

# On History and Traditions Of European Higher Education

Summer School in Russia 2013

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# On Basic Concepts

- History
- Tradition
- Legacy
- University
- How are these related with each other?



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# History as a social phenomenon & intellectual device

- **History as a social phenomenon:** the past considered as a whole
- **History** -as a discipline- is interested in contemporary world but studies past. *Based on historical sources (material, literal, oral)*
- => Focus on continuities vs. discontinuities, processes, contexts; *often non-theoretical*



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# Tradition, Legacy, History

- ❏ **Tradition is oriented to future** (what is relevant to pass to next generations), a *process of negotiation*
- ❏ ... but to understand contemporary world one should know how it has developed (history)
- ❏ **Legacy** *"a thing passed to sb by people who lived before them or from earlier events"*  
(Oxford Adv. Dictionary 1995)
- ❏ Legacy is oriented to past, a more one-way process without negotiation with the past



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# University?

- **A Social Institution with many tensions:** teachers vs. students; teaching vs. research vs. third mission; academics vs. administrators; disciplinary differences; relationship with state/society = **dynamic institution**
- Different routes to current HE systems, different histories
- **Higher education institutions (1970s=>)** as a general name for all tertiary level institutions



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# On The History of Universities

- An indigenous **European social innovation**
- **Corporative character:** *"privileged corporate associations of masters and students with their statutes, seals, administrative machinery and degree procedures"*. (Cobban 1988)
- First Universities were never established ... but appear around 1200
- Archetypes of **Paris**, 1215? (University of Masters) & **Bologna**, 1088? (University of Students); several combinations of them ...



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# *Universitas* And 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 of masters and students combined = **academic personnel => distinct from other modes of corporations, (late 14th-15th century); open organisation!**
- **Traditional Faculties:** Theology, Law, Medicine, Humanities. *Medieval innovations: teaching related to degrees' ; lectures & disputations*



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# Fundamental 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 are the fundamental historical layer for all European universities**



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# University Revolutions (Nybom 2007)

- **The Gutenberg Revolution, 1460-1560**
- **The Scientific Revolution, 1600-1750**
- **The Humboldt Revolution I, 1810-1860**
- **The Humboldt Revolution II, 1860-1920**
- **The Mass-Revolution, 1960-1990**
- **The Knowledge Society Revolution, 1990-**

*Revolution = continuities being challenged*



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# University Revolutions & their impacts on HE

- ▣ **Perspectives to changes:** *how have different aspects of higher education changed during these revolutions?*
- ▣ **Aspects of changes:** 1) Institutional / Organizational; 2) Curricular / Pedagogical; 3) Professional; 4) Social / Mental; 5) Relationship with the Prince / Political inspired by Nybom (2007)



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# The Gutenberg Revolution

- ❏ First information technology revolution
- ❏ Changed the role of university professors: from **transmitter** to **critical interpreter** of knowledge
- ❏ New technology supported critical students & social movements (Luther & Protestants)
- ❏ However, neither teaching methods (lecturing) nor organization / institution changed...
- ❏ Emerging new relationship with the Prince: emergence of national universities



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# The Scientific Revolution, 1600-1750

- Empirical science begun to develop outside universities in Science Academies: L'Académie française (1635), The Royal Society (1660) ...
- Traditional (ecclesiastical) universities declined into parochial and/or teaching oriented institutions serving Church & Prince (nepotism)
- => Vocational & Professional Schools
- Professionally:** "Modern scientific man", internationalization of scientific research



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# The Humboldt / Napoleon Revolutions

- Napoleon wars in Europe (1790-1815) => crisis in 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**



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# French –Napoleonic- system (1790s -> 1968?)

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



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# The Humboldt I Revolution, 1810-1860: background

- 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** as a unified indivisible entity
- Unity of **teaching & learning** (*forschung & lehre*)
- Primacy of science & scholarship  
(*wissenschaft*)
- Pursuit of truth in **solitude & freedom**  
(*einsamheit & freiheit*) includes students & professors
- **Freedom of teaching & learning** (*Lehr- & Lernfreiheit*); *Privatdozent*
- **Bildung –wissenschaft –national culture** as basis for modern state (*Kulturstaat*)

# Research University (Humboldt II) Revolution, 1860-1920

- Science => "intellectual industry"
- Problems in integrating research with teaching  
=> research institutes
- Changes in student population, problems with non-professor staff
- Unity of knowledge => "two cultures" sciences (explanation) & humanists (understanding);  
↔ technical universities (1899: professors)
- Professionalization of careers



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# On Russian Higher Education

- Two traditions & tensions: **liberalism** (Humboldt) ⇔ **totalitarianism** (Napoleon)
- University model from Germany: institutional autonomy + unity of teaching & research
- Objectives of universities from France: to train bureaucracy (see *grandes écoles*)
- Practical training + Specialist institutions
- Tsarist model** perfected by **Soviet model**: authoritarian system of rules & regulations (Rüegg 2004, Charle 2004)



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# Changes in the 19th century

- **Institutional:** university autonomy & faculty – discipline –chair system; academic careers
- **Professionalization:** degrees & careers tied together & state bureaucrazy, 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



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# The Mass-Revolution, 1960-1990

- ❏ **Crucial element:** the social role of higher education changed from the reproduction of elite to production of qualified labour force (Trow 1974)
- ❏ Crucial matter: the number of students from the age cohort (~15%) ***elite - mass - universal***
- ❏ Part of policies & processes of making welfare states => equality issue & Economic issue (expenses of HE)
- ❏ ***Political, professional & pedagogical aspects***



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# Recent Trends in the Changes of Knowledge

<b>Dimensions of Knowledge:</b>	<b>(Traditional) Hierarchical Society:</b>	<b>Networked Knowledge Society:</b>
<i>Locus of knowledge</i>	Local & national institutions	(&) Global networks
<i>Nature of knowledge</i>	Controlled /closed	Open & free
<i>Mode of knowledge production</i>	Universities	Cooperation: universities & others
<i>Production of knowledge</i>	Individual academics	Collective cooperation & peer production
<i>Storage of knowledge</i>	Libraries & archives	(&) internet
<i>Access to knowledge</i>	Limited, controlled	Open & free
<i>Mode of knowledge transmission</i>	Teacher-centered, lecture rooms	Student-centered, web-based learning

# Globalised Knowledge Society Revolution?

- Changes in the knowledge, its production, storage and dissemination => needs to re-organise administration & management, pedagogical thinking (MOOCS), the role HEIs in society, professional profiles
- **World class university** as an idealized image of a US research university. A new myth?
- Drivers of changes in society, globally:  
**Networks & ICT & Knowledge**



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# The Impact of The Mythic 'Humboldt Model'

## Why Myth?

-Humboldt was 'invented' in 1900, when the unfinished memorandum (1808) was found  
-never realised as a model, but revolutionised the thinking about university

USA: graduate schools => research universities (+ undergraduate teaching)

Japan: typical (curious) interpretation

Russia?



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# On the Success of Humboldt Model

- Why "The Humboldt University "Model" has been so successful?
- It is a political model, which can be used for different purposes (like Wold Class Uni.)
- Recognised as successful, whihc makes imitation & use as a policy mechanism

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