

Historical perspective to higher education

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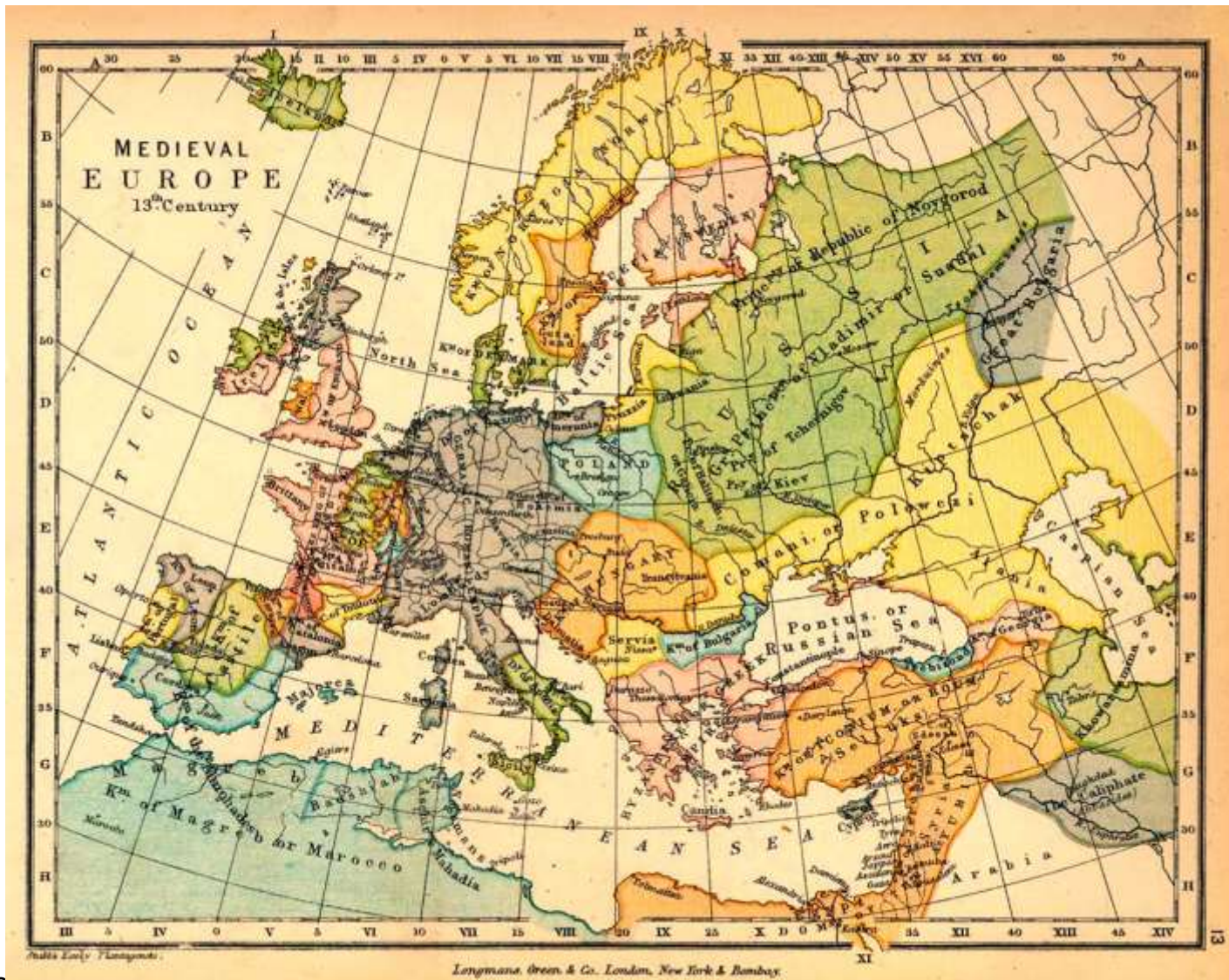


Higher education & university

- **Higher education** = a social institution found in every organised society
- **University** = a medieval, western European social innovation: **a corporate entity** (organization) & **academic community**
- **An organisation with many tensions:** disciplinary differences; teaching vs. research vs. third mission; teachers vs. students; academics vs. administrators/managers ⇔ relationship with State & Society (*institutional autonomy, academic freedom + economic dependency*) => **a dynamic institution**



Medieval Europe, 13th century



Why universities emerged & were established?



How universities emerged?

- First universities were never established but developed organically: **studia particolare** ⇔ **studia generale** => universitas 14th century
- Basic problem:** what to do with growing numbers of foreign (university) students and teachers?
- Basic challenges:** How to organise the relationship with the City/Society (prices of food, accomodation, law & order...) and with territorial authorities
- Basic solution:** license to operate from Pope or (sometimes) from the King (or Emperor), or both
- Resources:** student fees (paid by Church & students) + grants from Prince



University as a federation of scholarly communities

- 1) **Corporative character:** "privileged corporate associations of masters and students with their statutes, seals, administrative machinery and degree procedures". (Cobban 1988)
- 2) **Organisational autonomy** in relation to Catholic Church (**Academic authority**), cities (**Society**) and Kings (**State**)
- 3) **Academic character** with a unique value basis aiming for a better understanding of the world & education of students

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 intellectual basis for all European universities



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Universitas & University

- **Universitas** = several types of corporate bodies such as craft guilds & municipal councils (*11-13th centuries*)
=> only universities (*14th / 15th centuries*)
- **Universitas in universities** = the communities (or *guilds*) of masters, or students, or masters and students combined
- **Traditional Faculties:** Theology, Law (Roman & Canonic law), Medicine, Artes Liberales / Humanities (trivium +quadrium)
- medieval idea of **re-formatio**



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The Essence of university: schola



Olaus Magnus (1555) in Nuorteva 1997



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Two 'archtypes' of universities

- **Bologna (1088?) as the University of Students;** organised the relationships between the city of Bologna & hired professors. **Nations** of students as a self-governance model ⇔ *Familia-principle*
- **Paris (1215?) as the University of Masters:** administration of university taken care of by Masters; colleges, nations of students & masters as organisational units in faculties. Academics & students were members of the Catholic Church ⇔ canon law
- Many combinations of these ideal types in European universities (re-formatio)

Medieval universities by 1500

Year 1500:

76 universities
established;

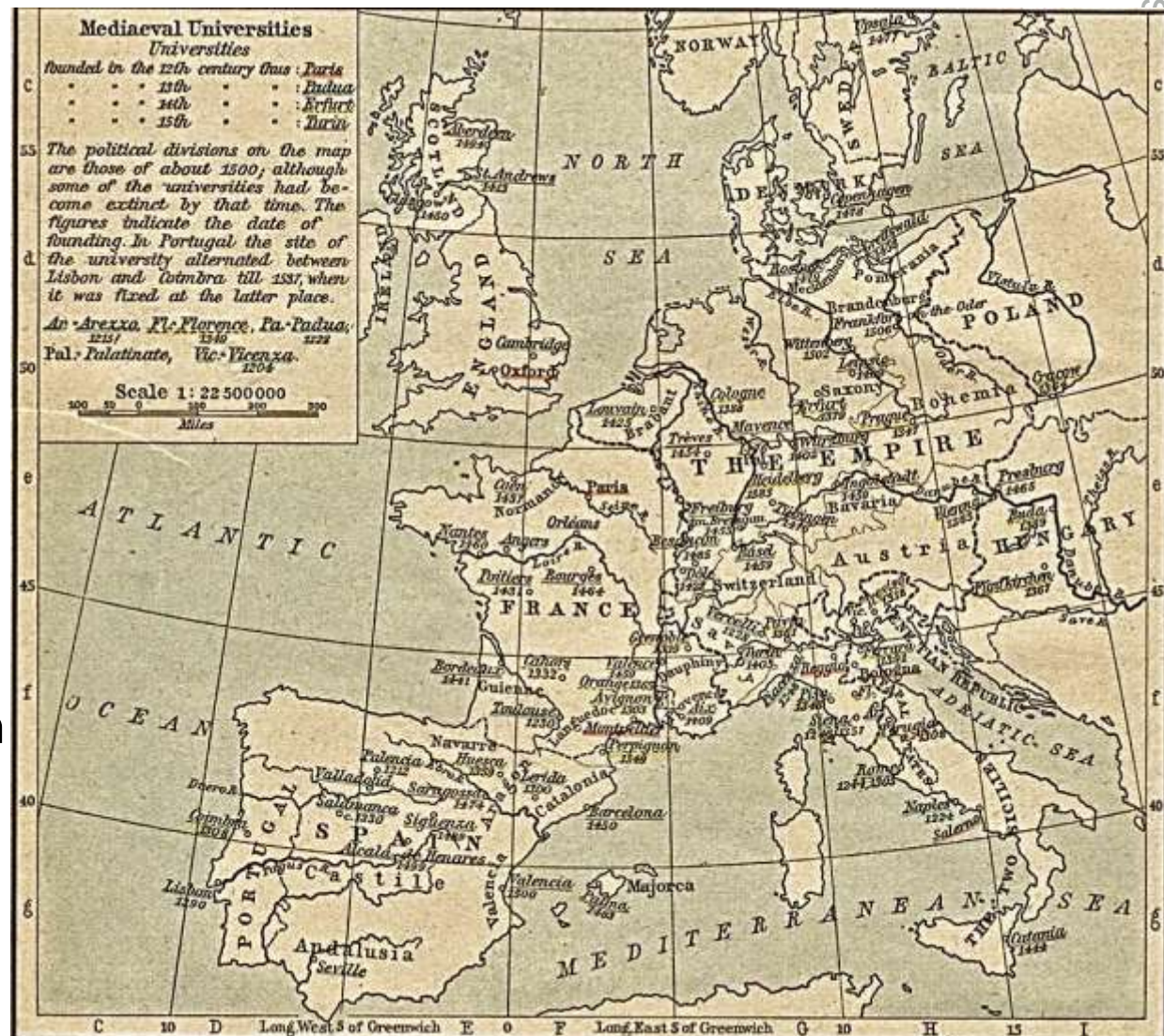
66 functional;

of them 58

without

interruptions

(History of European
Universities 1992)



Universities in the emerging territorial states, 16th century =>

the strengthening of territorial states with more powerful kings made universities more important for the states:

- 1) need for (the training of) **civil & military officials**;
- 2) need for **social cohesion** through religion (control the training of priests):
- 3) educate the defenders of the **ideological basis**, 'right religion' (Reformation)

=> The universities were connected more tightly to the interests of the states. The Kingdom Sweden as an illuminating example of this European development

The Expansion of the Kingdom of Sweden



Sweden: Universities in the service of the King & Lutheran Church, 17th century

🎯 **Context:** Sweden as the Superpower in the Baltic region (1630s-1720)

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

🎯 Opened career paths in military and civil service to King
⇔ **Lower nobility** benefited; **clergy** grow important estate because of its importance for royal propaganda

Science academies and the Republic of science

- Emergence of first academies in Italy (15th century) was influenced by the *humanistic movement* => important for the development of science ⇔ humanism universities
- Increased stranglehood of state => strengthening identity of academics + development of learned societies ⇔ **Republic of science**, first academic journals (17th)
- Science academies:** 'Invisible college' => *The Royal Society* (1662) -a private association vs. *Académie Royale des Sciences* (1666=>1699) -a state department of scientific research as a model ⇔ Science academies were established all over Europe (=>18th century)

Number of students

rounded-off percentages of the age-group

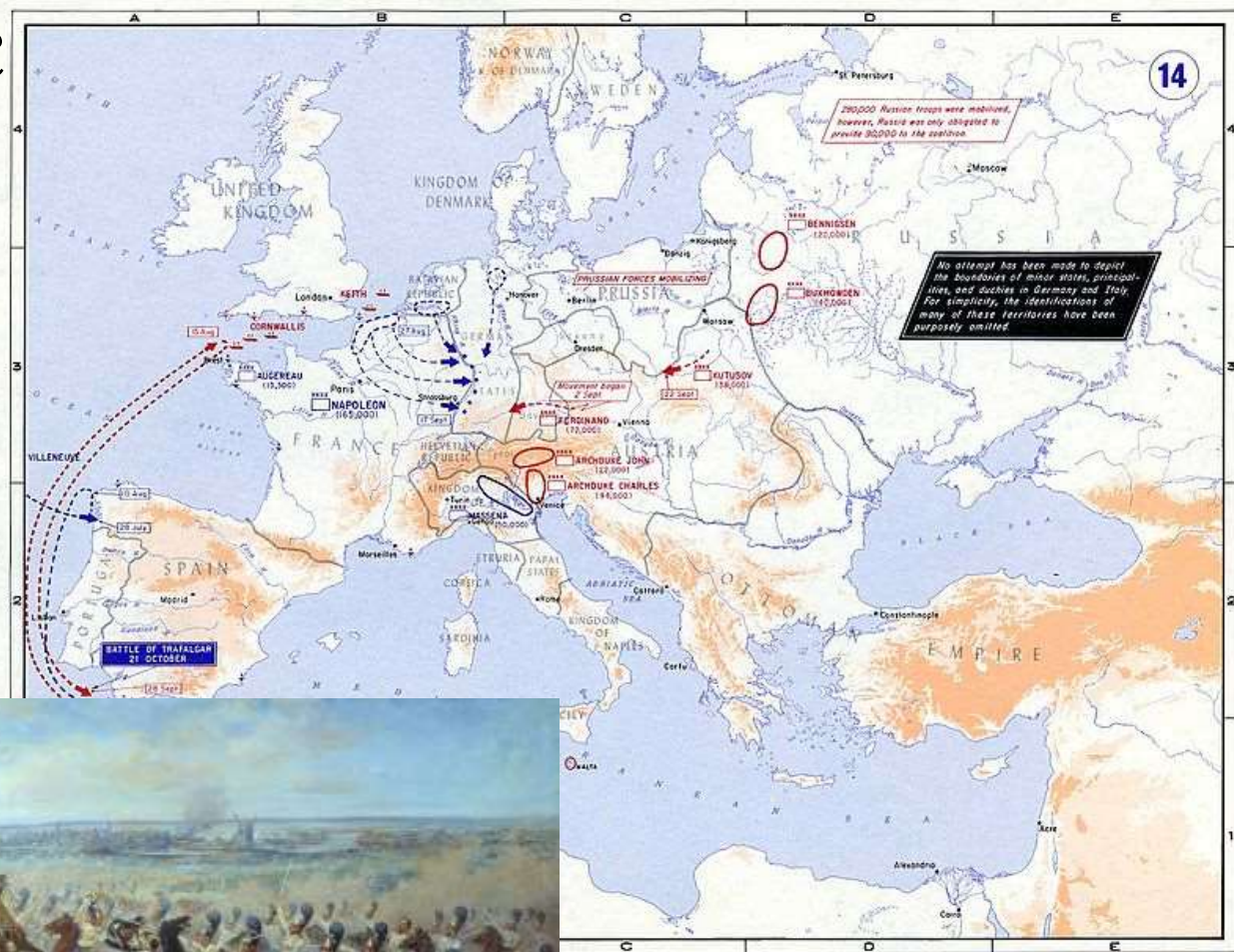
Country / region	1575-1600	1700	1750	1800
England	2,7	1,5		
German empire	1,2	2,2	1,7	0,9
Dutch republic	0,2	0,7	0,7	0,6
Coimbra (Portugal)	1,4	2,4	3,3	1,2
France				1,2
Finland (Sweden)				0,9

Socio-economic background of students (%)

Father's occupation	Finland ~1800	Germany ~1800	England ~1800	France ~1800
Nobility / Landowners	9	18	31	3-4
Learned professions	33 clergy	40	32 clergy 21 prof.	65-77
Economic upper middle class	14	7	6 business	2-9
Lower middle class	21	21	-	10-25
Lower/working	15	1	-	1-5
Unknown/other	9	13	10	

Germany = selected universities; France = 4 provincial law faculties; UK = Cambridge

Napoleonic Wars (1803-15)



(FIER)



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French & Napoleon revolutions

- Revolutionary & Napoleon wars in Europe (1790-1815) challenged all medieval institutions, incl. universities: *teaching institutions for priests and lawyers corrupted by nepotism especially in Germany ⇔ scientific research was conducted in science academics*
 - **How to solve these problems?**
 - The number of universities declined: **143 universities (in 1798) => 83 universities (1815)** (France: -24; Germany: -18; Spain: -15) (1850: 98 uni; 1939: 200 uni.)
- => Two new traditions introduced to European universities: French & Humboldt systems of HE**



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French (Napoleonic) ideal type on the relationship with State(1790s =>)

- **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 was allowed only in great teaching universities (Sorbonne) & Science Academies (Charle 2004)



The Humboldt *Idea* of University

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

Industrial revolution and the emergence of research university (1860-1920)

- Science supported industrialization of Germany
- Problems in integrating research with teaching => research institutes
- Changes in innovation policy & funding, the role of state got stronger,
- Unity of knowledge challenged => "two cultures" (nature vs. culture) ⇔ introduction of technical universities
- Institutional autonomy, professionalization of academic careers ⇔ *conferences, journals*
- German model copied worldwide (USA, Japan)**



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Number of students -university enrolments per age cohort (20-24-yrs)

Country / region	1870	1890	1900	1910
England	0,4	0,7	0,8	1,3
Germany	0,5	0,6	-	0,9
Netherlands	0,2	0,7	0,7	1,1
Portugal	1,4	0,3	0,3	0,2
France	0,5	0,9	1,2	1,7
Finland	0,4	1.1	1,2	1,2

Source Ringer 2004

Socio-economic background of students (%)

Father's occupation	Finland ~1900	Germany 1910s	England ~1900	France ~1900
Nobility / Landowners	3	-	12	-
Learned professions	31	30	16 clergy	38
Econ. up.-middle class	24	36	37 profess.	20
Lower middle class	29		27 business	36
Lower/working	8	35	5	6
Unknown/other	5		3	-

France = Ecole Normale; UK = Oxford

On the relationship with the state and higher education in Russian

- Two traditions & tensions: **liberalism** (Humboldt) ⇔ **totalitarianism** (Napoleon)
- Humboldtian university ideals: institutional autonomy + unity of teaching & research
- Objectives for universities from France: to train bureaucrats & specialists for state (*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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WWII



Berlin 1945



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Expansion of mass systems of higher education, 1960-

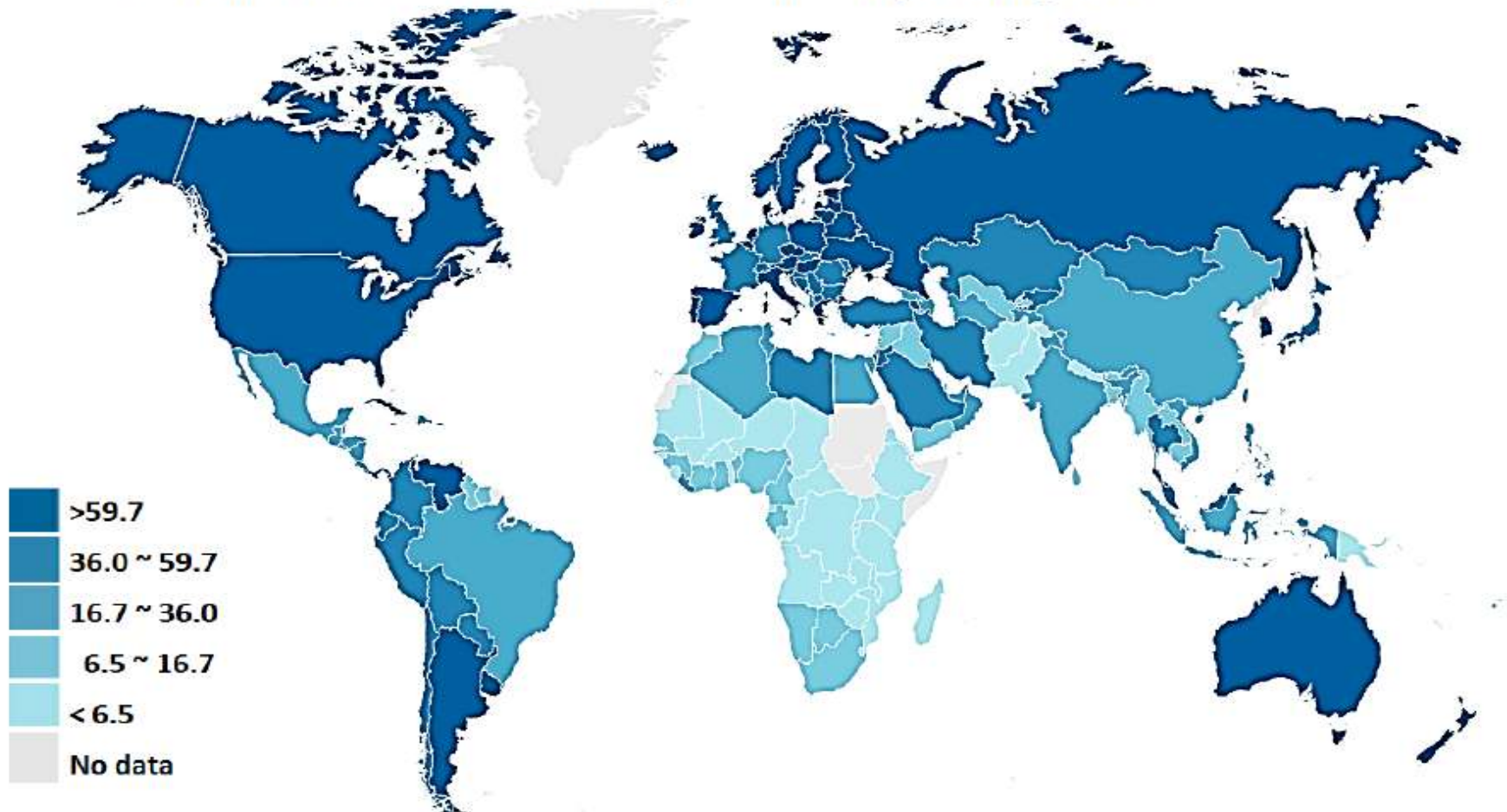
- The growth of HE begun in the 1950s/60
- **Crucial element:** the social role of higher education changed from the reproduction of elite to the production of qualified labour force (Trow 1974)
- => changes universities, HE systems and societies
- Crucial matter: the number of students from the age cohort (~15%) ***elite - mass - universal***
- Part of policies & processes of making welfare states
=> equality issue & economic issue (expenses of HE)
- => ***stratification of HE systems? / HPS***



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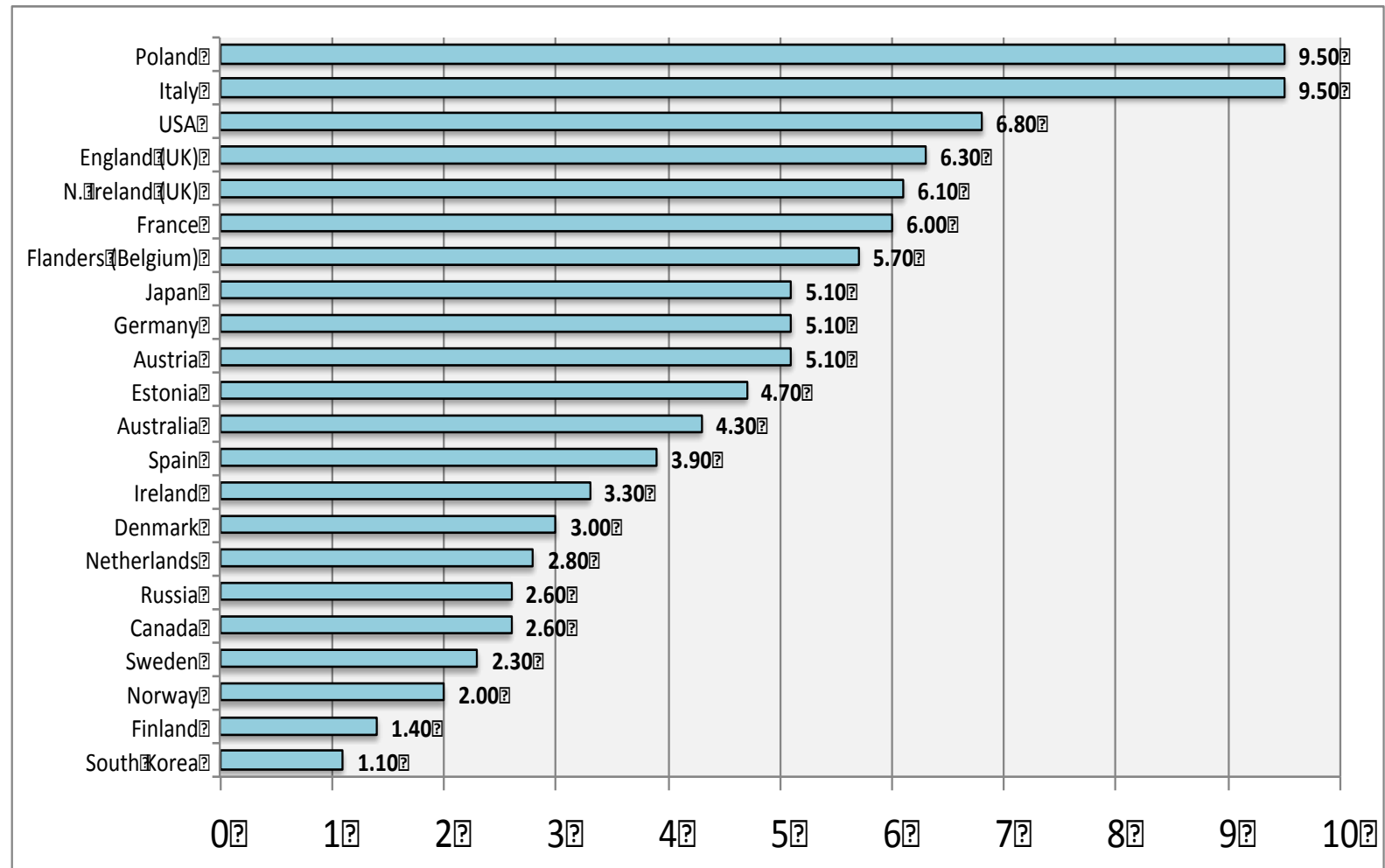
Gross enrolment ratio for tertiary education by country, 2011



HE in industrial societies

- after the WWII HE was the main channel for upward social mobility (Piketty)
- **education was one of the main instruments in the making of welfare societies:** creating equal educational opportunities in order to make societies more equal (instrument & goal / Nordic countries)
- **Equity:** fairness of opportunities: individual, social background –talent?
- **Equality:** access?, opportunities? Outcomes? ⇔
Conservative, liberal, radical (Husen 1978)

Social mobility in OECD-countries



Odds ratio = the propability of 20–34-year students with one of the parents having a HE degree as compared to those whose parents don't hold a HE degree.

(OECD, Education at Glance 2014, 93)

On the US model: civil society & market forces

- **Liberal tradition** ⇔ private universities established by religious communities & philanthropic associations ⇔ university governance: Boards of trustees.
- US interpretation of the German universities => Post-graduate schools => research universities; strong federal research funding
- 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

A Nordic counterforce: equality and cooperation with state & society

- Nordic welfare state: 1) strong emphasis of **equality** (no tuition fees); 2 **social trust** (fair taxation); evaluation as development rather than ranking; 3) **beneficial state**
- Interplay between state (main funder & regulator) + expected contribution to civil society + cooperation with business & industry
- Institutional autonomy & academic freedom & equal educational opportunities quaranteed (legislation)
- => **Horizontal differentiation more than vertical stratification (?)**

HEIs & knowledge production?

- **In Networked Knowledge Society:** how to organize the relationship between the **nation state** (the main regulator), **society** (local & national needs, civil society, local & global business) and **university** (networked disciplines & academics vs. HEIs as organisations, students)?
- Reputation & prestige games (league tables) important for HEIs & for international student mobility
- **Globalization:** students as consumers: global education markets, network as a social form
- **Knowledge** as a central factor in the economic growth (innovations, transfer) ⇔ in the core of industrial & economic policies

Discussion: historical layers in HEIs

(1)

- **Medieval basement: Italian city states & guilds =>** collegiality as the functional principle: democratic principles combined with autonomy & control of studies & academic careers; scholasticism,
- **Reformation:** State intervention tied universities more with the interests of the state. Scientific development moved into science academies, universities became intellectually sleepy places, humanism
- Napoleon & Humboldt revolutions changed the relationship with the state: more control vs. more institutional autonomy, research seminars

Discussion: layers in HEIs (2)

- 19th century: **State bureaucracy** => (continental) universities repeated state bureaucracy as an advanced & standardised model of administration
- Mass education** did not solve the problems of equal educational opportunities.
- Neo-liberal ideas** of an efficient, business-like HEIs emphasize strong management, strategic thinking, academic workforce as a resource;
- YET Universities serve mainly **society** (public debate, critical perspectives...) **state** (administration, social work, teaching, legislation, law-enforcement, military) and ... **business** (innovations, qualified labor...)



Thank you for your attention!



Photo: JV