
Abstract: The aim of the thesis is to describe and analyze the debate on co-education and its gradual introduction into Swedish secondary educational system. The subject has been discussed in Parliamentary Commissions, in parliament, psychological and educational research into differences between the sexes and in articles. The discussion on co-education during the last century reveals essential differences of opinion regarding boys' and girls' upbringing and education. The historical perspective gives an impression of the development of opinion regarding men's and women's aptitude to varying professions. The State's responsibility for girls' secondary education was discussed in the nineteenth century and reawakened the co-education question; girls at this time being educated in private girls schools. The issue was whether girls possessed an "individuality" that influenced their aims in life so greatly, as to warrant two separate educational and examination systems.

The argument used against the introduction of co-educational schools included the risk that a loosening of morals would occur, that girls could suffer from over-exertion, that intellectual differences would cause teaching problems, that a girl's role as wife and mother was endangered.

In the 1930's the dual role of having both career and being a housewife was maintained. Girls' school, it was argued, were needed to prepare their pupils for both aspects. When girls' school were again threatened in the 1940's it was mainly the girls parents who asserted the need for a form of education that combined being a housewife with a career. The most frequent choice of career for girls was nursing, teaching, service occupations. During the period studied Sweden, compared to other industrial countries, has the largest segregated labour-market. Modern educational research has started to question, whether co-education has had the positive effect on the equality of the sexes that was intended.

Key words: co-education, mixed school, girls' school, sex difference, girls' "individuality", women's two roles, girls education, segregated labour-market, sex-differentiated socialisation process, separate educational and examination systems.

I, the undersigned, being the copyright owner of the abstract of the above-mentioned dissertation, hereby grant to all reference sources permission to publish and disseminate the abstract of the above-mentioned dissertation.

Signature: [Signature]

Date: 6/4 1987