



# STRÖMSTAD AKADEMI

*Nordiskt institut för avancerade studier*

## NEWSLETTER MARCH 2021

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### Anders Gustavsson: Editor's corner

**Surgeon and Chairman of the Board Peter Fritzell** reports on important events in Strömstad Academy.

**Vice-Chancellor and Information System Scientist Per Flensburg** presents a report from the new Academy marketing group. He has also made an appeal to Academy members who want to participate in a new project work on misinformation (fake news).

March's cronicle in Strömstads Tidning on 20 March was written by the **medical researchers and spouses Christina and Jan Hultman**. They reflect in verse form on the Swedish corona strategy.

Proposals for new chronicles in Strömstads Tidning should be sent to **Mariana Back** [mariana.back@tekniskamuseet.se](mailto:mariana.back@tekniskamuseet.se)

**Economist John Fletcher** continues his article series with the theme "What Happens to Our Welfare?" This time the theme is "Why should I care?"

**Business Economist Rune Wigblad** continues in NyTeknik on 4 March his argument for maglev trains rather than planned high-speed trains. <https://www.nyteknik.se/opinion/vill-regeringen-bygga-en-dinosaurie-i-landskapet-7010905>

**Educators Åsa Morberg and Carl Olivestam** have written a consultation statement on the memorandum "Increased quality in teacher education and more teachers in schools".

**Educator Åsa Morberg, linguist Jens Allwood and economist John Fletcher** led a webinar on 18 March entitled "How did it happen when up to half a million people in many ways ended up outside

Redaktör: Anders Gustavsson  
Layout: Per Flensburg

our society - and why did it happen?" The organizers have written a report on the webinar. <http://stromstadakademi.se/wp2/2021/03/19/webinarium-i-samband-med-immigrationsinstitutet/>

**Educator Åsa Morberg** participated in a webinar on 21 March entitled "Village schools - decommissioning or development?" She has also commented on the state inquiry SOU 2021: 3 on school libraries for education in the future.

**Solar energy researcher Johan Vestlund** has reviewed two books based on the concept of cognitive dissonance.

**Physicist Lars Broman** invites to the fourteenth ISREE symposium on Renewable Energy Education. It will be held digitally on 25-29 October, 2021. Abstracts can be submitted until 12 April, 2021.

<https://www.swc2021.org/call-participation/call-abstracts/abstract-submission>

**Techn. Dr Göran Bryntse** argues in a debate article in Expressen on 24 March against nuclear power having low climate emissions. <https://www.expressen.se/debatt/det-rader-inte-alls-konsensus-om--att-karnkraften-har-laga-utslapp/>

**Educator Carl Olivestam** has started a series of conversations with Strömstad Academy's honorary professors. On 4 March, the Rector of Karolinska Institutet, Ole Petter Ottersen, spoke with pediatrician Gudmund Bergqvist on the theme "Is a vaccine also needed for democracy?" Olivestam has provided a summary of this interview.

**Historian Bode Janzon** reports on the activities within Strömstad Academy's local chapters during the first quarter of 2021.

**Pharmacologist and secretary Marylou Wadenberg** reports on the activities within Strömstad Academy's executive committee during the first quarter of 2021.

Psychotherapist Tomas Wånge has reviewed **Psychologist Gudrun Olsson's** book 'I metaforernas landskap – Om livet, döden och kärleken', 2020.

<https://www.tomaswange.se/Homepage/Download-File/f/1284413/h/18c1df0913012fc078a558a2b7770b42/I%2B-metaforernas%2Blandskap%2BRecensionWa%CC%8AAnge>

I want to urge a previous call for all members to verify and complete their personal information on the Academy website. Also try to recruit new members to the Academy, not least young scholars. Please, send suggestions to Vice-Chancellor Per Flensburg: [per@flensburgs.se](mailto:per@flensburgs.se)

I wish new contributions to the April issue 2021 of the Newsletter sent to my e-mail address with deadline on 26 april 2021: [anders.gustavsson@ikos.uio.no](mailto:anders.gustavsson@ikos.uio.no). Send short articles, opinion articles and/or reviews of new scientific literature. Swedish contributions should have an English translation.

Please, also send contributions to the Academy's publication series Acta Academiae Stromstadiensis, AAS, and the video series to the e-mail address: [gudmundbergqvist@hotmail.com](mailto:gudmundbergqvist@hotmail.com)

## Chairman's report

### Colleagues in Strömstad Academy,

We have during the last couple of weeks entered an increasingly critical situation with regard to the "covid situation" in society, both in Sweden and globally. All meetings in the Academy continued during the past month via the internet, and we must accept that this will continue during the months to come. The board meeting in June, together with the Annual Meeting, will be held on 21/6, and some of us plan to be present at the City Hall in Strömstad, while most will participate virtually. We are tentatively planning to have the "Science Festival" physically in Strömstad in the shift August-September, and premises are booked, but we will see how the situation develops. I give below a brief account on various issues over the past month, which we have also been discussing throughout the first quarter (Q1) of 2021.

**Webinar.** A number of webinars, video presentations, are now available for the public on the Academy website; <http://stromstadakademi.se/wp2/>. Two recent presentations are reflecting the current global disease situation, and also from a historical perspective. First, The Spanish flu 1919-20, by Bode Janzon, PhD in history (NOTE perhaps only speech/sound), and one about the ongoing covid-19 pandemic now a hundred years later by Tomas Bergström, professor of clinical microbiology; <http://stromstadakademi.se/wp2/publikationer-2/videoserien/>.

**AU and the Board.** AU met on 11/3, and the Board on 13/3. Among other things, the issue of a new organizational structure was discussed in order to clarify the tasks and responsibilities of the various working groups. A special working group has been formed to structure a proposal to be presented at the next board meeting, and to then be decided at the annual meeting in June.

**Titles in the Academy** were raised again for discussion, and the board is not united in an agreement. One proposal is that the title of a member of Strömstad Academy begins with "Member of Strömstad Academy", and then each member can describe themselves at will. For example, with his/her title at a current/former university. The title "Biträdande professor" will not be used if it has been added via translation from the English "Associate professor".

**The website.** Per Flensburg, our Vice-Chancellor, continues to be responsible for the Website/Home page. Carina Blom (previously active with the Academy's accounting) has joined as a "back-up".

**The local chapters.** The convener/coordinator for all local departments is currently Bode Janzon (as of Q1). The work is active but is still disrupted by the ongoing Corona pandemic. Conveners in the five chapters are: Jens Allwood - Gothenburg, Bode Janzon - Strömstad, Mariana Back and Carl Olivestam - Stockholm / Uppsala (substitutes for Christina Hultman), Bodil Frisdal - Lund, and John Fletcher - Falun.

**Ethics Committee.** KG Hammarlund and Mariana Back agreed at the AU meeting on March 11 to be part of a working group that prepares the work to propose a final group of individuals forming the Committee. Decisions are made at the Board meeting / Annual meeting in June.

**Anthologies.** The anthology *Pandemier* ("Pandemics") is in print and will be available as a book shortly. All members can order it for SEK 150, plus shipping.

**Brainstorming meetings to get started on interdisciplinary projects. The following groups are active;**

I: Climate and environment/solar cells. Planning stage. Responsible are Angelika Basch, Lars Broman and Mariana Back

II. Psychiatry and alcohol/drug addiction - # 3 (intermediate goal) in Agenda 2030. Responsible are Marylou Wadenberg, Ulf Berg, Gudmund Bergqvist, Anders Gustavsson and Lennart Wetterberg. Christina Hultman is also part of the project.

III: Ethics in the training of nursing staff (assistant nurses). Carl Olivestam convener.

IV: Digitalization in a school environment in Strömstad - Per Flensburg and Maria Spante. Planning stage.

I would like to end by wishing you all good

## Vice-Chancellor's report

A lot is happening in the Academy right now. The proposal for reorganization that I presented in the previous newsletter was discussed at the board meeting on 13 March. They agreed on the idea of a functional organization but did not like the resemblance to a traditional large university. Something more matrix-like was preferred instead. But the important thing is that we prepare process descriptions and delegation procedures so we get a clear and documented organization. John Fletcher and I have started working on this. Documents are published on the internal website for the members and you should look through them to be able to express views on the reorganization. If you have forgotten your password, please email me: per.flensburg@stromstadakademi.se

At the board meeting, a marketing group (MG) was also formed with the following members:

- Per Flensburg (convener)
- Åsa Morberg
- Carl Olivestam
- Marylou Wadenberg
- John Fletcher
- Sarah Philipsson

There was also an assignment suggestion, which stated, among other things, that MG would investigate the possibilities of forming a think tank. As this work has already begun, there were sometimes rather heated discussions. Also the proposed name "Tvär-tänkt" (English: Cross-Thinking) where Tvär stood for interdisciplinary and "tänkt" becau-

se we think and think before. (we speak). A little different, at new angles and in other words across concepts!

Cross-thinkers make investigations of various kinds, both advanced and simple, both commissioned and carried out on their own initiative. Advanced and ordered investigations we can charge for. In addition, we publish conversations with various interesting people within the Academy, mainly our honorary professors. But the main activity is debate. Cross-thinkers must participate in the ongoing public debate with well-thought-out and motivated contributions. In principle the same quality requirements in terms of argumentation and anchoring as in a scientific article but without its burdensome formalism.

The relationship between the think tank and Strömstad Academy aroused a lively debate which ended with those units being separated for the time being.

The webinar business has started properly. On average, there is an interesting webinar a week. Sometimes they are recorded, sometimes not. Sometimes the participants for some reason do not want to be filmed and you must of course accept that. But some are added to the SAV series, which is now up to 27 items. Two more are probably posted when you read this.

I am also trying to get Strömstad Academy to become a recognized fund manager with the organizations that use the Prisma registration

system. For the Swedish Research Council, it is clear that we are not a public organization, which is required. The School Research Council, which I have also had contact with, demands basically the same thing, but seems to be a little less formal than the Swedish Research Council.

Speaking of the Swedish Research Council: Between March 23 and April 13, there is a call for grants for a research environment for follow-up studies of covid-19 vaccines. A minimum of 10 million and a maximum of 25 may be applied for. National collaboration with at least 4 collaborating regions is a requirement and the majority of the research must be conducted in Sweden. [More info here.](#)

We also welcome a number of new members to the Academy:

- Peter Bednar, Assistant Professor of Informatics
- Sarah Philipsson, Associate Professor of Marketing
- Gunnar Rosén, Assistant Professor of Medical Psychology, Brain Pain and Stress
- Peter Borenstein, Professor of Neurology
- Maria Spante, Associate Professor of Informatics

- Hari Prakash Garg, Honorary Professor of Solar Energy
- Margaretha Herrman, Associate Professor of Ethnology

Supporting members:

- Magnus Fritzell
- Lisa Fritzell

Another thing I want to convey to our members is that I found an anthology, which was published by Social Work Press at Lund University and which was called "Perspective on ageism". It is downloadable. I have also posted information about this on the website under "News" in the right column. There I regularly post news I have come across, so it may be worth checking there a little now and then.

As you can see, I have also made a new layout where the articles are in sequence across two columns. It was Lasse Broman who suggested it. Feel free to comment! And finally:

Take care of yourselves!

*Per Flensburg*

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## Fletcher: Welfare

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### Why should I care?

John Fletcher

*This was written 'before corona'.*

**We Swedes seem to believe that we 'have a right to' lots of benefits – and that there will always be somebody else who is willing to foot the bill.**

These rights cover all the advantages that our democracy offers. We are safer and enjoy a broader welfare than any other generation could even dream of. There is just one problem: this 'free lunch' isn't actually free. We have to handle corona, climate changes,

demographic changes – and the bill is creeping up on us in the shape of a need to adapt our comfortable lives. That isn't easy, particularly with our 'I-have-a-right-to'-education.

There are two kinds of reasons why you and I should care. One is noble, the other selfish. I'll start with the noble reason:

Today, Sweden is a nation where:

- People have to live in areas where somebody throws stones at ambulances which come to help humans in need, areas where shop owners close their shops because

they can't afford the recurrent burglaries.

- As early as in 2012, in 186 such areas (essentially election districts) with half a million inhabitants:
  - less than 60 percent of all those aged 20 – 64 had a job
  - less than 70 percent of all students left grade nine without full grades
  - and/or less than 70 percent of all potential voters actually voted in the most recent local election.
  - Individuals who have been able to support themselves become "subject to somebody else's decisions."

Refugees:

- are forced to wait a year or more with a minimum of information before they see anything happening
- are moved from one accommodation to another upon very short notice. Don't forget the children who have to change to a new school – and find new friends.
- need some eight years from having been allowed to stay before half of them have a job.
- Children leave school without the education required for life as an adult

In 2015, one student in seven (that's 3 – 4 students per class) did not have the competence required for high school studies – this in spite of lowered requirements to ensure that everybody should be able to graduate with full grades.

- School and health care are short on staff.

- thousands of students are taught by teachers who do not meet the formal requirements to be a teacher
- people who are ill remain ill longer than necessary.

Is that your kind of Sweden?

A more self-serving point of view is that in a democracy I can:

- go to bed at night with the assurance that there will be no ominous knocks on my door in the middle of the night;
- start and develop an enterprise - and keep most of the value I create;
- criticize the government without fearing punishment;
- know that I cannot be sentenced for something that is not proven in court;
- make my own choices regarding education, profession, change to another job, read the books I wish to read, . . .;
- live in an incomparable well-being;
- move around freely at night;
- seek justice if I have been scammed.

I cannot be free unless I live in a nation where the government accepts the limits set by the voters. A democracy opens the doors to development and to a growing wealth. Every Swede has grown four times richer since 1950.

Now, you might tell me that these incentives are limited and materialistic, not worthy of a civilized society. My reply: Unless each individual finds that democracy is a positive thing in everyday life, we might well see democracy lost.

## Consultation response concerning teacher education

Consultation response: Åsa Morberg, associate professor of didactics, and Carl Olive-stam, associate professor of subject didactics consultation response regarding the memorandum

### Increased quality in teacher education and more teachers in schools

Record number: U2021 / 00301

We concentrate our consultation response on the following main points:

- Reduce the pace of reform
- Give the reform ample planning time
- Reform with high-quality teacher education in focus
- Transfer dimensioning decisions to the local / regional higher education institutions
- Facilitate adjustments in the structure of teacher education
- Give teacher education more freedom in its design
- Put vocational competence at the center of teacher education, less research specialization
- Ensure that tools of work are given the right space

### Another reform of teacher education

The time has come again for a relatively comprehensive reform of teacher education. The reform is a result of the January agreement between the governing parties the Social Democrats and the Green Party and the supporting parties the Center Party and the Liberals. Sweden's pace of reform in teacher education is particularly high when compared with other countries, such as Finland.

In Sweden, since the 1968 teacher training college reform, a reform has basically taken place every ten years. A reform of teacher education barely has time to pass with two rounds of teacher education before it is time for a new education system. In Finland, for example, only a few reforms have been

made during the same period. As Finland shows, changing work in higher education can actually be done without extensive reform of statutes and governing documents, like the Higher Education Act, the Higher Education Ordinance and the degree regulations. Following the reform of Swedish teacher education is like dancing a tango. It goes back and forth and turns to the sides, to some extent anyway.

### Reforms in tango tempo

It is interesting to study the reforms over time. The focus of the reforms goes back and forth a lot and also goes in different directions. Nothing is really new and much could have been remedied without radical changes in statutes and governing documents. Teacher education also has a special position in higher education, through the detailed control that the government exposes it to and through the detailed control to which no other higher education is exposed. Start trusting the higher education institutions and leave the task entirely to colleagues and universities.

### Greater freedom in design and dimensioning

We recommend that teacher education from 2021 be treated like other higher education without reservation, distrust and detailed control. No other higher education program, such as engineering programs, sociology programs and economics programs, has this detailed control. What would a politician-led education for engineers look like? All stakeholders realize that this would be a disaster. But teacher education is apparently an area where all parties consider themselves competent to design. Special status in the academy should cease.

Consider teacher education as other academic educations. The situation today brings to mind previous vocational training for teachers with the National Board of Education

as the principal. Teacher education has been shifted towards an academic education with universities / colleges as principals, but is regarded by politicians as a non-academic education and the lack of awareness of politicians that teacher education is an academic education is shown in forceful action.

One of the main purposes of the reform is to take action against the obvious shortage of teachers. It should have been taken a long time ago. It is really strange that the government over the time we have reviewed has either caused a great shortage of teachers or a large surplus of teachers. It seems impossible to achieve a balance between supply and demand. The government has also discontinued higher education teacher training on dubious grounds. It is certainly time to abolish state governance and leave it to the higher education institutions to decide on the dimensioning of teacher education.

The country's higher education institutions cooperate with surrounding society and can better update their data for dimensioning than the national central power. This can be seen since the 1960s with the first deficits and surpluses in the number of teachers. If you study graphs of the availability of teachers, it resembles an alpine landscape. How does the government interpret these statistically verified data? Up and down with the dimensioning of teacher education. Back and forth as in a tango.

The focus and design of teacher education regarding structures, specializations and profiling has so far made it difficult to increase a broad and generous dimensioning. The different orientations have been so specialized that they have not been possible to change according to society's expressed needs. An experimental education with a new shorter pedagogical education (KPU) is now being introduced and this applies to both basic teachers and subject teachers. The education is aimed at graduates with a completed degree and includes pedagogy, subject studies and activities.

Furthermore, the investigators propose a new management of teacher education, which should be gathered in a separate ordinance. Now, teacher education is once again given a unique and special position in the academy. Tango again, this time one step back. But as we stated above: Teacher education does not need a special position among the educations.

Teacher education does not need to be treated by politicians in the way that happens today and has happened before. When we read investigations, bills and committee reports, these detailed guidelines are clearly visible. Not least when we read all the Riksdag's/Parliament's reservations against decisions.

Adjustments in the structure and content of teacher education

The increase in quality that the memorandum proposes is about an increase in teacher-led teaching in education. The increase in teacher-led time is of course absolutely necessary, but this adjustment hardly justifies such a comprehensive reform as is proposed here. The teacher-led time has long been too short. Those who have chosen to become teachers must be given the opportunity to observe experienced teachers in their education and be supervised by teachers. A few hours per week is not enough and even if self-study is required, students must have good role models for their profession. The higher education institutions should be able to be allocated extended earmarked financial frameworks to, for example, continue teacher-led teaching, which has been continuously reduced since the time of the Teacher Training College Charter in 1968-1977, without any attempts made to change this centrally.

All higher education institutions must have schools where they can practice and they must be further developed so that students gain familiarity with practical research. Now we should take a few steps forward to bring back the former experimental and demon-

stration schools 1968 -1977 which had this purpose. They were disbanded and the government took many dance steps backwards.

### **Put professional competence at the center**

The scope for science-like style that is made in academic vocational education is generally too large. Too much training time is spent learning to write scientifically at the expense of the scientifically applicable content. The template-type and stereotypical essays that result from their efforts mean that the professional tools are overshadowed by scientific writing. Most become teachers, very few become researchers. It is more adequate that teacher education invests time and focus on teacher practice.

The inquiry also requires an investment in teaching methodology, an experience-based professional subject. Again, as in tango, in the teaching methodology step, one step is taken backwards. It is very interesting that the methodology topic is reintroduced. The subject was phased out with the 1984 reform and replaced with didactics when the basis of teacher education was to be scientific instead of experience-based (Morberg (1999) *The subject that almost became*, Stockholm University Teachers' College). The persons responsible for methodology training were good teachers, without higher scientific education. The recruitment of teachers in education has mainly been done on a scientific basis but an exclusive scientific basis is not sufficient for providing education in teaching methodology for the school system. What content should the methodology subject now be given? It will be interesting to see who will teach the methodology subject? Those employed in higher education usually have no experience of school and teacher education at all. They are usually only researchers and have no education or

experience of the teaching profession and how to provide education about the teaching profession's tools.

The government report also wants to see a better connection between theory and practice, which is commendable. In previous teacher reforms, the distance between theory and practice has gradually increased. But, strangely enough, the investigators include cognitive science in all teacher education programs. The detail control unfortunately returns, a step forward again in the tango. Teacher education has been governed in detail since 1968, but the self governance disappeared with the 1977 reform. With the proposed reform, detailed control will be reintroduced.

The investigators also propose changes for a broader assessment of the applicants' subject knowledge and thereby make it easier for subject-skilled academics to become teachers. Swedish as a second language or mother tongue must be able to be included in order to get more qualified teachers in these subjects. It is an adaptation to practice that has unfortunately been neglected for so long.

The investigators propose that these reform programs should apply from the turn of the year 2021/2022. This certainly means too short a preparation time for the country's higher education institutions. Quality is also about time and good quality planning. To change educational routines must be allowed to take time. And both teacher educators and teacher students in teacher education must have the right to demand access to a practice that is fully planned.

Gävle and Nacka on 24 March, 2021

*Åsa Morberg and Carl Olivestam*

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## Vestlund: What do you wish to know about the future?

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### What do you wish to know about the future?

Johan Vestlund

If you're a curious sort and can make the distinction between fact and opinion, I would like to introduce you to two books. They're written with two different purposes, by two different authors, and in two different styles, and yet, they have several aspects in common. (They are also two good reasons of why you should learn Swedish – unfortunately they have not been translated to English, yet.) I'll introduce them to you, but before I do that, I need to introduce a concept called *cognitive dissonance*.

A few weeks ago, several hundred people demonstrated against the corona restrictions in central Stockholm. Many things can be said about the restrictions and how it is reported in media, but even if you dislike that handling, you still ought to be able to form some conclusions.

Two of my sixteen colleagues have been stricken, one of them so severely that she had to spend two weeks on a ventilator and faced an extended convalescence afterwards. Corona is no simple seasonal flu. So, why organize a demonstration which violates the rules regarding maximum number of people in a meeting? Because they don't believe what they are told about the disease. And now, we're approaching the concept of *cognitive dissonance*. Your view of what the world is like doesn't agree with reality. It shouldn't be very difficult to gather new information and then to revise your view. This is being done all the time in the scientific community which builds upon proven facts. But it is not as simple as that. People may have spent years building a "knowledge" which gives them comfort. Receiving conflicting information may create anxiety. It is difficult to admit that you have been wrong or fooled.

Denying climate change is another illustration of *cognitive dissonance*. Taking an example from my own life, I know that when a child, the chestnut trees used to bloom on my birthday. Nowadays they bloom a week earlier. Early summer starts as if Sweden had moved 250 kilometers further South. There are many facts to consider, such as solar radiation, the Earth's albedo (how much energy it reflects) and so on, but the foremost hypothesis among scientists is that we humans affect the climate through our burning of fossil energy. Denying that is another example of *cognitive dissonance*.

There is no reason to view people who are suffering from cognitive dissonance as stupid. We all succumb to it at times. The first book I want to recommend relates such a case, where highly educated individuals were unable to take in information adequately. The book's title is "And the cancer just disappeared – my own history", written by Sven-Erik Nordin (ISBN 978-91-88729-29-3). Nordin wrote his own case history, telling how he cured himself from cancer. The cancer was aggressive, and the experts gave him only a few months if he did not accept surgery. But Nordin said 'No, thank you' – and cured himself. How? Well, he assembled pertinent facts and made life tough for the cancer cells, while supporting his own immune system. He used several different methods simultaneously – he did fight for his life, after all – so he doesn't know which of the methods were effective. He did get well though, so the therapy worked. The people who showed a cognitive dissonance were the doctors. They refused to believe what Nordin told them during follow-up meetings. That reaction might have been adequate if they had met a patient whose health had grown worse with each new meeting, but in this case the therapy actually worked – and still they did not take it in. A natural reaction, maybe, when you have spent almost 10 years

being taught something very different. These doctors suffered from cognitive dissonance.

If you think that you are free of this dissonance, read the other book "Rockefeller, a climate-smart story" written by Jacob Nordangård (ISBN: 978-91-519-0749-9). Nordangård's style is quite different. His scientific training is obvious – the book is based on openly available first-hand sources which are properly identified. I can't remember ever seeing so many references in a book, and the presentation is even-handed through-out. Nordangård has done a remarkable job in finding so much material.

A quick run-down of the book's contents: The book describes how the Rockefeller family has participated in shaping major parts of international politics. It started with John D. Rockefeller (1893 – 1937), when he tried to repair his reputation which had been damaged by many tough deals, by becoming philanthropic. He realized that he could choose to whom he would give money, this influencing the entire society. When inheriting the empire, his children kept this up, as well as forming long-term objectives and strategies for shaping the world the way they desired. They were involved in starting the UN, the trilateral commission, G20, Globe, IPCC, 350.org, and a lot of other institutions. They also participated actively in shaping the environmental and climate movements. Rachel Carson's "Silent spring", published in 1962, was based on information supplied by Rockefeller since their work with environmental and climate issues had started 20 years earlier. Right after the second world war, they realized that controlling the climate would be decisive. This concept later changed somewhat, however, to include what might happen if humanity causes such increases in the air's carbon oxide levels that the climate was affected. It is difficult to determine how serious they are in these matters; Rockefellers still owns considerable portions of Exxon and Mobile Oil and earns money from, and influence over them. The strategy of exerting influence in all areas has

been carried through. They gave support to IPCC and movements to save the climate, while at the same time supporting organizations who claimed that concern about the climate was unfounded. They sponsored the opinion against nuclear power through their fossil fuel corporations.

So, what's the problem? The UN is described as supporting peace, the research carried out through the IPCC is important, G8 and G20 are important to maintain a stable world order. The ultimate objective is to build a global control, calling this the "perfect society". This can be accomplished by pushing the fourth industrial revolution, which means developing the digital technology, reshaping the physical world, integrating the environment, changing human nature, building smart cities, creating an 'internet of things' (iot) and building a circular economy. There would be many consequences, large and small. Among the large ones you would see the UN growing into a world government. Among the small ones, the citizens would lose part of their personal integrity. [You and me] would become [You, me and a third party]. What do you know, for example, about the supplier who lets you save files in 'the cloud', or how many organizations who know what you are doing when you're surfing?

One or several global crises were needed as catalysts to justify "necessary" changes. Would you believe it, the environment, the peace, the nuclear, and a lot of other movements were mere tokens in a larger game. Peace was used to justify the U.N. Climate change caused by humans and was selected to be another such tool. IPCC was created. It started to produce dystopias, which could be used through mass media to force Governments to establish new rules to control the way we behave. The book shows that IPCC was established for political reasons, and specific descriptions of various actions support the opinion that they aren't really looking for the 'truth'.

After all these dry facts, Nordangård ends the book by formulating some conclusions. Society is in danger of developing into an electronic prison where the way we see the world is being manipulated and our actions are controlled. On the last page before the epilogue, he writes: "The road to a better human being is internal, through what we experience and learn. There are no shortcuts, using technology to become like gods. Human development can only be achieved through the tough school of experience where we can find true knowledge. We, ourselves, are responsible for building and maintaining the temple. Isn't it about time for us to save humanity from these false prophets and self-appointed planet custodians?" (Nordangård 2019, s 314).

Thank you, dear reader, for staying with me. Now you know what your future and that of your grandchildren is going to be like. The process is well under way. The Swedish, and many other countries' Governments, are strongly influenced by this development and has been involved during the last 50 years. This is true for the left as well as for the right. Developing influence everywhere remains the key concept. Several American, Swedish

and other European politicians from both 'blocks', along with other notables, are identified by name. Nordangård submits a long list of references, and the signs have been visible in the media for quite a while.

It is fully understandable if you are struck by a dose of cognitive dissonance. Facts are facts, however, even when they hard to accept.

### References

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## Invitation ISREE 2021

### Invitation to ISREE 2021

Lars Boman

Strömstad Academy revived the series International Symposia on Renewable Energy Education with 12th ISREE in June 2017 – that was 12 years after 11th ISREE was held in Orlando, Florida in August 2005. Since then, 13th ISREE has been arranged in Santiago, Chile in November 2019. Now it has been decided that 14th ISREE will take place virtually 25-29 October this year. Maybe you recognize the logo? Emma Henning who made the logo for the ISREE symposium in Strömstad has updated it for this year's symposium. Deadline for submitting an abstract

is 12 April (extended from the original 20 March) so if you are interested, there is still a chance, to submit an abstract to <https://www.swc2021.org/call-participation/call-abstracts/abstract-submission>. Myself I am writing on an abstract titled Interactive Solar Energy Exhibition which I would like to present as a poster!

**ISREE-14 @ SWC2021** [https://](https://www.swc2021.org)

[www.swc2021.org](https://www.swc2021.org)

**Call for Participation:**

## 14th International Symposium on Renewable Energy Education - IS-REE-14

ISREE-14 will take place in conjunction with ISES Solar World Congress 2021 (SWC 2021) and

represents the educational track for the Congress. ISREE-14 explores the latest developments and new initiatives in renewable energy education worldwide and discusses best ways to educate the general public on pathways toward a more sustainable, environmentally-friendly and just world. ISREE-14 encourages schools, universities, research centers, and training groups to collaborate in educating and training both in technical and in related interpersonal, soft skills necessary for creating a strong renewable energy workforce.

SWC2021 is a virtual conference being held 25-29 October 2021.

**Both abstracts as well as forum proposals are invited to be submitted to IS-REE-14 to**

<https://www.swc2021.org/call-participation/call-abstracts/abstract-submission>

All abstracts must be submitted by 12 April 2021 through the SWC2021 online abstract submission system and the ISREE-14 track needs to be selected when submitting the abstract.

All forum proposals must be submitted by 1 April 2021.

*For questions about ISREE-14? Please Contact Paulette Middleton:*  
paulette@panoramapathways.net

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## Morberg: School libraries for education and training

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### **SOU 2021: 3 School libraries for education and training: Partial report of the Inquiry to strengthened school libraries and teaching aids is welcomed by teachers and school librarians**

*By Åsa Morberg, Associate Professor of Didactics and Assistant Professor of Didactics at Strömstad Academy*

The investigator is the former Minister of Education and Folk High School Teacher Gustav Fridolin. The inquiry aims to investigate and propose measures to strengthen school libraries and give all students equal access to school libraries. The inquiry also proposes that access to trained school librarians should increase. Praiseworthy initiatives, many teachers think, and highlights the great quality differences that exist today in school libraries. A school library today is not just a collection of shelves with books. School library is a large and comprehensive area of all kinds of activities in today's school. The school library is an important

development engine for digital didactics and digital technology in today's and tomorrow's school.

The school libraries are not identically arranged at all, as many teachers testify. The School Act's requirement for equal access to school libraries has been resolved in a number of different ways. Own school libraries, collaboration with public libraries and completely in-house solutions. "A thousand flowers are blooming today!" a teacher commented on today's school library.

The report expresses an expectation that school library operations will be tightened up and become more equal. There is also a connection to teaching materials and the inquiry will propose what the role of the government should look like when it comes to teaching materials. In fact, today it is up to individual teachers and principals to make sure that the material used fulfills its purpose. Private companies handle the production of teaching materials and the government

has a very limited influence over which teaching materials are issued and used in teaching. In principle, there is no influence at all.

In the Swedish equivalence model, there will probably be some form of new governmental prior control of teaching materials. There will probably be some form of regulation of the government's role when it comes to teaching materials.

The investigation SOU 2021: is like a brick of just over 450 pages and there is not one aspect of the school libraries that is missing. I have not found anyone anyway? The investigation states that school libraries are of great importance for both the student's education and training, and every teacher knows this, not least now during the Corona pandemic.

The inquiry says that the quality of school library activities must be high, regardless of where the activity is conducted and regardless of which principal is responsible for the activity. The inquiry also proposes measures to strengthen school libraries in order to give all students equal access to appropriate school library activities with professionally trained librarians. There are requirements for qualifications for teachers, but corresponding qualification requirements have not previously been imposed on school librarians. A school librarian has been able to be just anyone with basically any competence! It is good that this is being tightened up.

School libraries are today a common and orderly resource of media and information, a pedagogical and didactic resource for both teachers and students, all according to IFLA and UNESCO who have prepared guidelines for school libraries. UNESCO states in the "UNESCO School Library Manifesto 1999" that school libraries must have sufficient

funds for materials, technology, equipment and staff with training. Unesco thus also depends on trained personnel. IFLA stands for "The International Federation of Library Associations and Institutions" which also sets clear requirements.

Right now, school librarians have a particularly large and important task during the corona Pandemic. There are a number of activities that mean a lot to the whole school activity, according to teachers' assessment. For example, book talks online and regular lessons on source criticism at a distance. School libraries have also increased their digital support for teachers and students. This is especially welcome now that distance learning has been introduced and the developmental needs are great.

The inquiry can hopefully contribute to the school library activities being tightened up and becoming more equal. It will be interesting to see if the relations with the public libraries will continue to differ, as much as today. The wording of the Education Act should now better support equality.

The collaboration between teachers and school librarians is important to increase students' learning. School librarians are linked to an investigative approach and teachers testify to the value of the collaboration. The relationships between teachers and school librarians can still, of course, vary and school librarians can participate in a variety of contexts. School librarians and teachers' understanding of each other's different competencies is central to a well-functioning collaboration, and the inquiry can contribute to this if it receives support in the consultation work.

The investigation is important for both teachers and school librarians to take part in, but also for the general public.

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## Report from local chapters

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### Report from local chapters Strömstad Academy 1st quarter 2021.

*Bode Janzon*

There still is uncertainty regarding how to organize activities under current conditions. The new year 2021 unfortunately brought no change to the better. Planned excursions by the Lund/Malmö chapter were postponed and monthly meetings cancelled. The chapter in Stockholm/Uppsala continues to invite members to online seminars in collaboration with Karolinska Institutet. On one occasion the Rector of KI Ole Petter Ottersen, honorary member of Strömstad Academy gave a

lecture on Kaj Munk, a prominent figure in Danish resistance during the second world war. The chapter in Gothenburg continues collaboration with Rotary Poseidon and Immigrantinstitutet regarding online seminars on various subjects. One to be mentioned was a seminar on migration and intergration in Sweden, a topic of great social importance.

Online seminars etc. should be available for all members of the Academy.

The convenors of the local chapters have had one telephone meeting.

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## Report from the marketing group

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As announced elsewhere in this newsletter, a marketing group (MG) has been formed with the task of making Strömstad Academy well known in the community. Grantors must know about the business we conduct and the high quality it has. Members of the Academy must be able to do research on topics that they are passionate about without having to take into account "current values", as it is called in the proposition from the government. MG will follow the debate in society and catch up on the actual trends in the act and meaning of making the Academy known. Our debate posts should hold the same quality of evidence and argumentation as a scientific ditto, but without the cumbersome formalism.

Within MG, we have discussed our mission and our strategy and we have sent two debate articles to DN, SvD and the University Te-

acher, but none have been accepted for publication. So it's just to keep writing and this also applies to you who are not part of MG; it is everyone's task to market Strömstad Academy!

Just recently, due to a webinar which Rotary Poseidon in Gothenburg organized with the undersigned as the introductory speaker, an interesting area has emerged: Disinformation and how do you recognize it? A group is being formed around this, please see appeals in the Swedish version of this newsletter.

We have also begun to establish a think tank, please see the Vice-Chancellor's report. We will design instructions, ethics and strategy and we are making a prototype, which so far is only a shell, so you will not get a link to it in this letter.

*Per Flensburg*

## Quarterly report from AU

### Summary of activities in the Strömstad Academy Executive Committee/AU during first quarter (Q1) January-March 2021.

*Marylou Wadenberg*

The Executive Committee/AU consists of Per Flensburg (as of Jan 1st 2021 new Vice-Chancellor), Peter Fritzell - Chairman of the Board, Anders Gustavsson – Pro-Vice-Chancellor, and Mariana Back – Deputy Chair (in for Christina Hultman still on sick-leave). Marie-Louise/Marylou Wadenberg serves as Secretary of the Board and of AU. The Academy treasurer also attends the AU meetings on a regular basis. AU runs phone meetings (GoToMeeting) generally once a month.

#### The agenda for these first quarter meetings has, among others, focused on the following items:

- Review of written Memo from previous meeting
- Layout for a suggested new description of the Academy organization
- The website/home page
- Local Chapters
- Writing series/anthologies; Newsletter
- Video series
- Chronicles for 'Strömstads Tidning'
- Economy
- Creating a marketing group
- Discussions on creating a Think Tank
- List of members/contact info – availability
- Academy titles
- Motions
- Additional issues

#### General Information:

AU works between Annual Meetings, the highest decision-making authority, with a mandate from the Board, and regularly executes decisions made by the Annual Meeting and the Board. Meetings, during the Q1 2021 mainly being digital using the platform GoToMeeting, start with a brief review of previous written memo. Then items on the

agenda are reviewed and discussed concerning what has happened since last meeting and how to proceed. Some decisions can only be made at a Board meeting. In those cases AU works on/prepares these issues for the next upcoming Board meeting. Occasionally joint positions/decisions may be carried out per capsulam by means of a memo from AU addressed/sent to the Board.

Responsibility, for and being in charge of the different main items on the agenda, is distributed between the individuals being part of AU as follows:

Per Flensburg holds, together with the Pro-Vice-Chancellor (and in some cases the Chair), the overall responsibility for: planning of the Academic Ceremony, the Annual meeting and the Science Festival in Strömstad; he is also responsible for the website maintenance and layout of the newsletter, and to some extent keeping in touch with the Strömstad Municipality and the Strömstad Highschool. He also handles certain records (such as the list of members).

Anders Gustavsson holds the overall responsibility for: planning of the Academic Ceremony, the Annual meeting and the Science Festival in Strömstad (together with Per Flensburg), lectures, writing series/anthologies and the Newsletter.

Mariana Back holds the overall responsibility for: running the Google Drive place with the Academy's documents, recruitment of members for chronicle writing in 'Strömstads Tidning', and, together with the Chair, holds responsibility for Board and Annual meetings.

Peter Fritzell, AU Chair and convenor, holds responsibility for Board and Annual meetings, and keeps a close oversight over the regular agenda items at AU meetings (please see above).

Working Groups (ordinary), such as review of texts written in English (Marylou and John Fletcher), Local Chapters (as of Q1, Bode Janzon), courses (Åsa Morberg, Carl Olive-stam), and Koster (Gudmund Bergqvist), in some cases have someone in charge (in parentheses) that is not part of AU. These individuals then most often report to Peter Fritzell and Anders Gustavsson.

The local chapters, Gothenburg being the most active, send invitations to webinars on various topics. Video records are posted on the Academy website (<http://stromstadakademi.se/wp2/>)

### **Important results during this first quarter (Q1) 2021:**

**The Future Group:** At the Board meeting and extraordinary Annual meeting in October (Q4, 2020), motions filed by the F-group on how to advance the Academy work, were discussed and some decisions were made. The results from these discussions were on the agenda for the first AU meetings in January and February 2021, and prepared for considerations at the board meeting held on 13th of March 2021. The F-group has now completed their task and will no longer be operational.

**New Vice-Chancellor:** As of January 1st 2021, Per Flensburg is now the Academy Vice-Chancellor (taking over from Lasse Bro-man).

**At the board meeting on March 13, the following important decisions were made regarding issues prepared for the Board by the AU – additional info can be found in the board meeting record+attachments that will be posted on the Academy Google Drive place within short:**

**Suggestion for a new structural layout of the Academy:** At the Board meeting, Per Flensburg presented a graph showing a suggested new structural layout of the Academy.

**Feedback from the Board:** Per will make a compilation of complementary feedback

from the Board and send out to Board members for comments.

**Decision 1:** Per F, Jens Allwood and Rune Wigblad will form a working group to address this issue.

**Motion 1, item 3** – the F-group: funding is important if activity/work (as described in item 1-2) will come with expenses – a working group is needed.

**Decision:** The Vice-Chancellor, Chair and Åsa M will form a group. Åsa will work on a document asking for a representation (at the Dept of Education).

### **Marketing Group – MG:**

**Decision:** The Board approved the establishment/creation of a Marketing Group. Per Flensburg is heading the MG together with Carl Olive-stam, Åsa Morberg, John Fletcher, Marylou Wadenberg and Sarah Philipson. MG will work in close collaboration with AU (that may get a new name, Steering group, if a new structural layout is approved). (please also see Board meeting, March 13, record to be posted on the Google Drive).

**Think Tank:** The profile and type of affiliation to the Academy of a possible Think Tank, suggested by Per F, are discussed. MG will file ideas, discuss these with AU, and prepare for a decision at the next Board meeting.

### **Academy titles:**

AU suggested to the Board to stop translating the English title Associate Professor to any Swedish equivalent and instead use the Swedish title Docent. This is now approved by the Board. Titles should state: NN, member of Strömstad Academy; Members could thereafter state optional status (for example – title + affiliated univ).

**The Academy website/home page:** Per Flensburg ([per.flensburg@stromstadakademi.se](mailto:per.flensburg@stromstadakademi.se)) continues to be in charge of keeping the website updated on a regular basis. Carina Blom (previously involved in the Aca-

demy economy work) has now joined the website group as a back-up for Per.

**Local chapters:** As of Q1 2021, Bode Janzon is the convenor/coordinator of the local chapters. The local chapters are active, but the work has been hampered by the ongoing corona pandemic. Bode Janzon writes a separate summary of the Q1 2021 activities in the local chapters. Convenors during Q1 have been: Jens Allwood, Gothenburg; Bode Janzon, Strömstad; Mariana Back and Carl Olivestam, Stockholm/Uppsala (in for Christina Hultman). Other convenors: Bodil Frisdal, Lund and John Fletcher, Falun continue to stay on.

**Anthologies:** The anthology 'Pandemics' (Anders Gustavsson et al. Eds) is now in press and will be available as a book momentarily.

**Webinar:** Webinars and lectures/presentations (videos) are held at a rapid pace. Videos can be published in the Academy video series, be posted on the Academy website and/or on the Academy Youtube channel. A webinar on the theme 'pandemic', featuring the Academy members Tomas Bergström and Bode Janzon, was recently arranged by the Chair Peter Fritzell. Also, the local Göteborg chapter has (together with Rotary Poseidon) held webinars with Academy members presenting. It is important though that the Editorial Board takes responsibility for this activity and that all contributions posted on the website are previously reviewed and approved by the Editorial Board.

**Preparations to form an Ethics Committee:** KG Hammarlund and Mariana Back has accepted (AU-meeting March 11) an assignment to work on finding appropriate individuals to form an Ethics Committee as well as outlining the mandate for this committee. The issue will be addressed, and hopefully decided on, at the next Board/Annual meeting.

**Brainstorming-meetings to identify/create plausible interdisciplinary projects within the Academy:** Chairman Peter Fritzell recently

started an initiative for meetings to discuss and form interdisciplinary groups with Academy members that could start various projects withing this concept. Currently active groups are the following:

I: Issues focused on climate/environment/solar cells. In planning stage. Participants Angelika Basch, Lars Broman and Mariana Back.

II. Project focused on psychiatry and alcohol/drug-dependence – goal #3 (subtargets) in Agenda 2030. (Christina Hultman, currently on sickleave), Marylou Wadenberg, Ulf Berg, Elaine Bearer, Gudmund Bergqvist, Anders Gustavsson and Lennart Wetterberg. Participants in this project had 2 meetings so far (in Q1). The second meeting was a webinar on cannabis with an invited presenter (Staffan Húbinette). The project has 3 identified sub-branches/arms: Ulf Berg and honorary professor Elaine Bearer – focus on music and health; Marylou and Lennart Wetterberg – focus on the significance of the glutamate system in successful pharmacological treatment (Clozapine) of schizophrenia; Marylou, Anders Gustavsson and Gudmund Bergqvist – focus on alcohol/drug-dependence and treatment. A seminar with presentations from these subprojects are planned for the Science Festival this year. MLW convenor.

III: Project on Interdisciplinary Research – Ethics issues; Carl Olivestam. Work in this project has also been started - Carl O convenor.

IV: Project on digitalization in schools, Strömstad – Per Flensburg and Maria Spante. Plans in the works.

**In summary: The most important issues for AU this first quarter of 2021 have been:**

- i) preparation of issues for the Board meeting on March 13th;
- ii) discussions and decisions on the creation of a marketing group and on plans to establish a Think Tank (please see above);

- iii) webinars on interdisciplinary projects;
- iiii) webinars/video recordings for posting on the Academy website;
- v) discussions, together with the MG, about the proposed structural changes in the organization;

### **Additional issues**

**Delegationen för senior arbetskraft/Delegation for senior workforce:** The Academy has received an inquiry for referral from this Delegation. Thus, the Academy is here identified as a consultation body. Carl O has written a draft response (on the kind of services that the Academy can offer). Deadline for response is June 8.

It is suggested that AU and MG work on this together and that trustees all sign the document, and that the document is approved both by the Board and Trustees, before sending it back.

**The Annual meeting 2021 in Strömstad:** The Annual meeting and the Board meeting should, according to the Academy by-laws, be held on June 21st – this year both virtual-

ly and physically. Place (Fars Sal) in the Strömstad City Hall has been booked.

**The Science Festival** will hopefully be in late August/early September as normal IRL activities. However, the corona pandemic will eventually decide how things unfold.

Members are active providing contributions/chronicles for 'Strömstads Tidning'; presentations posted in social media (YouTube) are also ongoing (please see also above, Webinar).

### **AU has in Q1 2021 had meetings via GoToMeeting:**

- Jan; 28
- Feb; 15
- March; 11

Marylou has been keeping written memos during the AU meetings. These have been revised by Peter Fritzell and then e-mailed out to the 4 representatives of the AU, and to the Treasurer KG Hammarlund.

All registered meetings have been on a virtual basis (via GoToMeeting).