



Newsletter, January 2022, 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 in Strömstad Academy. In the Free Writing Series FSS No. 21, he has published Nibelungens Ring - some reflections. <http://stromstadakademi.se/FSS/FSS-21.pdf>

January's chronicle in Strömstads Tidning was written by **climate researcher and physicist Eugen Ungethüm**. He points to measures to deal with the climate crisis.

Educator Åsa Morberg argues against the government's initiative to allow a retraining of academics to solve the shortage of teachers in Swedish schools through a shortened pedagogical education. She is also reviewing a book by Filippa Mannerheim which again advocates for traditional teaching methods in school and which are based on teachers' experiential knowledge.

Educator Åsa Morberg and **Pharmacologist Marylou Wadenberg** have been interviewed in the Swedish Research Council's magazine Curie on 19 January based on Strömstad Academy's anthology Research Careers. <https://www.tidningencurie.se/nyheter/2022/01/19/de-vill-stodja-unga-forskare-i-karriaren/>

Redaktör: Anders Gustavsson

Layout: Per Flensburg

Educator Carl Olivestam has written a rebuttal to **educator Åsa Morberg's** article in the previous newsletter where she argues for abolishing the government control of the dimensioning of teacher education. Olivestam wants to remove teacher education from universities and bring it back to having the National Agency for Education as principal and the Swedish Schools Inspectorate as control body. In a new response, Morberg further develops her argument that all government control of teacher education should cease.

Economist John Fletcher discusses the role of local chapters within Strömstad Academy.

Historian KG Hammarlund argues for changing the current system of awarding academic titles within Strömstad Academy.

Pharmacologist Marylou Wadenberg has been affiliated with Linnaeus University Kalmar Växjö as a researcher in biomedicine.

Pediatrician Gudmund Bergqvist has written a review on Kevin Sabet's book 'Smokescreen' which deals with the US marijuana industry. Sabet points to major negative consequences of legalizing marijuana.

Pediatrician Gudmund Bergqvist and **Linguists Jens Allwood and Elisabeth Ahlsén** are planning discussion seminars in Mullsjö in Västergötland in the spring of 2022. They make a call and wish to receive answers with comments from as many Academy members as possible.

Business economist Rune Wigblad has in the Free Writing Series FSS No. 22 published 'Kritisk analys av ledande forskargrupperns perspektiv på höghastighetståg' <http://stromstadakademi.se/FSS/FSS-22.pdf>

The anthology "Pandemics - past and present for the future" has been published and presented in a press release. <http://stromstadakademi.se/Pandemierforhand.pdf>. The book can be ordered via Strömstads Bokhandel: std.bok@telia.com or Bokus.com. The price is SEK 249. <https://www.bokus.com/bok/9789189331006/pandemier/>

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 February issue 2022 of the Newsletter sent to my e-mail address with deadline on 24 February 2022: 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 Stromstadensis, AAS, and the video series SAV to the e-mail address: gudmundbergqvist@hotmail.com

Chairman's report

Colleagues in Strömstad Academy,

Welcome to a new year! I would like to refer to my previous column from December, where I list some important tasks for 2022, a year that we hope will be more open than the last two years. Based on the signals coming from the authorities, it seems as if they consider that the situation is somewhat due to the measures that have been taken and are being taken. In our neighboring countries, there is talk of opening society completely from February.

We see this as an effect of the general willingness to vaccinate that has characterized society, even though it has put questions such as "individual freedom" at its peak. There may be different views on this, and vaccination of children is, for example, free for parents to decide on, but the fact is that vaccination is one of the measures that has helped us the most in getting rid of plagues and build a safe society.

An important question is what responsibility an individual has towards a society of which he/she is part? That there is a legal responsibility is obvious, but how do you react to a possible moral one? This is an issue that I would like Strömstad Academy to bring up for discussion during the coming year.

The various working groups keep working, not least the Marketing Group, which a week ago had a meeting with AU to discuss its submitted proposals, which the Board/Annual Meeting will have to decide on later this year.

The local chapter in Gothenburg, under the leadership of Jens Allwood, has held two seminars in the past week, one on Putin/Ukraine, a rather frightening issue, and one on the opportunity for immigrant women to work in Sweden.

Gudmund has taken the initiative to discuss collaboration with the Folk High School at Koster and Grebbestad, and it will be very interesting to follow this. The Falun Chapter has already started collaborating with Folkuniversitetet.

Again, I refer to my column from December 2021 for further reflections and would like to end by wishing you all a happy continuation of the new year.

Peter Fritzell

Vice-Chancellor's report

Vice-Chancellor's report

In connection with the preparation of the governing documents for marketing, we have had many discussions about what the goal and purpose is with Strömstad Academy. We do not receive much guidance in the statutes, so a good starting point is to investigate why the members have joined Strömstad Academy. Based on this, we came to the conclusion that there are mainly three reasons why the members joined the Academy:

Meeting place in many and interesting webinars and physical meetings. Here, as many of the Academy's members as possible should be activated. Sometimes the public has access. Closely related activity is public education.

Article production of mainly two types of articles: Scientific articles in the AAS series and debate articles in newsletters, the free series and perhaps also on Tvärtänkt. One thing in between is our video series. It has not yet found its final form. TED could be a role model. This way, teaching is also introduced in the Academy's activities.

Teaching and public education. This can be done in collaboration with external actors such as various educational associations.

I appreciate your reflections on this!

Work on the new website is progressing. I have received some comments (from two people) and taken them into account. In mid-February, I plan to complete it and launch it. The marketing group has completed a number of governing documents to be taken to the next board

meeting. They can be downloaded from the marketing group's website: <http://stromstadakademi.se/wp2/organisation/marknadsforing/> The documents must be approved by the board. Comments on them are welcome!

The website is being redesigned and you should log on to <http://stromstadakademi.se/wp2/> to give comments on it. The tab is called "test page". Around 15 Feb, the appearance will be determined. I have not received too many comments so I would appreciate more people to comment.

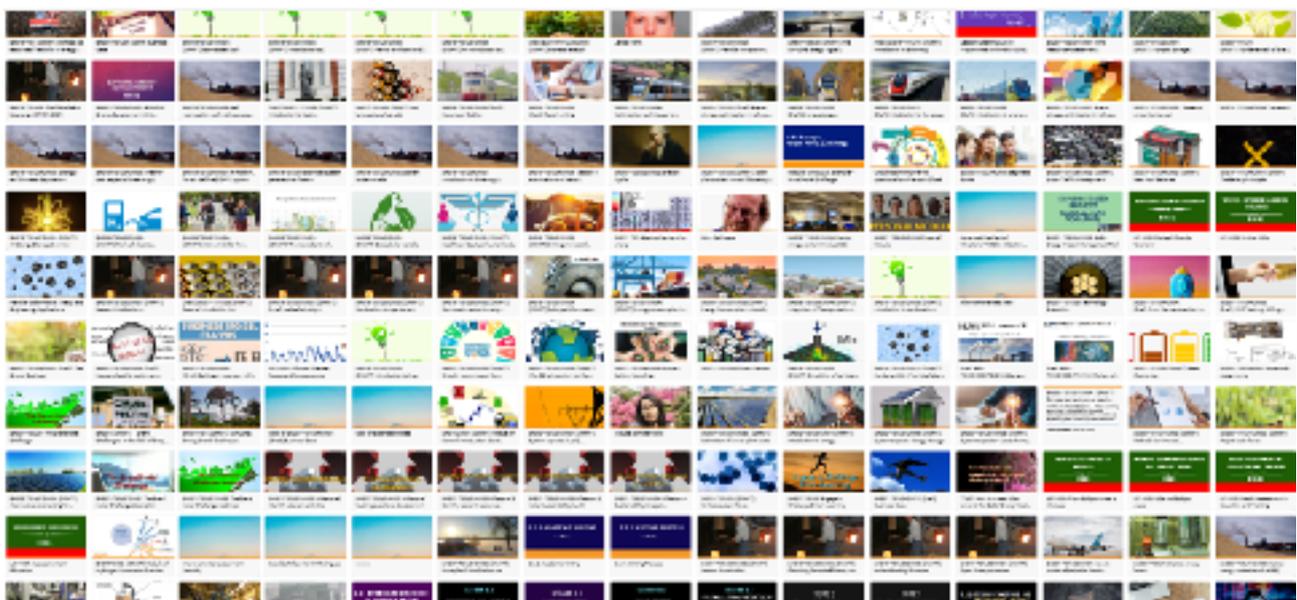
I have come in contact with a person named Torsten Fransson who manage some digital teaching courses in the field of energy. He is looking for people who might be interested in sharing their knowledge in the field of energy in the form of perhaps doing

(a) review of modules presented,

(b) build various small modules within a special area

(c) be interested in having contact with students in (currently) Sri Lanka, Bolivia, Brazil, Cuba (and there are also contacts in several countries in Africa, some more in Asia and some more in Latin America that may also be interested in this training material).

The picture below shows a selection of existing modules. The training is free.



In our free series of publications, two new articles have been published:

- Per Flensburg: The Ring of the Nibelung - some reflections, 11 p
- Rune Wigblad: Critical analysis of leading research groups' perspectives on high-speed trains 27 p

It shows the breadth of our Academy: From opera to magnetic trains!

The marketing group has worked with its governing documents, which have already been discussed in AU. When the comments have been processed, the documents will be available on the website under organization (<http://stromstadakademi.se/wp2/organisation/marknadsforing/>). Comments are expected as usual.

Otherwise, I am still looking for members who want to get involved in a climate project. It is both about spreading knowledge about the climate threat and about how we can reduce it. I have imagined a project where you compile and update available knowledge in a way that is

understandable to the average person. This in itself is a challenge. Torsten Fransson's project above offers an opportunity to expand his knowledge of the climate for students in the countries listed.

We have got some new members:

- Alfred Holl, Professor of Mathematical History
- Trevor Bergqvist
- Emma Bergqvist
- Helen Flensburg

They are all welcome and if you recognize the surnames, that's right. Granddaughter and wife!

Otherwise, I long for sun and heat!

Åsa Morberg: The government makes academics for teachers

The government makes academics the so-called the reserve for teachers and seems to raise the quality

Åsa Morberg

The government has an ongoing effort to raise the quality of Teacher Education and creates attractive educational paths for academics who want to become teachers. An overall control is introduced, requirements for practice schools and a pilot project with a new supplementary pedagogical education, the quality of the teacher education must be strengthened and more teachers trained. The so called teacher reserve will now solve the crisis.

The government wants to start experiments with a new and shorter retraining of academics into teachers. In one year, the same length as the new adjustment support will apply, a person with the lowest bachelor's degree will be eligible as a teacher. In one year, the professional skills must be loaded.

Sweden still has a great shortage of teachers and KPU (supplementary pedagogical education) already fulfills an important function for those who want to become qualified subject teachers. The Minister of Education now believes that there are more people who want to train as teachers and therefore they are investing in a new shorter, supplementary, pedagogical education of one year for those who already have an academic degree.

This proposed model brings to mind an older education system of subject teachers. In the older system, you completed an academic degree and then took a test year and then you had your teaching degree. A shortened pedagogical education of one year receives strong criticism from several quarters. Nobody has called for the reform. Many consultative bodies have already criticized the proposal. The entire certification procedure that exists today is undermined. A teaching degree is given to people who have not been given a chance to acquire the knowledge required for the teaching profession.

To first land a bachelor's degree, and then taking a more practical pedagogical education means that "you throw in the yeast after the dough". The subject knowledge you read into the teacher education must be completely didactic and integrated. It is stated in a press release from the Ministry of Education that the education shall include subject studies and subject didactic studies, studies within the educational science core and work-based education. Is three years of subject study not enough? How does the government think here?

Both teachers' unions and a number of universities and colleges and authorities are strongly critical of the government's proposal. Such a proposal can, of course, attract more people to the teaching profession, but it certainly does not raise the quality of teacher education. The proposal risks lowering the quality and jeopardizing the status of the teaching profession. The fast lanes also reduce the incentive to attend regular teacher training. The genuinely interested people do not choose the long way either.

Now it's about political decisions. The shortage of teachers is not a given by nature. The shortage of teachers is a societal problem that must be solved. You can start by pulling back everyone who has trained as a teacher, but who today works with other things. Politicians must put this issue first and act vigorously. The teacher reserve with short education is not a solution. How can such a solution be associated with increased quality?

Åsa Morberg: The art of teaching

To tell, show and write on the board. The art of teaching: A book about teachers' crafts by Filippa Mannerheim breaks a trend

Åsa Morberg

A new book makes me feel the wings of history when I read it. In the seventies, when teacher education was incorporated into the university (1977), it was debated whether teaching was to be regarded as art or science. The so-called methodology lecturers who were employed solely on the basis of skilled teachers were thrown out of teacher education because they were not doctoral graduates. With the methodology teachers, much of the experience-based knowledge that the author Filippa Mannerheim so bravely stands for also disappeared. The polarizing discussion has basically been down in favor of science. Now the traditional proven teaching methods are addressed in a new book and thus Filippa Mannerheim breaks a trend to reject teachers' experience-based knowledge.

Filippa Mannerheim, a high school teacher of Swedish and history, a journalist and well-known school debater, is the author of the book. She has written a long and well elaborated defense speech for traditional teaching methods. She really values traditional teaching methods and believes that these need more space in teacher education and in teaching.

She shares that view with many. Among others, a former Minister of Education, Jan Björklund, shared her view and reintroduced the experience-based subject methodology on 1 February 2014. A quick and unexpected ministerial decision. He saw that teachers' professional tools disappeared in favor of science with innumerable questions, scientific writing and template-like scientific essays.

Filippa believes that it is the subject that should be in focus and the teacher should be the one who teaches. The teacher should be the communicator of knowledge who teaches the subject, and she strikes a blow for the opinion that the printed textbook should be the hub of teaching.

The subject, the text and the reading are the foundation of the teaching she prescribes. It should be very quiet in the classroom. She advocates a kind of whole-class model with test pedagogy where lectures by the teacher, processing by the students, homework with homework questioning and tests are important parts. Students should learn to take notes, a skill that has basically disappeared.

Philippa's teaching method and the lesson in school are related to the church's house interrogation and the very oldest teaching methods. They developed in the 19th century into somet-

hing called the "method of the subject". In the older textbooks from the 19th century, you can see the model in broad strokes that Filippa Mannerheim advocates. The teaching method is also related to the methods taught in the primary and lower secondary school teacher seminars by the practice school teachers. They also occurred during the teacher training college of the so-called methodology lecturers and at the so-called Experimental and Demonstration Schools. That knowledge was largely experience-based. Teachers' experience was devalued, in favor of science-based knowledge. It was so called silent knowledge, ie. it was not articulated and thus not placed in a scientific teacher education.

Filippa Mannerheimer returns to the basics of the teaching profession. It is strange how these were thrown out of teacher education in favor of scientific methods? Why do experience-based teaching methods no longer have a place in teacher education? In other vocational training, experience-based methods are not rejected.

These are an interesting and exciting ten chapters to read. Are teaching methods bad because they are based on proven experience? No, of course not. The book "The art of teaching" is much appreciated by today's teacher students who lack much in their vocational training of teachers' tools and of course it will be appreciated by already trained teachers who grope for working teaching methods.

Carl Olivestam: The dimensioning of teacher education

The dimensioning of teacher education is similar to camel backs in a caravan

Carl E. Olivestam

Considering Åsa Morberg's article: The shortage of teachers is no longer alarming.

Åsa Morberg has in the last Newsletter of 2021 argued for abolishing the state control of the dimensioning of teacher education. I give my consideration here in the 2022 first Newsletter.

I completely agree with Åsa Moberg that the state control of the dimensioning of teacher education during all the years I have been a teacher trainer is similar to camel backs in a caravan in the desert. Moreover, the school should be able to expect a more adequate adjustment between supply and demand for teachers within the Swedish school system. All the available statistics that can and should be ordered should guarantee this.

Statistics without help

Furthermore, statistics have shortcomings and are not reliable. I made my debut as a teacher educator at Uppsala Teacher Training College, a year after being a teacher candidate there myself. It was the beginning of the 1970s. I was involved in training 1500 primary and middle school teachers according to the new system that was just introduced at the time. Four years later, a government report based on recent statistics came out stating that soon it would be a surplus in this category of teachers.

The government intervened: Cross-braking took place and this kind of education was dropped in Uppsala, elsewhere it was slowed down. No surprise, lack of these teachers arose ten years later. How was this miscalculation possible, based on statistical assessments of supply and demand? I lived close to my teacher candidates, we not only had lesson contact but in projects we stayed in camp schools with overnight stays and sometimes also the religious education located in Israel. Many of the candidates told me that they did not intend to remain teachers until retirement. But the statistics had assumed just that in their calculations. And many

of my students I met after some time had definitely chosen a different career path. And the reason why they chose teacher education was as a safety precaution: If they were to fail in their dream career, they could always become teachers. Further examples of national management in the education system can be found in the Principal's program (in-service training for school leaders) and VAL (Further training of teachers). The national influence is limited to a number of criteria, but there is no possibility for follow-ups and the outcome shows large differences between the different universities.

Local wise old men and women

Åsa Morberg now claims that the problem with the camel humps in the government's control of the dimensioning of teacher education could be solved by leaving the decision making to the local higher education institutions. She claims that the "wise ones" are at the local level, while at the national level they are too far from reality.

Let me make a counterfactual transcription of what happened:

If the Uppsala University of Education had to decide on its teacher training programs, the primary and secondary education would definitely not have been discontinued. It should have remained. The same goes for the other teacher training institutions. Because no local educational institution had any insight into how this would strike at the national level. In Uppsala, we claimed that this teacher training was based on proud traditions and should of course remain. On the other hand, no more places of education should be established with teacher training, such as Gävle and others, that lacked all educational tradition and access to the most prominent teacher trainers with the highest academic merits. Moreover, I strengthen this hypothesis by the opposition that Uppsala University showed before founding a fifth university in Umeå, which was added in 1965. And I myself had to fight against the theological faculty at this university responsible for establishing theology at Umeå University in the 1980s. Not to mention what has happened after the school was communalized in 1985. It is also not encouraging to see how things have developed regarding equality between schools since then. More and more people realize the big mistake, more and more people want to reintroduce government control.

Local patriotism or a national holistic view

Furthermore, the local universities devote themselves to local patriotism. The universities were added with the motivation just to strengthen their local region. Teacher education is not a local issue, it is largely national. And time does not speak for a local control of teacher education. This means that, as in the case of the school, a governmental supervisory authority must be established, similar to the Swedish Schools Inspectorate. The same should apply to the Rector's program and VAL. Even better, if a coordinated view can be introduced regarding educational standards with a common principal at the same control body.

I have difficulties in accepting Åsa Morberg's argument: "that there are wise local teacher educators, local statisticians, local strategists, interested municipalities around the universities" who would be wiser than those who are responsible at the national level. Sweden is too small a country to shake out as many wise people from its population as would then be needed. And her final argument that "Local decisions about dimensioning can absolutely not be more wrong than it is today" shows a lack of sharp arguments. It is the national decisionmakers who have driven the establishment of the small universities and their teacher training. The decision makers of the established local teacher education programs would never have dreamed of that. They did not want competition.

About change - which one?

A change might be desirable, but with a completely different reform. Previously, teacher training was a vocational education subordinate to the National School Board. The same head as for the schools. In connection with the transfer of teacher training to the university's domain, it increasingly became an academic education. This has become a problem for the content of teacher training. The craft has been toned down in favor of a theoretical orientation. Methodology was reduced to didactics and pedagogy. A more urgent reform thus applies to the content in favor of freeing teacher training from the academic overcoat and returning the the National Agency for Education as the common principal.



Åsa Morberg: Alarming shortage of teachers again - response to Carl E Olivestam

Alarming shortage of teachers again - the government must let go - response to Carl E Olivestam

By Åsa Morberg, associate professor

Thanks for an interesting rebuttal, Carl! The metaphor of the camel caravan is interesting. You are absolutely right that I should present more statistics. I take recapitulation and some examples in my answer. I would like to say at once that I have not in any way changed my opinion on the substance of the matter. The government and the politicians in the Swedish Parliament actually need to let go. Every clumsy politician has something to say about teacher education. So now we have an alarming shortage of teachers again. Not so long ago, there was a large and threatening surplus of teachers. I am strongly critical of both the governments dimensioning and the government's location of teacher education.

I will not respond to what is said about the need for a new principal for teacher education. I mean that teacher education actually belongs in the university, because the teacher education must also be built on a scientific basis. Unfortunately, the university has thrown out most of the practical experience-based and necessary professional knowledge and that has caused a catastrophic damage to teacher education! (I will present an article on this shortly.)

It cannot be an insurmountably difficult task to plan for a better balance of supply and demand? We have access to good statistics and we know a lot about teachers' propensity to serve. I stubbornly and persistently argue in this answer to Carl E. Olivestam for better and safer

local and regional basis for decisions on dimensioning and location. I believe in the possibility of simply cutting off all government control of teacher education.

The shortage of teachers is now considered to be alarmingly high and the situation is of course taken very seriously. The shortage of teachers will probably be even greater than previously thought, new figures show (Statistics Sweden, the Swedish Teachers' Association and the Swedish Teachers' Association). By 2025, there will (probably) be a shortage of over 65,000 qualified teachers in the schools. There are different numbers given in different studies. Statistics (from Statistics Sweden) also show that it has become increasingly difficult to recruit teachers, which reflects the low number of applicants for teacher education, especially in certain subjects for a long time.

The background to these proposals from the National Agency for Education is that every fifth person who works as a teacher does not have an adequate and relevant teaching degree. Every third teacher in primary and secondary school lacks certification and qualifications in the subjects they teach. At the same time as many teachers are retiring, there is still low application pressure for several of the teacher educations. All in all, this creates a shaky situation in terms of teacher supply and demand. This also shows, in my view, overall that the government is unable to control teacher education. This has been known since at least the fifties.

For about sixty years, the statistics on supply and demand have looked like an alpine landscape, with high mountains and deep valleys, or a camel caravan in the desert. There have also been quick and unplanned jerks. Catastrophic shortages, for example, have changed in less than a decade to a large and problematically large surplus.

When I look back (on a long professional life, more than 50 years as a teacher educator at the university), all attempts at appropriate and correct dimensioning have failed. In addition, different government agencies have different images of reality, which has created great confusion. In order for the universities and municipalities to be able to use the authorities' analyses, it is important that there is consistency in the description of reality. That does not exist today.

Now to my experiences and my proposal that started a debate. When the University of Gävle lost teacher education (1986) on incorrect forecasts (the so-called Brandell investigation) carried out by Lars Brandell, we showed with local and regional support that the University of Gävle was needed as a teacher education institution and that the government data was not sufficient. I was working full time with this for 6 months. Deeper local and regional studies and deeper and more thorough analyses were needed. Each municipality investigated the need for teachers and we were able to show that the government investigation did not give a true picture. Gävle's teacher training was saved by local and regional forecasts. The University of Gävle caused the Swedish Parliament to decide to resume Gävle's teacher education.

I was also at the teacher training college in Falun as early as 1973 when the Minister of Education stated on the radio for surprised teacher educators that the teacher training college would be closed. The statistics on which this drastic decision was based were not published. Teacher training was discontinued on a secret statistical basis. I was the first to leave the Teacher Training College for the University of Gävle. Of course, it turned out that this drastic decision was wrong. The shortage of teachers in Dalarna's village schools quickly became catastrophic and teacher training resumed. The 'Dalkarlars' marched to Stockholm and when that happens you better accommodate them. It is devastating to close down the teacher training college's teacher training program and throw out all staff. The reconstruction work of the teacher education really cost money and could of course have been avoided.

Teacher education in Gävle was threatened with closure several times. It was the same pattern. Among other things, we once saved the teacher education home by coordinating the class teacher education with the leisure educator and preschool teacher education. So-called joint basic education for the pedagogical professions. It turned out every time Gävle was threatened with closure that there was an incipient surplus, which was quickly replaced by a catastrophic shortage. This does not give confidence in governmental forecasts. Gävle was certainly not alone in repeatedly experiencing the threat of losing teacher education. Härnösand, Kalmar, Falun, etc. were also in the circus.

I see alpine landscapes or camel caravans. I have international experience from my years (6 years) in Brussels. I do not know any country having the same situation as Sweden when it comes to dimensioning of teacher education and therefore I claim to release all restrictions regarding dimensioning and location. Submit to the local higher education institutions to decide on the dimensioning of teacher education. There are wise teacher educators, local statisticians, local strategists and many interested municipalities around the universities that can also actually collaborate in networks to obtain better stability.

John Fletcher: Which role do the local chapters have?

Which role do the local chapters have?

John Fletcher

The covenors of the local chapters meet regularly to discuss the various local activities in Strömstad, Göteborg, Malmö/Lund, Stockholm/Uppsala and Falun.

Different issues arose during our latest meeting, on January 18, 2022, about our activities and about the Academy's work in general. I would like to bring some of those questions to your attention in the hope that we might start a broader discussion.

The first issue concerns the Academy's basis of geographical criteria in establishing the chapters, or if we should use the individual member's area of interest/research subject as a criterion instead. This would make it easier to gather chapter members around shared areas of interest, but would reduce the opportunities to use the Academy's wide span of research in interdisciplinary work. This disadvantage might be somewhat overcome, though, by enabling the members to participate in more than one chapter.

The second issue concerns the individual member's ability to identify other members' with relevant subject- och project-orientation. Currently, the only method is to go down the list of members on the Academy website, and there, the members are listed in alphabetical order, forcing the search to cover an average of 40 – 50 names to find the desired contact. (This isn't made easier by the fact that less than half of these members have submitted a personal CV! This makes a search more difficult – and is bad for the Academy's image!).

It would be a relatively simple matter to make available an extract from the membership files, showing name, areas of specialty and interests, mail address and phone number. I believe that it would be possible to make such an extract searchable.

A third, and broader issue is the Academy's ability to match the criteria applied by a potential financier. The first two questions posed by the reviewer are likely to be:

The first question appears to be easy to handle for an applicant. He/she 'simply' needs to identify the right financier and to describe the project in a relevant manner.

The second question is more difficult. The financier is likely to apply partly different (and wider) criteria when looking at an application for financing an administration compared to the traditional application regarding a specific subject matter. We need more information on this subject and need to talk with potential financiers.

This also raises the issue of the Academy's willingness to take risks. Simplifying the issue, one might say that there are two ways to approach risk: sifting away "risky" projects before they are allowed to start – or developing the ability to handle the (probably few) projects that have gone wrong.

I believe that a greater willingness in our 'management' to take risks is vital for the Academy's development and ability to recruit new members.

KG Hammarlund: Är det inte dags att lägga bort titlarna

Isn't it time to drop the titles?

KG Hammarlund

Strömstad Academy is unique in many ways. One of its characteristics is that its fellows are not merely Fellows (as in most academies) but also receives an academic title, based on their academic qualifications and/or positions.

However, the abundance of titles awarded is not unproblematic. There are at least five objections to current statutes and practices:

- Firstly, it is inappropriate for the Academy to award titles that are normally linked to a position or employment. It is also superfluous - a fellow's academic competence always comes with a lifelong title, regardless of position or employment;
- secondly, some of the Swedish titles awarded are created by an approximate translation of a Swedish title to the corresponding title at higher education institutions in the US and then re-translated into Swedish. However, there is rarely any exact correspondence between the services and degrees in different countries – such a translation chain can give misleading results;
- thirdly, the flora of job titles at Swedish universities has changed over the past decade through the establishment of new job titles and the abolition of old ones, which makes the Academy's titles difficult to understand or misleading;
- fourthly, the present use of titles suggests a difference in rank between fellows which can be questioned not only in itself but also because the given titles do not necessary correspond to competence and experience;
- finally, Strömstad Academy has been hit by a negative spread of rumours where it has been claimed that by applying for membership you can "buy" a professorship.

We all have permanent titles that reflect our academic competence

If the Academy in the future refrain from awarding titles linked to non-existent positions, all fellows will of course still retain their academic degree: Bachelor, Master, Doctor. The Swedish Docent title (that also exists in a few other European countries) can also be regarded a lifelong title of competence, since it is not linked to any employment and does not require a position at the university that awarded it.

The title Professor is a special case. It is basically a title dependent on a position – a “chair”. However, it has traditionally been regarded as a competency title (“Once a professor, always a professor”). This is also reflected in the fact that many professors after retirement use the title “professor emeritus/emerita”. Some universities have systems for affiliating emeriti, often with a time limit, but the traditional right to use the title is not dependent on such an affiliation.

That a professor retained (with a supplement) his or her title after retirement was unproblematic at a time when tenured positions were irrevocable. Today this has changed with the creation of temporary professorships (guest professors, adjunct professors). Today, it is thus not at all uncommon for people of working age to have a terminated employment as a professor in their baggage. However, they do not have an official title of professor, nor do they fit into the tradition of using the title professor emeritus/emerita after retirement. On the other hand, they may very well present themselves as “former professor”.

On translation problems

Translations can never be more than approximate for the simple reason that degree and employment schemes in different countries differ. This becomes clear, not least in a comparison with American universities. Often (but not always), the difference between an American assistant professor and an associate professor is that the former is a non-tenured position as part of an academic career and the latter a tenured position. Approximate equivalents in today's Swedish university could be the tenure track-position “biträdande lektor” and a permanent position as “lektor”. However, this does not cover all variants in the US academic system where one can find both tenured assistant professors and non-tenured associate professors.

The Swedish Council for Higher Education has commented upon the difficulties of finding equivalents when translating academic titles. The Council's Swedish-English Dictionary thus notes that “In translations that refer to North American conditions, either assistant professor or associate professor can be chosen as the equivalent of lektor, depending on the holder's qualifications”. When it comes to the title docent, the dictionary notes that “Since the Swedish title docent is a mark of competence rather than an employment, it is in some contexts less appropriate to use the English terms reader and associate professor.

On academic titles

In Sweden, only a few academic positions (and their titles) are defined in the Higher Education Ordinance. Alongside these, a plethora of titles have emerged as a result of deregulation in recent decades, especially after the 2011 revision of the Ordinance.

The title biträdande professor is used today at Chalmers University of Technology, Karlstad University, Linköping University, Luleå University of Technology, Borås University and Halmstad University, among others. The requirements for these positions might vary since they are stipulated by the respective institution. There might thus be a discrepancy between what the title represents at Swedish universities and at Strömstad Academy. Our statutes contain the title assisterande professor, which has no counterpart in Swedish higher education institutions (although it exists as a tenure track-position in Finland). The titles forskarassistent (research associate) and forskningsassistent (research assistant) have been abandoned by most, if not all, higher education institutions.

On rank

Personally, I find it appealing that all fellows of an academy are fellows, pure and simple, and thus on an equal footing, with a president (or in our case a vice-chancellor) as a primus inter pares. In my view, everyone in the academic world deserves the same degree of respect – the

merited professors for their knowledge and experience, the students at the undergraduate level for their curiosity, their eagerness to learn and for their potential future achievements. A hierarchical system where there's a ladder to climb may well be reconciled with academic equality, but it might also erode it. If one insists on maintaining the levels, they should at least correspond to real knowledge, experience and competence. An anomaly in the academy's current system is thus that the title "assistant professor" depends on an ongoing or previous position as a university teacher (lektor). According to our statutes, a PhD who during her career has been active in, for example, a research institute is, however, (regardless of the amount or quality of the research in question) qualified only for the title research associate – traditionally a tenure track-position for a recently graduated PhD. This is an example of how our current title practice does not correctly describe the fellows' competence and experience.

On "buying" a professorship

Personally I find this a rather weak objection to the current title system. However, I know that Strömstad Academy has been criticised along those lines, and even unfounded criticism tends to stick, being difficult to get rid off.

In our current system, where an appointment as a Professor presupposes that the person in question has either held a position as a professor or after an independent review has been found fully qualified for such a position, it is hardly possible to claim that the Academy awards professorships to unqualified persons.

The titles Associate and Assistant Professor are more problematic. Admittedly, the prefix of the titles indicates that they denote something else than a "full professor", but it cannot be taken for granted that the general public is aware of such distinctions. Another problem is that there is no clear correspondence between the titles used by Strömstad Academy and those that can be found in other institutions. The title biträdande professor (Associate Professor at Linköping University is thus not seen as the equivalent of docent and is not automatically awarded to docents. The title assisterande professor (Assistant Professor) cannot be found at any Swedish universities. Our use of these titles thus entails a certain risk for the (fundamentally incorrect) view that it is possible to buy a professor's title from Strömstad Academy.

To summarize:

In order to avoid the negative consequences and unfortunate misunderstandings that Strömstad Academy's current title system may give rise to, and, even more, important, in order to emphasize the Academy's character of a community where its Fellows can meet on an equal footing, my opinion is that the Academy's statutes should be changed so that we in the future appoint Fellows of Strömstad Academy – nothing more, nothing less. Anyone who so wishes can of course use the title of Fellow alongside the academic title he or she is already entitled to, for example:

- NN, Professor emeritus in general and comparative linguistics, Fellow of Strömstad Academy;
- QQ, Fellow of Strömstad Academy, former Professor at Linnaeus University;
- XX, Docent (Lund University), Fellow of Strömstad Academy;
- YY, Fellow of Strömstad Academy, Docent (Particle Physics);
- ZZ, MA (Sociology), Fellow of Strömstad Academy

and so on.

Of course, such a change of statutes cannot be applied retroactively - it is not a question of revoking the titles that hitherto have been awarded to our members.

So what about Honorary Professors?

A logical consequence of a change as suggested above is, obviously, that Strömstad Academy in the future will award the title of Honorary Fellow, not Honorary Professor.

In Sweden, Strömstad Academy is unique in our use of the title Honorary Professor. The Royal Swedish Agricultural Academy, The Royal Swedish Academy of Letters, History and Antiquities, The Royal Swedish Academy of Music, and The Royal Gustavus Adolphus Academy for Swedish Folk Culture, all award honorary Fellowships. The title Honorary Professor does exist at several foreign universities, e.g. in the United Kingdom, Germany, Denmark, and the US. The title often (but not always) presupposes professorial competence or equivalent. In Germany, the title of Honorary Professor can thus be awarded to persons without "Habilitation". At some British universities, such as University College London, the title Honorary Professor is also awarded without requiring a previous professorship. In the USA, the title is used relatively freely and has been awarded to donors and chairmen.

Within Strömstad Academy, the view has been expressed that only those who already hold a Professor's title are to be considered for being appointed honorary professors. My personal view is that such a restriction is unfortunate. An honorary fellowship is a recognition that ought to be accessible for anyone who has made important contributions to knowledge areas of importance for Strömstad Academy and/or our research fields. A comparison can be made with the award "Professor's Name" (originally "Professor's Name and Dignity") which is awarded by the Swedish Government "as a reward to such efforts outside the academic world that have great public educative or otherwise beneficial significance". Academic degree or experience is not a condition, even though many who have been given this award have been PhDs, docents, and perhaps also professors.

I welcome a continued debate on the issue of titles in Strömstad Academy and I hope that such a debate will constitute a basis for a proposal to amend our statutes at the next annual meeting.

Docent and Fellow of Strömstad Academy

KG Hammarlund

Gudmund Bergqvist: Recension Kevin Sabet: Smokescreen

Kevin Sabet: Smokescreen. What the marijuana industry doesn't want you to know

Forefront Books 2021

Gudmund Bergqvist

Kevin Sabet has been an active researcher and debater on drug policy for more than 25 years. He has been an advisor for several administrations on these issues. He is the leader of SAM (Smart Approaches to Marijuana). He was one of the keynote speakers at the Förebygg Nu (Prevent Now) conference 2021 in Gothenburg and is affiliated with Yale University.

He presents an overview of how the situation has ended up with more and more states legalizing Marijuana even though it is not approved federally. Often the beginning has been a struggle for so-called medical marijuana and then this has widened and an opinion been created in favor, and through referendums there has been a legalization of "recreational marijuana" for those over the age of 21. In the background have been strong economic interests that through large financial contributions, media campaigns, misinformation e.t.c. supported lega-

lization as well as corrupt or disinterested politicians and a generally naive approach to the issue. Legalization has been pursued in some municipalities in the states where, however, the majority of municipalities are opposed to legalization.

The book is written for the public in a very casual style and provides a historical overview. Here are chapters as "Becoming a full-fledged movement" "perpetuating social justice", "inconvenient truths" "what has been unleashed ", " public health crisis, "a red herring" "an intolerable habit", "what more in the Pandora's box."

In a barely 50-page appendix, the follow-up results of legalization are accounted for. This shows an increase in the number of road accidents and hospital admissions, mental and physical illness (25% increase in cannabis use in 12-17 years old), and how only 25% of marijuana sales were made by the "legal stores, increased costs for the states." All this is in contrast to the promised improvements that would take place in the legalization according to the campaigns. He also warns against warping i.e. cigarette spray is used for give concentrated THC, as well as edibles containing high % THC (drinks, cookies, sweets, etc.). Negative effects on the environment with impurities and water deficiency caused by the cultivation are other effects.

He then gives a number of advice on how to deal with the problems. Such as a pause in future decisions and extensive follow-up, disclosure of risks and of the forces driving i.e. Big Marijuana, as well as accurate statistics This on a large scale regarding hospitals and healthcare facilities of various kinds, school results, traffic accidents, effect on working life as well as the total cost to society, etc. so politicians will be able to make rational decisions. Objective information to the public and especially young people is needed.

Advertising of marijuana should be restricted. He compares Big Marijuana to Big Tobacco and how to deal with it and not let them get away for a long time like Big Tobacco did.

At the end, there is an extensive reference list of 355 references.

In conclusion, an interesting book that shows the need for analysis, studies and resistance to naive libertarians who advocate marijuana but also against the ruthless Big Marijuana.

Jens Allwood et al: Seminars at Marston Hill in Mullsjö

Seminars at Marston Hill in Mullsjö

Jens Allwood, Elisabeth Ahlsén, Gudmund Bergqvist

The West Sweden Local Chapter of Strömstad Academy invites all interested members of the Academy to discussion seminars at Marston Hill in Mullsjö

During the spring of 2022 we plan to arrange discussion seminars at Marston Hill in Mullsjö (see marstonhill.com & marstonhill.se). The seminars aim to be in a hybrid form, so that those who can/want to can participate on site with board and lodging but with a possibility for certain participation also via internet.

The seminars are planned to take place lunch to lunch, including two luncheons, dinner, breakfast, coffee in breaks, evening get-together and accommodation one night. The price will be 1500 SEK (cost price). For a presentation, please see marstonhill.se.

The seminars can potentially be the point of departure for multi- or interdisciplinary anthologies.

But before we can decide on dates etc, we would like to discuss and decide on topics for the seminars. The following topics have, so far, been suggested:

- Threats to democracy
- Migration and integration
- Objectives and values in the UN SDG Agenda for 2030
- Life on our planet after Covid
- What changes are needed in different sectors to attain “sustainability”?
- The purpose of Strömstad Academy
- Final discussion of the Anthology on Research Methods

We now wish to ask you, if you are interested in participating, to show your interest by writing if you want to participate on site, only digitally or, depending on the circumstances, any of the two alternatives. We also want you to choose one or more of the topics on the list and/or suggest another topic that you would like to discuss. Send your reply in an email to jens@allwood.se (preferably also to eliza@gu.se and gudmundbergqvist@hotmail.com)

We will then list the topics that have attracted most interest and suggest dates.

Welcome!

Jens, Elisabeth, Gudmund

