

Summaries

Bjørn Qviller

Greek Slavery. A Theory of its Origin and Development until the 4 th Century, B, C.

The purpose of the article is to explain the background of four subsequent stages of Greek slavery, Dark Age female slavery, Archaic debt-bondage, Classical chattel slavery and Hellenistic debt-bondage. The author maintains that the abandonment of Greek Bronze Age palace structures was followed by a period characterized by equalitarian villages, because of the extreme depopulation of the Greek mainland and Crete. The rising population figures which have been documented in recent archaeological literature, is the background for the formation of aristocracy known from Homeric texts. The rise of the Late Dark Age aristocracy has its corollary in the formation of a class of dependants which mainly consists of female slaves. The reason for the high number of female slaves is explained by the need for many sons in a situation in which land was not yet a scarce commodity. The exploitation of female slaves resulted in a population explosion in which *misogynic* attitudes developed as a means to control female sexuality. In the same process the extended family, known from Homeric texts, gave way to smaller kin groups.

The next stage in the evolution of Greek slavery is characterized by the rise of rural debt-bondsmen, whose origin the author traces back to the *potlatching* activities of the proto-aristocracy. Competitive generosity was the chief means to validate claims for a pre-eminent status. The evolution of competitive feasting divided society into feast-givers and -receivers. Competitive generosity resulted, moreover, in more intense warfare and population increase, the burden of which had to be carried by the peasantry. The development of markets created new possibilities for social climbing and loss of status as well.

In Athens, debt-bondage was abolished due to the military crisis precipitated by the war between Athens and Megara. The freedom of the Athenian peasantry was secured by the Solonic legislation against luxury which put a brake on the chief means of the aristocracy to gain clients. From now on the need for surplus labour had to be satisfied through importation of chattel slaves. In Athens, the democratic revolution had the consequence that the rich were exposed to pressure on the part of the *demos*, who demanded that the rich paid the costs of maintaining the state. When the Athenian Naval League broke down, the rich could get no more recompense from the subjects of the empire. The Alternative was a more brutal form of exploiting the slaves in order to satisfy the rentier free in Athens. One of the consequences of the increased exploitation is intensification of agriculture which is attested by the use of terraces in the hill-sides. Another consequence is the re-appearance of debt-bondage. The article maintains that this new bondage shows that a system based on democracy, slavery and competitive generosity would be unstable and that democracy in the long run would be sacrificed.

There is little evidence to support a theory which makes the development of markets a prime mover in the evolution of the Greek class structure. The article argues further that an evolutionary approach is superior to functionalist theories which have not paid sufficient attention to the origins and transformations of slavery.

Gösta Johanson

1927's school conflict

In the extensive reform proposal of the Swedish school system, which the Liberal — Non-Conformist minority government submitted to the 1927 Riksdag (Parliament), that part of the proposition concerning the tie between the “folk school” (primary school) and the higher level schools was the most disputed. The government’s proposal actually represented a compromise solution, that of a parallel system consisting, partly, of a six-year “*Real* school” (intermediate school) preceded by three years in the folk school, and partly of a four-year Real school preceded by a six-year folk school.

A Social Democratic Party motion had as its primary and most important demand that the tie between the folk school and the upper level schools should generally build on the completion of a six-year folk school education. On this point the motion agreed with the proposal put forth by the school commission that the Edén-Branting government had appointed on December 31, 1918.

A special committee was appointed to handle the Government proposition and the opposing motions. In the course of its work a majority was formed in the committee handling the school question, consisting of Social Democrats, members of the Farmer Alliance and Non-Conformists, with the exception of Johan Bergman. On the controversial school connection question the majority united on a proposal to substitute a four-year folk school and five-year *Real* school system for one with a three-year folk school and six-year Real school. The committee’s majority further united on improved educational opportunities for girls and for bringing a large number of local schools under state control. On these points the Riksdag’s two houses decided in accordance with the committee majority’s proposal.

The Government’s own proposition had been subject to a strong critique in the Conservative press and in the Liberal metropolitan press. The most repeated argument was that having a six-year folk school as the primary school would lengthen by one year the period of study up to the graduating student exam as well as cause a fateful decline in the quality of knowledge, particularly in languages. The Government’s proposal would also lead to an increased influx into the gymnasias and schools of higher education, which in its turn would worsen unemployment among academics.

After the committee’s compromise settlement criticism sharpened and energetic efforts were made to force a one-year postponement in the question’s resolution — either through a retreat on the part of the Government or through the defeat of the committee’s proposal in the Riksdag’s first chamber. The criticism now focused more and more on the committee’s alleged irresponsible forcing of the question and on minority parliamentary government as such. In the bourgeois metropolitan press and — for party-tactical reasons even in the Social Democratic newspapers — it was constantly claimed that the committee’s proposal was a completely new proposal, that the government had completely lost control of the school question, that the committee had stepped in in its place. As a result of the metropolitan press’s superior circulation its negative views on the Government and of the Minister of Education and Ecclesiastical Affairs had great import in the 1927 school conflict. This influence increased yet further in that the negative criticism was continually repeated in both the bourgeois and Social Democratic press, which gave a semblance of objectivity to the propaganda against the committee’s compromise proposal.

Gunnar Herrström's dissertation, *1927 års skolreform* (The 1927 School Reform), is the basic scholarly work on the subject. Herrström's study of the press is limited to one media outlet for each party. As party organs he chose *Social-Demokraten* and three of the bourgeois newspapers most critical of the reform, *Svenska Morgonbladet*, *Dagens Nyheter* and *Svenska Dagbladet*.

The object of this case study of the 1927 school conflict may be formulated in terms of three main question areas:

Was the metropolitan press's picture of the Government's proposition and the committee's correct? How representative was it of the parties and of what is usually considered as public opinion? Did the metropolitan press's views on the school question agree with those of the provincial press. To shed light on these questions requires a significantly wider selection of newspapers than is found in Herrström, comprehensive study and a through analysis of the press debate. The latter is presented here.

To what extent was the school conflict influenced and sharpened by the other considerations of the parties and of parliament, of other political and social oppositions? Of what importance were the prevailing relations *between* and *within* the parties? To investigate such questions requires one to place the school reform in a complex political-parliamentary temporal and causal context in a completely different way than has been done todate.

The study of the 1927 school conflict leads to a further series of questions. Has the contemporary negative characterization of minority parliamentary government had repercussions on later political opinion and on scholarly research, in history and in political science? To what extent have individual researchers and research groups been influenced in their initial choice of questions by the "established picture" of an historical course of events which party feelings and the mass media have been able to create? How can one minimize such risks?

On several important points this investigation has produced conclusions that differ from those of Herrström. From the point of view of representativity, Herrström's choice of "party organs" was fatal. *Dagens Nyheter* on the whole was not representative of Sweden's Liberal Party, and the *Svenska Morgonbladet*, on the school question, was as little representative of the Non-Conformist Party. Herrström's interpretation of the Minister of Education and Ecclesiastical Affairs', Almkvist's, role is completely untenable from a scholarly point of view. The committee's compromise meant above all a compliance with rural interests and desires, not of the Social Democratic Party's. By satisfying rural area interests a majority could be built in the committee, consisting of Non-Conformists, members of the Farmer Alliance and Social Democrats. This also Explains the sharply divergent views on the committee's compromise that existed between the metropolitan and rural Liberal press.

The agreement in the committee between the Non-Conformists and the Social Democrats was a compromise of the same type as on the 1925 defense question. What Ekman's government was a pronounced minority government was, given the prevailing party positions in the Riksdag, of no importance. Even a Social Democratic Member of Parliament, August Sävström, maintained that a Non-Conformist government had in fact greater prospects of achieving reform. Alongside the 1928 Law on labor peace the school reform was Ekman's first ministry's greatest success.

Bengt Ankarloo**The Life Cycle Experience of Swedish Women 1750—1970**

Eighteen female birth cohorts from 1750 to the 1920s and their respective life cycles between ages 15 and 50 were investigated. What factors were, historically, preventing women from experiencing the “ideal” life cycle, including survival of self and husband up to age 50? Five different factors influencing the life course are discussed: mortality, emigration, nuptiality, widowhood and divorce. The main results are given in tables 1 and 2. They indicate that the last cohorts, those born in the 20th century, have had the best chances of experiencing the “ideal” cycle. In the early cohorts one woman in three were prevented by death from reaching the age of 50; another ten per cent were widowed before that age. As mortality declined in the 19th century, factors preventing marriage begin to play an important role. Those factors are discussed in their European context, as defined by Hajnal in his seminal paper “European Marriage Patterns in Perspective”. (See note 10.) The cohorts born in the 1870s and later are also compared to the corresponding American cohorts investigated by Peter Uhlenberg (note 1). Whereas the mortality factor (table 3) is virtually the same in the two populations, the other variables, in particular nuptiality and divorce rates, differ in a complex and historically changing pattern. In that context the family structure of Scandinavian immigrants in the American Midwest is discussed (tables 4 and 5).

Debate

Åke Elmér

The Debate on Separation of Votes 1922

In this article the author criticizes the presentation by Per Frånberg in *Scandia* No 1, 1983 of some facts which — according to Frånberg — show the way of looking at women's roll in politics by people in temperance organizations and political parties round 1920.

Per Frånberg

An Answer to Åke Elmér

The author recognises that Elmér's criticism is correct regarding some minor terminological questions. The rest of the criticism is dismissed as being beside the point.