

Program Sandbjerg 6.-8. September 2024

Wednesday 6/9

16-17.30: Arrival and Check in.

18.00-19.30 Welcome and dinner

19.30-20.15: **Keynote: Ning de Coninck-Smith**

Professor, School of Education, Aarhus University

What's it all about, Alfie? Why women and higher learning? Questions, methodologies, and potentialities

Women have historically been part of the world of higher learning, as students or as providers of knowledge. However, women's access to education have often differed from that of men's and likewise have certain forms of knowledge often been coded as either feminine or masculine. Many women have furthermore been trained outside of universities, within families, monasteries or in private institutions to become teachers, nurses, or missionaries. Thus, women have often fallen outside of the classical historical writing of higher learning.

My presentation will introduce to the ideas behind the research project *Women's university – Aarhus University 1928-2018* and point to some of our preliminary findings. Next, I will present a case study about the entangled private and academic lives of the Danish literary scholar Greta Hort (1903-1967) and the Czech geographer Julie Moscheles (1892-1956) to illustrate some of the empirical and methodological challenges, when studying how gender intersects with becoming a scholarly persona.

20.15-21.00: Coffee

Thursday 7.9.

8-9: Breakfast

9.00-9.10: Good morning

9.10-09.50: **Keynote: Rebecca Rogers** Breaking into higher education: moving beyond the study of female pioneers (19th-20th centuries)

Professor, Centre de recherche sur les liens sociaux, Université René Descartes, Paris

In this talk I would like to consider how the study of women's access to higher education has opened up a series of fruitful discussions while for the moment leaving certain areas of investigation understudied. Using the example of scholarship on French women "pioneers", I will explore the evolution of approaches that initially focused on the institutional and cultural obstacles as well as the strategies that individual women deployed to enter higher education. I will then consider how transnational, international and comparative approaches have generated studies that focus on mobility, associations and networks. Finally, I am interested in pursuing the study of women in higher education through the lens of those women who became professors, concluding with a case study of a pioneering sociologist of education whose appointment as a professor at the University of Paris 5 in 1970 placed her in a position to define the shape of the emerging field through the direction of over 140 dissertations. This case study questions what is gained through the gendering of the study of doctoral supervision. My focus will be on French historiography, which is less integrated into feminist historiography written in English, in an effort to establish connections with other (national) approaches.

09.50-10.00 Questions and comments

10.00-10.15: Break

10.15-11.15 Theme 1 "A room of one's own"

- Heather Ellis: Mapping the Spatial and Conceptual Geographies of the Manchester Literary and Philosophical Society, 1780-1850
- Rebecka Görandotter: A Time for Scientific Dreams: The First Women Doctorates' Scientific Movement 1880–1950
- Johanna Sjöstedt: "Knowledge in movement(s): The women's circles at the Nordic Summer University 1971-1990".

11.15-11.20 Short Break:

11.20-12.00: Theme 1: Questions and discussion

- **Discussants: Christian Larsen & Rebecca Rogers**

12.00-13.00 Lunch

13.00-13.30 Theme 2 – Primary school in the 1800's. New perspective on the female teacher and her students.

- Agnes Hamberger A gender analysis of the Swedish Primary School 1840–1919
- Christian Larsen, Senior Researcher: Work or profession? Primary school teachers 1860-1900

13.30-13.50: Theme 2: Questions and discussion

- **Discussant: Ning de Coninck-Smith**

13.50-14.00: Break

14.00-14.45 **Theme 3: Uncounted, unseen or overlooked – bringing forth women’s participation in education and the work force**

- Åsa Broberg et al.: “The invisible history of women’s vocational education.”
- Johanna Overud: “The man on the roof? Gender, work and education in the chimney sweep-profession”14:30-15.15
- Marianne Høyen: A study of women’s educational pathways into and within retail careers

14.45.15.00: **Theme 3: Questions and discussion**

- **Discussant: Pernille Svare Nygaard**

15.00.15.30: Coffee/tea & Cake

15.30-16.10: **Keynote Julia Horne** Women’s Place is in the home. Or is it? Higher Education Reform in Post-war Australia

Professor of History, University of Sydney.

Universities, in the institutional form that emerged in the 20th century, are crucial to a strong and vital society and economy. They contribute in significant ways to the transmission and production of knowledge, the formation of expertise and the shaping of society. My paper will explore a key educational moment in post-war reconstruction in Australia and its effect on women’s participation in higher education. Furthermore, I wish to develop the gender dimension around the idea of reconstruction through higher education especially at a time when feminine conservatism was manifest.

In Australia, from 1943 during the height of the Pacific War, the Commonwealth government clearly defined the education mission as essential to the economic reconstruction and social and cultural regeneration of post-war Australia. From 1943, there was focused thinking at the highest level of government about how higher education might help in postwar reconstruction. In fact, this new education-centric way of thinking became one of the main pillars of Australia’s postwar program which initiated the 1943-45 Curtin-Chifley reforms (named after successive Australian Labor prime ministers).

I will investigate two of those reforms. One, a university scheme for the education of ex-service men and women (the Commonwealth Reconstruction Training Scheme, CRTS) that doubled total enrolments over a period of 9 years, transformed student demographics, and introduced policies on how to manage this expanded student population. And two, the introduction of merit-based undergraduate and postgraduate university scholarships for civilians which included a living stipend, with the aim of ensuring an enhanced and increased workforce for the social, cultural and economic regeneration of post-war Australia. Both schemes impacted women’s enrolment, but in surprisingly different ways.

There is no surprise that the largest uptake of CRTS scholarships were by returned servicemen, though it was also a conduit for returned servicewomen. My interest lies in how the CRTS broadened professional options for many men who may not have otherwise gone to university, yet narrowed options for women. I’m interested in how the CRTS reconfirmed the masculine ‘war hero’ ideal, while broadening professional opportunities for ‘ex-servicemen’. At the same time, the

new Commonwealth civilian scholarships increased opportunities for non-service women to be educated at university so that they might lead economically, socially, and culturally productive lives either in the workplace or, ultimately, in the domestic sphere.

The paper draws on my investigations and data sets for a project currently funded by the Australian Research Council.

16.10-16.20: Questions and comments

16.20-16.30 short break

16.30-17.00: Theme 4 “Higher learning – the academization of female professions and care work”

- Pernille Svarre Nyegaard: Home Economics in Higher Education 1945-1968 – Women on the Border between Profession and University.
- Astrid Elkjær Sørensen: Academization as a road to higher status? – Case study of the Danish pre-school teachers 1991-2023

17.00-17.30: Theme 4: Questions and discussion

- **Discussant: Johanna Overud**

18.30-20.00: Dinner

20.00-21.00: Coffee or tea

Friday 8.9.

8-9 Breakfast Room check out 9 AM

09.00-09.50: **Keynote Marilyn Booth:** Language, citizenship, and gender rights: the dawn of the Egyptian University

Khalid bin Abdullah Al Saud Professor for the Study of the Contemporary Arab World
Faculty of Asian and Middle Eastern Studies, and Magdalen College, University of Oxford

Are women foreigners? When Egyptian women and Syrian women resident in Egypt demanded a part in the new Egyptian University (1908), there was both resistance to the idea, and receptivity. The male founders wanted to support the request for ‘female lectures’ but to do so, they settled on bringing a French educator to Cairo to head it. Adolphe Couvreur delivered two lecture series in French—thus, one of the very first lecture courses ever held at the Egyptian University was on women’s history. But local women agitated for Arabic-language lectures focused on local issues as more useful to a larger audience of women. By focusing on the issue of university lectures for a female audience, this talk addresses the nexus of ‘language’ and ‘women’ as central to Arabophone rhetoric on the meanings of ‘modernity’ and ‘civilisation’—concepts that came together in debates on education, from primary to university, and the place of ‘the foreign’ in Egyptian life and governance. The lecture goes on to juxtapose the presence—through published articles and lectures—of women as speakers and public audiences—with local press commentaries on women’s political demands in Britain at the height of the militant suffrage campaign there. Between women as lecturers and seekers of higher education, and women demanding the vote as citizens, local

anxieties over ‘women’s rights and the content and effects of female education were expressed in leading newspapers. By the first decade of the twentieth century in Egypt, the idea that educating girls was a social good was widely accepted and practiced. But how far should this go? University lectures locally—in an era where women elsewhere were demanding professional and political rights—seemed to many less a sign of modernity than a spectre of social decay. Thinking about ‘local’ and ‘distant’ activism in tandem, and through the lens of education politics, helps us understand feminisms—and misogynies—in a capacious sense that recognizes both connections and differences.

09.50-10.00: **Questions and comments**

10-11: Walk and talk

11.00-12.00: Ideas to keep and plans for the future.

12.00-13.00 Lunch and departure