

SCHOOL BULLYING AND THE LEGACY OF DAN OLWEUS

EDITED BY

VASILIKI ARTINOPOULOU | PETER K. SMITH

SUSAN P. LIMBER | KYRRE BREIVIK



WILEY Blackwell

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Contents

List of Contributors	vii
Editorial	ix
Preface	xi
Part I Dan Olweus—A Life	1
1 Our Father Dan <i>Cecilia Olweus and Johanna Olweus</i>	3
2 Early Years in Sweden and the Larger Stockholm Study <i>Kyrre Breivik and Peter K. Smith</i>	21
3 Olweus and the 1983 Norwegian Campaign Against Bullying—The Root of His Anti-Bullying Program <i>Erling Roland</i>	35
4 The Later Years <i>Kyrre Breivik and Susan P. Limber</i>	53
Part II The School Bullying Research Program	71
5 The Growth of the School Bullying Program and the Impact of Dan Olweus <i>Peter K. Smith</i>	73

6	Advances in the Conceptualization and Measurement of Bullying <i>Dewey G. Cornell</i>	96
7	Ensuring Children's Rights to School and Digital Safety <i>Magnus Lofsson</i>	116
8	Losing Two Great Guiding Stars, Olweus and Morita: What Japanese Researchers Learned from Them <i>Yuichi Toda</i>	136
9	Dan Olweus and School Bullying Research in China: Impact and New Forms of Progress <i>Wenxin Zhang and Lingjin Ji</i>	147
Part III Research Challenges		173
10	Ecological Momentary Assessment of Targeted Interventions Addressing Bullying: What Are the Benefits? <i>Christina Salmivalli, Daniel Graf, and Lydia Laninga-Wijnen</i>	175
11	Considering a More Inclusive Definition of <i>Bullying</i> : Implications for a Whole-Education Approach to Bullying <i>James O'Higgins Norman, Darran Heaney, and Christopher Donoghue</i>	191
12	The Legacy of Olweus on Bias-Based or Prejudice-Based Bullying <i>Paolo Antonelli and Dziuginta Baraldsnes</i>	207
Part IV Developing Interventions Against School Bullying		227
13	The Development and Efficacy of the Olweus Bullying Prevention Program <i>Susan P. Limber</i>	229
14	The School as a Complex Adaptive System (CAS) <i>Phillip T. Slee and Rosalyn H. Shute</i>	247
15	The Contribution of Civil Society in Policies Against Bullying <i>Vasiliki Artinopoulou</i>	265
16	The Role of Policies and the Law Against Bullying <i>Zoe Vaill and Marilyn Campbell</i>	287
Commentary		305
Index		318

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Editorial

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It is a fundamental democratic right for a child to feel safe in school and to be spared the oppression and repeated, intentional humiliation implied in bullying. (Olweus, 1999, p. 21)

School bullying is a worldwide phenomenon. It causes harm to those involved, and to the school community where it occurs. It has immediate but also longer-term negative consequences on mental health and well-being. As a research area, publications and interventions have increased exponentially since the 1970s/1980s, with now hundreds of articles appearing every year. Its importance is recognized by the annual international day devoted to this topic since 2020 by UNICEF:

International day against violence and bullying at school including cyberbullying (unesco.org).

Apart from a handful of isolated publications, this now very substantial research program owes its genesis, at least in Western countries, to the work of Professor Dan Olweus. Dan Olweus died on September 29, 2020, at his home in Bærum, Norway, at the age of 89. For some 50 years, he had worked tirelessly on the topic of bullying in school, right up to a few days before his death. He developed the first widely used questionnaire to survey the issue of bullying and victimization (the Olweus Bullying Questionnaire, or OBQ), which was instrumental in designing the first intervention campaign against school bullying in Norway, in the 1980s; a multi-layered program of intervention, the Olweus Bullying Prevention Program

(OBPP), used in many countries; and inspired many other scholars across the globe to start researching and tackling this vitally important human issue.

This book aims to honor the work and legacy of Dan Olweus, generally seen as the “founding father” of this area of research. It has 16 chapters divided into 4 sections. More specifically, it aims to:

- [Part I] Provide an account of his personal life and career; and then his research and practical achievements over three main stages (first in Sweden, then in Norway in the 1980s, and then in later years).
- [Part II] Discuss his influence on the research program over the last 40 years, and how it has developed; reflect on measurement issues, including the uses, strengths, and limitations of the OBQ; the views of Olweus on cyberbullying; and his influence in Japan and China.
- [Part III] Consider research challenges around the assessment of interventions, the definition of *bullying* and *bias-based bullying*.
- [Part IV] Reflect on the uses, strengths, and limitations of the OBPP; the view of the school as a complex adaptive system, and the contribution of civil society, and of laws and policies against bullying.
- Finally, a Commentary on the chapters.

The overall aim is to arrive at a summative view of his contribution to this research area. The intention is not to be “eulogistic”; this is unnecessary as his stature in the area is not seriously contested. However, the contributions include constructive criticisms and indicators of ways forward to build on his work, and that of others, in understanding and reducing the impact of bullying on children and young people.

The initiative for this publication came from the European Antibullying Network (EAN), of which Dan Olweus was the first Honorary Member, and a keen supporter (<https://www.antibullying.eu/>). The EAN held three online events, with distinguished speakers internationally, to honor the work of Dan Olweus following his recent death.

There are now many books on (school) bullying. Some are accounts of research; some are practical manuals. This book however is distinctive, in that—besides covering some important controversies in the specific research program—it will provide an intellectual and personal history of the founding father of the research area; a “history of science” approach on how a research program develops; and the influence of an inspiring individual, but also of other researchers and of wider social forces and opportunities in shaping a vigorous research program with strong practical application.

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- Olweus, D. (1999). Sweden. In P. K. Smith, Y. Morita, J. Junger-Tas, D. Olweus, R. Catalano, & P. Slee (Eds.), *The nature of school bullying: A cross-national perspective* (pp. 7–27). London: Routledge.

Preface

The Work of the European Antibullying Network

Professor Olweus initiated a shift in how society, educators, parents, and professionals handle and keep track of the hostility that some children display toward each other. His scientific contribution began by changing how the world perceived children's aggression, from the perspective that they are children and it's normal that they fight to the perspective that some of these fights and arguments have a great negative impact on children's psyches; they disrupt the normal functioning of the school and it is necessary to record, monitor, and document them scientifically, in terms of both the management of these phenomena and their prevention.

And that is how the term *bullying* originated—a term that is now widely recognized on a global scale, used as such in many nations simply because it is difficult to translate it into their own languages, or because its potential is so vast and its recognition so widespread that it probably doesn't require translation into national tongues. Additionally, this demonstrates the importance of the problem. Probably more than any other word, this one is the one used and recognized in humanities and social sciences.

Professor Olweus laid the groundwork, and other important scientists came along, and through their research, came to add to or complement his work. The professor himself continued his research tenaciously in order to understand the phenomenon of bullying as best as possible. Without underestimating anyone's accomplishments, we can say with certainty that Professor Olweus's research on bullying has left a lasting impression. He claimed that bullying should not be accepted as a natural or anticipated behavior. It is a violent act that is done

intentionally to harm a child and is repeated over time in an unbalanced power dynamic. Just bring to mind how many children have attempted suicide or even lost their lives as a result of an ongoing, traumatic, bullying situation.

Professor Olweus claimed that the occurrence of school bullying is not limited to a single nation, one culture, or one specific age group. All children are impacted, and we must support them. And so in 2014, the European Antibullying Network (EAN) was established, with Professor Olweus' work, and later on the efforts of others, serving as inspiration. Professor Olweus was an honorary member of the Network and served as the honorary scientific president of the first international conference of the Network, organized in Athens, Greece in 2014. He remarked then that: "A European Antibullying Network has been created as the continent's reaction to the problem. Theory and practice put together can offer significant solutions and help many children in need."

Indeed, it was the need for a collective, organized, and coordinated response to bullying on a European level that gave birth to the idea of the EAN. Bringing together organizations and stakeholders, both scientists and those working on the frontlines in the larger school environment in and across Europe to combat the phenomenon of bullying, cyberbullying, and school violence, both in prevention as well as intervention, EAN was created in January 2013 in the framework of the Daphne III EU-funded projects. It was officially launched in June 2014 during the project's opening conference in Athens, and was subsequently officially registered as an international nonprofit-making association in Belgium in March 2015. At the time of writing, EAN counts 20 member organizations from 13 European countries and its work is developed across four main pillars, namely, capacity building, method development, awareness-raising, and advocacy.

EAN has significant goals, including:

- To observe and influence national and European policy to develop a coordinated European approach against bullying in Europe.
- To coordinate campaigns and counter-bullying measures by creating alliances across Europe.
- To empower professionals by sharing best practices and by giving them the right tools and training.
- To spread knowledge about how to combat bullying among the general public, kids, teenagers, parents, and instructors.

At our conference in Athens, we had the opportunity to compile and showcase all the *effective strategies used around Europe to stop bullying*. The following eight categories were created from the collection and selection of good practices:

1. Examples of audiovisual bullying prevention techniques
2. Activities for increasing awareness
3. Examples of bullying prevention educational resources

4. Intervention techniques for bullying
5. Organizations
6. Examples of prevention programs
7. Information and communication technologies
8. Plays and techniques based in the theater

This is so because prevention, in Professor Olweus's opinion, is the key.

However, despite regional variations and disparities in how bullying is viewed across the continent, a coordinated European approach is required. The EAN has also taken steps in this area by exchanging recommendations for a *common European Strategy*.

These are:

1. Development of policy framework, legislative regulations, ministerial circulars
2. Cultural competence
3. Human rights education and peace values
4. Conflict management and peaceful resolution strategies
5. "Whole-school" approach
6. "Whole-community" approach
7. Manuals and guidelines
8. Research
9. Evaluation and follow-ups
10. Databases
11. Networking
12. Dissemination efforts

Alongside the organization of scientific conferences (in Greece, Belgium, Malta, and Italy) and participation in European projects (Antibullying Certification project-ABC and *SociAl competences and FundamEntal Rights for preventing bullying*-SAFER project, both Erasmus +), the development of a Common European Antibullying Certification Standard has been a key milestone for the Network.

The EAN, together with the European Inspection and Certification Company (EUROCERT) and social scientists from various European countries, collaborated to create the European Antibullying Certification Standard (EANCERT), a global innovation to address this difficult topic.

EANCERT is a full-ledged Management System for Combating Violence and Bullying of Minors in Organized Structures (education, entertainment, rehabilitation, and other activities), including auditing and leading to the award of a Certification Mark. As such, it is a crucial component of the solution since

it provides schools as well as other non-educational organizations with a straightforward procedure and practical instruments to combat bullying.

With a focus on prevention and the creation of a cogent framework for handling bullying, the Standard codifies the requirements that an Organized Structure should take into account and include into a Management System. If they apply the Standard, schools or other Organized Structures in formal or non-formal education are able to seek certification with the option of using the European Antibullying Certification Mark by requesting an assessment by EAN and EUROCERT.

Bullying and domestic violence are now becoming a public health issue. In the recent past, children have committed suicide as a result of the constant and severe bullying they endured. Bullying is a plague that leaves permanent scars on the bodies and souls of children. All of us have a responsibility to mobilize national authorities and forces to protect our children from such risks, particularly cyberbullying that is so prevalent nowadays. However, we must and can stop bullying with the participation and empowerment of those who are on the frontlines to combat it.

According to Professor Olweus, no child should have to endure bullying. His legacy is crucial for combating and eliminating the phenomenon of bullying. It serves as a significant guide for our actions. His work is a rock upon which we will all stand firm in order to tackle bullying in a continuously fluid context. We can all help them if we work together. . .

In 2021, following news of Prof. Olweus's passing away, EAN decided to organize a special event series to honor his legacy. It called upon experts from European and Northern American countries, and beyond, to discuss and analyze what bullying is today, after the studies that the Swedish author and researcher carried on in the 1970s. A series of three online, live streaming meetings were organized, in April, May, and June 2021, respectively, one hour each, during which experts were invited in a live discussion with a moderator to debate on various angles of the phenomenon, taking stock of the developments over the last decades. The interventions touched on the issues of definition, cyberbullying, prevention and education, diversity, bullying and social exclusion as well as hate speech and the legal context. This series of events attracted significant participation and interest, which inspired the compilation of the interventions, together with some other contributions, into a special publication—this book.

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PART I

Dan Olweus—A Life

CHAPTER ONE

Our Father Dan

Cecilia Olweus and Johanna Olweus

The Early Years and Crafting of a Musician

Dan Åke was born on April 18, 1931, in idyllic, beautiful Kalmar, Småland, in southern Sweden. At that time, Kalmar was inhabited by about 20,000 people. Dad was the second child in line. He had an older brother, Hans, who went by the nickname Hasse. Hasse was just two years older, and the two stuck together. As a child, Dan admired his big brother, and when there was a decision to be made, he always looked up at his big brother and asked, “What do you think, Hasse?” The brothers were not as innocent as they seemed. There were stories about their mother’s hidden storage of 12 kinds of Christmas cookies that mysteriously emptied well before the holiday. If they did something wrong, they did it together (Figure 1.1).

His mother wrote in neat handwriting that Dan was very trusting from an early age, but “quite stubborn—yet easily persuaded.” The latter changed later, at least we daughters thought so.



Figure 1.1 Dan, approximately two years old, together with his two-years-older brother Hasse (Hans) at the photographer's studio. With permission of Johanna Olweus.

The summers were infinitely long and happy at the family's summer house on the island Öland, just outside Kalmar. Adults and children alike played croquet and tennis, swam, and cycled with friends. Dad was an expert at escaping tedious garden work, such as weeding in the strawberry field, although he was very fond of strawberries and cream. Whenever we, his daughters, asked him to tell stories from his childhood, he was happy to tell us this and much more. Patiently, he recounted the same tales time and again, and we never grew weary of listening.

His father, Daniel, a lawyer blessed with a great sense of humor, was always amazed at his sons' outstanding academic achievements. "I was never that accomplished" was his standard remark. His mother, Hilly, was a housewife and a talented tennis player, earning multiple Småland tennis championships over the years. To the astonishment of Dan and Hasse, after nearly a decade, the brothers were graced with the arrival of three little sisters. First came Bettan, followed by Eva, and finally, Maria, who was 13 years younger than our father.

Dan became interested in music early on. Both of his parents were musical, and the family had a grand piano in its huge apartment in Kalmar. At the age of 11, Dan got his first instrument, a French horn. The horn was, however, quickly replaced with a cornet, which he played in the school's music orchestra. But soon enough, the brothers developed an interest in playing something else than marches, for jazz had also made its way to Kalmar.

Dan on trumpet and Hasse on trombone were joined by Dan's friend Harald Gamme on tenor saxophone. Dan's nickname at the time was Lillis—"the little guy"—due to his short stature. Harald, or Halle as he was called, was Dan's oldest and dearest friend, and the two remained close throughout their lives. Halle would later become a journalist at Kalmar's premier newspaper, *Barometern*, and authored the book *Jazz in Kalmar*.

Here are some excerpts from Halle's eulogy about Dan:

We met at Kalmar Higher General High School (Kalmar högre allmänna läroverk) in the fall of 1942. We immediately became friends due to our mutual interest in music. For the first time, the school was going to organize a Christmas party for all classes in the gymnasium. Lillis and I, along with three other friends, were to play the then-popular tune "Lili Marlene", which begins with a fanfare. Lillis put the trumpet to his mouth, unfortunately started on the wrong note and had to interrupt. He sat down, but quickly got up again and did it right this time, to thunderous applause.

Lillis was already then active in many areas, a lively boy with an interest in soccer and athletics, but music was his passion. Because of his short stature, he often had to raise his voice to be noticed. But during the summer of 1946, he grew at rocket speed and reached adult length in two months.

In school, he was phenomenal at talking his way out of situations when he did not know the answer to a teacher's question. Somehow, he always managed to switch the conversation to a topic that he knew well.

In 1945, I had a summer job and had saved up enough money for a used tenor sax. Lillis and his brother had trumpet, trombone, and clarinet (also played by Dan). Finally, what we had talked about during every school recess was about to happen. A jazz orchestra was to be formed and thus King Kellers Orchestra came into existence. We bought pre-made arrangements and commenced our rehearsals.

By the late spring of 1946, we found ourselves ready to make our debut on the dance floors and joined the Swedish Musician's Association in search of gigs. However, when we inquired about the process, the response we received was: "You'll have to handle that yourselves". Easier said than done. We placed an advertisement in the local newspaper, *Barometern*, which proclaimed: "King Kellers popular six-man orchestra available for engagements. Performs both Modern and Old dance music." We were up and running!

In 1947, all orchestra members were students at Kalmar Higher General High School. At that time, school guidelines stated that students could only attend public entertainment if accompanied by their parents. Sure enough, in the auditorium after morning prayer before the first lesson, Rector Göransson took the podium: "It has come to my attention that students at this school perform dance music at public events. This is strictly prohibited and must of course not occur in

the future”. Suddenly we were on thin ice. Already the following Saturday we had a contract for a gig in Kalmar Folkets Park.

“Folkets Park” (the People’s Park) existed all over Sweden and in those days was the party place for all young adults. Every Saturday between 700 and 1,200 people gathered to dance and drink in Kalmar Folkets Park, and not infrequently, there was a fight or two.

So what did the 16-year-old boys do? Halle continues:

Shaken, we called Edvin Pettersson, the manager of Folkets Park, who also happened to be the train master, to complain about our distress. The honorable man promised to take care of the matter, we should not worry. Even today, I can envision Pettersson with confident steps, dressed in a black overcoat and hat passing the school yard on his way to rector’s office to set rector straight. It took 15 minutes. From that day onward, we played without any interference from the rector or the college.

The boys practiced rigorously, and their coolness factor increased in tandem. Now it was all about bebop, characterized by its intricate rhythmic changes and virtuosic improvisations, not always appreciated by the dance-loving locals. Dad would chuckle as he remembered calls from the audience: “Play a waltz, guys!”

King Kellers were now a group of stylish teenagers in white jackets, with bandleader and older brother Hans clad in black. However, after the summer of 1947, Hans embarked on his law studies in Lund. It was then that 16-year-old Dan stepped up as the new bandleader, assuming the responsibility of composing all the orchestral arrangements, testing all chords on the piano (Figure 1.2). He also took over the role as chronicler, documenting the orchestra’s adventures with the characteristic handwriting that would accompany him throughout his life. A beautiful and personal handwriting, however challenging for others to decipher.

In the fall of 1948, King Kellers was ready to sign up for the nationwide jazz band competition, organized by the magazine *Orkester-journalen* and the esteemed dance palace *Nationalen*, also known as *Nalen*, in Stockholm. At that time, the orchestra had grown to seven members.

Halle recalls:

The competition consisted of five preliminary rounds, each featuring five orchestras competing with two musical numbers each. The winner of each round received a medal and moved on to the final held at the Concert House. Our diligence during the autumn rehearsals was not in vain. We won our round and advanced to the finals largely thanks to the then 17-year-old Lillis’s ultra-modern trumpet playing.



Figure 1.2 Dan “Lillis” took over as band leader for King Kellers, 16 years old. His best friend throughout life, Halle (Harald Gamme), far right. With permission of Johanna Olweus.

He was very talented. He had already adopted Dizzy Gillespie’s aggressiveness and phrasing and, naturally, received the round’s soloist prize. The professionals in Stockholm were deeply impressed and much to our delight, we secured a second-place finish in the finals. We had placed Kalmar on the Swedish jazz map.

On Spotify, we can hear how King Kellers sounded in the fall of 1948. Dan’s grandchildren posted one of the two numbers from the competition: “Our Delight.” The arrangement is by Dan, and the third and final solo is his trumpet solo. In the fall of 1949, there was a radio recording in Swedish Radio.

In between playing, there was also time for some studies. Dan did very well during the first year and a half at the gymnasium where he took the science program. But he remained tempted by the possibility of pursuing the Latin curriculum. Two weeks before the Christmas break in the second year, he finally decided to switch. Naturally, his family was skeptical about how Dan could possibly catch up on a year and half of Latin in just three weeks since he did not know a single word of the language. Yet, as his mother wrote: “However, Dan-Åke lacked neither energy nor will,” and right after the Christmas break, he achieved an AB grade in Latin.

He graduated in 1950 (referred to as *Studenten* in Sweden) with top grades, despite enduring prolonged periods of illness during his final year of high school. Brother Hans wrote the text on the cart that Dan would sit on after the graduation ceremony. Following tradition, the family would pull the cart through the streets of Kalmar. The Swedish rhyme inscribed on the cart read: *Lillis har nu blivit stor, lika stor som storebror* (“Lillis has now grown up, becoming just as big as his older brother”).

Our dad was not particularly sentimental—he didn’t even keep his “student hat” as a memento. He always focused on the future. Likewise, he did not retain his old driving license, which he likely obtained in the late 1940s or early 1950s. It was a cousin who taught him to drive. Dad never renewed his license and our family never owned a car.

Student Days

Immediately following his high school graduation, Dan embarked on law studies at Lund University in Skåne, a path shared by his father, his father’s brother, and his brother Hans, all of whom obtained law degrees. Dad, however, dropped out after merely six weeks; he simply found the subject dull. We assume that reading law had a similar appeal to him as learning to play “Frühlingsrauschen” as a boy. Despite his mother’s tempting offer of a considerable amount of money, he also abandoned “Frühlingsrauschen.” Clearly, this famous romantic piano piece is not exactly jazz. Dan studied French and English instead of law, marking the beginning of his academic journey.

Due to the significant age difference, Dad’s sisters have limited childhood memories of Dan. The youngest sister, Maria, was merely five years old when Dan began his university education, but she puts it like this: “In Kalmar högre allmänna Läroverk, however, I was reminded all too often of my intelligent and skilled older brothers. The judgment on the three sisters was that we were probably reasonably intelligent, but so damn *lazy*! I found it fascinating to witness Dan’s piano playing and his summer tours with various dance orchestras, including the famous violinist Emil Iwring. Sometimes I was lucky that they stopped and rehearsed in our apartment in Kalmar. My introduction to jazz came through the 78 RPM records that Dan and Hans had left at home.” The two older sisters, Bettan and Eva, also thank Dan for igniting their lifelong interest and engagement in jazz music. Although Bettan and Eva settled down in the United States from a young age, the siblings stayed in touch over the years, and family gatherings were always loud and cheerful.

In 1951 or 1952, Dad began studying psychology in Stockholm—he aspired to become a psychoanalyst. At the time, the psychology program was relatively new in Sweden, and when he began his studies, it fell under the combined discipline of psychology and pedagogy. However, in 1953, the subject underwent a division, and the establishment of the psychological institute in Stockholm became a reality. We don't know his parents'/our grandparents' thoughts on this radical choice of study. Dad had, however, obviously found his path, even though he did not become a psychoanalyst in the Freudian tradition. He obtained the degrees fil.mag. at Stockholm's *högskola* in 1954 and fil.lic. at Stockholm University in 1961. It is worth noting that during these years of intensive study, he managed to support himself and—from 1957—his newly formed family through his passion for music. In fact, until 1962, his income from playing at amusement parks and at restaurants constituted his main financial support. At this time he had switched his primary instrument from the trumpet to the piano; there was too little time to practice and it was easier with the piano, he said. Dad reasoned that it was less noticeable if a jazz pianist missed a few notes as compared with a trumpeter. We do not have a clear picture of where he played during these years. But he played a lot, especially on the west coast of Sweden, on the Swedish America Line sailing from Göteborg to New York, at the amusement park Gröna Lund, and presumably, at numerous other venues.

Meeting Kyllikki

In the spring of 1956, our father met our mother, Kyllikki Vuorela, from Finland. Destiny had it that the friend she intended to visit was not at home at Domus, Stockholm's first student residence where our father also resided. Knocking on the door of a neighboring apartment to inquire about her friend at the party that was on-going there, our father serendipitously opened the door. This encounter occurred shortly before our father embarked on a gig aboard the *M/S Stockholm*, bound for New York. According to the contract, he received a daily remuneration of 40 SEK (Swedish kronor) in addition to food and lodging.

During the long voyage, our father wrote numerous letters home to our mother, each one starting with *rakkaani*. In Finnish it means “my beloved.” When Dad returned from his gig on *M/S Stockholm*, where he probably had to play both waltz and foxtrot, he and my mother only took half a year before formalizing their relationship. The young couple celebrated their engagement at Berns restaurant in Stockholm in January 1957 and were married in



Figure 1.3 Newlyweds Kyllikki and Dan after the wedding ceremony, March 23, 1957, in Stockholm. The roses were yellow, and Kyllikki wore a coat that she borrowed from her sister. With permission of Johanna Olweus.

March the same year (Figure 1.3). Curiously, Cecilia was born already in September of 1957.

Our mother and father were the same age but had very different backgrounds. In many ways, they were opposites. Our father's childhood in safe Kalmar, in neutral Sweden, where World War II was likely seen as quite far away, contrasts sharply with our mother's upbringing in a war-torn Helsinki. Unlike our mother, our father never spoke about the war. Our mother spent her teenage years in Pasvik in occupied Norway under very simple conditions. After finishing elementary school with top grades there was no support for further studies, and she had to provide for herself. A teacher recommended her for her first job after finishing school, being a house maid for the teacher's family at the Helgeland's coast in northern Norway. After a year, she had saved up money for a one-way boat ticket going southeast, first to Lillehammer and then to Oslo. Eventually she moved to Stockholm where there were better job

opportunities. In Stockholm, our mother got into a circle of artists, bohemians, and academics.

Then she met our father, and in him, our beautiful mother found a safe haven. In addition to our father being a tall and handsome young man with beautiful blue eyes, he was for all their years together a stable and loyal support for our mother. We never doubted that our father loved our mother, but he was not particularly romantic by nature; the psychologist father once told us daughters that he thought it was interesting to be married to our mother. But he remembered their wedding anniversary; on that day, our mother always received a large bouquet of yellow roses.

A Family Is Formed

After renting a room from a family outside Stockholm where our mother had to cook food in the garage, the young couple finally got an apartment in Stockholm in 1958 after being in a “housing queue” for a couple of years. The apartment was on the 2nd floor of a fairly new block in the suburb of Bromma. The apartment had two rooms, a kitchen, a small bathroom, and a balcony. At that time, our father was still studying, and a long closet where we stored clothes and shoes, became his home office. The closet had a tiny window high up on the end wall. Under the window, he had a minimal desk, not ideal, but obviously he got a lot done anyway.

The academic side of Dad was always highly present in our lives, but equally important to us was the jazz musician. In the living room in Bromma, we had a piano that was old already back then. That piano accompanied him and our family for many years, although it had a crack in the frame so it could never be tuned properly.

Cecilia remembers that our father and a boy from one of the neighboring blocks, Christer, played together. Christer was maybe 11–12 years old and our father, of course, allowed him to participate because he was kind. Christer happily carried his drum set across the street and up the stairs. Cecilia sat on the sofa and watched a proud and smiling Christer pound away with his drumsticks while our father played the piano. Christer probably dreamed of becoming as famous as Ringo Starr. The Beatles were big at that time and our father also thought the Beatles were great.

In 1962, our father became the rector at the Erica Foundation in Stockholm, the country’s only institute for the education of clinical child psychologists. This meant the end of evening gigs, and our father took the subway to work in a trench coat and hat like many men at that time. At the Erica Foundation,

there was a lot of exciting things to play with for a little daughter who occasionally got to accompany her father to work. But Cecilia didn't quite understand why there were sandboxes and dolls in the offices.

In 1965, Cecilia got a little sister, Johanna, after being the only child for over seven years. The fact that the family now counted four members led to our moving into a newly built townhouse area in the outskirts of Stockholm, in Järfälla, in 1967. We had a lot more space there: a whole three bedrooms. But to Cecilia's disapproval, she and little sister Johanna still had to share a room because our father was to have one of the bedrooms as a home office. His office was very sober: desk, office chair, wastebasket, and a weight bar that was frequently used when he took a break to ponder a problem. Also here, there were piles of notes everywhere, which were not to be moved or touched. This was during the final stages of his work on his doctoral dissertation.

He took his doctorate in 1969 at the University of Umeå (Figure 1.4).

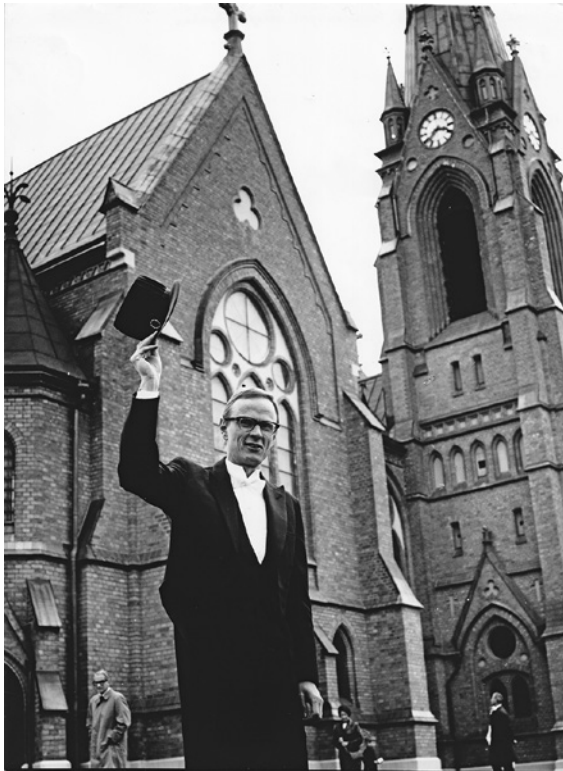


Figure 1.4 Happily swinging his doctoral hat after the conferment ceremony in Umeå 1969. With permission of Johanna Olweus.

The whole family took the train up north to attend the event. Our mother, Aunt Maria, our grandmother and grandfather, and we, his daughters, gathered in one of the hotel rooms and waited in anticipation. Eventually, our dad appeared and informed us happily that he got an *A*. Everyone cheered, and we daughters understood that this was something to be very proud of. We were also allowed to participate during the dinner. Our father played the piano as he always did if a piano was available. He was never hard to ask.

Moving to Norway

In 1969, our father was offered a professorship at the University of Bergen, Norway. After careful consideration, he said yes (see also Chapter 2). Our mother was happy—she loved Norway since her teenage years in Pasvik. Our father's last day at the Erica Foundation was in 1970, and the leather case he got as a farewell gift, he had for many years. That summer, we moved to Norway. Cecilia was 12 and Johanna was 5. The piano was, of course, also part of this moving load. Due to the poor road conditions over the mountains to Bergen at the time, no Swedish moving company was willing to do the job, so our parents hired a Norwegian one, adapted to the conditions.

Our father's music also filled our home on Natlandsfjellet in Bergen. Every morning our father took the trolley bus downtown to the university. When he came home there was dinner, and then he played the piano for a while. Afterward he spent a few hours working in his home office. We did not have a TV. Instead, Dad would read aloud to us in the kitchen, while Mom was sewing. Dad wanted us to get familiar with the many great authors of the family's new home country, and in addition to going through literature by Ibsen, Kielland, Lie, Undset, and many others, he also read aloud biographies about them and other remarkable personalities. We enjoyed these moments and got to know a lot of important and interesting literature thanks to our father. Johanna remembers that going to bed also included a long and playful routine before bedtime. Dad often ended the day with more piano, and falling asleep to our father's piano playing was always lovely.

Also included in the moving cargo from Stockholm was a Bang Olufsen stereo system and a lot of jazz records. There was Errol Garner, Oscar Peterson, Dizzy Gillespie, Stan Getz, Astrud Gilberto, Chet Baker, Monica Zetterlund, Jan Johanson, and many more. When we had guests and it was party time, Dad fixed the welcome drinks and put on Herb Alpert and the Tijuana Brass. The rest was taken care of by Mom. Dad was sociable and loved to dance; he would often dance with us. He whistled a lot and sometimes sang.

Dad also invited musicians home and had music evenings in the living room on Natlandsfjellet. There were up to four dedicated jazz musicians who did not spare any efforts. The vibe was terrific. There was always joy associated with Dad playing. Thanks to him, we got jazz into our lives. Johanna remembers that Dad had endless patience with her piano and trumpet lessons, even though she admittedly was bad at practicing. There were never any expectations from our musical father that we should learn to play; it was Johanna's own wish, and of course, Dad supported. When he was 70, Dad came out with his first and only CD—*Dan Olweus and Friends*. He was rightfully proud of this album. You can enjoy the beautiful recordings on Spotify, posted in 2020 by his grandchildren.

He also worked in his home office on weekends, but usually took a break to go for a walk with the family. A regular routine every Saturday was that Dad read the week's newspapers. He sat in the kitchen and went through the week's events carefully. His fingers became completely black from the print ink. He gladly shared news that he found of particular importance with us, and saved articles that were of special interest to him.

Mom had complete control of both of us daughters and of everything at home. Home was her territory by choice. She never complained that our father worked a lot. Dad was incredibly grateful for this, and for the fact that this was not a subject of discussion. However, vacation was an equally hot topic every year. Vacation meant that Dad for several days in a row would do completely different things than working in the office. For him, it was impossible to imagine four weeks without his notes. A kind of settlement was always reached; two weeks of vacation and one week that was to be used to organize his office(s). Sorting and getting rid of papers was not "work" in our father's mind. It is safe to say that our mother lost this battle every single year.

Our scientist father always had clear priorities. We almost couldn't believe our own ears when Dad casually mentioned that he had been called by one of Oprah Winfrey's associates, who asked if Dan would like to be a guest on the Oprah show. However, Dad politely declined and explained that he unfortunately had too much to do. We don't think he ever fully understood what he turned down. On the other hand, a young girl of 12–13 stopping him on a metro station in Stockholm, asking him if he happened to be "The Anti-bullying Professor," made an impression. Upon his confirmation, she told him how important his program had been to stop the bullying she had been exposed to. After our father's death, we also found drawings that he had saved over the years that were made by children who wanted to thank him for what he had done for them.

The fact is that no matter the office, at home or outside of it, it was filled with piles of handwritten notes, printouts, books, and articles. Very little was