

HORSLUNDE

Realskole

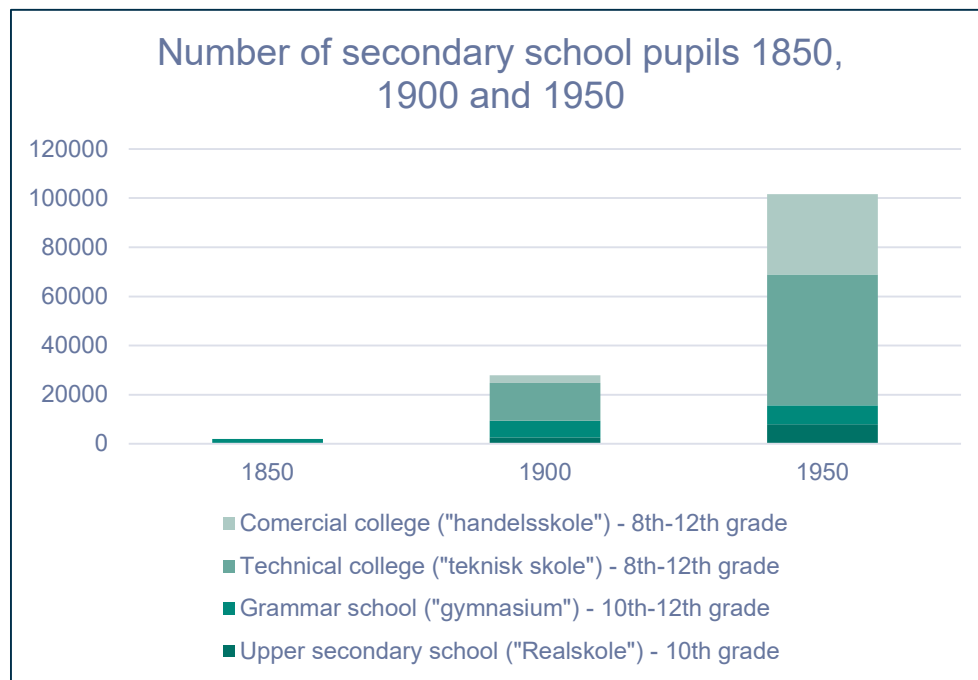
A large group photograph of students and staff in front of the Horslunde Realskole building. The group is arranged in several rows, with some students sitting on the ground in front. The building is made of brick and has a central entrance and two side windows. The text 'HORSLUNDE' is written above the entrance, and 'Realskole' is written in a sign below it. The photograph is in a sepia tone.

The Rise of the Danish
Upper Secondary School,
1850-1950

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- The fraction of youths (age 15-19) enrolled in public and private secondary schools in Denmark increased from 1.5% in 1850 to 11.8% in 1900 and to 33.6% in 1950
- However, not one national education system in 1850 or in 1950, but different sectors with some connection – and a great deal of local and private initiatives
- The emerge of mass secondary education at a regional and local level
- In broader sense: social change in Danish society
- In this presentation: the rise and expansion of the upper secondary school (*Realskolen/Die Realschule*) 1850-1950





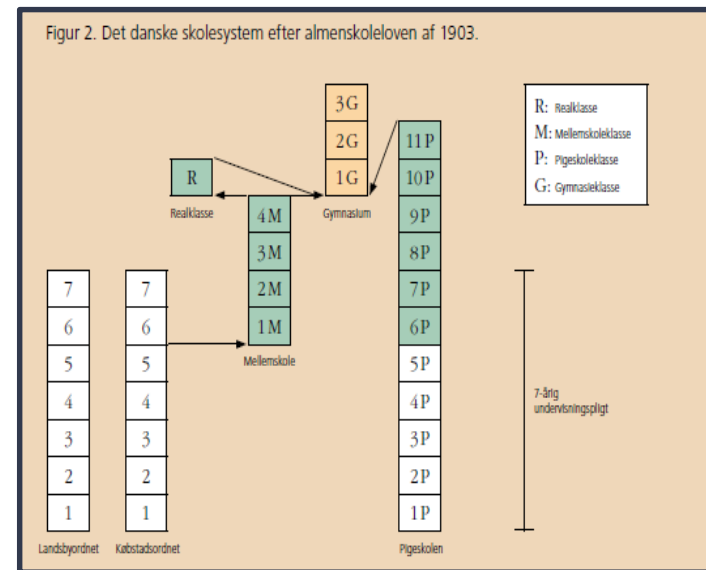
Liberalisation and privatization 1850-1920s

- Expansion of infrastructure, urban settlement, especially after 1870, and industrialization
- The liberal and social liberal state
- The state taking responsibility only for primary schooling (age 7-14), however delegating primary schooling to the municipalities
- Private teacher training colleges, grammar schools and upper secondary schools introduced, state institutions losing their monopoly. Closing a number of state colleges and schools
- Private upper secondary schools established by private individuals or local associations
- The 1881 General Preparation Exam (*almindelig forberedelseseksamen*) for upper secondary schools
- Commercial and technical colleges established by local trade and craftsman associations or private individuals
- The 1889 Apprentice Act: apprenticeship exam at a commercial or technical college



Publicization 1920s-1950

- The social security state
- The Labour Party's vision of a public primary school for all children and with no fees (*enhedsskolen*). Decreasing number of urban private schools.
- The 1903 School Reform, linking different types of schools together: the primary school, the new “middle school” (*mellemskoleklasse*), the upper secondary school (*realklasse*), the girls' school (*pigeskoleklasse*) and the grammar school (*gymnasieklasse*).
- No links between these schools and the commercial and technical colleges.
- The state and municipalities taking over a number of private grammar and upper secondary schools
- The state establishing state teacher training colleges, the municipalities upper secondary and grammar schools





- No government coordinated transformation in mass secondary schooling
- A great deal of delegation (Bray, Centralization/Decentralization) from the state to the local and the private sector
- Privatization in the first part of the period, then publicization in the latter (Bray)

Year	1850		1900		1950	
Type/ownership	Public (state, municipality)	Private (non-public)	Public (state, municipality)	Private (non-public)	Public (state, municipality)	Private (non-public)
Grammar schools (<i>gymnasium</i>)	84%	16%	44%	56%	84%	16%
Upper secondary schools (<i>realskole</i>)	100%	-	24%	76%	61%	39%
Technical colleges (<i>teknisk skole</i>)	-	-	-	100%	-	100%
Commercial colleges (<i>handelsskole</i>)	-	-	-	100%	-	100%

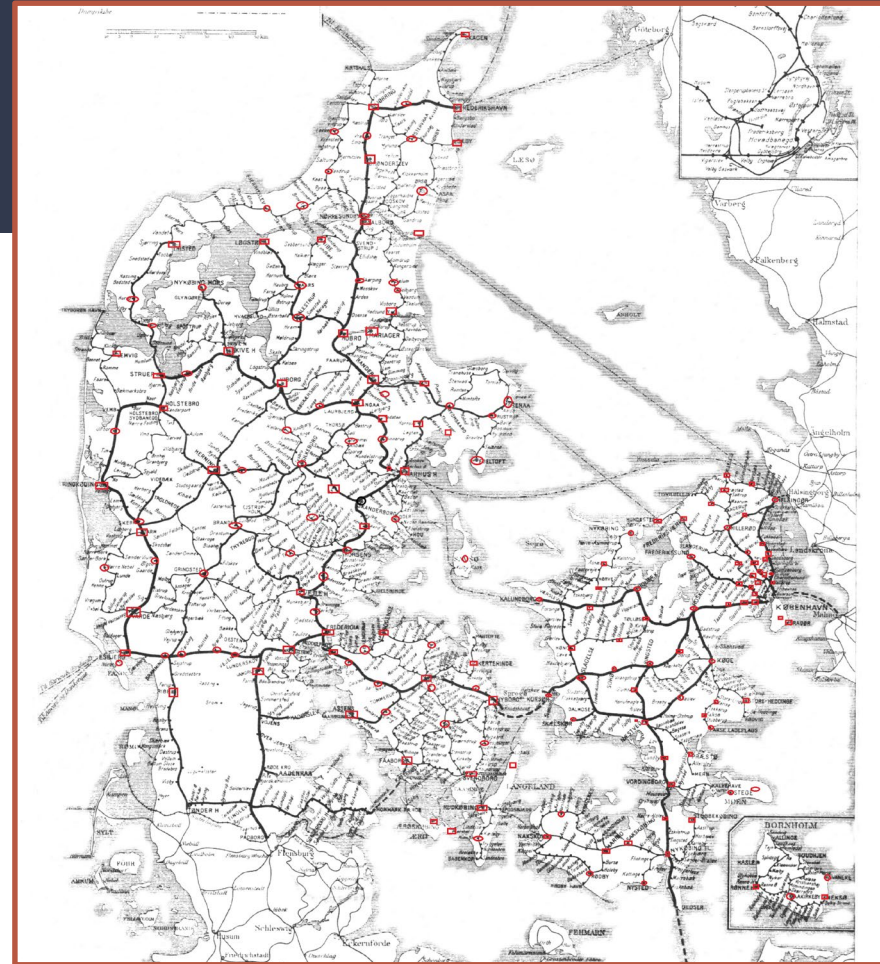


Local education markets

- Small towns as “the loci of the secondary school movement” (Goldin & Katz 1998)
- Private actors, local actors and communities playing a crucial role in the development of new types of secondary schools
- Meeting the community’s /‘customers’ demand for instruction in commercially valuable subjects for their children > local “education markets” (Beadie 2008)
- The local contexts created various opportunities and challenges for each upper secondary school in the local education market

Spatial distribution of education (to some degree)

- Upper secondary schools in most market towns and railway towns
- In theory, children in both rural and urban areas were admitted to the upper secondary school if passing the entrance exam
- In reality, the upper secondary school was a school for children from the market towns and railway towns
- Rural schoolchildren had fewer hours and fewer subjects than urban schoolchildren, giving them difficulties passing the upper secondary school entrance exam.

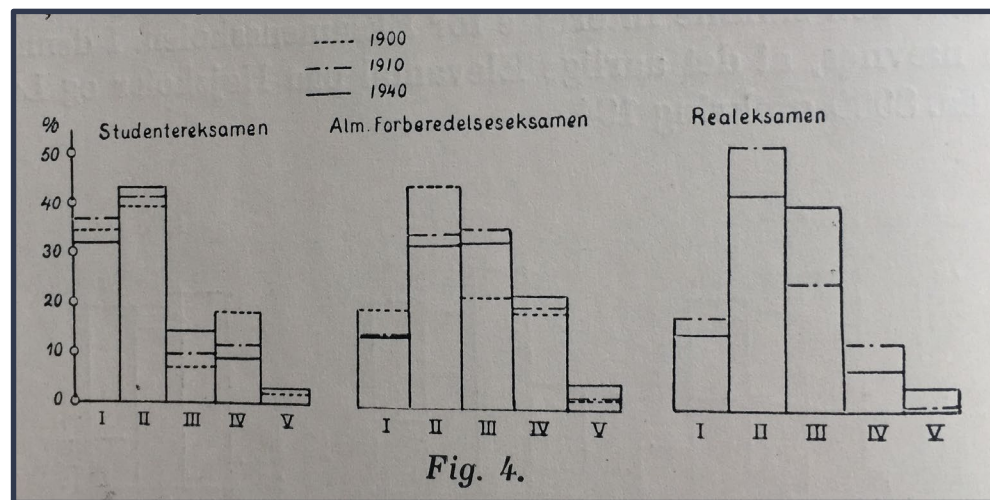


Danish upper secondary schools 1950



The upper secondary school in a social perspective

- Education opportunities for urban children from the lower and especially the middle class
- 1948 report of graduates: grammar school (*Studentereksamen*), extended upper secondary school (*Alm. forberedelseeksamen*) and upper secondary school (*Realeksamen*)
- Grammar school: group I and II
- Upper secondary school: group II and III – with farmers taking the extended upper secondary exam



1948 classification: I: Academics, II: Managers within the private or public sector, III: Workers and employees, IV: Farmers, V: Others



Feminization of the upper secondary school

- Women choosing the upper secondary school, transforming the schools from all-boys' school to gender-equal schools
- Providing women with new possibilities for jobs (railway department, postal service etc.), or further education (e.g. the University or an university college)
- Endorsing beginning gender equality through schooling

Year	Number of upper secondary exams, male	Number of upper secondary exams, female	Number of grammar school exams, female
1890	941	171	6
1910	1499	863	108
1931	1843	1868	607
1951	4640	4808	1182



In conclusion

No central coordinated transformation in mass upper secondary schooling, the national government only enacting a legislative framework.

Instead, the transformation was driven by locals: municipalities, individuals, and associations. The different local conditions resulted in a publicly sanctioned diversity of upper secondary schools.

Spatial distribution of schooling – to some degree – giving education opportunities for middle class children. Endorsing beginning gender equality through schooling

The role of mass secondary schooling in the transformation of Danish society.