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A HISTORY OF THE UNIVERSITY IN EUROPE

GENERAL EDITOR

WALTER RÜEGG

VOLUME III

UNIVERSITIES IN THE NINETEENTH AND
EARLY TWENTIETH CENTURIES

(1800-1945)



EDITOR
WALTER RÜEGG



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This is the third volume of a four-part History of the University in Europe, written by an international team of authors under the chairmanship of Professor Walter Rüegg. The series has been sponsored by the Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities (CRE), now European University Association (EUA), and is intended for the general reader as well as the specialist. It covers the development of the university in Europe (east and west) from its origins to the present day, focusing not on the history of individual institutions, nor on the universities in any individual country, but on a number of major themes viewed from a European perspective.

The originality of the work lies in its comparative, interdisciplinary, collaborative and transnational nature. It is not a history of ideas, even though each volume has a 'Learning' section dealing with the content of what was taught at universities during this time, but rather an appreciation of the role of the universities seen against a backdrop of changing conditions, ideas and values.

Volume III, 'Universities in the Nineteenth and Early Twentieth Centuries', attempts to situate the universities in their social and political context throughout the one and a half centuries spanning the period from 1800 to 1945.

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A HISTORY OF THE UNIVERSITY IN EUROPE

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This four-volume series, prepared under the guidance of an editorial board, has been directed by the Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities (CRE), now European University Association (EUA). The EUA, which is a non-governmental organization based in Brussels and Geneva, has over 650 member universities in both eastern and western Europe. Its Brussels and Geneva secretariat oversees the administration of the project.

The university is the only European institution to have preserved its fundamental patterns and basic social role and function over the course of the last millennium. This *History* shows how and why the university grew to encompass the whole of knowledge and most of the world, how it developed an intellectual tradition common to all Europeans, and how it trained academic and professional elites whose ethos transcends national boundaries.

Volumes in the series

- I *Universities in the Middle Ages*
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- II *Universities in Early Modern Europe (1500–1800)*
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READER'S GUIDE



This series, although compiled by specialists, is destined for the general reader. The notes and bibliographies accompanying the different chapters have therefore been kept to a minimum. The notes are either bibliographical references to specify sources, generally the most important or recent works relating to the subject, or they have been introduced to justify quantitative data or to explain any significant differences between two interpretations of a particular point. Select bibliographies follow the chapters, designed to stimulate further reading and are not exhaustive. The reader will find more complete bibliographical references in the works indicated. As a number of well-known works for the period are quoted in several chapters, abbreviations of the titles of these works have been used in the notes. A list of bibliographical abbreviations follows this page. Furthermore, the reader will find a more general bibliography at the end of chapter 2 ('Patterns'), as this chapter locates the presence and nature of universities during the period covered by this volume. In order to avoid unnecessary overlaps between the various chapters, the editors have made cross-references to other chapters in the text as well as in the notes, thereby informing the reader that more ample information on the subject can be found elsewhere in the volume (see also the subject index). The standard English version of proper names has been used throughout; when necessary, a form more commonly used in continental Europe is indicated by means of a cross-reference in the name index.

BIBLIOGRAPHICAL ABBREVIATIONS USED IN THE NOTES



Bildungsbürgertum

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Gerbod, Condition universitaire

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Hammerstein, Universität Frankfurt am Main

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FOREWORD



WALTER RÜEGG

Nonumque prematur in annum: 'let it be kept quiet till the ninth year.' This famous advice given by Horace in his *Ars poetica* applied to poetry. When the same time-span occurs in the publication of a history book that was planned and carefully prepared for 1994, the reader may ask for an explanation.

As outlined at some length in the Foreword to the first volume, in 1982 the Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities (CRE), now the European Association of Universities (EUA), which meets regularly to discuss the contemporary problems and the future requirements of its more than 650 member universities, decided that it needed a better knowledge of the history of universities. Since a modern work of this kind was lacking, it undertook a feasibility study with the help of university historians and sociologists. In March 1983 a conference was held in Berne, Switzerland, which gave a positive evaluation for such an undertaking. In September of the same year the CRE appointed an editorial board entrusted with the task of publishing a *History of the University in Europe* in four volumes, on the basis of the current state of the art – paying all due attention to a comparative and comprehensive thematic analysis of historical changes and regional differences. The first volume was published in English in 1991, in German in 1992, and the second in 1996 in both languages. Spanish and Portuguese translations followed from 1994 on, while a Russian edition is currently being prepared in Moscow, and a Chinese one in Hebei.

The planning for volume III began in July 1985 at the University of Salamanca. In view of the complex development of the history of universities in the nineteenth and early twentieth centuries, a 'brain-storming' session with specialists was organized in March 1986 at Bad Homburg, near Frankfurt-am-Main. As a result of this meeting, guidelines were drawn

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up by the editorial board in September 1986 at the São Marcos Palace in Portugal, an historic building belonging to the University of Coimbra. Potential authors met with the board for a first workshop in June 1988 at the University of Oxford and then presented their drafts for discussion in May 1990 at the University of Bochum. When, in September 1992 at the University of Ghent, the editorial board examined the draft contributions for volume III, three chapters were still lacking. Owing to previous unfortunate experiences with an author of volume II who, after many delays, delivered an unsatisfactory draft, the editorial board decided to replace the renegade authors by others who promised to finish their chapters by the end of 1993. This solution succeeded only partially. In the case of one chapter, the delivery was postponed from one year to the next. Twice the volume editor travelled hundreds of miles in order to urge the delivery of the text. Eventually, in September 2002, he received the last part of the missing chapter.

Even had we received this chapter in 1994, the fatal illness of our colleague Edward Shils, which led to his death in 1995, would have postponed the publication by a few years. With his sociological knowledge of the world-wide expansion and social impact of the modern university and its scientific discoveries, with his acute judgement and friendly and reliable advice, he was not only a most active member of the editorial board; he had also written the first draft of three chapters in volume III. The draft of chapter I (Themes) served as a kind of map for the whole volume and would have needed to be adjusted according to the conclusions of the other authors. With his passing this introductory chapter became obsolete, and it was duly rewritten by the volume editor. His preliminary sketch of chapter 6 ('The Diffusion of European Models outside Europe') was an impressive testimony of his first-hand knowledge of universities on other continents, but his death interrupted his work on this topic. Our co-editor John Roberts – with the help of specialists for each region – duly revised the whole chapter and supplemented it with references and recent information. The opposite occurred in the case of the sub-chapter on the social sciences. Edward Shils had expanded the draft of this topic – so familiar to him – to the size of a monograph, and his illness prevented him from shortening it. Eventually our co-editor Asa Briggs decided to add to the sub-chapter on history in chapter II the most significant developments in the social sciences before World War II. In fact, with the exception of law and the new economics, most social sciences such as sociology, social anthropology and political science were not generally included in university curricula in Europe before the 1950s.

These circumstances may explain, although not excuse, the fact that volume III only went to press some nine years later than originally planned. It is parallel in its structure to the first two volumes, but this structure has

been adapted to reflect three important changes in the history of the universities. First, the traditional university model, common to all European universities until the end of the eighteenth century, was replaced by different models of higher education; second, the modern university focused increasingly on specialized scientific research; and third, student movements began to play an important role in both national and international struggles for individual, social and political freedom.

For this reason, the former chapter 8 of the previous two volumes ('Student Education, Student Life') concentrates in this volume on 'Student Movements'. It presents the first comparative survey of the political power that emerged from universities and illustrates it with numerous examples from different European countries. The other facets of student life in colleges, fraternities or private circles remained essentially unchanged throughout this period, with the exception of the two world wars that are treated in the Epilogue. Student mobility, described in a separate chapter in previous volumes, lost its educational and cultural importance for whole generations of students. The most important changes in student education related to innovations in the humanities, sciences, medicine and technology, as these gradually became recognized as parts of the curriculum. These innovations are treated in Part IV (Learning).

The huge expansion and specialization of research-orientated studies was related to the replacement of the traditional university, consisting of four faculties, by three different institutional models of higher education, leading to new faculties, schools and departments. These are analyzed in Parts I (Themes and Patterns) and II (Structures). The 'List of European Universities' that figured in the first two volumes at the end of the second chapter has been enlarged to a list of 'European Universities and Similar Institutions of Higher learning in Existence Between 1812 and the End of 1944' and placed at the end; besides the universities it includes similar institutions of higher education which, from the eighteenth century, were founded in the fields of technology, commerce and teacher training. To comply with multiple requests, the list indicates as far as possible the introduction of new faculties and departments.

Following the death of Edward Shils in 1995 the editorial board lost further members: in 1997 the Danish historian of science, Olaf Pedersen, and in 1999 the Polish Historian, Aleksander Gieysztor. With their particular expertise and broad European horizons they were not only instrumental in assuring the success of the first two volumes, but they also enriched them as authors: Gieysztor wrote in the first, Pedersen in the second volume. On 30 May 2003 the editorial board lost one of its most active members, John Roberts. Professor Roberts was distinguished by an unusual combination of talents and accomplishments. A wide-ranging historian, he wrote well-regarded volumes on vast subjects;

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one of his books has been praised as the 'best modern presentation of the history of the world'. A practised academic administrator, he served as vice-chancellor of the University of Southampton and as Warden of Merton College, Oxford. A true and always helpful friend, he contributed substantially to the planning and critical review of our project. He edited the chapter in our second and third volumes on the world-wide effects of the European university models. His intention of writing the introductory chapter to the fourth volume was frustrated by his debilitating illness, which he bore with admirable fortitude.

In 1995, a new member, Alison Browning, joined the editorial board; as deputy secretary general of the CRE, she had played a major role in bringing about this *History*, promoting with tireless devotion and alertness the harmonious – indeed friendly – co-operation between so many European scholars, and participating actively in the English edition of the volumes.

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Among the national correspondents mentioned in volume II, Walter Höflechner (Graz), Mariano Peset Reig (Valencia), Ilaria Porciani (Bologna) and Grigori A. Tishkin (St Petersburg), helped especially in giving the volume a 'European' dimension. The assistance of other colleagues is recognized in the chapters concerned.

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To the memory of our dear colleagues
John Roberts and Edward Shils
In grateful recognition of their human and scholarly qualities