

## SUMMARIES IN ENGLISH

### *Lone & Benny Karpatschof: Parents without ability to raise children*

Based on the practical experiences in a center for treatment of psycho-social problems in child rearing families the article attempts a general psychological understanding of the interconnections between attachment in early childhood, the development of emotions and the ability to raise children in adulthood. In short we are after the generational transmission of personality traits in the family with the intention of developing methods for breaking the ominous psycho-social inheritance in the so-called problem families.

### *Dorte Marie Søndergaard: Person related and object related activity*

In activity theory the conceptual framework is developed using a binary and hierarchical approach in the reconstruction of the culture-historical evolution and by focusing on the development of tools as the very origin of human species. One of the results is subordination of person related activity (as a non-specific human configuration) below object related activity. The specific character and importance of person related activity for the human species is thereby concealed.

It is suggested that the hierarchical approach should be avoided. Three kinds of activities should be conceptualized non-hierarchically: 1. the object related activity, 2. the person related activity and 3. the activity related to social structures. Analytically it would be possible to regard the activity types as independent aspects with specific characters; but emphasis is put on the fact that neither of the activity types can be understood as universal in the human and social context. They are equally important and integrated aspects of human activity, whose mutual relative manifestations would be subject to contextual variations.

### *Søren Willert & Benedicte Madsen: Becoming parent against your will. On the break-through of the parent role in consultation*

The article deals with certain borderline cases in consultation, in which a breakdown of contract between consultant and client system takes place: The consultant openly expresses criticism or gives authoritative instructions for action, thus acting as parent. These situations occur when the client system is (1) regressing, i.e. behaving childishly in destructive ways, (2) »coming close to the abyss«, i.e., not realizing that the welfare of the system is threatened, or (3) trespassing moral boundaries. The unreserved ascription of autonomy (»adulthood«) to the client system is one basic prerequisite in doing consultation work. This autonomy is disputed when the parent role breaks through. The consultant experiences that the break-through is wrong, though at the same time justified - something he cannot evade without losing part of his own humaneness. Various professional and ethical traps and dilemmas, that can result from the parent's break-through in consultation work, are discussed.

*Knud Hjulmand: The importance of the facilitating environment: An introduction to the work of D.W. Winnicott*

In recent years the work of the British psychoanalyst and paediatrician D.W. Winnicott and his contributions to the so-called object relations theory have enjoyed increasing interest. It is argued that Winnicott is one of the most original and influential figures in post-war psychodynamical tradition, on a par with Klein, Bion and Lacan. Winnicott's works and original concepts are presented. An examination of Winnicott's theory on early emotional development in relation to the child's facilitating environment is the principal part of the paper, specifically the turning point in development where the infant is moving from a dependence of the mother's empathic »holding« to higher integration and independence. In specific relation to this crucial process Winnicott with his concepts of transitional phenomena and objects has examined the basic aspects of human object relating which in turn determine later object relationships, including the treatment setting. In addition to theory the article examines Winnicott's views on therapy; finally Winnicott's works and influence are related to his personal background and to the evolution of the psychoanalytical movement.

*Kirsten Nøhr: Upbringing and Treatment: Towards Normality?  
From degeneration to psychopathy to ...*

This article investigates views on psychic and social disorders found in children and young people, and the treatments described, established and practised in Denmark in the period 1909-1940. It is the author's contention that while greater knowledge gradually contributed to more humane practices in this period, these advances were accompanied by increasing categorisation and control of individuals. Through the study of contemporary documents, this work intends to provide an historical foundation for theoretical clarification of this field of treatment. The methodological basis for this study is inspired by Michel Foucault's archaeology of knowledge.

*Anne Mette Kruse: Why Single-Sex Pedagogy?*

In setting up »Project Girls' Class - Boys' Class«, an ongoing developmental project about gender equity, the teachers, a woman Lotte Rasmussen and a man Erik Wittrup have mixed their two classes and segregated the girls and the boys for longer or shorter periods or for a whole term in certain subjects thus giving them space and tutoring on their own terms - so to speak. It started in 1987/88, when the pupils were ten to eleven years old. Here for the first time they were segregated for two months. The involved girls have developed self-confidence and love to be in their girls'-only setting whereas it is the teachers (not all the involved boys themselves) that find that the boys' class can provide important learning experiences for boys in raising their awareness of values and attitudes - both among the boys themselves and in relating to the girls. I have observed and learnt about the amazing empowering effects this and other similar projects have had - especially on girls - but also on a number of boys involved. No other pedagogical strategy with the aim of countering gender inequity has in my eyes had such impact on the participants, teachers, pupils as well as others, whom the participants relate to.

*Kirsten Grønbæk Hansen: Mathematics in vocational education. Cultural and subcultural meanings and the student's interpretations*

The background of this paper is an empirical study of mathematics in vocational training and education. The young people's interpretation of the cultural meaning of mathematics, depending on their gender and future social affiliations, was used as a clue to the subjective meaning of mathematics. The meaning of mathematics, the recontextualization of it in the educational system, and the loss of ontological reference are demonstrated to be significant factors in the process of learning.

*Ellen Nørgaard: Progressive teaching, before now and in the future*

New education was introduced in Denmark in the twenties. Periodicals were published, organizations established and experimental classes started. The most important were the classes at Vanløse School in Copenhagen. Here the children had freedom of movement at speech and the curriculum was developed from a Montessori inspired teaching material and the experiences and ideas of the children. The classes functioned well, but after four years they were closed down by the school board of Copenhagen.

At the same time New education was transformed into a programme of reforms. Co-education, introduction of creative arts and abolition of corporal punishment are examples of this programme. As the programme was worded and the political work started, the dream of New education faded.

Nevertheless central concepts have survived and are now elements in progressive teaching. Progressivism of today protects the child as did New education and that is what progressivism always have done. The question therefore arises whether there still is and always have been a tension between the claims of the school and children's human development? If this tension is constant New education should not be regarded as a criticism of past authoritarian times, but as a manifestation of a still vivid and constant criticism of Western civilization.

*Sven Erik Nordenbo: The challenge of the movement against education*

Following the Student Revolt in Western Germany in the 1970s an educational movement was created with the name of »*Anti-pädagogik*«, i.e. »The Movement Against Education«. This movement is even today still active and discussed. The article analyses some of the movement's central ideas and tries to expose the rationale behind them.

First, the inspiration which »*die Anti-pädagogen*« received from the antipsychiatric movement is considered. To illustrate how the Movement Against Education perceives an ordinary educational context an example of a day-to-day educational interference is discussed. This example shows which of the educational elements the Movement Against Education considers as outrageous, and motivates its demand on abolition of all educational activity.

It is concluded that the Movement Against Education raises questions about the general understanding of educational theory and practice today, in particular: How do we justify educational interference and compulsion when we cannot any longer refer to »natural asymmetry of the educational relationship«, »natural development«, »absolute values« or a belief in »predictability of the future«? – This is the challenge of the Movement Against Education.

*Jan Kampmann: Education and modernity: the relation between teaching and upbringing*

This article intends to trace the relation between teaching and upbringing, or education as a vocational versus a liberal enterprise, and discuss how this has been reflected in educational policy and public schooling since the end of the 1970's. The pedagogical discussion will be interpreted in relation to the impact of modernity on educational reform. In many respects the Danish educational debate has a lot in common with the American debate, where the Right wing has set the agenda. Effectivity is a common codeword, calling for a return to a core curriculum and a strengthening of the cultural legacy. Out of a critical pedagogical concern the shortcomings of such initiatives are discussed.

*Lars Jakob Muschinsky: Limits of rationality – on the credibility in education*

The article sets out from the intentional understanding of the concepts 'education' and 'teaching'. Having noticed the reasonable but limited point in this concept, the article discusses the significance of the notion of the rational discourse in the way researchers and teachers treat practical work of education. In this context it is pointed out that the credibility of the teacher in many ways is the central issue in educational work, and that it may be hidden by the ideology of the rational discourse.

*Svend Erik Nordenbo: EX AUDITORIO – 13.9.1991*

The article presents the author's oral opposition presented at Bo Jacobsen's defence of his dissertation for the doctorate. It contains »three main criticisms« and three »diagnostic remarks«.

First, it is shown that the dissertation is based on an »educational model« which is, in fact, a model of educational evaluation. It is shown that the model cannot work by the candidate's analyses of the concept of need. Secondly, it is claimed that the candidate in an irregular way employs incoherent concepts from heterogeneous theories. And thirdly, that the candidate applies Karl R. Popper's philosophy of science in an improper way.

The three »diagnostic remarks« draw attention to some general lessons which can be learned from the present work: (1) educational theory cannot take over day-to-day educational paradigms; (2) it is at present in educational research not profitable, theoretically, to cover a very broad section of the educational world as this approach tends rather to become an educational programme than an educational analyses; and (3) that we have first and foremost in research on adult education to analyse subject content and instruction rather than adult education »in general«.