



On Social dynamics of the relationships between the Prince and the University -a historical perspective

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Main concepts

- University ⇔ Universitas
- The Prince
- The City
- The Pope



Main actors / perspectives to the relationship between university & society

- ***The Prince*** as a metaphor referring to executive of political power: king, city state, bishop, nation state ⇔ license to operate
- **The City** represents local community, region ⇔ needs of surrounding society
- **The Pope** represents scientific authority ⇔ approval by scientific communities
- These actors continue to remain, example from CINHEKS project: local, national & global



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University

- **University** (*universitas*) = a medieval western social innovation: **a corporate entity** (organization) & **academic community**
- **A Social institution with many tensions:** teachers vs. students; teaching vs. research vs. third mission; academics vs. administrators; disciplinary differences; relationship with The Prince (institutional *autonomy*, *academic freedom*)
=> a dynamic institution

On The Origins of universities



- First universities were never established but they developed organically: **studia particolare** ⇔ **studia generale** => universitas 14th century

1) Corporative character: "privileged corporate associations of masters and students with their statutes, seals, administrative machinery and degree procedures". (Cobban 1988)

2) Academic character with a unique value basis

Beliefs & values of Europe's universities (1)

- 1) *the belief in the dignity of man*, who, even in his fallen state, was capable of impressive mental and spiritual growth (**education**)
- 2) *the belief in an ordered universe open to rational understanding* (**research**)
- 3) *the belief in the prospect of man's mastery of his environment through his intellect and his mounting knowledge and experience* (**utility**)



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Beliefs & values of Europe's universities (2)

4) *culture in which **questioning and analytical approach** to both classical and contemporary material was encouraged (**critical thinking**)* (Cobban 1988, 11-14)

5) **Publicity of research & open debates**
(Rüegg, 2004, 32-34)

These beliefs & values laid the fundamental historical basis for all European universities



Universitas & University

- **Universitas** = several types of corporate bodies such as craft guilds & municipal councils (*11-13th centuries*) (*Cobban 1988*)
- **Universitas in universities** = the guild of masters, or of students, or masters and students combined => **different from other modes of corporations** (*late 14th-15th century*)
- **Traditional Faculties:** Theology, Law, Medicine, Artes Liberales / Humanities (basic education)



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On The Relationship between *universitas* and The City: Guilds

- **Craft Guild** as a social model to organise & protect a professional group (professors) ⇔ *"a controlling stratum in guild is a combination of persons who are autocrats and colleagues"* (Clark, 1983)
- With guild structure emerged the idea of **training as a ladder** => A social innovation: teaching & advance in studies was related to academic degrees, Bachelor, Master (Doctor, interchangeable with Master)
- Democratic ideas of **nationes** adopted from Italian city states

Archetypes of Universities

- Archetypes of **Paris**, 1215? / **University of Masters**: administration of university taken care of by Masters, guild of masters, colleges, *nationes for students as organisational units*
- **Bologna**, 1088? / University of Students; who organised the relationship between the city of B. & hired professors. However, never decide on the criteria of professors. **Nationes** of students as a self-governance model
- Several combinations of these ideal types in all European universities

Bologna 1888: the 800 years Celebration of the University of Bologna



Museum of Bologna, photo JV

Medieval universities and vocational needs (Cobban, 1975)

■ "The medieval universities were largely vocational schools. They trained students in the mastery of areas of knowledge that could be utilized in one of the secular professions of law, medicine or teaching in the service of the Church. Theology (top science) was very much minority discipline, the pursuit of some of the ablest spirits in the universities but too rarefied and time-consuming for the student en mass ... The normal student ambition was to gain lucrative employment with the safety of the established order,"

Autopsy lecture room in Bologna: practical training?

Photo: JV



Universities in the emergence of territorial states, 15th century =>

- the making of territorial states (kingdoms, etc.) increased the importance of universities: 1) increasing need for (the training of) **civil servants**; 2) need for **social cohesion** through religion (control the training of priests): 3) train defenders of **ideological basis**, 'right religion'
- The universities were connected more tightly to The Prince. One of the best examples is the Kingdom Sweden ⇔ the interests of the King, lower nobility & the Lutheran Church



The Case of Sweden: Universities in the service of the King & Lutheran Church, 17th century=>

- Context: Sweden as the Superpower in the Baltic region (1630s-1721)

=> Need for a homogeneous & efficient internal administration because of a) medieval inefficient administration based on personal loyalty to the King, b) small population & big land area of the relatively poor Kingdom => more resources for the endless wars of the Kingdom

- Opened career paths in military and civil service to King ⇔ **Lower Nobility**

The Kingdom of Sweden in the 17th century



Universities as **THE** Uniforming instrument

- Turku Cathedral School (est. 13th century) was expanded => **the University of Turku in 1640** (*Royal Academy in Åbo*)
- *We Christina, the Queen of Sweden, etc. etc. ... in order to bring the light of culture and education to civilise the ignorant people in Eastern Provinces ... (Statutes of the UT)*
- New universities: Tartto (Dorpat), Turku (Åbo) & renewed ones: Greifswald, Rostock

Inauguration of the Royal Academy in Åbo in 1640 by Albert Edelfelt (1902) (wikipedia)



The Prince and the University

- Swedish universities aimed to **train civil servants for the King & clergy for the Lutheran Church**
- 1) to defend the 'right Christian Belief' = political & dynastic issue
- 2) to strengthen social ties & value basis: Lutheran Church took care of the local administration (=>1870s)
- Channel for upward social mobility both for low Nobility & priests
- => the development of national (systems of) higher education were rooted in the political interests of territorial Rulers (the Prince), lower nobility & church

French & Napoleon revolutions

- Napoleon wars in Europe (1790-1815) challenged the traditional role of universities
- One of the most critical periods in the history of European universities (Wittrock 1993)
- The number of universities declined: **in 1798: 143 universities => in 1815: 83 universities** (France: -24; Germany: -18; Spain: -15); 1850: 98 universities; 1939: 200 universities

=> Two new discontinuities in the traditions European universities: French & Humboldt systems of HE



French –Napoleonic- ideal type (1790s -> 1968?)

- Specialist institutions, subjected to severe discipline, strictly organized & controlled by the state (e.g. *École Normale supérieure*, *École Polytechnique* etc.)
- Produced the elite & civil servants for the state
- ‘*scholarly desert*’ because of professionalization & centralization & separation of teaching from research (=>1870s) because research allowed only in great teaching universities (Sorbonne) & Science Academies (Charle 2004)



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The Humboldtian university reform in the 1810s

- The defeat of the jewel of the Prussian society:
Army => state building based on *Bildung*
- **Ideology:** neo-humanism, German idealism
- **Politics:** state-building with the help of
education & research (*Kulturstaat*)
- **Mentality:** creative intelligence & education
- **Institutional:** a total external & internal
intellectual & institutional decline of German
university system (Nybom 2007)



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The Humboldt *Idea* of University

- **Knowledge** is a unified indivisible entity
- Unity of **teaching & learning** (*research seminar*)
- Primacy of science & scholarship (*wissenschaft*)
- Pursuit of truth in **solitude & freedom** (*einsamheit & freiheit*) includes students & professors
- **Freedom of teaching & learning** (*Lehr- & Lernfreiheit*); *Privatdozent* as dynamic careers
- **Bildung –wissenschaft –national culture**, bases for modern state (*Kulturstaat*)



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Industrial revolution and the emergence of research University, 1860-1920

- Science supported industrialization
- Problems in integrating research with teaching
=> research institutes
- Changes in innovation policy & funding
- Unity of knowledge challenged => "two cultures" / sciences vs. humanists ⇔ technical universities
- Professionalization of careers, *conferences*, *journals*



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Changes in the 19th century

- **Institutional:** university autonomy & faculty – discipline – chair system; academic careers
- **Professionalization:** degrees & careers tied together & state bureaucracy, disciplinary communities: journals & conferences
- **Mental:** Impetus for combined research & teaching activities; scientific communities
- **Pedagogical:** Seminars, laboratories, clinics, tutoring in UK
- School system tied to HE: Gymnasium/Abitur



Laboratories as new learning environments



Photo: web pages of the university of Jyväskylä



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On Traditional Russian HE

- Two traditions & tensions: **liberalism** (Humboldt) ⇔ **totalitarianism** (Napoleon)
- Humboldtian university ideals: institutional autonomy + unity of teaching & research
- Objectives for universities from France: to train bureaucracy & specialists (*grandes écoles*)
- Practical training + Specialist institutions tied to ministries + 'humanist' universities for elite + Science academics
- **Tsarist model** perfected by **Soviet model**: authoritarian system of rules & regulations (Rüegg 2004, Charle 2004)



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Soviet legacies?



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The Mass Higher Education 1960-1990

- **Crucial element:** the social role of higher education changed from the reproduction of elite to production of qualified labour force (Trow 1974)
- The number of students from the age cohort (~15%) ***elite - mass – universal***
- **=> *stratification of HE systems? / HPS***
- Part of policies & processes of making welfare states => equality issue & Economic issue (expenses of HE)



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HE in Industrial Societies

- after the WWII education as the main channel for upward social mobility (Piketty/Simon)
- **education as one of the main instruments in the making of welfare societies**, equality & equity & different interpretations of it
- Equity: fairness of opportunities: individual, social background –talent?
- Equality: to whom, for what, by whom?

On the American model

- US interpretation of the German universities => Post-graduate schools => research universities
- Liberal society ⇔ university governance: Boards of trustees; management as a career
- System dynamics fuelled by a) **liberal arts tradition** (formation of students); b) **competition** (market forces as unifying social force) ⇔ academic drift; c) **stratification** of the system based on institutional status & reputation ⇔ tenure track / academic freedom

On The Nordic model

- Nordic welfare state: 1) strong emphasis of **equality** (no tuition fees) & **trust** (evaluation as development) in 2) the **beneficial state**
- Interplay between state (public authorities) + NGOs (civil society) + business & industry
- Institutional autonomy & academic freedom guaranteed in legislation
- Horizontal differentiation rather than vertical stratification

HEIs & knowledge production & transfer

- **Knowledge Society:** how to organize the relationship between **The Prince** (nation state, the main funder), **The City** (local needs, business needs) and **The Scientific Authority**?
- Reputation & prestige games (league tables)
- Students as consumers: internationalization, relationships between professors?
- Knowledge as a central factor in the economic growth (innovations, transfer) ⇔ in the core of industrial & economic policies

Universtasis?

- **Universitas + stasis** (*balance, greek*)
- **CHALLENGE:** how to find a dynamic balance between all different stakeholders' expectations, functions, & traditions of HEIs?
- Combination of **organisational structures + academic networks** balancing with conflicting needs & expectations from local, national, global level
- ***Universtasis is a space and a place, a process and a structure***

Conclusion: The Prince, The City ⇔ administrative models

- **Italian city states** => nationes & colleges as democratic examples
- **Medieval Guilds** => collegiality, autonomy & control of studies & academic careers
- **State bureaucracy** => universities repeated state bureaucracy as an advanced & standardised model of administration
- **Business enterprises** as organisational models: strong management, strategic thinking, academic workforce as a resource



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Thank you for your attention!

