

Summaries

Thomas Adam, Educational Fees, Scholarships and their Impact on Student Selection in Germany and the USA during the 19th and 20th Centuries

In order to afford higher education in the nineteenth and twentieth centuries, German and US-American students had to overcome two hurdles: tuition fees and scholarships. This article examines both educational costs and scholarships as instruments of privilege and exclusion of US-American and German students from the nineteenth to the twentieth century. The first part discusses the role of educational costs for the institutional financing of educational institutions as well as for the students' social selection. The second part deals with the awarding of scholarships based on non-academic (geographical, religious and genealogical) qualifications. These qualifications, which existed independently of and before academic achievements, can hardly be seen as rewards for extra-academic achievements because the applicant could not or did not have anything to do to achieve these qualifications. They were already met – or rather not met – before the applicant was born. Overall, tuition fees and scholarships contributed and continue to contribute to the selection and demarcation of educated elites in both countries.

Stefanie Coché / Sophia Egbert / Stephan Monissen, Evangelical Colleges and Universities in the USA. On the Emergence, Integration and Negotiation of Scientific Standards at Religious Conservative Colleges and Universities

Today, about half of all private colleges and universities in the USA have a religious affiliation. A special case among religiously affiliated institutions of higher education are evangelical colleges, which have so far been almost ignored by researchers. They emerged in the early twentieth century as a reaction to the secularisation of universities and are unique in offering teaching and research that is compatible with a literal understanding of the Bible. Encouraged by the GI Bill, evangelical colleges experienced a rush of students after the Second World War. They also witnessed an increased desire for courses in areas that did not immediately appear compatible with a literal understanding of the Bible – such as natural science and psychology courses – as well as for official recognition of degrees. The contribution sheds light on evangelical colleges' financing, professionalisation and scientification during the second half of the twentieth century. First, it examines the development of colleges and courses offered. Second, it analyses funding opportunities in life sciences and psychology. Finally, the article deals with the accreditation at evangelical institutions, using the accreditation of psychology courses at Fuller Theological Seminary as an example.

Sandra Funck, Educational Policy »From Below«? Students as Players of Educational Policy during the 1960s and 1970s

Research on educational political debates and educational reforms of the 1960s and 1970s has hitherto largely ignored students as actors. This article starts with the assumption that students also developed ideas about the social significance of education and how it was to be framed. Using the example of school student organisations, which emerged in all political camps over the course of the student protests around 1968, this article maps out how students mobilised around educational issues in the late 1960s and what demands they developed in order to »democratise schools« of the West German educational system. Building upon the examples of student co-responsibility, Protestant religious education and protests against the *numerus clausus*, it examines the extent to which students succeeded in getting their demands heard by political decision-makers. The results not only contribute to research on the educational reforms of the 1960s and 1970s but also further determine places and supporters of the »1968« movement.

Daniel Gerster, Character Building: A Bourgeois Concept of Social Distinction and its Ambivalent History. A German-British Comparison

The contribution examines »character building« as a central concept of bourgeois education in the nineteenth and twentieth centuries, using the example of German and British boarding schools. It can be shown how, due to its inherent ambivalences, the concept always (also) served the social distinction of bourgeois masculinity in changing historical contexts. As exclusive places of school and extracurricular socialisation for bourgeois boys, boarding schools formed an institutional framework that always focused on moral education alongside intellectual and physical education. This applies to Germany and Great Britain equally, although in the British case boarding schools undoubtedly had greater social relevance for bourgeois education as a whole. The history of »character building« as a bourgeois concept of social distinction can be roughly divided into three phases: during the first half of the nineteenth century, it initially had strong religious and moral connotations and served to emphasise the bourgeoisie's moral claim of leadership over aristocratic and underprivileged classes. From the mid-nineteenth century onwards, references to the body increasingly gained importance in relation to character building in order to distinguish the 'masculine' man from women and »feminine« men in the course of a supposed »crisis of masculinity«. In the early twentieth century, and once again bolstered during the First World War, considerations of a »proper« national »character building« finally gained the upper hand.

Márkus Keller / János Ugrai, Educational Reform, Autonomy, Churches and Professionalisation. The Professional Autonomy of Teachers at Secondary Schools in 19th Century Hungary

Social historical scholarship shares the understanding that the state was the main actor in professionalisation processes in continental Europe. This means that, as part of the modernisation process, the professionalisation of professions in all areas of society was initiated and controlled by the state. As a result, professions in continental Europe were strongly bound to state expectations and regulations and had to adapt to them. This had a profound impact on the transformation of society in these countries, on the development of individual and group specific autonomies and thus on the ability to resist totalitarian ideologies. This contribution aims to shed light on the Hungarian context of continental European professionalisation. We argue there has long been a recurring dichotomy in Hungary between the claim and rhetoric of a strong state and the reality of the state's limited power. During the nineteenth century, the state was constrained by the historically-conditioned autonomy of the churches, which coexisted and were rather powerful. This fundamentally changed universal continental European patterns of professionalisation in education in Hungary. The question arises whether this particular Hungarian constellation made the autonomy of the teaching profession possible at all, and if so, whether it gave Hungarian teachers less or perhaps more autonomy than their European counterparts.

Sylvia Kesper-Biermann, Emancipation, Communication, Integration. Language Education for »Guest Workers« in the Federal Republic, 1974–1990

This article is concerned with educational offers for adult labour migrants from former recruitment countries of the Federal Republic during the 1970s and 1980s, using the example of the »Sprachverband Deutsch für ausländische Arbeitnehmer e. V.« (German Language Association for Foreign Workers), founded in 1974. It coordinated German language courses for »guest workers«, which had around 560,000 participants until 1989. The contribution first presents the »Sprachverband« and the courses it offered between 1974 and 1990. It then focuses on the association's understanding of education, which formed the basis of its activities, and examines to what extent ideas of (in)equality played a role. The »Sprachverband« often emphasised the importance of German language skills for the integration of labour migrants into West German society. Thus the third part of the article discusses which semantics and perspectives on integration were important in this context. The main sources used are publications of the »Sprachverband« from the 1970s and 1980s, including commemorative publications, annual reports and publication series.

Gerhard Kluchert, *Between Structure and Process: New Approaches, Problems and Perspectives of Historical Research on Educational Advancement*

This contribution discusses the state of research and research perspectives on education and social status (especially: education and social advancement) against the backdrop of a renewed historical interest in this topic in recent years. It first presents older, quantitative social history studies from the 1970s and 1980s and their findings. Second, newer approaches informed by cultural sociology are introduced and their potential for research in social and educational history on the basis of selected, historically oriented studies are examined. Finally, the article focuses on another approach to the topic based on specific source material – biographies of Potsdam high school graduates from the later Weimar period and the early decades of the GDR – with reference to the author’s own research, exploring its possibilities and limitations. As in the previous section, the emphasis here is on the extent to which more recent works succeed in living up to the claim of treating the topic from a historical perspective, that is to capture the changes over time with regard to the connection between education and social status in a manner comparable to older social historical studies.

Saimaiti Maimaitiming, »Study Abroad« in the Long 19th Century. Modernisation, War, and Higher Education in the Global Context

Under the economic and military pressure exerted by Britain, France, Russia, the US and a few minor Western powers in the 19th century, the Ottoman Empire, China and Japan felt urged to modernise their states, militaries, and economies. They did so by learning from their adversaries. Some far-sighted intellectuals and rulers shaped studying-abroad policies according to the host countries’ technological and military performance, and according to cultural affinities and political attitude. Naval expertise was gathered in Britain and France, juridical and bureaucratic models were also adopted from France. The 1871 victory over France made Germany a model for modernising the Ottoman, Chinese and Japanese land armies and educational institutions. The *Kaiserreich* was further appreciated for its modern universities and academic prestige, for an anti-western sentiment and conservatism widespread among its elites, and for not (yet) having displayed its own imperial ambitions. Therefore, Germany was even deemed a non-western country and an ideologically reliable destination for students. With its spectacular defeat of Russia, Japan became an attractive destination in Asia from 1905 onwards. Thousands of Chinese students went to Japan to learn the secrets of its success. Recruiting students for abroad from elite families and sending women from early on had probably fostered the success of Japanese modernisation.

Lisbeth Matzer / Anja Grabuschnig, Inequality and Education. Social Advancement as Mission and Promise of Adult Education, c. 1945–1990

The misleading promise that educational achievements enabled, or even guaranteed, social advancement has gained growing political and social popularity in Western European societies from 1945 onwards. This is also true of the increasingly differentiated adult education sector. Its development was inextricably linked to questions of educational justice or educational disadvantages, the granting and seizing of educational opportunities and, more broadly, to political decisions on how to deal with social inequalities. Taking this into account, the article analyses the non-formal education sector, using the regional example of Styria and comparing *Volks-hochschulen* and *Volksbildungsheime/häuser* (adult education centres) as socio-political spheres of action. It shows how strongly adult education institutions and their programming reacted to economic and social changes (for example unemployment or gender roles), emphasising how important the promise of advancement linked to education was for the self-image of educational institutions and actors involved, for the design of educational programmes and for the mobilisation of participants.

Benno Nietzel, Qualification for the Market Economy: Further Vocational Training, Labour Market Policy and the Transformation of East and West Germany after Reunification

This contribution examines continuing vocational education and training (CVET) and qualification measures, which became the backbone of labour market and social policies in the eastern German Länder in the wake of German reunification. The article first illuminates the precarious knowledge base of these policies in the context of the disruptive economic development of eastern Germany since 1989-90, which hardly allowed for valid forecasts of future economic development and necessary requalification measures. The Federal Republic's concept of »active labour market policy«, which was to anticipate qualification deficits and needs and take preventive countermeasures, could barely be adopted in a meaningful way. The fact that this was nevertheless attempted produced some paradoxical developments: eliminating the existing infrastructure of CVET, a market for further training and education emerged in eastern Germany that was primarily dominated by publicly funded measures under the Employment Promotion Act rather than by competition and private demand. Often, these measures did not lead to regular employment, which was one of the reasons why the originally very positive attitudes towards CVET among the eastern German population turned into disappointment and frustration within a few years. The experience of an increasingly entrenched discrepancy between economic circumstances and individual efforts also had a formative impact on Germany's social and labour market policies from the 1990s until the establishment of the Hartz IV laws.

Franziska Rehlinghaus, The »Fourth Column« of the Education System and the Logic of the Markets. Further Training as a Promise for the Future and a Distribution Problem in the 1970s

The increased significance of personality-forming further education has so far been interpreted primarily as the history of the social figure of the »entrepreneurial self« and thus as an element of neoliberal practices of subjugation. However, this development can also be read as the history of unequal distribution of resources and access opportunities to continuing vocational education and training. While CVET promised an overall social utopia of equal opportunities and self-development, in the 1960s and 1970s it primarily promoted the career advancement of already privileged employees. This article examines how the social liberal plan to expand, democratise and regulate CVET as the »fourth pillar« of the education system failed because freedom of choice and access opportunities for vulnerable employees were not guaranteed by law. On the one hand, influential trade associations prevented passing an Educational Leave Law. On the other hand, private sector executives and management institutions made disproportionate use of the Labour Promotion Act funds, tying up resources that were thus no longer available to unskilled and semi-skilled workers, women and migrants. As a consequence of the resulting funding gap, the state had to rely on the private sector's commitment to education in order to meet international obligations, especially in times of economic crisis. Private companies became the largest financers of further education and training in the Federal Republic and thus had decisive influence on who was among the winners and losers in the transforming industrial worlds of work »after the boom«.

Pierre Schmuck, Political Education and Weimar Democracy. The *Reichszentrale für Heimatdienst* and *Volkshochschulen* (Adult Education Centres) in the State of Thuringia, 1919–1933

Based on the case study of the state of Thuringia, this article reconstructs political and democracy education in the Weimar Republic. To this end, the *Reichszentrale für Heimatdienst* and Adult Education Centres – *Volkshochschulen* –, which were established in Germany as institutional innovations after 1918–19, serve both as research objects and analytical lenses. First, the contribution works out focal points of political education by examining »civic« lectures and training events offered by the *Reichszentrale für Heimatdienst* as well as adult evening classes organized by *Volkshochschulen*. With a view to methodological aspects, the article discusses the extent to which the »working group« principle or the establishment of »student councils« in Adult Education Centres can be understood as contemporary attempts to practise democracy. In the second step, the case study shows that educational programmes offered by the *Reichszentrale für Heimatdienst* and Adult Education Centres addressed various target groups. It also provides an analytical approach to examining the response to these educational activities. Reports are analysed according to quantity, statistics and activity, while reports from course participants serve as a source for qualitative findings. Overall, the article argues that the *Reichszentrale für Heimatdienst* and *Volkshochschulen* can be interpreted as relevant contemporary

attempts to convey an understanding of democracy specific to the time. As such they should be taken seriously – not least in order to better understand the historical peculiarity of the Weimar Republic in the context of the history of democracy in Germany.

Andrea De Vincenti / Norbert Grube / Andreas Hoffmann-Ocon, Teacher Training and Social Movements in Zurich. A Micro-Study on Knowledge Entanglements, Everyday Life and Conflicts, 1950–1980

Using the example of urban protest and educational space, this micro-study on the interconnections between social movements and the training of seminar teachers in Zurich between 1950 and 1980 focuses on the circulation of local and implicit as well as global scientific and political-ideological knowledge. Rather than a merely binary history of conflict between seminar teachers and protesting teacher trainees, the article examines how socio-political knowledge was embraced across actors at Zurich seminars and how, in different accentuations, it merged with pedagogical, scientific knowledge, which can only vaguely delimited from it. This also brings actualisations and shifts in the meaning of traditional educational concepts such as community, personality development and achievement into focus. The contribution analyses interconnections of group-therapy approaches, which also circulated in the alternative milieu, with aptitude and training settings at the Zurich Advanced Seminar as well as links to the supposedly left-wing social criticism by the Protestant teachers' seminar Unterstrass, which was considered conservative. Here, globally circulating protest knowledge and social commitment of teacher trainees were interwoven with a Christian worldview and, like at the teachers' seminar, with a holistic understanding of education and the ideal of a lively seminar community in order to push for improvements in everyday life instead of major global changes.

Phillip Wagner, Equalisation of Participation? Social Liberal Educational Reforms and the Social History of Democracy in West Germany from the 1960s to the 1980s

For several decades, there have been discussions in the Federal Republic of Germany about the role different educational opportunities play for the possibility of participating in democracy. This contribution helps understand how the fault lines of this controversy about social justice and democracy emerged. For this purpose, it looks back at the era of social-liberal education reforms during the 1960s and 1970s, examining how the governments in North Rhine-Westphalia and West Berlin sought to motivate various social classes to participate in democracy through school reforms in different ways and what social conflicts resulted from this. In doing so, the article argues that while social-liberal reformers tried to teach young people responsibility and participation on an equal footing, they did not touch, and sometimes even renewed, social hierarchies between middle-class and lower-class youths as well as between native and foreign students. The controversies surrounding the-

se contradictory reform programmes gave rise to competing left-wing and liberal-conservative conceptions of the role of education for political participation, which also shape current debates about social inequality in democratic systems.

Sandra Wenk, Education of the Others. Crisis Discourse on the *Hauptschule* and its Students in the 1970s and 1980s

Taking the school crisis discourse of the 2000s caused by the »PISA-shock« as a starting point, this contribution deals with the *Hauptschule* (secondary school with lower secondary education), which has been rendered particularly problematic in this context. It shows the *Hauptschule* had a major problem of legitimacy ever since it came into existence in the late 1960s. While the introduction of the *Hauptschule* was initially supported by a party-political consensus, it was criticised from different directions from this time onwards. This was because educational reform had revealed the conflicting goals of the school system and caused structural problems, of which the *Hauptschule* was seen as a symptom. Left-wing reformers not only denounced the reproduction of social inequality in schools but also problematised the concept of equal opportunities. This social critique was partly accompanied by essentialist assumptions about the students, which were also shared by conservative advocates of the *Hauptschule*. Media coverage also created a one-dimensional image of the *Hauptschule* and its students by largely focusing on precarious conditions at these schools. Students of the *Hauptschule* were increasingly conceived of as the »others« of educational reform. This discussion preceded a social homogenisation of the *Hauptschule*, which had become increasingly clear from the late 1970s, but could no longer attract the attention of the public.

Stephanie Zloch, From One's Own Ways to the Third Space. Education in Germany as a Country of Immigration from the 1960s to the 1980s

The historically complex constellation of Germany as a country of immigration is often not made sufficiently explicit in current debates on education policy, which focus on the quickest possible integration. Immigration not only took place from a multitude of countries of origin but also came with highly diverse expectations and knowledges brought by migrants. This article is concerned with immigrant children and young people in the German education system and in particular with new teaching opportunities, some of which were organised by migrants themselves. Based on the concept of third spaces as formulated by the theories of space and postcolonialism, educational formats such as mother-tongue teaching, »national classes« and private schools in a country of immigration are made visible. These opportunities have helped shape the school experience of hundreds of thousands of children and young people in the Federal Republic of Germany, and some of them continue to have an impact today. Focusing on the peak period of labour migration from the 1960s to the 1980s, this article offers an innovative approach to the history of education: rather than plannability, the traditional regularity of the education system

and carefully derived visionary reform ideas, the analysis places situational openness, the »third«, the hybrid, the autopoietic and the challenging centre-stage.