

Chapter 9 : “1959/66 – A northern Hellas”

CG's grades from Broms were mediocre. He received extra lessons from a tutor, adjunct Lars Ternér, who had previously taught at Broms, but that was not enough to gain admission to for instance Norra Latin or Östra Real where several of his classmates would continue their studies.¹ His best grades were a in gymnastics and handicraft; AB in oral English, history, geography and mathematics; B+ in writing; Ba in other subjects. His mother was disappointed.

The Council discussed what options remained: (1) Murray & Ekelund wished him to continue at Lundsberg's boarding school according to Edmund's own wishes. His father had pre-notified him there. (2) Rosén preferred the boarding school Sigtuna Humanistiska Läroverk. According to him a better school. Both Edmund and Prince Bertil had been at Lundsberg but been forced to home school for their diplomas since they did not receive adequate help for their dyslexia. (3) Sibylla & Ingrid Björnberg wanted him to continue with two years of Castle schooling and then apply to a Stockholm high school and reunite with his old classmates.^{2,3,4}

The discussions ended with Sibylla having to choose between Sigtuna and Lundsberg for CG's primary schooling. She reportedly interviewed former students in her circle of acquaintance and chose Sigtuna Humanistic because of its “modern pedagogy”.⁵ Exactly what made the difference is not known. Maybe Sigtuna was closer.

The Council also discussed the choice of a secondary school. The idea was that CG would receive a humanistic education in some inner-city high school. This would mean learning Latin however. CG wanted to continue on Sigtuna and protested that due to his dyslexia he could not be burdened with yet another language.⁶ It became Sigtuna Hum & the social branch of the natural sciences.

Sigtuna Hum's “democratic nature” was discussed right up until CG's 50th birthday. The reason for this seems to have been that the school in retrospect was elevated to his democratic alibi but that the reporting was so meagre and slanted that it was impossible to determine whether the place was the democratic miniature society that the school itself claimed or if it was a segregated upper class reservation with peer education and bullying - something similar to Lundsberg. In 2001, a book about the school's history “Vision and reality”⁷ was published without the issue being significantly clarified. There was a lot of talk about how it was run - not so much about the values, the pedagogy and the facts on the ground. I'll try to sort it out.

Sigtunastiftelsens Humanistiska Läroverk (SHL) (Sigtuna high school) existed 1926-1980 when it merged with the nearby Sigtuna school (SS) as Sigtunaskolan Humanistiska Läroverket (SSHL). The Humanist or Sigtuna Hum as it was called by the students was a strongly ideological school with values based on a 150-year old “neo-humanism” from the

¹ Bruno Mylén. Han läser extra för att bli bra kung. Året Runt, 1958:53.

² Expressen, 1946-07-05.

³ Året Runt, 1959:1.

⁴ Expressen, 1959-05-12.

⁵ Michael Jägerblom. Nu får han inte vara Tjabbe längre. Vecko Revyn, 1966:15.

⁶ Margareta Norée. Kronprinsen kung i Sigtuna. Svensk Damtidning, 1963:44.

⁷ Gunnar Henriksson & Sune Askaner. Vision och verklighet : Sigtunastiftelsens humanistiska läroverk 1926-1980. 2001.

days of Tegnér: “An unbroken belief in man's freedom within the sphere of reason, in his ability to gloriously realize himself as a human being and as a work of art touching the Devine.”⁸ This combination of Renaissance & Enlightenment values, then associated with an upper-class education, is sometimes reflected in CG's statements. CG is uncomfortable with people humiliating others or themselves. Sigtuna Hum was said to be sympathetic to Christian values, but this seems an exaggeration. The school's “national anthem” was Lars-Erik Larsson's “God in disguise” with lyrics by Hjalmar Gullberg. The lyrics describe the Greek god Apollo, who was sentenced to spend a year among humans. A fitting reference to the school's ideal of Nordic Hellas but self-deification has never been Christian.

The school's pedagogy was as to be expected. Headmaster 1948-1965 was Ph.D. Arne Munthe. In 1955, Munthe expressed the schools aims as: “Actually, it is wrong to say that the school's task is to shape people. A young person must shape himself under the impression of the impulses that meet him in a good environment.”⁹ In practice, this meant a kind of shell defence against the outside world - hard control of incoming information and an (over) organized everyday life to keep everybody busy. Afterwards CG ridiculed the school paper's motto “Our Little World”.¹⁰ Hard to maintain the isolation though. For example, in the case of television, initially only selected programs were shown in the auditorium. By 1965, most of the dorms had their own TV because the housefathers and housewives had acquired their own. As far as recreational activities and the school spirit are concerned, there were individual resistance pockets. Those who came late to school had difficulty getting used to it and felt as if they were being strangled.

There was a strong rivalry with the boarding school Lundsberg. In 1962, the editors of the school newspaper Lundsbergaren made a two-day field visit and summarized their impression of Sigtuna Hum that Lundsberg had a military system where each school class advanced to a higher grading - and no interaction across the school class boundaries. In Sigtuna it was the other way around that if you were not a teacher it didn't matter who you were - a brat was as much worth as a senior and they even socialized. The different systems implied different pedagogies. At Lundsberg, younger pupils were supposed to learn from the older during their free time - the teachers kept to the classroom. At Sigtuna, it was a system of ever-present housefathers, housewives and mentors - deputy parents.¹¹ CG has later used a similar argument about how democratic he himself is - if you are not royal it does not matter who you are - millionaire or prole.

Since similar ideas did in fact exist in ancient Greece - the pupil was to live in an intense intellectual dependence on his mentor - there was even talk of a sexual relationship between the two - the school's Greek heritage consisted not only of Ionian pillars. The Lundsberg pupils thought it was striking how obsessed Sigtuna's pupils were by their teachers. Such was not the case at Lundsberg at all. The school competition must be interpreted in this light. The Athenians fought against Sparta.

The Sigtuna pupils were a mixture of “insiders” (children from wealthy homes who would get to know each other, children of expatriate diplomats, industry officials, missionaries and children from northern sparsely populated villages who lacked a high school) and “outsiders”

⁸ Manfred Björkquist. Kämpande humanism. Tal vid SHL's 25-årsjubileum 1951. I: Sigtunastiftelsens Humanistiska Läroverk : Minnesskrift vid 50-årsjubiléet. 1976, s 7-10.

⁹ Gunnar Henriksson & Sune Askaner. Vision och verklighet : Sigtunastiftelsens humanistiska läroverk 1926-1980. 2001, s 201.

¹⁰ Malin Ekmark. Kungen: Har inga planer på att pensionera mig. TT & Metro, 2016-04-29.

¹¹ Gustaf von Blixen-Finecke & Melcher Claësson. Vi ser på S.H.L. Lundsbergaren, 1962:5.

from the surrounding countryside. In the autumn semester of 1965 there were 228 boys and 182 girls. About 60% of the students were children of expatriate Swedes. One fifth of the students were there on scholarships. There are three political attitude measurements of the school's students from 1961, 1962 and 1973. The share of the respondents was 92%, 87% & 77%. Their background varied, the pupils included all social categories, but it was not a communist stronghold.

Regardless of the school's official ideology, the students were well informed about each other's social background. Those with a noble background tried to use it but the "gentry game" as it was called was considered bad form. An account from the autumn of 1973 describes it as: "In the dining room we were placed in order of nobility. We who had ordinary blood in our veins sat at the back."¹² I have not been able to confirm this but there were 2-3 students from the nobility in each school class. Perhaps on purpose. CG's table mates - his court – consisted of his classmates Lars Littke, Fredrik Palmstierna, Carl Banér, Dick von Horn & Douglas von Sydow.¹³

Thomas Sjöberg interviewed three of CG's class mates: Anders Gruffman, Per Kollberg & Cathrine Hedborg. Gruffman claimed that the school's management opposed any special treatment of CG but that there was an inverted snobbery: "[The Crown Prince] was treated like any other, and that they - his comrades - were proud of this fact." He further claimed that CG preferred socializing with those from simple social conditions but I have not been able to confirm this. It was status to hang out with him but CG avoided those who were all too obviously interested only in his social position. Kollberg complained about CG's low profile and that he was always surrounded by "his court" that protected him from those who wanted to make his acquaintance. Hedborg stated that among the girls it was considered status to dance with him.

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In November 1958, King Gustaf VI and Prince Bertil visited Sigtuna Hum which was to their satisfaction. Early next May Sibylla and CG arrived in a black Jaguar to repeat the inspection. The school staff was instructed that CG should be treated as any ordinary Swedish boy. This was supervised by a school council consisting of headmaster Arne Munthe, Princess Sibylla and CG's house father and class manager. Yet another court representative is mentioned but not by name - possibly it was former Marshal of the realm Birger Ekeberg who until 1962 was chairman of Sigtuna Hum's board. Despite the name of the school, CG would not attend a humanist education but first 3 years of primary school and then 4 years of natural sciences. By entering 2:5 instead of 3:5 of the the primary, he would also effectively repeat a class.

On the day of the of the school start, Monday August 31, 1959, CG had separation anxiety. He came in to his nanny Ingrid Björnberg at half past seven in the morning and followed her where ever she went until it was time to leave. At 14:00, Sibylla drove him to the roll call. On arrival he was surrounded by 60 avid press photographers. CG put on his school uniform: red blazer, gray pants, black tie and white shirt. He seemed unmoved by the commotion. The class manager Olof Storm, teaching Christianity and Physics, "motor-Jesus", received the students and parents and led them to the dorm "Aludden" where they were welcomed by housewife Miss Margareta Svinhufvud and housefather fil mag Torbjörn Pedersen. At Aludden, 18 boys lived by twos, threes and fours. CG received a two-man room which he shared with Carl

¹² Elisabeth Tydin. [Sigtunaskolan ht 1973.] Arbetarebladet, 1991-12-16.

¹³ Bert Miller. Kronprinsen i plugget. Hemmets veckotidning, 1965:5.

Johan Smith. He unpacked his best Teddy bear and placed it in bed. He also brought tea, two candy jars, an alarm clock, books etc.

The routine was that the “brats” were awakened at 7:45 and at 8:15 had breakfast with hot chocolate and buns. There were no school clocks, but the students had to keep track of time themselves. Students had to do their homework at set times, stay inside in the evenings, be in bed at 20:45 and after 21:15 it be quiet. The allowance was about 10 SEK/month. “Perhaps the very first night there were some fairy tales - about princes and trolls - as it is traditional that they are told before bedtime by one of the 'deputy' parents.” The school management expected an onslaught of the curious why Aludden was surrounded with a fence. It turned out unnecessarily. CG was for a long time an odd and isolated newcomer. “Carl Gustaf made an almost pathetic impression when he came, a tense, shy 13-year-old who had difficulty getting in touch with his peers.”¹⁴ - “The Crown Prince was wary. He initially expected to have some sort of special status as a prince. The students at Aludden - a very heterogeneous group of expatriates – took umbrage.”¹⁵ - A peer: “My first memory of him is how he comes running down a hill growling and, throttling, pretending to be drive a scooter. I felt like dying. Bratty was to mild word!”¹⁶

Best buddy was the classmate Carl Banér who shared CG's interest in nature and they were often out inspecting the surroundings. For example, in June 1960, they found an abandoned seagull chick maroon on a island that they nursed to maturity. Both became passionate bird photographers. They could often be seen in the vicinity of Erikssund, a couple of miles outside Sigtuna, where there were plenty of motifs. Later they got interested in archaeological excavations. Carl Johan Smith was in a class above CG and later transferred to another high school.

CG, like the rest of the students, had home leave once a month. In the meantime he was visited by Sibylla with one of the sisters in tow and sometimes by Prince Bertil. Sibylla used to come unannounced a few times a week. They took a walk in Sigtuna with surroundings that normally ended at the hot dog stand. If there was anything special, he called. During high school, Sibylla came 2-3 times a year at the beginning and end of the semester. The city hotel was normally out of bounds but relatives were allowed to offer a meal there. CG was grateful. He felt lonely during the home visits. Sister Christina felt so sorry for him that she even cancelled an opera visit to join him on a western film. Whenever she was invited, she brought CG as an extra guest.

After one year, CG moved to the dorm “Herrgården” where he shared a room with Carl Banér. Either he had been unhappy with being “a boy among other boys” or there was something about his housefather who according to several testimonies was in conflict with his students. “The first year at Sigtuna was hard because the older students had higher status and a better position at the school. At the same time, it meant more freedom and fewer rules. I could suddenly go out and ride a bike or take a walk. [I] had a fixed code of conduct and time for myself.”¹⁷ The troubled environment at Aludden meant that CG and another newcomer had to do their homework at a retired teacher down in Sigtuna - Elisabeth Eriksson - instead of at the dorm.

¹⁴ Michael Jägerblom. Nu får han inte vara Tjabbe längre. Vecko Revyn, 1966:15. [Intervju med CGs gymnastiklärare Bo Gärtze.]

¹⁵ Intervju med CGs gymnastiklärare Bo Gärtze. I: Kungen 50 år - Ur svenska hjärtans djup. TV4, 1996-04-27.

¹⁶ Cecilia Hagen. Från batt till kung - som över en natt. Expressen, 1993-09-16.

¹⁷ Lena Björk. Lillprinsen har blivit stor. ICA-kuriren, 1996:18. [Baserad på en intervju med kung Carl Gustaf.]

Then, for several years, nothing was written about CG's education. What was written was about his summer holidays and leisure.

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In the summer of 1962, CG was confirmed in Borgholm Church after five weeks of intensive reading. The vicar claimed CG “was a nice, interested student with mature reflections”.¹⁸ The pedagogy was to let the students illustrate Bible texts with drawings. In the interrogation, the drawings were used as demonstration objects. Afterwards, everyone received a bible with a joint maxim and one of their own choice. CG's maxim was “Evil people don't understand what right is, but those who seek the Lord understand all.”¹⁹ The confirmation lasted two hours. Ten thousand people were gathered outside the church. When he came out, CG was photographed. Sibylla brought him home in a newly purchased silver gray Jaguar to Solliden where the closest family was gathered. It would be nice to say here that CG has been impressed by the teaching but there is no sign whatsoever that he has a religion. In this respect, he resembles his father and grandfather.

After confirmation, he began to consider what was really required of him in school: “In many ways, education is a product of the environment in which you live,” he read to me [Princess Birgitta] and continued: “In my environment it is not very important to know what a kilo of salmon costs. But it is imperative to understand those people who have to think about the price of salmon when buying it.”²⁰ This sounds like the moral of Mark Twain's book “The Prince and the Pauper” : It is useful to know how your subjects have it. However, it is doubtful whether that knowledge has made CG resemble the rest of us. It is difficult to be king and subject at the same time. To continue in the same vein, CG's upbringing resembles Rudyard Kipling's book “Captains Courageous” where the insufferable millionaire brat Harvey Cheyne becomes a responsible citizen through hard work and good examples.

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In high school, CG had a simply furnished room for himself upstairs in “Herrgården”: Bed, chair, dresser, desk, lamp and a small carpet. On the walls were pictures of racing cars. On the desk were photographs of mother Sibylla and sister Margaretha. Later he added a tape recorder.

The schedule of high school class 1-2 was that the alarm clock rang at 7.00. If you did not immediately get up, you were “helped up” by two students appointed for this purpose. You washed and made your bed. At 7:20 you had first breakfast (chocolate and buns). Twelve minutes to eight, morning prayer. At 8 o'clock the classes started. 10:40-11:30 you had second breakfast (sour milk, porridge, a main dish, bread, butter and milk). Lessons continued until 15 o'clock. Dinner (main meal) was served. Two maids served. When off-duty they were replaced by two of the older boys. The dining tables had names. CG's table was called “Crown Prince”. Each school class ate on its own. After dinner, you were free until 17:30 and then suffered compulsory homework until 19:30 when supper was served (evening

¹⁸ Vecko Journalen, 1962:30.

¹⁹ Lena Engfeldt. Kronprinsens konfirmation. Kyrklig familjehögtid. Svensk Damtidning, 1962:32.

²⁰ Prinsessan Birgitta von Hohenzollern & Fred König. Prinsessan Birgitta. Min egen väg. En memoarbok. Albert Bonniers förlag, 1997.

sandwich). At 22 o'clock it was bedtime. Sunday you were permitted sleep until 9 a.m. There is a difficult to interpret anecdote:

When reading the homework, one of the younger students had to go around with a fruit bowl, an orange or banana to raise the blood sugar. In practice, reading all the lessons at one time was not really workable, but that was the idea. Most people checked if the fruit had any brown spots and then chose any without. But the crown prince, as he was then, was almost unique in this that he always just picked one fruit up. He never made a choice.²¹

During free periods and in his spare time CG and friends were often inside Sigtuna and visited the book store, record shop, pastry shop, the two barbecue bars and a candy shop. The greasers were very benevolent and they were permitted to sit in their cars. In high school class 3-4 they had half an hour extra until 9:15, Saturday evenings they could visit the town cinema and study for as long they wanted to. They were also permitted their own furniture. CG installed a Safari leather armchair.

Housewife high school class 1-2 was Sonja Berg and housefather was Sven "Bull" Lindestad (1928-2002). Lindestad taught German and Spanish - he also mastered English, French and Portuguese - and, in return for payment, supervised CG's homework and gave councils. He was generally inflexible, but he and Sibylla got along well. Lindestad's necrology states that "he did his utmost for the Prince as far as possible to live a natural and undisturbed boy's life"²², which leads me to believe that it was not self-evident. As in Broms, CG kept the lowest possible profile because he had discovered it was the easiest way to get along. The reactions of the environment were never predictable. For example, CG and some comrades wanted to supplement their allowance by collecting empty bottles. When CG showed up, some housewives felt compelled to give him their empty bottles even though they did not want to. Afterwards, they complained to the headmaster Munthe about the matter and he contacted Sibylla. CG was admonished and the bottles returned.²³ Another episode was when CG without permission did something at a bicycle workshop and the owner told him not to. CG apologized. Then the owner discovered who he was and apologized he too. Such episodes always affected CG badly. They were impossible for him to handle.

Housewife high school class 3-4 was Karin Forslund and housefather air lieutenant Fredrik Peyron (1938-2007).²⁴ Peyron was not a teacher but mentored the students in "life science" meaning: "In this education for life he used, among other things, much appreciated sailing excursions with long discussions about life as an adult."²⁵ Peyron perceived CG's future task as being a public relations man for Sweden and tried to give suitable advice on how to behave when meeting foreign people. That no matter what one thinks of the person look friendly, press their hand and give them 10 seconds of attention. Never ever look bored.²⁶

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²¹ Susanna Popova. Överklass. En bok om klass och identitet. Lind & Co, 2008.

²² Nekrolog : Sven "Bull" Lindestad. Svenska Dagbladet, 2002-03-04.

²³ Året Runt, 1964:21

²⁴ Gunnar Henriksson & Sune Askaner. Vision och verklighet : Sigtunastiftelsens humanistiska läroverk 1926-1980 : Sigtunaskolan humanistiska läroverket 1980-2000 : historik. Sigtunaskolan humanistiska läroverk, 2001.

²⁵ Anders Somell. Dödsruna över Fredrik Peyron. Svenska Dagbladet, 2007-11-06.

²⁶ Michael Jägerblom. Hur man gör killar till kungar. Vecko Revyn, 1965:43. [Intervju med Fredrik Peyron.]

All teachers and classmates at Sigtuna who have ever spoken about CG as a person are very positive. Above all they have stressed his willingness to fit in. This included never expressing an opinion, always being helpful and never emphasizing his special position. Sometimes it proved impossible though. Despite all the pretending, CG was not “a kid among boys“ and he got tired of the theatre: For example, the class had an hour of scheduled vocational guidance. CG was embarrassed: “Occupational guidance for me, that's ridiculous: can't I study instead?”²⁷

Otherwise, the verdict was that CG was healthy, strong and incredibly stubborn.²⁸ The stubbornness was early noticeable and commented on even by Mrs. Broms. Coming to high school, CG was considered thorough, dutiful and with a predisposition of becoming a pedant.²⁹ It was assumed that Sibylla had taught him that his official duties were more important than his own person because that was how he behaved.³⁰ There was also another aspect: His acquaintances felt sorry for him. As it seems, because of all the contradictory demands that were made. The double and triple messages around CG's person always crossed each other like sword blades. When Thomas Sjöberg called one of CG's teachers in spring 2010, his spontaneous comment still 44 years afterwards was: “Can't you leave that poor guy alone?”

CG's press contacts at Sigtuna were administered by his gymnastics teacher Bo Gärtze (1920-1998). The stated aim was to make him so difficult for the journalists and the public to access that he could grow up at his own pace. Munthe was reported to have succeeded in this by the newly appointed editor-in-chief Olof Lagercranz at Dagens Nyheter who urged his colleagues to stay away. (An alternative more likely person, however, is Svenska Dagbladet's editor-in-chief at this time Allan Hernelius.) As on Broms the press coverage of the school start was good. Then silence until 1963. CG commented: “The media has almost without exception been very decent to me. There have been no ambushes or telephoto lenses. I am happy for that”.³¹ He was not completely forgotten, however. An unknown photographer allowed CG and comrades to test how many of them his Volkswagen could hold. Twelve it turned out.

What CG did not escape was the curious who tried to catch a glimpse of him, sometimes drunk enough to dare venture forth and greet him. Even school friends' mothers were curious about who their daughters socialized with. The interest could be extremely intrusive. Not only did complete strangers stop to ogle him but he was commented on loudly and rudely. It happened that they trailed him wanting an autograph, which CG always refused. One person was so pushy that he entered the class room to get CG's autograph on a banknote. (Probably the so-called “royal fiver” which was sold for ten kronor on Gustaf Vs 90th birthday in favour of charity.) Some even tried to steal things from him to keep as souvenirs or trophies, his handkerchief and even his cigarette butts.

Over time, bus loads of tourists arrived who wanted to catch a glimpse of him, preferably photographing him, in the same manner as at Solliden, but at Solliden there were police officers. When he was inside Sigtuna, complete strangers could grab him for a picture. “Carl Gustaf could in some moments be gripped by wild rage, scream, swear and be prepared to strike back when people grabbed him. Sometimes, truly complicated situations arose for the

²⁷ Stig Ahlgren samtalar med kronprinsen. Vecko Journalen, 1964:17. [Enligt uppgift från CGs mentor Sven Lindestad.]

²⁸ Margaretha Hernberg. Hur klarar sig kronprins Carl Gustaf i skolan? Året Runt, 1965:50.

²⁹ Året Runt, 1965:13.

³⁰ Året Runt, 1964:21.

³¹ Omar Magnergård. Kronprinsen vill ha Strindberg. Svenska Dagbladet, 1966-03-02.

companions who must always be by his side.”³² His housefather: “Carl Gustaf must never go out alone in town - he must always be accompanied by one or preferably several comrades. They shall assist him if necessary in the event of intrusive attention.”³³ His gymnastics teacher: “The most difficult thing is to find opportunities for Tjab[o]... forgive me the crown prince where he is allowed to participate undisturbed in competitions. We sometimes smuggle him out as part of the team and change his name.”³⁴ CG also used to attend sporting events in the company of 50-60 noisy schoolmates where no one noticed him. His gym teacher: “I think it is useful for the prince to be with ordinary people. To enter the crowd to brawl and argue with others who don't know who he is...”³⁵ Teachers: “Carl Gustaf's comrades show their solidarity in many ways. They know, for example, that he does not like being photographed. When a photographer some time ago wanted to take some pictures of the crown prince from the school's ice hockey rink, the whole class surrounded him, so that there was no opportunity.”³⁶

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CG seems to have been interested in most of the school subjects except literature. He was head of section for sailing in the school sports club. On his 18th birthday he received his own sailboat of the model “Flying Junior”. He competed in sailing, fencing and shooting. He photographed. In 1962 he was sufficiently skilled as a photographer to take the school class card. He had a Pentax camera, later a Minolta, and was a board member of the school's photo club. He listened to jazz and the grandiose romantic. (Lars-Erik Larsson's *Disguised God* was later a favourite.) 1964 he took a driving license. There was a lot of discussion about different car types and engines. When necessary, he was brought by car to the castle. CG used to take over the wheel so he got some driving practice. In the last year, he could take his own car to and from school. The school's pedagogy included combining theory and practice and this he did.

The school had a cultural association *Arcu et Fidibus*. One of the sections was the “Political Club” which arranged lectures and debates about the constitution. CG had orders from “supreme command” never to utter anything on the subject. However, he was in favour of the Coal and Steel Union and hoped for an enlargement. Those who wanted to publish were allowed to do so in the association's magazine *Suum Cuique*. However, the interest was middling and the self-censorship striking.

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CG's social life outside Sigtuna Hum was limited. He didn't want to lose contact with his Broms-mates however. In 1961 he celebrated his 15th anniversary by inviting 12 of them to the castle after having inspected the guards parade in his honour in the inner courtyard. They ate dinner like old times and saw a cowboy movie. The birthday ended with sausage grilling at Haga. Old nanny Ingrid Björnberg was interviewed: “To call him over-ambitious would be foolish, because he is not! But he knows what he wants and knows what he has been born to do. That has always been the case. The boy is righteous.”³⁷

³² Året Runt, 1973:41.

³³ Michael Jägerblom. Hur man gör killar till kungar. *Vecko Revyn*, 1965:43. [Intervju med Fredrik Peyron.]

³⁴ *Expressen*, 1964-09-20.

³⁵ *Expressen*, 1965-01-28

³⁶ Året Runt, 1963:19.

³⁷ Anders Lundbeck. Har den äran Carl Gustaf. *Husmodern*, 1961:15

He spent his winter holidays at Storlien. Other activities outside Sigtuna Hum took place at Solliden. The whole family went there in June and spent the summer there. Family and friends visited.

At 8 o'clock in the morning a whole car cavalcade leaves the courtyard heading south. First, Princess Sibylla in her Jaguar with Princess Desirée or Princess Christina beside her. After the Jaguar follows the Cadillac A6 with driver Ernst Alvergård at the wheel - his 20th anniversary in royal service was celebrated the other year. The crown prince usually travels in the Cadillac, that is, when he does not arrive later, as last summer. [Due to KSSS sailing school in Sandhamn the summer of 1961.] Fellow travellers in the Cadillac are the youngest of the princesses and the handywoman Miss Ingrid Björnberg. Princess Margaretha drives her own Volvo PV 544. When Princess Birgitta was at home, she joined in her MG. Trailing the cavalcade is the station car with driver Gösta Ledin at the wheel; It carries part of Princess Sibylla's staff.

[The cavalcade continued down to Kalmar where they took the ferry over to Öland.] All the children, one at a time, may invite their comrades to Solliden. The Crown Prince and his companions are the liveliest. Several old Broms-mates and a few new from Sigtuna come to visit. Last summer there were no horses but this summer. The day starts with a riding tour at 8:00 for the Crown Prince and his friend. He has built a radio-controlled boat that he drives in the castle pond. He makes study visits, for example this summer to the cellulose plant at Mönsterås and last summer a tour of Kosta glassworks.³⁸

All the children worked one day a week in Solliden's kitchen to show what they had learned about the subject. The dishes were not that complicated. Margaretha was fond of pea soup, CG in cabbage soup. Birgitta and Desirée had come to like different fondues during their finishing school in Switzerland. CG liked practical jokes and served his soup with Buttericks' joke spoons that bent in the heat.

During the summers of 1959 & 1962-1965 CG was on language trips to England: In 1959 and 1962 he spent time sightseeing in London and was then a guest of Queen Elisabeth at Balmoral Castle in Scotland. In 1959 Queen Elisabeth took him and Prince Charles to drink tea with President Dwight Eisenhower who, after a state visit, rested at nearby Culzean Castle.³⁹ In 1963 he visited his relative Lord Louis Mountbatten (brother of Queen Louise) at his summer castle Classic Bawm in Ireland. His language skills were sufficient for an unforeseen press conference. In 1964 he spent a few weeks in Cambridge studying languages with Kaj Falkman, Foreign Ministry, and his teacher Sven Lindestad. Major Hans Skiöldebrand of the Youth Council - a mix of older comrade, bodyguard and adviser - was not allowed to attend this trip in order to force CG to speak English. In 1965, CG spent three weeks at the Scottish farm of Major Michael Leslie Melville accompanied by Sibylla's chamberlain Gösta Lewenhaupt.

There was talk of CG for a year attending the same school Gordonstoun as Prince Charles. A school of hard knocks if there ever was one. In August 1957, John Grigg, ennobled Altrincham, published a criticism of Queen Elisabeth, her court and her upbringing of Prince Charles as overclass dominated and isolated from the rest of

³⁸ Margit Fjellman. På Solliden är kronprinsen kung. Husmodern, 1961:49.

³⁹ Carl Gustaf Bernadotte. Mina 40 år för Sverige. Norstedts, 2013.

society. It caused great attention but had little effect. From 1957 to 1962, Prince Charles attended Cheam School, which he detested, and then Gordonstoun, a boarding school, a place for budding athletes who enjoyed ice-cold showers in the morning and a half-hour run in the open air before breakfast. CG's visit in 1959 and 1962 did not exactly add any taste to the English way of life. CG and Prince Charles were not allowed to play with local boys, but only with each other. They were awakened every morning by a bagpipe blower walking the walls. Queen Elisabeth insisted on ceremonies even for breakfast. CG had to bow deep every time he met her and it was forbidden to address her first. In 1962, Prince Philip published a text on Gordonstoun's merits, "a school for this world's future leader", without CG being convinced.⁴⁰

New sports organizer after Helmer Winnberg was CG's ski coach gymnastics director Bengt-Herman Nilsson (1926-2006), reserve officer in the elite Jämtland's mountain hunters and with a very wide sports background. According to Nilsson, it was to avoid that CG during the holidays all the time was surrounded by women: four sisters, mother and Ingrid Björnberg. He needed a male role model. CG and Nilsson had first met in 1958: "I remember so well when I saw him first time standing there on a hill, watched by a horde of curious tourists."⁴¹ They got along well even if CG and comrades did mischief, for example hid Nilsson's furniture so that he had to spend the night on the floor rolled into a carpet. Additional ski coaches have since been Folke Mossfeldt, Olle Rimfors and Ulf Edborg.

⁴⁰ Lolo Hallström. Carl Gustaf seglade i ösregn med Philip. Året Runt, 1962:38.

⁴¹ Margit Fjellman. Sådan är kronprinsen, del 1. Hemmets veckotidning, 1969:48.