

Norge var et langt mindre konfliktfylt forhold mellom at den akademiske eliten og folkeskolelærerne. Tvert imot jobbet også den akademiske eliten der for folkeskolens sak. Slike betraktninger fra en norsk leser "utenfra" viser at boken på flere måter burde kunne gi et godt grunnlag for komparative analyser av den samtidige skolepolitiske utviklingen i de andre nordiske landene.

Denne anmeldelsen evner ikke å favne alle sider ved Fridtjov Bergs liv og virke, men jeg håper den er tilstrekkelig som motivasjon til selv å lese denne spennende biografien. Landahls bok burde være relevant for alle med interesse for skole og utdanning, også utenfor Sverige. Den er velformulert og en fryd å lese. Den grafiske formgivningingen er delikat og oversiktlig. Tidslinje, oversikt over Bergs interpellasjoner til Andra kammaren i Riksdagen, Bergs egne tekster, navnerregister og et utbredt notteapparat er greie hjelpemidler for å holde styr på og finne fram i Bergs omfattende virksomhet. Boken gir et godt innblikk i svensk skolepolitisk utvikling i siste halvdel av 1800-tallet og overgangen til 1900-tallet. Skulle jeg ha noen innvendinger måtte det være at boken tidvis er noe gjentakende på grunn av sin tematiske inndeling og at omtale av enkelte begivenheter inngår i flere av de behandlede temaene.

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Edited collections and series

Jens Erik Kristensen & Søs Bayer
(eds.)

Pædagogprofessionens historie og aktualitet 1. Kamp og status – de lange linjer i børnehavestruktur og pædagogprofessionens historie 1820–2015

Köpenhamn: U Press

2015, 327 pp.

Søs Bayer & Jens Erik Kristensen
(eds.)

Pædagogprofessionens historie og aktualitet 2. Kald og kundskab – brydninger i børnehavepædagogikken 1870–2015

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2015, 239 pp.

Impressive efforts on a grand scale have been carried out by Danish scholars in the field of educational history. Following the monumental five volumes on Danish school history (*Dansk skolehistorie*), edited by Charlotte Appel and Ning de Coninck-Smith, there now exist two volumes on the history of Danish early care and education, edited by Jens Erik Kristensen and Søs Bayer. These latter volumes certainly present a valuable contribution to both history of education in general, and the history of early care and education in particular. Even though scholarly interest in this field has markedly increased during the last decade, it remains understudied in comparison to, for example, the history of schooling.

Further studies in this field are, however, easy to motivate. Since the 1990s, early education and care has received considerable policy attention in the OECD countries, and it is a phenomenon of fundamental importance in Western countries such as Denmark. As mentioned in the introduction to Volume 1, about 90 percent of Danish children aged 1–5 attend some kind of care and

education. For a historian, the development of such services also represents a dramatic shift in the approach to education that raises numerous questions. In Denmark, 50,000 preschool children attended care and education facilities in 1968, and that number increased to almost 290,000 in 2013.

These two volumes that explore this fascinating and important development are multi-authored. The first volume, titled *Kamp og status* (Struggle and Status), is collectively authored by Hanne Marlene Dahl, Anette Eklund Hansen, Christian Sandbjerg Hansen and Jens Erik Kristensen. The latter was also responsible for rewriting the entire volume. This first volume outlines the history of the early care and education institutions and professions from the nineteenth century onwards. As the volume's title suggests, the authors employ a conflict perspective that highlights struggles, conflicts and alliances in the history of early care and education. Since the volume positions early care and education both in relation to the family and the school, its chapters are able to tell an encompassing story. The topics range from the history of various institutions to the notions of childhood and issues of poverty, gender, and social politics.

Volume 1 comprises five chapters. Chapter 1 deals with recent changes in the field of early care and education, while the subsequent three chapters are dedicated to the history of early care and education in Denmark. Chapter 2 focuses on the institutions of early years care and education. The reader is thus given a comprehensive introduction to the history of the Danish asylums of the nineteenth century (influenced by the British infant schools among others), nurseries (*vuggestuer*), kindergartens (*børnehaver*), free kindergartens (*folkebørnehaver*), the progressive kindergartens of the interwar period, and the postwar developments of Danish kindergartens towards present day preschool and day care centres. In this context, it may be noted that the Danish word for kindergarten (*børnehaver*) is still used today, unlike the Swedish word *barnträdgård* that lost its appeal after the second world war.

Chapter 3 addresses the role of the state in relation to both the aforementioned institutions and the professions dedicated to early care and education. The chapter commences with an analysis of the relationship between the state and the poor, before examining how the expanding welfare state transformed childcare from targeting only the poor to becoming a right for all children irrespective of their background and socioeconomic status. This chapter ends with an analysis of early care and education in the era of New Public Management and PISA rankings. Chapter 4 explores the staff of early care and education institutions, and discusses issues such as professionalization and the growth of the profession.

Chapter 5 concludes Volume 1 by discussing the general trends in the history of early education and childcare in Denmark. Among other issues, this chapter highlights the changing relationships between families, schools and the institutions catering to preschool children. This chapter also explores the professionalization process of kindergarten teachers, along with the fundamental issue of whether the profession has lost or gained in status.

Volume 2, titled *Kald og kundskab* (Vocation and Knowledge) is written by five authors. Chapter 1 is written by Christian Sandbjerg Hansen, chapter 2 by Anette Eklund Hansen, chapter 3 by Søs Bayer, and chapter 4 by Bjørn Hamre. Bayer and Kristensen has, assisted by Christian Sandbjerg Hansen, conducted the final editing of this volume, and written the introduction and the final chapter.

Volume 2 builds upon the analyses presented in Volume 1, even though it can be read independently. This second volume focuses on the pedagogy of early care and education. Taking the works of Michel Foucault and Pierre Bourdieu as the starting point, this volume examines discontinuities among four periods in terms of dominant discourses and the prominent agents in the field of knowledge (*vidensfelt*) of early care and education.

In addition to an introductory and a concluding chapter, Volume 2 consists of

four chapters. In Chapter 1, the emergence of the field of kindergarten education in Denmark 1870–1905 is analysed through an exploration of the introduction of Friedrich Froebel's (1782–1852) ideas in Denmark, as well as notions of children's natural development, hygiene, and social pedagogy.

Chapter 2 examines the changing kindergarten education of the 1920–1945 period. The analysis presented contrasts the kindergarten pioneer Anna Wulff's Christian and philanthropically oriented Froebelian reception with the views of radical progressive educationalists that advocated the ideas of Maria Montessori, Ovide Decroly, Célestin Freinet, Peter Petersen, A. S. Neill and psychologists such as William Stern and Cyril Burt. This chapter also includes analyses of the Danish reception of Montessori and the work of the Danish Montessori Society that are truly interesting, not the least when compared to, for example, Christine Quarfood's studies of the Swedish reception of Montessori.

Chapter 3 deals with the conflicts of pedagogy of early care and education in the 1965–1985 period. It examines contrasting notions of children's development, along with conflicts between liberatory pedagogy, structural pedagogy, and pedagogy based on development theory. This chapter also delineates the varying perceptions of children, staff and institutions that characterised the period. In Chapter 4, the changes in this knowledge field that took place from the mid-1990s onwards are explored. Changing perceptions of children are discussed, specifically the notion of the competent child and the changing legal status of children, along with the notions of children's social heritage. This chapter also examines the introduction of concepts such as *educare* and the theory of multiple intelligences into the field of early care and education.

These two volumes are, without a doubt, an important contribution to the field of educational history in the Nordic countries. Their main strength probably stems from the project design. As four authors contributed to Volume 1 and five authors presented their works in Volume 2, their collective ex-

pertise allows for a detailed and knowledgeable analysis, whether it pertains to Samuel Wilderspin's influence on nineteenth century Danish asylums or the impact of PISA rankings and OECD reports on the current state of affairs. Due to the multivolume approach, the authors have also been able to combine analyses of details with analyses of the broad outlines of history. Thus, issues that are typically studied separately (such as, for example, the nineteenth century pedagogy of Froebel and the post-war early care and education research), are examined within the frame of a single volume. As a result, a remarkably vivid and comprehensive image of the history of early care and education emerges in these expertly written and well-researched volumes.

Despite presenting rich insights into the history of early care and education, there are naturally themes that could have been developed further. I believe that the volumes would have benefited from a more distinct comparative perspective that places the history of Danish schooling in a wider context of international history of early care and education. When, for example, discussing the development of Froebelian pedagogy in Denmark during the first half of the nineteenth century, the analysis would have benefited from illuminative comparisons to similar developments internationally. I miss references to the vital publications of, for example, Kevin Brehony, Barbara Beatty and Larry Prochner.

Since the emphasis of these works is on describing historical changes, I would also have preferred more thorough analyses of the reasons underlying the changes mapped in these volumes. There is perhaps no need to establish a final explanation, or to identify the main driving forces behind the developments in early care and education. Nonetheless, since the authors were clearly able to perform such an expert analysis, I would have appreciated more comprehensive assessment of, for example, the causes or preconditions that explain the dramatic increase in enrolments from the 1960s and the rise and decline of Froebel's pedagogy in Denmark.

As noted by the authors, works presented in these two volumes do not engage sufficiently with educational practice and gender issues. It is therefore encouraging that two additional volumes will be published in the series. Volume 3, titled *Praksis og materialitet* (Practice and Materiality), will focus on the everyday practices of institutions. Volume 4, *Myndighet og omsorg* (Authority and Care), will specifically address the changing relationships between gender, childhood, and the profession of early care and education. If these forthcoming volumes are as well written as the first two, educational historians have a lot to look forward to.

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