeship.

In 1956, there were new university statutes. Concerning central administration, they were quite similar to the older ones in prescribing a vice-chancellor as the head of administration, an academic convent (*akademiska församlingen*) and two governing boards (*stora och lilla konsistoriet*), the former for major decisions similar to a university board today and the latter for more daily matters. A set of other concepts we



are familiar with today were introduced in the new statutes. Departments (*institutioner*) are mentioned for the first time as a unit of administration. Electors appointed by the universities and university colleges were to elect the chancellor, and the chancellor was seen as a bridge between academia and government, in effect being academia's spokesperson to the government. The Faculty of Philosophy was at the national central administration, the Chancellor's office, divided into the Faculties of Humanities and Mathematics and Science, a division that was made already in 1919 in Stockholm. The student unions were given the right to collect mandatory membership fees.

In the same year, 1956, David Hannerberg, then professor in Lund, was summoned by the College Board to take up the position as professor in Human Geography in Stockholm. The Stockholm City Council demanded to have more representatives on the College Board and influence over the employment of professors. The College, in need of premises for expansion, were prepared to agree to the terms if premises or real estate for expansion was provided. The condition was not accepted by the City Council and the government instead had to assume responsibility for the College's expansion. The College's office space situation was dire. Much of its premises were located around Odenplan and other parts of East Vasastan where the City held premises suitable for expansion while the

government did not. The government in essence had only two locations to offer, both requiring a total relocation of the College: Ursvik in Sundbyberg (military grounds) or Frescati (an experimental field for agriculture). A quick glance at the map rendered Ursvik almost impossible, yielding Frescati as the only viable option. And Frescati it became, eventually taking until August 1970 before the first departments moved to the new (and current) locations.<sup>6</sup>

In 1958, the 1955 University Committee proposed a new kind of teaching format at universities called lessons (*lektionsundervisning*). These were lectures in a smaller format, with possibly more potential for questions and interaction. To match this new lecture format, a new teaching position was proposed – senior lecturer (*universitetslektor*). It was purely a teaching position (unlike today) but differed from the position of lecturer (*lektor*) which was found in upper secondary schools (*läroverk*), not universities. A requirement for being hired as a *universitetslektor* was a completed PhD, thereby creating a career path for PhDs in many disciplines. Even more revolutionary was the suggestion that the universities should be financially compensated according to volume, i.e. to how many students they enrolled and

<sup>6</sup> The very first to move were some social science departments: Business Administration, Economic History, Economics, Political Science and Social Anthropology plus the Institute for International Economic Studies. Three of them are still located in Building A of *Södra huset*.

examined. This opened up a floodgate. The expansion was now only constrained by the availability of premises and PhDs willing to teach, and, of course, by the attractiveness of the courses offered.

### Stockholm University

Meanwhile, since the breakdown of the attempts to bring the higher academic institutions in Stockholm together under a single umbrella, negotiations with the government continued on the College's part. It had become more and more evident that the City could not be the strong partner needed, so there were few options available apart from seeking university status on its own. In 1960, finally, the private Stockholm University College became a state university, Stockholm University. This entailed no dramatic changes except that the required number of teaching hours for a professor went from two per week in the private College to an exorbitant four a week at the University, causing protests among the professors. As a natural consequence of the change of ownership, the City Council lost its seats on the Board.

A few years on, in 1964, the 1955 University Committee was finally finished, having made seven different proposals during its lifetime. The chancellor was appointed head of the new Swedish Higher Education Authority (*Universitetskanslersämbetet*). While this seemed like a small change, it in effect reversed the role of the

chancellor. The chancellor was now appointed by the government rather than by electors from the universities and also became the government's spokesperson to the universities, instead of vice versa. From 1964, there was only one board (*konsistorium*) at each university instead of two. The term vice-chancellor's office (*rektorsämbetet*) was introduced, implying a division of administrative labour between the vice-chancellor and the newly introduced university director (*förvaltningschef*). The former was still mainly responsible for all of the university while the latter was responsible for the administration and finance.

Also in 1964, educational boards (*utbildningsnämnder*) were mandated. They were supposed to act as the faculties' work groups in educational matters. Every department was from 1964 required to have an appointed head (*prefekt*) who was responsible for the administration of the department. Every department should also have a collegial assembly (*kollegium*) where all the permanently employed teachers should be members and where the temporarily employed teachers, as well as the students, had the right to be present. Within the newly formed Swedish Higher Education Authority (UKÄ), the academic disciplines were divided into five faculties – the Faculties of: Humanities and Theology; Social Sciences and Law; Medicine, Odontology, and Pharmacy; Mathematics and Science; and Engineering. For the first time,

there was a split-up between the humanities and the social sciences at the central governmental level. This reflects the volume of the previous humanities (philosophical) faculty, which had become proportionally very large, mostly due to a large expansion of social science teaching and research. While this division at UKÄ was not mandatory to follow, all four big universities at the time (Gothenburg, Lund, Stockholm and Uppsala) decided to follow suit. This entailed the birth of the faculties of social sciences in all four universities in 1964 – yielding all four 50-year's jubilees in 2014.

Further in 1964, the effects of the employment structure from 1958 came into full effect. In this year, after only six years in existence, the senior lecturers (*lektorer*) already outnumbered the professors. Many applicants to senior lectureships were already competent at the professor's level. Regardless, the division of labour dictated that senior lecturers taught the first two semesters of a subject and professors above that level.

To sum up, in 1964 many of the important changes that shaped the universities as we know them today had been made. The first wave of expansion during the preceding ten years drove the changes. The Swedish Higher Education Authority was formed this year and the chancellor was given a role we still recognise today. The organisation of universities and departments began to look like the

modern university. The volume of students prior to 1964 was small by today's standards, and the universities were quite small entities of a fairly different kind organisationally. Therefore, I propose that the year 1964 marks the birth of the modern Swedish universities

*Therefore, I propose that  
the year 1964 marks  
the birth of the modern  
Swedish universities as  
we know them today.*

as we know them today. The development from 1964 and onwards consists of a long chain of adjustments and modifications to what are essentially the basic ideas that were put in place in 1964. How that chain unfolded is another story to be told at another time, but in this sense, all of the major modern Swedish universities are of equal age – all being children of the same academic and educational revolution and all obtaining their current format at the same time. Moreover, since the year 1964 also happens to be the birth-year of the Faculties of Social Sciences at our major universities, it gives us dual reasons to remember that year.

Since 1964, Stockholm University has continued to grow, now having over 71,000 students in 2014. In parallel, the Faculty of Social

Sciences has grown from that same year to a situation where it in 2014 encompasses around half of all students at the University. This bears proof of the social sciences not only being the youngest but also the most dynamic and expansive of the faculties. From the middle of the 20<sup>th</sup> century onwards, society has become increasingly complex, so it is no surprise to see the social sciences expand most rapidly in research as well as education during this time period. We should all be proud of our achievements so far and look forward to the next 50 years.



A main source, especially for details, is (Bedoire & Thullberg 1978). Other main sources include (Stockholm University 2014) and (HSV 2006). Some details in the earlier historical parts are from entries in *Nordisk familjebok*, editions 1885 and 1906, and from *Nordisk tidskrift för bok- och biblioteksväsen*, volume I, 1914. Further, university web-pages, other authorities' web-pages (such as UKÄ 2014), NE (the National Encyclopaedia), Wikipedia and – not least – older colleagues have been consulted.

Bedoire, Fredric and Per Thullberg 1978. *Stockholms universitet 1878-1978*, Almqvist & Wiksell, Uppsala.

HSV 2006. *Rapport 2006:3 R Högre utbildning och forskning 1945-2005 – en översikt*.

Stockholm University 2014. *Tänka fritt och skapa nytt* (a historic promotional text), Stockholm University.

UKÄ 2014. *Den svenska högskolans historia*. <http://www.uka.se/faktaomhogsolan/densvenskahogskolanshistoria.html>.

Riddarholmen (Gråmunkeholmen) today.  
(Photo: Mats Danielson)







Protokoll hållet vid sammanträde med  
Stockholms universitets samhällsve-  
tenskapliga fakultet den 9 september  
1964.

Närvarande: dekanus, professor Söderlund, prodekanus, professor  
Lundberg, professorerna Myrdal, Svernilson, Hamnerberg,  
Ekman, Husén, Boalt, Malmqvist samt t.f. professorerna  
Andréin och Sveri, laborator Henrysson, universitetslek-  
torerna Magnusson (p. 1-18), Blomberg (p. 1-18), Nyman  
(p. 1-18) och Sundberg (p. 1-18) samt byråchef Hellstrand.

Frånvarande: professorerna Östlind, Trankell, Alf Johansson, labora-  
tor Sandels (utrikes), universitetslektor Lindgren  
(sjukdom).

Ärende	Åtgärd
1. Fråga om benyndigande för fakul- tetens dekanus och prodekanus att besluta å fakultetens väg- nar i vissa ärenden. <i>Stäm. 2/9-64</i>	Fakulteten beslöt att i följande ärenden fakultetens dekanus eller prodekanus skall avgiva yttrande eller förslag å fakultetens väg- nar. 1) frågor om tjänstledighet eller partiell tjänstbefrielse för innehavare av tjänst vid uni- versitetet, ävensom förordnande av vikarier, 2) avlösningsföresåner under tjänst- ledighet, 3) arvoden till fakultetsoppone- ter, 4) ansökningar om tjänsteförening 5) ärenden av mindre vikt och brådskande natur. Fakulteten hemställde att konsis- toriet måtte anmäla delegations- beslutet hos universitetskanslers- ämbetet.
2. Anmälan av beslut fattade av fakultetens dekanus och prode- kanus under tiden 2/7 - 2/9 1964 (bil. 1).	Ej åtgärd.
3. Anmälan av betyg å licentiatav- handlingar (bil. 2, 3)	Ej åtgärd.

Protocol from the very first meeting of the Board of the Faculty of  
Social Sciences.



Stockholm  
University