



STRÖMSTAD AKADEMI

Nordiskt institut för avancerade studier

NEWSLETTER JUNE 2021 International edition

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Editor's corner

Editor's corner

Anders Gustavsson

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

Vice-Chancellor and Information System Scientist Per Flensburg informs about current events within Strömstad Academy.

June's cronicle in Strömstads Tidning on 5 June was written by **Educator Åsa Morberg**. She presents in an appealing way Strömstad Academy's latest anthology Pandemier.

Proposals for new chronicles in Strömstads Tidning should be sent to **Mariana Back** mariana.back@tekniskamuseet.se

Editor: Anders Gustavsson

Layout: Per Flensburg

Economist John Fletcher continues his article series with the theme "What Happens to Our Welfare?" This time the theme is "What can give meaning to our lives?" He also comments on an earlier post from **Curator Carl Olivestam** on democracy.

Liiterary scholar Torsten Rönnerstrand has written the article Gothenburg in literature in connection with the City of Gothenburg's four hundredth anniversary.

In the video series (SAV 30) **Nobel Prize Laureate Edvard Moser** has published Space and time. International dynamics of the brain's entorhinal cortex. <http://stromstadakademi.se/SAV/SAV-30.pdf>

In the video series (SAV 31) **Nobel Prize Laureate Edvard Moser** has published Space, time and memory of the brain. <http://stromstadakademi.se/SAV/SAV-31.pdf>

In the video series (SAV 31) **Nobel Prize Laureate May-Britt Moser** has published Space, time and memory of the brain. <http://stromstadakademi.se/SAV/SAV-31.pdf>

In the video series (SAV 32) **Physicist and Astronaut Christer Fuglesang** has published Föreläsning på Luleå tekniska universitet. <http://stromstadakademi.se/SAV/SAV-32.pdf>

In the video series (SAV 33) **Virologist Thomas Bergström** has published Covid – aktuellt läge i Sverige och världen. <http://stromstadakademi.se/SAV/SAV-33.pdf>

Business Economist Sarah Philipsson has published Cost-Structure and the Volatility of Capitalism. *Harvard Deusto Business Research*, 2021 X(1), 146-155.

<https://doi.org/10.48132/hdbr.340>

Educator Åsa Morberg discusses issues regarding competence development for teachers but also the need for teaching about behavioral change if we are to achieve sustainable development.

Physicist Ari Lampinen informs about the conference "Stockholm+50: a healthy planet for the prosperity of all – our responsibility, our opportunity" which will be organized in Stockholm in June 2022.

Physicist Lars Broman will participate in digital Almedalen 2021 on 6 July and give a lecture entitled Have everyone forgotten the "unlikely" risks of nuclear power?

Ethnologist Anders Gustavsson presented the book *Improper Use, Moderation or Total Abstinence of Alcohol* (AAS 56) <http://stromstadakademi.se/AAS/AAS-56.pdf> at an international digital congress in Helsinki on 21-24 June 2021 with the theme Breaking the Rules? Power, Participation, Transgression.

Pediatrician Gudmund Bergqvist reports on the work of the Editorial Committee during the first half of 2021.

Historian Bode Janzon reports on the local groups' activities during the second quarter of 2021.

Pharmacologist and Secretary Marylou Wadenberg reports on the activities of the Executive Committee (AU) during the second quarter of 2021.

The anthology "Pandemics - past and present for the future" has been published and presented through a press release. <http://stromstadakademi.se/Pandemierforhand.pdf>

The book can be ordered through Strömstads Bokhandel: std.bok@telia.com or [Bokus.com](http://www.bokus.com). The price is SEK 249. <https://www.bokus.com/bok/9789189331006/pandemier/>

Strömstad Academy has submitted a consultation response/opinion to the inquiry SOU 2020: 69 from The Delegation for Senior Workforce "Older people have never been younger - more and more people can and want to work longer". An important point on the part of the Academy is that retirement should be a right after a certain age but not an obligation to be forced to resign at that age.

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.flensburg@stromstadakademi.se

I wish new contributions to the July issue 2021 of the Newsletter sent to my e-mail address with deadline on 27 July 2021: 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

Chairman's report

Colleagues in Strömstad Academy,

Thank you all for a constructive and valuable academic year! And welcome all new members!

We have just ended a constructive year with the Annual Meeting in Strömstad/also virtual, on Monday 21 June. I refer to the forthcoming minutes, and otherwise to the monthly Newsletter; <http://stromstadakademi.se/wp2/nyheter/>

In 2020, in addition to publishing many scientific articles, debate posts and video presentations, Strömstad Academy has been invited by the government as a reference body regarding the statement from the Delegation for Senior Workers.

The delegation was appointed to investigate how the nation can best utilize the senior knowledge potential that an association such as Strömstad Academy provides, which is exceptional! Thank you all for your significant contributions! <https://seniorarbetskraft.se/>

<https://seniorarbetskraft.se/wp-content/uploads/2020/11/Sammanfatt.pdf>

I ask you to ponder the previous Newsletters and wish everyone in the northern hemisphere a wonderful summer, and all of you in the southern hemisphere a wonderful winter!

And at the same time – a good health!

All the best, Peter

Vice Chancellor's report

The annual meeting was held and the Board was granted discharge from liability. Nice to know. Two other important decisions were made: Appoint a group to review the statutes and appoint a group that draws up ethical guidelines. Everyone agreed that these guidelines should be as unobtrusive as possible, but they are probably needed for certain types of applications. There has been a rather lively discussion between different members who want ethical rules and those who do not. In this context, I make some reflections on the concept of "rule".

A rule divides action options into allowed and non-allowed ones. The border can appear sharp and clear. Take e.g. the fifth commandment: Thou shalt not kill. The United States is a godly country and God is invoked in all the president's speeches. But you have the death penalty! The offer is thus not absolute, even if it is formulated as such. We at Strömstad Academy have had some examples of publishing rules. Such a rule says for example to avoid swearing. If it is to

be followed literally, the linguist who wants to study the change of swear words over time cannot do this. Another rule says to treat other people with respect. Does this also apply to Hitler, Stalin and Idi Amin? In short: Every rule has reasonable exceptions.

Before introducing a rule, one must therefore also check that it is followed and that the exceptions that are made are reasonable. This requires administration! This means that all text that is written must undergo a review before it can be published. Someone must be a censor with the power to stop or change other members' texts. This is of course completely unreasonable and in addition it is contrary to the Swedish constitution on freedom of expression. Still, one might think that such rules are needed if one reads all the insulting words that abound on social media. The conclusion is: As few rules as possible and otherwise rely on the members' judgment and common sense. And deal with those who fail.

Otherwise, Anders and I are planning for the Science Festival this upcoming fall. It will take place and it will be both digital and physical. The timing is a bit hovering just like the place. We had chosen the high school and the time 30 Aug-2 Sep, but during the Annual Meeting there was a request to move the festival to Skagerack, but it was not vacant during that time. September 1st was apparently an important date because certain corona restrictions are expected to be lifted, which makes it easier for foreign guests to come. For some reason, the period 20-23 September only became possible. But we have not had time to check if there are vacant premises.

We plan to have certain themes, which relate to our books and to our research projects. But the most important thing of all is that the individual members, and especially those who joined in 2020 and 2021, come forward and tell us what is close to their hearts. I have already sent out a summons, but I would like to remind you of the same thing. Keep in touch!

About speaking, it has turned out that we have a number of different forums for debates and debate articles. The first is the Free Series, where the web coordinator receives the article and posts it. If it is a dubious article, those who consider that, must publish themselves on the same forum and present their objections. I imagine that mainly longer articles are presented here. Then we have the second forum, the Newsletter, where many debate articles and responses to these have seen the light of day. Here it is a smaller format that is preferred. Anders edits the Newsletter and can, if he deems it appropriate, reject an article he finds inappropriate. The third option is Tvärtänkt's website. Here, unlike the others, there is a concrete publishing policy:

The texts we deliver here have the same requirements as a scientific article, except that a comprehensive reference apparatus is not needed.

On the other hand, it is an unpromising requirement that the texts must be comprehensible to the public, based on solid facts and that each conclusion must be properly presented with arguments both for and against.

One can, of course, discuss this and it should also be done. For example, the question arises whether popular science articles are excluded. I mean they are not, but time will simply show how the rules are applied. The texts that are published on this site should be a bit provocative, come up with unexpected but well-founded conclusions and feel free to criticize that which is taken for granted.

The fourth forum we have for debates is our Discussion forum. Here, it is mainly debates between members that are published. Unfortunately, not many people use this opportunity, but debates usually take place via e-mail and then only AU or, in the best case, the Board is involved. That is a shame, because I see the scientific debate as an excellent way to raise the quality of our argumentation, to tie arguments and clear away what is not correct.

Finally, I am concerned about the lack of debate on the climate threat. This is a worse threat than the pandemic, the industry fortunately seems to have realized the seriousness, but politicians are just as focused on voice capture and avoiding critical articles in Expressen and Aftonbladet as before. On the climate issue, we encounter one of the weaknesses of democracy: it is the majority that decides. The majority of people want to be comfortable and increase their standard of living. This definitely does not benefit the climate! But the political party, which wants to impose restrictions, e.g. in vehicle traffic, makes a bit of a rod for its own back and risks large losses. A massive information campaign is needed and Strömstad Academy can play a role there.

Now I have been negative and whined and complained. There are also positive things. I received my physical copies of the Pandemic book on Monday and it was a fantastic book! Not only the content is good and thought-provoking, but also the shape and print are fantastically nice. The book adorns any bookshelf. Our projects, both alcohol and drugs as well as immigration go 'like the

train', the webinars take turns and the ideas flow. It bodes well for the future. But now it's only summer and for me who loves heat, it looks like it will be successful. I ask you all to enjoy it, gather strength, recharge your batteries and see you in September at the Science Festival.

Per

John Fletcher: What can give 'meaning' to our lives?

What can give 'meaning' to our lives?

John Fletcher

This is the last article in a year-long series on the subject: "What is happening to our welfare?". These articles have, to a large extent, dealt with the tax-financed welfare system, about how we are – or are not – being taken care of by 'society'. I have, by and large, neglected the other aspect, how we can fare well in our individual lives. This leaves a lot of room for people who are more knowledgeable than myself to add their insights. But let me add some thoughts anyway.

Why do some people thrive while others succumb?

The Nazi concentration camp prisoner Josef Frankl said: "*They can take everything in life from me, except for one thing: how I relate to what happens around me*". The way we relate to the world around us can give a meaning – and survival – in life. 'Meaning' is a new concept for most humans. The poor subsistence farmer focused on his and his family's survival. There was no freedom of choice in sight. Life was static – except for everybody growing older.

Today, half the global population lives in nations where the average GNP per capita is SEK 100.000 or more. The freedom of choice in life is immeasurably greater, giving the concept of 'meaning' a content. That puts the onus of finding a 'meaning' on each individual.

Aaron Antonovsky (Professor in sociology in Israel) found that when people found their lives understandable, tractable and meaningful (creating a sense of coherence) their ability to handle life's challenges improved. Given that this is true – what happens when people find their lives incomprehensible, intractable and meaningless – and how does that affect their lives? (I believe that this is a factor behind the growing populism in Sweden, but that is another article!) I'm convinced that being taken care of, protected, makes it virtually impossible to find meaning in life. Being 'taken care of' makes it all too easy to become a victim, a victim of 'evil politicians', 'greedy businessmen', or simply of 'somebody else', victim. This attitude lies behind the appearance of ghettos, and of the growing number of young people who seek psychiatric care in Sweden.

For me, 'meaning' denotes having an objective in life which reaches further than my own life, an objective which is well defined, achievable, and 'worth the effort'. This is how I would describe it:

- ◆ I am in charge of my own life, can choose objectives and means;
- ◆ I am needed by others, am part of a greater context where I share my objective with others;
- ◆ I need to grow, to learn new things in order to achieve my objective.

The point is not that my objective is 'noble'. The point is that it gives me a sense of direction.

In Sweden, we teach our children that our wellbeing is a given fact, not something we need to work for. What does that do to the meaning people find in their lives? I recently spoke with a person who came from Iran to Sweden at the age of 12. When he started in grade 5 here in Sweden he was doing grade 8 math. He noted that in Iran he needed 3 – 4 hours of work to handle his home assignments – every day. In Sweden, home assignments are questioned, partially because all parents aren't able to help their children to the same extent. We have come to consider being 'taken care of' as a given – making our own efforts less significant. It is sometimes even claimed that it would be unfair for some

parents to offer their children more help than other parents are able – or willing – to do.

Our politicians might help many of us to regain meaning in our lives through reasoning with us about the necessary changes.

A second approach might be to make it easier for people to build financial buffers in order to make us less dependent upon 'society' – and to regain some independence in our own lives.

A third might be to make it easier for people to design their own solutions with regard to jobs and homes.

To put it simply, we need to demand to be treated as adults, responsible for our own lives.

John Fletcher's comment on democracy

What 'democracy' do I want to defend?

John Fletcher

I enjoyed reading Carl Olivestam's comments on my article "*And if we don't care to do all this work?*". The article and his comments might be used as an illustration of two different types of ambitions – the scientist's and 'the societal activist's. Carl quite rightly questions my lack of definition of 'democratic' – from a scientist's point of view. Of course, there are a lot of different interpretations of what a 'democracy might look like'! Isn't that the very essence of democracy, that Carl and I can argue freely over definitions, that no democratic state ever becomes 'finished/complete'. Change is the key ingredient in all democracies.

I took a short-cut by lumping the various types of democratic systems together in order to focus on what is the key aspect:

Can citizens in a nation work together, and if there are enough of them, get rid of a government that does not (in their opinion) do a good job? If they can't, they don't live in a democratic society. (Interestingly/coinci-

dently, we are in the middle of a demonstration of that statement right now!)

That 'wrong direction' can be long or short term, changing the ground rules or dealing with a pandemic.

Carl states that "*There are those who believe that a democratic system is not always as fast and efficient as a dictatorship where the one who decides quickly can enforce various decisions. In a democracy, everyone should have their voice heard, you have to compromise and vote to reach a decision*". Carl does not deal with the issue of "*... and how do we get rid of that dictator when we don't need him (or her) any more?*". Dictators have the bad/nasty habit of defending/holding on to their power position once they have grabbed (or been given) power.

Carl seems to worry about my professional background in business, implying (without saying so explicitly) that that background somehow limits my credibility – or do I read you as the Devil reads the Bible, Carl?

Carl also questions my opinion that a market economy is a prerequisite for democracy and points to the global companies

(Google!) as a threat to democracy. Yes, I agree, they can be a threat, but only if a sufficient number of us abdicate from our roles as responsible citizens in our various nations, if we 'let the Googles' determine our future. And, by the way, nations start wars, not corporations.

I do agree when Carl claims that a market economy is based on an ideology. It is the only ideology, however, that does not claim

to Own the Truth. I know of no other ideology that does not make that claim, thereby giving those in power the right to shape and enforce this True Policy unilaterally, from above. The idea behind the market economy is that nobody Owns the Truth, that each individual should be free to pursue his/her own interest within the framework of doing no harm to others. The ideology might be described as "*more power to the people!*".

Torsten Rönnerstrand: Gothenburg in the Literature

Gothenburg in the Literature

Torsten Rönnerstrand

In the Swedish author Lydia Sandgren's much-praised debut novel from 2020 – *Samlade verk* (or 'Collected Works', in translation) – it is said about one of the main characters, the native Gothenburger Martin Berg that "there wasn't a single street in this town where he hadn't been walking a thousand times". By saying so, the narrator puts a clear focus on "who" is actually the real main character of this unusually multifaceted story: the city of Göteborg, that is, Gothenburg.

But Lydia Sandgren is not the only writer these days to have put this town on the map. Since the outbreak of the COVID-19 pandemic, several other books with a close connection to the city and its history have been published. Johan Lönnroth's novel *Jonna och den gränslösa demokratin* (In translation: '*Jonna and the idea of a limitless democracy*'), published by Korpen, is one of them. But there are also two non-fiction books with an evident touch of local history: Lars Jadelius's *Ägandet av himmel, hav, skog och bygd* (Alba) (In English: '*The owning of the sky, the sea, forests and buildings*') and the anthology *Tidningsliv. Tio kvinnor som förändrade Göteborgsposten (GP)* (In English: '*Ten women who transformed the newspaper Göteborgsposten*').

Lydia Sandgren grew up in the townlet/hamlet of Hyssna, situated in the municipality of Mark, but already as a teen-ager she went to Gothenburg for her upper secondary school studies at the "Musikgymnasium". Having left secondary school, she continued her studies at the University of Gothenburg, where she first studied philosophy, then comparative literature and finally psychology. Since then, she works as a psychologist at the outpatient psychiatric clinic of Gamlestaden.

Such experiences have left a lot of traces in the novel named *Collected works*, but this work also contains a rich perspective of local history, which must have required extensive studies of archives. The focus of the novel is on the experiences of three Gothenburgers during the years 1977-2012, but the narrator also takes us back to the lives of their parents and grandparents in a Gothenburg since long gone. This means, of course, that the story describes what in many respects must be regarded as a world lost. Those three Gothenburgers move about in environments that nowadays must appear as brutally defoliated, as compared with what they were like at the time when the events of this novel took place. And it should not be forgotten how many changes the ethnic, archi-tectonic and topographical profile of the city has undergone because of migration and the demolition of buildings.

Against this background you cannot but admire Lydia Sandgren's ability to make alive both environments and times she cannot possibly have experienced herself. So one is hardly surprised to learn from her interviews that the impression of authenticity the reader will have had is a result of the author's careful pilot studies. A great deal of the material used could therefore have been used in popular science writings from academic disciplines such as sociology, ethnology, cultural studies and building maintenance.

The sociological perspective is particularly evident in the depiction of the main character Martin's family history. Here, his grandfather and his father, Abbe, act, one as a representative of a somewhat older period, and the other of a somewhat newer one in the history of workers' life in Gothenburg.

The grandfather was a bohemian rivet worker at the factory of Götaverken, who was killed because he once had been too drunk to turn away in time for a falling iron beam. In this way he left his already chastened widow alone to take care of all the children.

Abbe's father had been a rivet worker at the Götaverken and died from getting a falling iron beam on his head. "A sober person would have had the good sense of jumping aside", was the only thing his mother would say about it all. So she became the only breadwinner of the family and Abbe, at the age of fifteen, went to sea.

In contrast to the bohemian grandfather, Martin's father Abbe can be seen as a prototype for what in Sweden is often called "the conscientious laborer". He is an intelligent autodidact talented at languages and, had he not gone to sea at such a young age, he could have become a successful university graduate. When Abbe, at the end of the book, is about to be buried at Västra kyrkogården, a cemetery in the western part of the town, his son Martin ruminates over the idea that, under somewhat different circumstances, his

father could have had a successful career as a linguist.

When his son Martin was born, Abbe had married a librarian and left his life at sea in order to work for a small printing house. However, he did not possess the strong will necessary for making his life a success in society, and so it was only reluctantly that he accepted being promoted to become a middle manager at this firm.

Thanks to the welfare benefits provided by the Swedish welfare state, however, Abbe's lack of ambition did not keep his family from becoming part of the assiduous middle class. Their growing success continues also when Martin, a brilliant student, having completed his secondary school studies at the Hvitfeldtska Gymnasiet, starts his university studies. As a student he is reasonably successful, but this does not mean he is feeling at home in the academic environment. In spite of being a socially mobile person he feels like an outsider. He has already lost his safe and secure position in the working-class, but at the same time he has not yet had the time to acquire the cultural capital which is a matter of course to his fellow students from the established bourgeoisie.

This is a point where Lydia Sandgren's Martin is different from the main character of "Jonna and the idea of a limitless democracy", a humorous social utopia created by Johan Lönnroth who, besides his career as a successful researcher and free-thinking economist, was also Deputy Chairman of the Swedish Left Party between 1993 and 2003.

Lönnroth's book is certainly to a great deal pure fiction, but this does not prevent his depiction of people from revealing a solid base in the well-educated bourgeoisie of Gothenburg. This becomes particularly clear in his description of the main character of the book, the female member of the Swedish Parliament, Jonna Arnås, who is no longer part of the Parliament.

Jonna, it's true, is a social democrat and not a member of the Left Party, but this does not

keep us from apprehending her as a congenial portrait of the author, dressed up as a woman. This becomes clear when you compare this book with what is being said in *Dörrar till främmande rum* (2009) (*In English: 'Doors to an unknown room'*), an unusually entertaining autobiography by the elder brother of the author, the legendary Gothenburg professor Lars Lönnroth.

But it is equally easy to recognize the physical environments and places of Johan Lönnroth's home town Göteborg, where Jonna is active. Thus, we find initiated descriptions of quarters or parts of the town like Guldheden, Annedal, Änggårdsbergen, Gårdsten, Biskopsgården or Hisingen, but also of taverns and restaurants like Gyllene Prag at Sveaplan, Silvis in Nordhemsgatan, Krakow in Föreningsgatan and Eggers in Drottninggatan.

Gothenburgian celebrities like the professors Agnes Wold and Thomas Sterner also contribute to the impression of local colour. The same holds true for a number of references to more or less authentic articles from the newspaper Göteborgsposten. In one of them there is a passage which seems to allude to a GP-article (from August 23rd, 2018) whose subject is a genealogist having written about the innumerable Swedes said to be descendants of the 16th century king Gustav Vasa. Talking about Jonna's supposed relationship to the despotic monarch Gustav Vasa, Lönnroth says:

She had just received a letter from some nutcase who, by means of an enormous genealogical tree, seemed to show that she was a blood relative in the direct line of descent of Gustav Vasa. He, too, must have been suffering from hypertension, mustn't he? But since one fourth of the Swedish people were also descendants of the Vasa tree – so she thought she had been informed by reading Göteborgsposten – blaming king Gustav was also a mistake.

As a depiction of the city of Göteborg, Lönnroth's novel reminds me of another book published after the outbreak of the pandemic. I'm thinking of Lars Jadelius's scholarly conceived, very long essay *Ägandet av himmel hav, skog och bygd* (Alba). The central point of this book is a pleading, inspired by social philosophy, for loyal and sustainable alternatives to the private and statal forms of ownership which have dominated modern Sweden up to now, but there are also autobiographical and local historical ingredients tying the text to the recent history of Gothenburg.

This becomes particularly clear in the parts describing the author's time as an activist persuing studies and research as a student of architecture in the Gothenburg of the seventies:

It was at the beginning of the seventies; and the objections being raised against the traditional competence within the profession of architecture were very strong indeed, both within the training, among the students and some of the teachers [...] In those days there existed very cheap flats to rent in houses about to be pulled down, where we, as students, had certain experimentation possibilities with our own ways of living. The oldish urban environments where such flats were to be found became an important source of inspiration for us, like the struggle for conserving the values they represented. By and by, this led to a large number of dissertations and books which actually had tangible consequences for society. Above all, quite a few elderly environments and buildings were saved from destruction and further developed, mostly in towns.

Jadelius's book is mostly about town planning and housing history, but it also testifies to the author's extensive involvement in networking activism, with a focus on built

ding preservation in the parts of the town we also meet in the texts of Lydia Sandgren and Johan Lönnroth, as for instance Annedal, Haga and Hisingen. An inspiring example is the story he tells about his long lasting cooperation within the association "Gamla Annedalspojkar" (*In English: 'boys of ancient Annedal' or 'old boys of Annedal'*).

During the past few years I have been actively working with Annedalshuset, an "urban community centre" in Gothenburg, which has chosen to work with history, sustainability and development as its goal and basic values. This house was originally one out of several philanthropically constructed workers' houses, but the association Gamla Annedalspojkar was allowed to take it over in the seventies, as large parts of Annedal were demolished and new buildings were being built in the typically suburban style.

Networking in Gothenburg is also a central theme in the book "*Ten women who transformed the newspaper Göteborgsposten*" (Tidningsliv. Tio kvinnor som förändrade Göteborgsposten). It is an anthology – edited by Maria Domelöf-Wik and Hanna Tornbrant – in which the reader can follow the stories of a certain number of high-profile women, telling about their lives as journalists and editors in a world of journalism long dominated by networks exclusively consisting of men.

A great deal of what we are told in Tidningsliv is also discussed or described by Sandgren, Lönnroth and Jadelius – as for example the transformation of the Haga area – but there are also comments on things happening in the world outside Gothenburg. Among them could be mentioned the American civil rights movement, the assassination of the Kennedy brothers, the Vietnam war, the Song My massacre, the München Olympiad attack 1972, the oil

crisis, the Watergate scandal, the war between Vietnam and Cambodia, the assassination of Olof Palme, the Balkan war, the assassination of the Swedish foreign minister Anna Lind, etc. This means Tidningsliv may be read as a piece of well-informed contemporary history, where the local is continuously being weaved together with globality.

And yet, among the most instructive parts of the book are the passages describing the transformations of the role the journalist which took place during the period discussed. The female perspective adopted here constitutes a clarifying contrast against a lot of that which has been written on the subject by male journalists.

At the beginning of the stories told by Tidningsliv, the word "journalist" almost always refers to a man, but that was about to change. In 1941, the first female reporter ever was employed by Göteborgsposten. Her name was Majvor Snare and for a long time she was the only woman to have attended a Swedish school of journalism. Together with three male students, she had taken an academic degree with a focus on journalism at the university of Gothenburg.

For a long time, Majvor Snare remained the only female journalist to work for Göteborgsposten. It was not until the middle of the fifties that she got her first female coworker. But finally, in 1955, this paper employed Ingrid Segerstedt Wiberg (1911-2010), combative daughter and heiress of the legendary Torgny Segerstedt (1876-1945), who, in his capacity of editor in chief for Göteborgs Handels- och Sjöfartstidning was the foremost representative of Swedish anti-nazism during the thirties and the Second World War.

Not surprisingly, Ingrid Segerstedt Wiberg shows up in most of the contributions to the volume Tidningsliv. Madeleine Sahlman's description of her magnificent image is a case in point:

Most senior executives were men. Only Wibban, that is Ingrid Segerstedt Wiberg, formed an exception. Yes, that's what we called her! We all held her in high regard, she was quite an impressive person as she arrived at work, accompanied by her big greyhound. Behind her almost statesmanlike appearance, she was a really sweet person. I realized this, after having spent some more time at the newspaper. She was militant and really cared for the girls in the editorial staff.

In the wake of Ingrid Segerstedt followed a great number of high-profile women, who were excellent writers and who, from the end of the fifties succeeded in conferring to Göteborgsposten a more intellectual touch.

Among them were the USA expert Britt-Marie Mattsson, but also the sports journalist Eleonor Ekström-Frisk and the cultural writers Monika Tunbäck-Hansson and Kristina Torell.

Against this background, you will probably not be surprised to find that one of the frequently appearing women in Lydia Sandgren's novel is a female journalist writing articles for Göteborgsposten. And maybe you will not even find it out of place to see her compared to the Greek princess Ifigenia, who along with Antigone was one of the most memorable women in classical mythology?

(Translated by Christina Heldner)

Åsa Morberg on Competence development for teachers

Competence development for teachers requires competent educators - both theoretically and practically

Åsa Morberg

For some time I have been studying the range of skills development for teachers. I see competence as a collective concept for an individual's ability to perform a task by applying knowledge and skills. To achieve the competence requirements, both theoretical and practical knowledge is required. There is a wide range of skills development for teachers of all possible organizers, both serious and less serious. There is rarely detailed information about the person or persons responsible for the training or those who participate in it. How should participants be able to assess quality without information? Anyone today can arrange competence development for all teacher categories. There are no formally stated competence or quality requirements. There are no guarantees whatsoever that, for example, colleges or

universities use competent staff in courses for preschool teachers and teachers. Why, you may ask. Surely teachers and principals are so quality-conscious that you do not accept just anyone? Most preschool teachers and teachers enjoy developing skills. It is a welcome break from everyday work in preschool / school and competence development is expected to provide new knowledge and awareness and new inspiration. But if the competence development is to lead to some kind of lasting change and development, more than a pleasant experience is required for participating employees. Of course, one should not underestimate the importance of good food, good coffee and a hotel stay, but it is about other qualities as well.

We have a rapid pace of change in society and of course then also in preschool / school. Continuous good quality competence development is an important success factor for all preschool teachers and teachers and for all principals. Studies show that the younger generations have higher expecta-

tions of the learning environment and opportunities for personal development compared to previous generations. Lifelong learning is an uncompromising requirement today. For the principals, it is important to develop the skills of their preschool teachers and teachers and employees in order to maintain their competitiveness. At the same time, many preschool teachers and teachers say that they do not get the skills development they really need. The needs of the principal and of preschool teachers and teachers may also differ from year to year. The principals who really invest in their staff will more easily be able to retain their greatest talents. But how do you know that the skills development efforts will be the investment that is expected? How should the principals know that competence development will be what is really needed? It is important for the principals to be quality-conscious and diligently study courses, seminars, workshops, etc. The purpose of competence development is usually easy to understand. The content and practical structure of competence development as well. Also try to use organizers who not only strive for high scores on evaluations, but who also help to achieve desired goals and desired results.

Tailor-made competence development initiatives that help to achieve the principals' goals are of course preferable. If you use a competence development organizer who has experience and high competence, you can get help to develop the competence development initiatives that are really needed. Tailor-made competence development initiatives usually pay off best. Today, the principals also need to see that competence development is based on current and relevant research, but also, of course, on current practi-

cal experience. There need to be both theory and practice in competence development. Good researchers who rattle off research results are not enough or experienced practitioners who have no idea about current research are not enough either. The competence development efforts must be linked to the principals' internal activities. Dialogue with managers both before and after the competence development effort is important. Evaluate the efforts in the form of effects. Find out carefully who or what is behind the competence development efforts. Require information and review carefully. The nice photos and titles that are presented and that do not say much are not enough to assess the competence of responsible educators. Search online.

There is currently a lack of a larger range of education to become a high-quality competence developer for preschool teachers and teachers. There are many such educations internationally. I myself have completed a two-year education in Norway a long time ago and that is the best thing I have done to be able to work with competence development for preschool teachers and teachers. The content of such an education should focus on how adults learn. Learning must also lead to change. How to reach participants when the training takes place at a distance is another area to study. Didactic tools are also needed by educators to get their message across. Maybe Strömstad Academy should develop an education for competence developers? The role of educator is one of the most fun there is. Imagine being able to participate and see how others grow through new knowledge! All educators should be privileged to learn how to develop sustainable knowledge, skills and insights before starting.

Åsa Morberg on Sustainable development

Sustainable development and need for behavioral changes

Åsa Morberg

Sustainable development is about development that satisfies today's needs, without jeopardizing the ability of future generations to satisfy their needs. There is talk of ecological, social and economic sustainability. In today's society, demands are made for behavioral changes if it is to be possible to change our way of being and functioning. Changing behaviors means that we should start with a new behavior, and then end with another behavior or increase or decrease the frequency of a behavior. Behavioral changes are very challenging and often difficult to achieve. Everyone knows that. You can tell a person how he / she should act, you can explain why and show the benefits of behavioral changes, but it is not certain that the behavior will change. If the new behavior is not attractive to individuals, it will be difficult to succeed. Here we have great benefit from behavioral science. Companies today employ strategists, educators, communicators and didactics to cope with behavioral changes.

Need for support in behavior change work

In my professional work as an educator and didacticist, I have worked with collaboration, learning, teaching and change an entire professional life. The need for support in change work exists throughout society. This is certainly something that Strömstad Academy's behavioral scientists can offer. There are several behavioral scientists and social scientists who have knowledge of behavioral changes that are needed in the change work in sustainable development. All people have experiences of learning and change and you can start by exploring your own experiences. Think about a time when you learned something that at the same time contributed to

a change in you. What distinguished your learning then? What was the reason for your change? Starting with an analysis of one's own learning and change can be a good start.

Adult and child learning and how to approach a new area

Adult learning is more complicated than children and young people learning. Children can basically learn anything, but adults can not. Adults do not learn if you do not see the need and benefit of the knowledge. Adults are also more dependent on the timing of learning for learning than children and young people. If you do not have time, it will not work. Collaboration with the surrounding community is a new area for many behavioral scientists. Approaching a new area is important to think about how you can actually do. Personally, I have analyzed successful projects in sustainable development and studied what distinguishes them. I think that is an excellent method. I have also interviewed various skills (strategists, educators, communicators, didactics, etc.) as a complement. Of course, I have also taken part in current research on how to succeed with behavioral changes.

Success factors for success with behavioral changes for sustainable development

Here is a summary of some success factors on how to succeed with behavior change. I have based this summary on conversations with organizations that have conducted successful behavior change projects, and on research on behavior change, but also on interviews with behavior scientists. The selection of factors, below, is about the factors that I myself in my work judged to be important. There is no ranking of the factors.

To dare to try, to dare to try something new, to dare to believe in the ideas is an important factor when you want to implement changes. Many good ideas are not launched.

because you do not dare to take risks of failure. It is absolutely not dangerous to fail. You learn a lot through your failures, if you use them. Creating a sense of urgency for the change to be implemented is crucial, but it is also important when in time you take a starting point towards the new. New Year's Eve and Mondays, for example, are good. We all know that. It pays to try to find the time when the target group is most receptive to change.

It is also important to formulate and communicate both vision and strategy for the changes. What could be the driving forces behind the behavioral changes? It needs to be ventilated. Make behavioral changes as attractive as possible. Positive emotions and commitment make us curious and solution-oriented. Also clarifies the behavioral changes, ie. makes visible the behaviors we want to see more of in order to achieve set goals. Behavioral changes should also be broken down into concrete activities for understanding. When we feel that there is a free space for action and can influence, it is more likely that we will act. Therefore, it is more successful to attract, instead of threatening if you want to change a behavior. If you can give a behavior a higher status, the probability is also higher that it is a behavior that more people adopt.

People usually choose what is easiest and offers the least resistance. If you want to get

people to voluntarily change their behavior for another, the new one should feel simpler and better than the previous one. A behavior change rarely or never goes by itself, a little help is needed on the stack so that the step does not feel so big. Several success factors are also about building relationships. Trust and confidence are important. Fellowship and participation creates both motivation and commitment and gives strength by doing something together with others. In the work of change, one must use the power of people wanting to do things together. Even very small and insignificant things can have a big effect when we all help each other. By giving feedback to the person or persons who have made a change or acted in the desired way, you get confirmation and are seen. It makes the behavior feel more meaningful and makes it more likely that the behavior will be repeated. Social media and digital platforms can be helpful when you want to build relationships and create community around an issue.

Summary

Supporting change work in sustainable development is certainly something that Strömstad Academy's behavioral scientists and educators can offer. There are several colleagues in Strömstad Academy who have knowledge of behavioral changes that are needed in the change work in sustainable development. Bid on them.

Ari Lampinen Stockholm 50+

DRAFT for SA NL 6/21, AL 21.6.2021 Stockholm+50 conference in 2022

Ari Lampinen

United Nations General Assembly (UNGA) decided on 24 May that high level environmental conference "Stockholm+50: a healthy planet for the prosperity of all – our responsibility, our opportunity" will be organized in Stockholm in June 2022. It marks the 50th anniversary of the first Uni-

ted Nations high level environmental conference held in Stockholm in June 1972. It was the first time global environmental issues were addressed in a dedicated conference by world governments. It was convened by UNGA, the highest decision-making organ of the United Nations.

The most concrete outcome of the Stockholm conference in 1972 was the establishment of the United Nations Envi-

ronmental Programme (UNEP). UNEP introduced within the UN system a permanent body for dealing with environmental problems. It also acted as an important model for establishing environmental ministries in member countries. UN environmental awareness event World Environmental Day (WED) was also created in Stockholm in 1972: it is organized annually in June to enhance public awareness in environmental issues.

Stockholm+50 conference includes 50th anniversary celebrations of UNEP and WED. Details of the high level negotiations are not

yet decided. Emphasis will be on overarching background issues affecting multiple environmental problems globally. In addition to political decision makers, civil society, business, academia and youth representatives will participate the conference. And related events will be organized for the general public. Stockholm+50 will be organized jointly by governments of Sweden and Kenya (UNEP headquarters host country). Progress of realization can be monitored at conference web site (<https://www.government.se/government-policy/stockholm50/>).

Opinion on SOU 2020: 69

Opinion on SOU 2020: 69, Older people have never been younger - more and more people can and want to work longer

Strömstad Academy has been given the opportunity to comment on the above final report and we would like to state the following.

What is Strömstad Academy?

When Strömstad Academy was formed in September 2008, the members were given a residence that they could refer to in their further research. The creation is described in an essay by the former Vice-Chancellor, Lars Broman: <http://stromstadakademi.se/Histbakom.pdf>. Over the years, we have also accepted non-senior researchers who have expressed an interest in being members. We are currently 146 individuals from 15 countries and represent 88 disciplines. 70 of us are professors, 30 associate professors, 13 honorary professors (of which 3 are Nobel Laureates), and 33 senior lecturers. We are thus an academy with highly qualified and experienced researchers, most of whom have been active for at least 30 years, and we thus together have a total of over 3,000 years of research experience. Strömstad Academy is an association that is currently active outside the established universities and colleges, but the members are academics who hold or have

previously held positions at universities and colleges. Strömstad Academy thus represents a group with a very large capital of importance.

The delegation has not specifically addressed the problems of those who are forced to retire by regulations or tradition, which is sad, because thousands of university and college employees are not allowed to continue working even though they both want to and can continue to work. Today's 70-year-olds are the 70's 50-year-olds (70 is the new 50), says the delegation, but this does not apply to professors and other extremely highly educated individuals. At the age of 68, they can no longer be appointed to permanent service. This means that a highly qualified professor may not examine even the simplest beginner courses. This compulsory retirement is a qualified capital destruction.

A good report

Taking part in SOU 2020: 69 "Older people have never been younger - more and more people can and want to work longer", has been very uplifting and completely positive. Sweden has had a clearly age-discriminatory way of treating seniors in working life. The report is comprehensive and deals with seniors' opportunities in working life, the view of

seniors in the labor market, prejudices against seniors and the importance of a longer working life for society as well as for the individual and the final pension. It is a solid investigative work with 23 background reports.

The area is highly relevant to us as most of the seniors in Strömstad Academy have been forcibly retired by our parent institutes.

Compared with foreign universities, this is exceptional, and the delegation also points out that Sweden treats its seniors very badly. Two examples: John Bannister Goodenough, received the Nobel Prize in Chemistry in 2019 and was then 97 years old and still active. Our former Vice-Chancellor, Lars Broman, was suspended in the middle of a conference, which he hosted simply because he happened to be 67 years old!

The reports clarify both the obstacles and the conditions for being able to make use of seniors' knowledge and experience. The delegation has also submitted constitutional proposals. Changes have also been reported in the seniors' opportunities to work, for example through the ongoing Corona pandemic.

The report highlights three things: Firstly, that the individual can continue to work, ie. has **a sufficiently good work ability**, in relation to set requirements. Secondly, that the individual **wants to work longer** and thirdly that the senior worker **is allowed to continue**.

Concrete proposals academics

One solution to the problem of compulsory retired seniors is to change the regulations so that it is possible for seniors to remain working at their workplace. Retirement should be a right from a certain age, not a compulsion after reaching an age.

Another solution is to take advantage of the idea of several careers during their lifetime and create a research institution where researchers can apply after their university / college career and in collaboration with like-

minded individuals engage in free research. A government-funded research institute where senior researchers can collaborate without prestige in interesting and exciting projects would be a great asset for both research and society. An embryo for such an institute is available: Strömstad Academy.

Concrete proposals, others

Today's seniors have a higher level of education than previous generations, which has a positive effect on the conditions for a longer working life. Lifelong learning is crucial in order to stay in working life. In the report, the delegation proposes that a permanent function for the promotion of a longer working life be set up, and this is excellent. The research investment should focus on different aspects of seniors' working life from the perspective of society, the workplace and the individual, as well as the reasons why employers opt out of older workers and how aging has changed.

Some academics today continue to work as emeritus. For them, access to premises, laboratories, libraries and computer systems of various kinds is of great importance. They also need the opportunity to attend adequate courses. There are thus several reasons to review both compensation and tax rules so that financial problems do not prevent seniors from continuing to work. For employers, with the tax systems that exist today, it is already economically advantageous to have seniors as employees.

An important factor that contributes to today's unfortunate situation is the psychology that has been created over many decades around retirement, and thus that seniors "are in the way" and should make room for younger employees. This is pointed out by the delegation in its discussions on "nudge", and we believe that an important way to approach this disparity is to early in school point out the clear importance of seniors in society, both as knowledge carriers and knowledge communicators.

Summary

We believe that the investigation is good, but would like to emphasize certain things. It is a necessity that seniors who can and want to work longer may also do so because it benefits both the individual, the group and society.

The Swedish way of forcing highly competent people with long experience to stop working against their will, due to their age, is one of the most important reasons why Sweden is one of the most age-discriminating countries in Europe. The legislation and rules behind this are undemocratic. Retirement-related age limits should only apply to the earliest age for retirement, not the latest age for work.

Retirement-related age limits do not need to be raised in a coordinated manner. This repeats the mistake that all professions are equal. Some jobs are heavy and tiring and require a lower possible retirement age. Others are physically less strenuous but intellectually challenging and often allow people to work longer. The problem is solved by turning retirement into a right, not an obligation, after a certain age. This enables individual wishes to be obeyed and respected, which at the same time benefits society.

For Strömstad Academy

Peter Fritzell

Per Flensburg

Chairman

Vice-Chancellor

Report from local chapters Strömstad Academy Q2**Report from local chapters Strömstad Academy 2nd quarter 2021**

Bode Janzon

During the second quarter of 2021 a number of online seminars regarding the following themes were delivered: pandemics (past and present), city planning, philology and history, value conflicts, world economic forum (report), religious minorities in Sweden from the Middle East, migration and integration, multiculturalism, the

spread of hate on the internet and democracy, exercise for everyday use, alcohol and drugs. The preceding newsletter (nr. 5) presents a more detailed list of all online seminars given in 2021 so far (p.18).

These web lectures, mostly produced by local chapters, are available for all fellows/members of Strömstad Academy.

The conveners of the local chapters have had 2 telephone meetings and 1 online meeting in the second quarter.

The Editorial Committee activities first 6 months 2021**The Editorial Committee activities first 6 months of 2021**

Ahlsén Elisabeth, Allwood Jens, Bergqvist Gudmund (convene) Flensburg Per, Gustavsson Anders, Janzon Bode (new member), Olivestam Carl, Wigblad Rune and Währborg Peter

The Committee has during the period had 3 Zoom meetings, of which the last two were

together with the Marketing group. There have been discussions about how to increase sales of the Academy's published books.

Future anthologies were also discussed. Jens Allwood believes to be able to finalize the one on Scientific Methodology by the end of this year.

Angelika Basch works on what will be an online anthology about Solar energy production.

Several anthologies are planned and among them one on immigration and another on drug problems.

The think tank TVÄRTÄNKTK and its relation to the Academy were discussed.

During the 6 months period the following publications have been edited:

- 3 books of which 1 anthology (Pandemics)
- 3 articles in the academic series (AAS) (also as books)
- 2 articles in the free series (FFS)

13 videos posted in the video series (SAV), and among them several with lectures given by the Academy's honorary professors.

The members of the Committee have had a leading role in arranging the 25 web lectures made during the Fall 20-Spring 21. (Summary in free series FFS 18)

The Committee has in various ways been committed to accept tip articles to the pre-publication series.

On the think tank Tvärtänkt it has been published

3 articles

1 video

Activities in the Strömstad Academy Executive Committee Q2

Summary of activities in the Strömstad Academy Executive Committee/AU during second quarter (Q2) April-June 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 KG Hammarlund also attends the AU meetings on a regular basis. AU runs phone meetings (GoToMeeting) generally once a month.

The agenda for these second quarter (Q2) meetings has, among others, focused on the following items:

- Review of written Memo from previous meeting
- Review of the Board meeting on March 13 – record

- Board meeting on June 21 – important issues to discuss
- Layout for a suggested new description of the Academy organization
- Changes in the Academy by-laws
- Motions for the Annual Meeting in June; invitation/summons; formalia/dates
- The Marketing group
- The website/home page
- Local Chapters
- Anthologies; 'Pandemier'
- Chronicles for 'Strömstads Tidning'; Arne Höök is currently not available for editorial support/help
- Economy
- New members
- Nominating Committee
- 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 Q2 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. Carina Blom has also been hired this spring to do some of the website maintenance work. Per 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), for 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.
- Chairman of the Board 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 Olivestam), 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://stromstadakademise.se>)

Important results during this second quarter (Q2) 2021:

The Marketing Group (M-group): Per Flensburg is heading/convenor of the M-group together with Carl Olivestam, Åsa Morberg, John Fletcher, Marylou Wadenberg and Sarah Philipson. The M-group is now formally established and has a document stating its work description – approved by AU and the Board. Per F will report on the activities in the M-group at the regular AU-meetings, and will keep AU informed on a regular basis about activities and writings in the M-group.

Suggestion for a new structural/organizational layout of the Academy: Per F has, together with Jens Allwood, (and with feedback from the Board) presented a revised structural/organizational layout of the Academy. The document can be found on the Academy website (under Internt/ledamöter, password: AaduOtt).

Preparations for the Board meeting and The Annual meeting on June 21, 2021 in Strömstad:

The Academy Vice-Chancellor Per Flensburg has provided an operational/strategic plan for 2022, and Chairman Peter F has provided an Annual Report; these documents were presented at The Annual meeting on June 21st and are available on the Academy website (<http://stromstadakademise.se/wp2/>). This year the Board and the Annual Meetings were held virtually via Go-

To Meeting and physically (IRL, in the Strömstad City Hall).

The Nominating Committee: All trustees, except Deputy Chair Mariana Back, had informed the Nominating Committee that they were willing to stay on for another year. Jens Allwood was nominated for the Deputy Chair position and was elected by the Annual Meeting. A complete list of trustees for the upcoming year will be available in the Annual Meeting (from June 21, 2021) record soon to be available.

The Science Festival – when/where/how: The following information is based on decisions and discussions on the June 21 Board/Annual Meetings. There is currently a preliminary decision to have the Science Festival in late September. Per F and Anders Gustavsson are working on the lay-out of the programme (previous Vice-Chancellor Lasse Broman has offered to help out using experience from previous Festival arrangements). Hopefully it will be possible to meet under 'normal' circumstances (i.e. physically), but there are also plans for virtual presentations/gatherings in the works. However, the corona pandemic will eventually decide how things unfold. The Academy has 2 Honorary Professors coming in from the US (Elaine Bearer) and India (HP Garg) to get inducted, and currently we do not know anything about travel restrictions/regulations from these countries to Sweden yet.

The Delegation for Senior Workforce: The Academy has received an inquiry for referral from this Delegation. Per Flensburg and Peter Fritzell have written an Opinion from the Academy members (with support from the Board). The Opinion document was sent to The Swedish Government Offices just in time for the deadline on June 8 (2021). The document can be found in the Academy Newsletter June 2021 issue.

The Academy website/home page: Per Flensburg (per.flensburg@stromstadakademi.se) is working on an English version of

the website. So far around 50% of the work is done. Marylou and John Fletcher will help out with language reviews. Carina Blom now has a salary-based position to run the website functional issues. Per and Carina will communicate around these issues.

Local chapters: As of Q1 2021, Bode Janzon is the convenor/coordinator of the local chapters. Bode Janzon writes a separate summary of the Q2 2021 activities in the local chapters that will be posted on the website.

Anthologies: The anthology 'Pandemics/Pandemier' (Anders Gustavsson et al. Eds) is now in print and will be marketed together with previous anthologies (such as for example Forskarkarriärer).

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.

It is important though that the Editorial Board takes responsibility for this activity and that all contributions posted on the website and on Youtube are previously reviewed and approved by the Editorial Board. Peter F recently arranged a presentation (Go-ToMeeting; tape recording available on the Academy website/Publications) by the Academy member Tomas Bergström, Professor of Virology at the Sahlgrenska University Hospital in Gothenburg. Tomas B presented important updates, current status, and info on the corona pandemic.

Preparations to form an Ethics Committee: KG Hammarlund has, according to an assignment, recruited Sten Philipson, Peter Borstein och Peter Währborg to form an initial group to work on finding appropriate individuals to form an Ethics Committee as well as outlining the mandate for this committee. The Board/Annual meeting were discussing the initiative revealing diverse opinions on whether this is a good idea or not. KG pointed out, though, that there is a previous decision (Annual meeting) stating that

this should be looked into/done. It was also pointed out that the committee should preferably include a female member. The Committee was assigned to write up a proposal for the 2022 Annual Meeting, and while working touch base with the Board for input on a regular basis.

Changes in the Academy by-laws: A possible need for changes in the Academy by-laws will be discussed at the 2022 Annual Meeting, and a working group, to investigate the issue, is formed.

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/drugdependence – goal #3 (subtargets) in Agenda 2030. (Christina Hultman, currently on sick leave), Marylou Wadenberg, Ulf Berg, Elaine Bearer, Gudmund Bergqvist, Anders Gustavsson and Lennart Wetterberg. Participants in this project had 2 meetings in Q1. The second meeting was a webinar on cannabis with an invited presenter (Staffan Húbinette). In Q2 the project invited Ass Prof Anders Hammarberg, KI (for a webinar on current treatment strategies in alcohol dependence). The project has 3 identified subbranches/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 presen-

tations 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 is ongoing - Carl O convenor.

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

In summary: In addition to regular issues, the most important issues for AU this Q2 2021 have been:

- i) preparation of issues for the Board/Annual meeting on June 21st;
- ii) as a consultation body write an Opinion on the inquiry from the Delegation for Senior Workforce;
- iii) webinars on interdisciplinary projects;
- iiii) webinars/video recordings for posting on the Academy website;
- v) discussions, together with the M-group, about the proposed structural/organizational changes in the Academy;

Additional issues

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 Q2 2021 had meetings via GoToMeeting:

April; 20

May; 14

June; 15

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).

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