

How things were and how things came to be – the Hidden History of HE

1992 and all that

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Clark, B.R., 1999 [1970] *The Distinctive College*, New Brunswick, Transaction pp234-235

A strong organisational saga or legend as the central ingredient of the distinctive college...

...the capturing of allegiance ... The organisational motif becomes individual motive, much more than a statement of purpose, a cogent theme, a doctrine of administration, or a logical set of ideas... An organisational saga turns an organisation into a community.

1122

First Universities: Scholars



The first *Universitas* – guild – was of students in Bologna

Few rules for students themselves, but...

The doctors were compelled, under pain of a ban which would have deprived them of pupils and income, to swear obedience to the students' rector, and to obey any other regulations which the universities might think fit to impose on them –

A professor requiring leave of absence even for a single day was compelled to obtain it first from his own pupils...

The professor was obliged to begin his lecture when the bells of S.Peter's began to ring for mass, under a penalty of 20 solidi for each offence ... while he is forbidden to continue his lecture one minute after the bell has begun to ring for tierce

Not 1180 BCE

Circ AM 2855, and 1180 before Christ, Gerion and 12 more learned Greeks accompanied the Conqueror Brutus, into this isle; - others, soon after, delighted with a relation of the country came and seated themselves with them, at a place, the most agreeable and convenient, at that time, for study, called in their native or mother tongue, Greeklade, &c – a word made upon the occasion.

Before the Roman Time this had been called the Literata, the learned city. The most celebrated Athens, Inclytum Oxonium – the Theatre and Emporium of all Sciences, - the Seat of Muses, - the Fountain of Learning; with other such like honourable terms. But in the Roman Times ... this city was miserably burnt, and the university sunk and perished with it.



T H E
H I S T O R Y
O F T H E
UNIVERSITY OF OXFORD,
T O T H E D E A T H O F
WILLIAM THE CONQUEROR.

VETERA MAJESTAS QUÆDAM, ET (UT SIC DIXERIM,) RELIGIO COMMENDAT.
Quintil. de Inffit. Orator. l. 1. c. 6.



OXFORD:
PRINTED IN THE YEAR M,DCC,LXXII.
(PRICE ONE SHILLING.)

Scottish Universities



James, the illustrious King of Scots,...., was very desirous that a university, with every lawful faculty, should be set up and ordained by the Apostolic See in his city of Glasgow, as being a place of renown and particularly well fitted therefor, where the air is mild, victuals are plentiful, and great store of other things pertaining to the use of man is found, to the end that there the Catholic faith may be spread, the simple instructed, equity in judgement upheld, reason flourish, the minds of men illuminated, and their understandings enlightened.

Familiar Universities

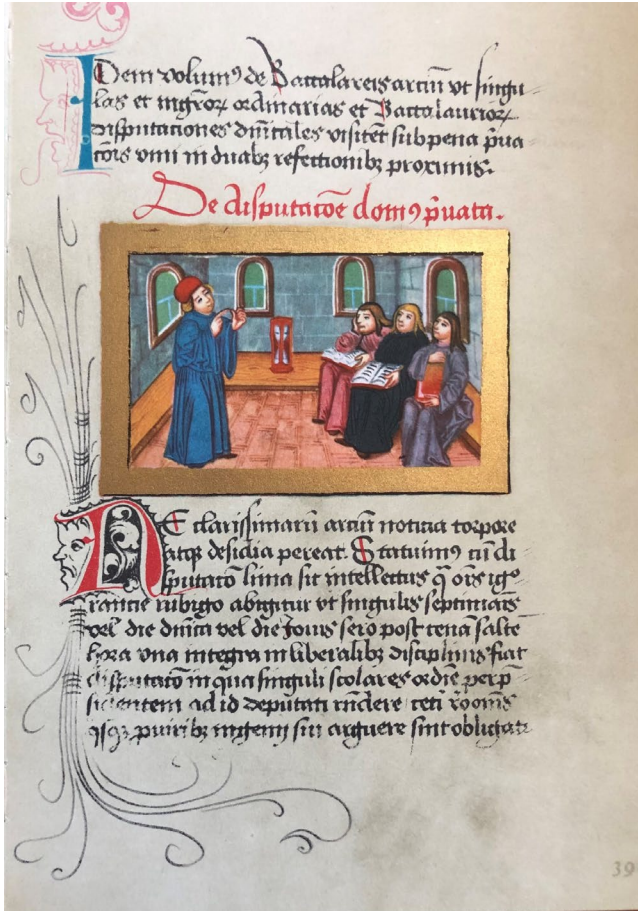


HEc sunt statuta per venerandum patrem Johannem Episcopum Adrimitanensis ecclesie concepta pro quiete et tranquillitate vtilitateque collegium sapientie ...

We have set up in Freiburg in our House, which stands under the sign of “Divine Wisdom” or “Sapienz”, a College for twelve poor scholars of honest name...

Therefore we have introduced these Statutes, which are well qualified to regulate morals and conduct, mode of entry into, departure and resignation from our House.

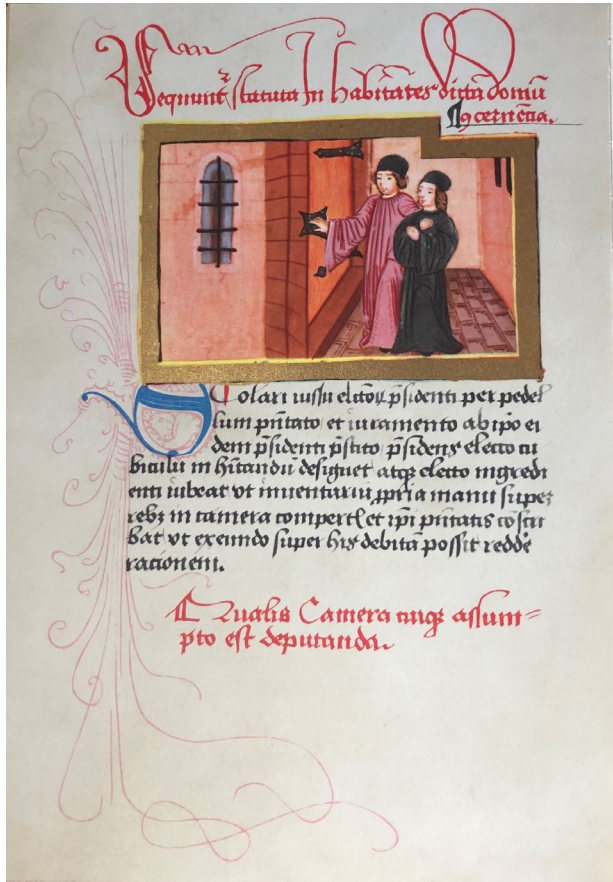
Familiar Universities



De disputacione domus private.

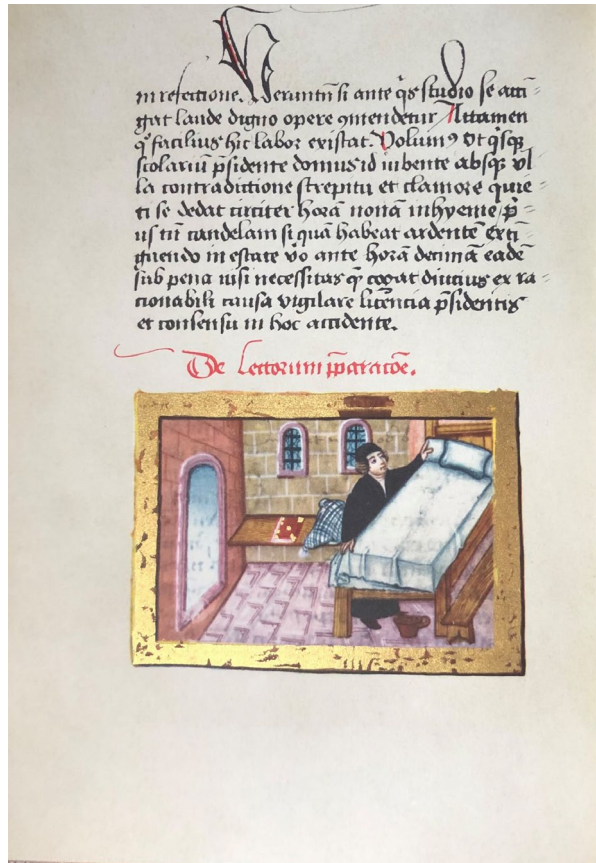
As the reason is steeled by disputation, once a week after the evening meal a disputation in the Liberal Arts shall be held for roughly an hour, and the scholars shall answer in turn when called upon to do so by the President, and all others shall be required to provide arguments. Those who refuse to comply, shall be punished at the discretion of the President ... [who will be awarded] a kreuzer for his pains, and those students who participated in the argumentation shall be given fruit as a reward...

Familiar Universities



The President shall show a newcomer to his room. He shall also require the candidate thus selected to make up a list of the furnishings within that room, so that when he takes his departure he may be made accountable for them. So that the distribution of rooms causes neither dissension nor envy, we do decree that those scholars that are to be considered first who promise to be most worthy. All are to lie down to sleep in a common dormitory, and nowhere else, although here accommodated in different cubicles. Here they shall observe complete silence whenever it is time for either study or repose. Each room shall be cleaned once a week by the occupant.

Familiar Universities?



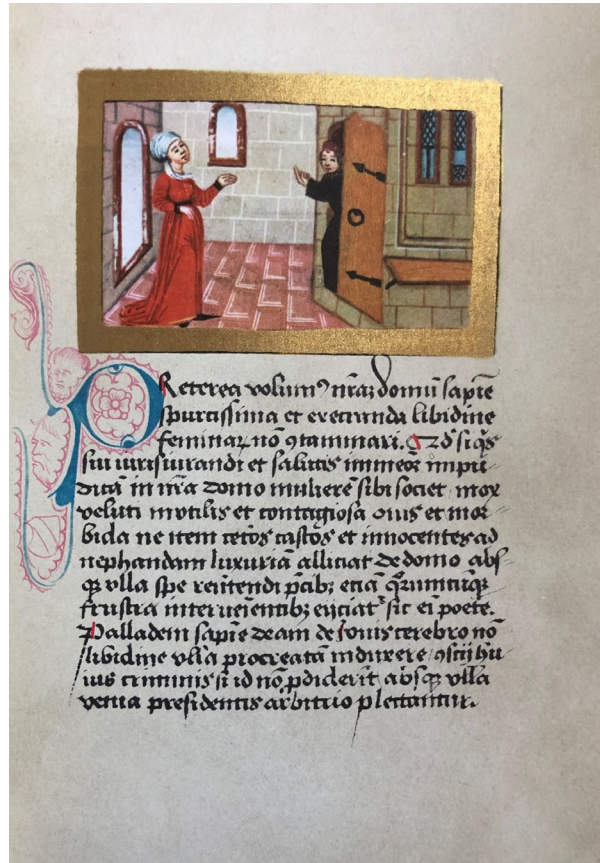
Ut vnusquisque domum sapience inhabitans mane de lecto surgat ad studuim congruo tempore

Each scholar shall rise at the fifth hour of the day in summer and at the sixth hour in the winter, in order to apply himself to his studies...

De Lectorum p̄paracione

It is our wish that each scholar shall make his own bed immediately after he has risen in the morning. Failure to comply as a result of laziness, when noticed during the weekly inspection and reported to the President, shall be punished by the removal of wine, but if this should happen frequently, then the scholar in question shall be deprived of his bed...

Not Familiar Universities



De Conuersacione mulierum In domo sapientie prohobita

No woman shall be allowed to visit our House. A Scholar who does not observe this rule shall be deprived of the benefits of the House for a month, unless the woman be engaged as nightnurse during severe illness or be the washerwoman of the scholar in question.

1822

Universities: Faculties in Conflict



The faculties are traditionally divided into two ranks: three higher faculties [law, medicine & theology] and one lower faculty [philosophical or arts]

The lower faculty is distinguished because it alone uses 'its own judgement about what it teaches' .

Furthermore, the lower faculty needs to exercise that judgement to the benefit of the state, for 'without a faculty of this kind, the truth would not come to light'

New Universities: Humboldt & Berlin



The pursuit of *Wissenschaft* in the new University of Berlin was to be an ‘unceasing process of inquiry’

‘The progress of science and scholarship is obviously more rapid and more lively in a university where their problems are discussed back and forth by a large number of forceful, vigorous, youthful intelligences. Science and Scholarship cannot be presented in a genuinely scientific or scholarly manner without constantly generating independent thought and stimulation...’

‘Never before or since have ancient institutions been so completely remodelled to accord with an idea’ (Flexner)

Humboldt, W Von., (1970), *On the Spirit and the Organisational Framework of Intellectual Institutions in Berlin*, translated by Shills, E., in: ‘University Reform in Germany’, *Minerva* Vol. 8, 1970, pp 242-250

Flexner, A, (1930), *Universities: American, English, German*, New York, Oxford University Press, p311



New Universities: Virginia 1825

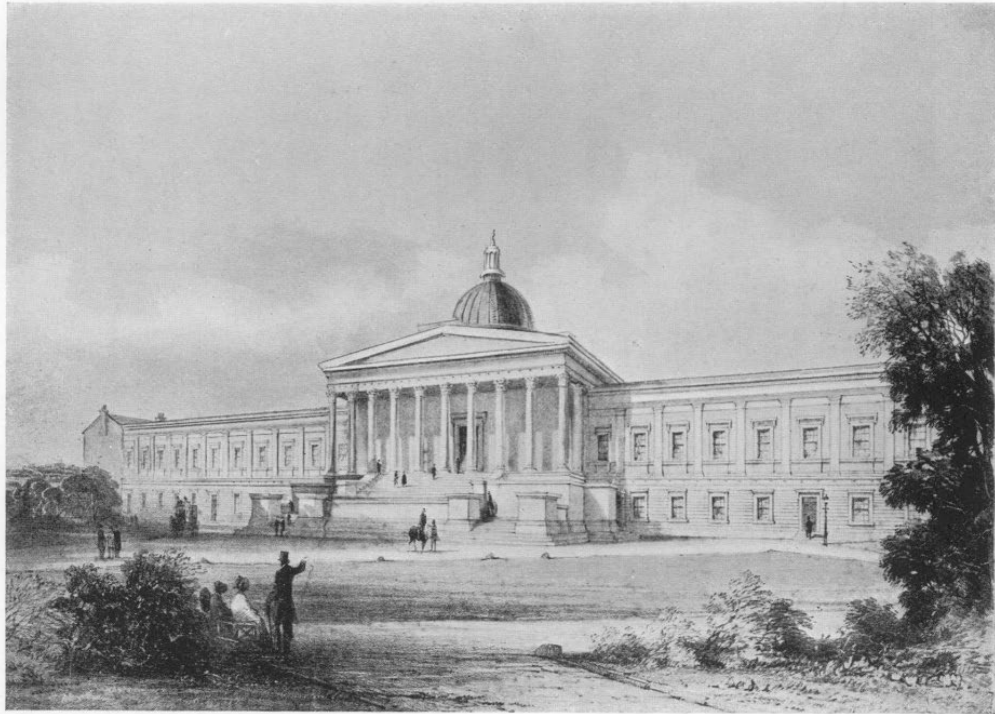
The University of Virginia embodied Enlightenment ideals of secularism, republicanism, and useful knowledge.

...

The University of Virginia emerged in [Thomas Jefferson's] mind as a sectional institution. He deeply resented that Virginians sent their sons to be educated in the North. Harvard was the great rival and nemesis that turned Virginia students into "fanatics and tories"



New Universities: London



For effectively and multifariously teaching, examining, exercising and rewarding with honours in the liberal arts and sciences the youth of our middling rich people... an establishment availing itself of all the experience and experiments that can be appealed to for facilitating the art of teaching, a University combining the advantages of public and private education, the emulative spirit produced by examination before numbers, and by honours conferred before the public, the cheapness of domestic residence and all the moral influence that results from home.

New or Old Universities: Newman

“A university training is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society...It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them and a force in urging them.”



Newman, 1852, *The Idea of the University*

1922

Modern Universities

‘To an Englishman, a university is something very old, very venerable, very picturesque, very large, very select, very detached, and, of course, very learned. Those who have had to fight the cause of the new universities have found themselves between the upper and nether millstones which bound this conception of a university.’

‘The ... Englishman ... [is] aghast at our newness, our inconspicuousness, our ugly mundane surroundings, our incompleteness in range of studies, our poverty in the number of learned men, our poverty in halls of residence, our strange new studies about leather, dyeing, and brewing.’



Federal Universities (Rise and Fall)



The plan ... was for a Midland version of the Victoria University, with Mason in the role of Owens College. The University would not be for Birmingham alone; the headquarters would be there but institutions from elsewhere would be invited to join.

Within weeks all this was in ruins and everyone 'in a great state of excitement'. Joseph Chamberlain has announced without warning, that 'he must have a University of Birmingham pure and simple'! And it must be under that name - otherwise 'I am out of it'.

Men's Universities



‘They provide ... a published list ... shewing the place in order of standing and merit which such students would have occupied if they had been men. But they do not permit the University to actually confer upon women the time-honoured degree of BA or MA, and they do not admit them to the standing of Members of the University’

Mixed Universities



Along with a number of her Owens' College alumni, Marsden felt the frustrations of educated women attempting to enter the workforce and political arena only to find that despite their equal qualifications, they were still generalized into a subordinate sex and labeled as inferior. For this reason Marsden and an Owens science graduate, Rona Robinson, dressed in their academic gowns and protested at the opening of the new chemistry laboratory at Victoria University 'in order to demand legal rights equal to their education'

Housewives' Universities: Household & Social Science

The aims of those who frame such a retrograde scheme are in radical opposition of those of the women who are desiring the freedom and development of women. They aim at perpetuating woman's inferiority by perfecting her in the role which puts the greatest difficulties in the way of her development. (Educationalist, 1911)

I protest that a more impudent piece of charlatanry has never been perpetuated before in the history of education (Robinson, 1912)

Practical Examination 10 to 4

- 1 Prepare a day's meal for a family consisting of father, mother, and two children (aged 8 and 10 years) using as little fuel as possible. Hand in a list of fresh ingredients required by 11am and calculate the price of each meal.
- 2 All utensils used are to be cleaned and left for inspection (London, 1921)

'Educationalist' 1911, 'A University Degree for Housewives?' In *The Freewoman*, Vol1 No 1 1911

Robinson, R, 1912, 'King's College for Women' in *The Freewoman*, Vol1 No13

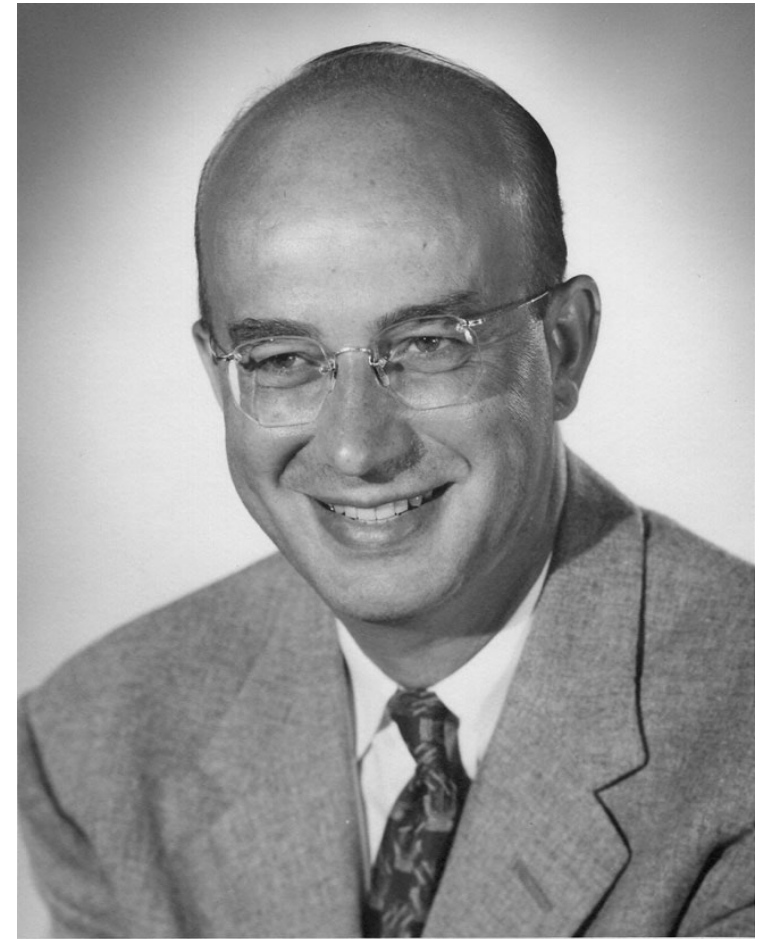
London, University of, 1921, *Faculty of Science (Household & Social Science) Examination papers*, London



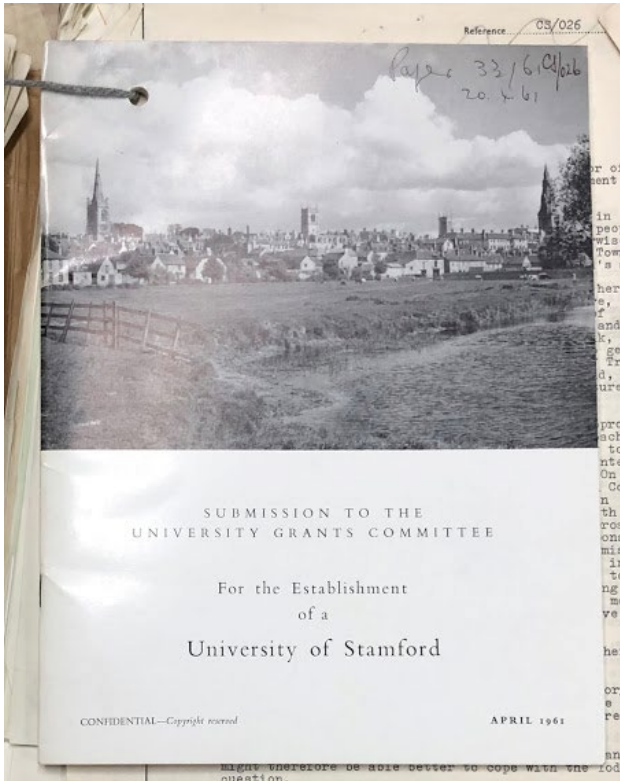
1962

The Uses of the University (1963)

Hutchins once described the modern university as a series of separate schools and departments held together by a central heating system. In an area where heating is less important and the automobile more, I have sometimes thought of it as a series of individual faculty entrepreneurs held together by a common grievance over parking'



Expansion of Higher Education: New Universities



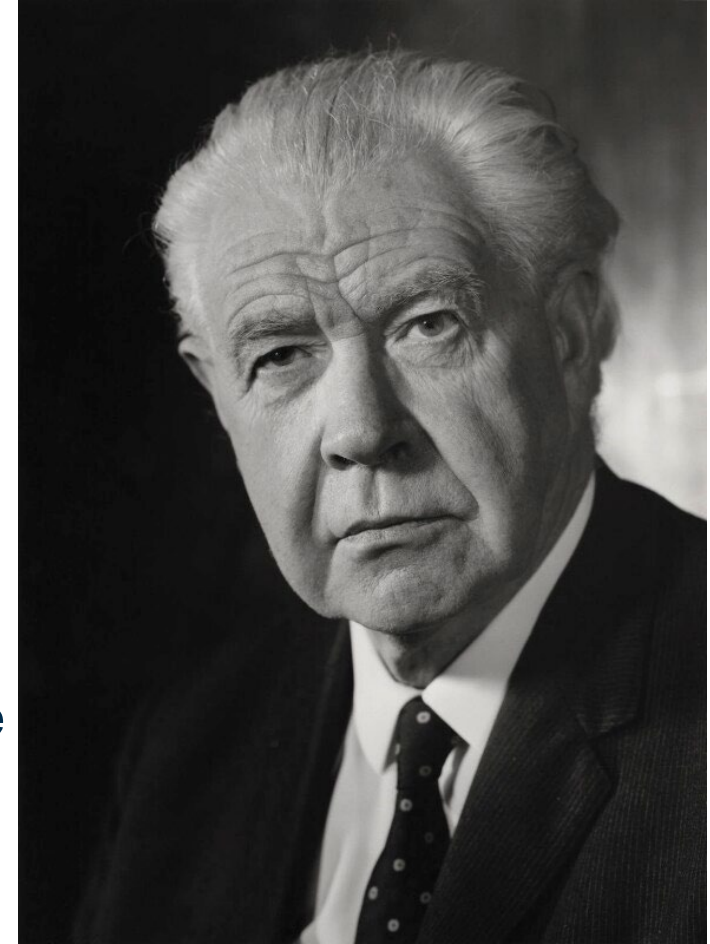
The more recently founded universities have their critics. They have argued that it would have been more sensible to have founded the modern universities in large urban aggregations .. Rather than to have placed them arbitrarily in parkland in the vicinity of towns which are little more than centre of large markets ... The choice of the site of some of the new universities appears rather the result of regional pressures than long-term considerations.

The Robbins Report (1963)

Throughout our report we have assumed as an axiom that **courses of higher education should be available for all those who are qualified by ability and attainment to pursue them and wish to do so. ...**

If challenged we would vindicate it on two grounds. First conceiving education as a means, we do not believe that modern societies can achieve their aims of economic growth and higher cultural standards without making the most of the talents of the citizens. ...

But beyond that, education ministers intimately to ultimate ends, in developing man's capacity to understand, to contemplate and to create. And it is characteristic of the aspirations of this age to feel that, where there is a capacity to pursue such activities, there that capacity should be fostered. The good society desires equality of opportunity for its citizens to become not merely good producers but also good men and women.



Technological Universities



We recommend that in future these colleges should in general become technological universities, and that this should be recognised in their title if they so wish. We say 'in general' since it is possible that some of the colleges may reach an agreement to become technological faculties of an adjacent university. But, while this is to be welcomed if there is full consent, some precedents point to the need for caution: on the whole we think that the colleges are more likely to preserve the new look and the new approach to education on which they pride themselves if they develop independently.

Teacher training



The Training Colleges in England and Wales ... feel themselves to be only doubtfully recognised as part of the system of higher education and yet to have attained standards of work and a characteristic ethos that justify their claim to an appropriate place in it.

The Binary Line & Polytechnics



‘Why should we not aim at ... a vocationally orientated non-university sector which is degree-giving and with appropriate amount of postgraduate work with opportunities for learning comparable with those of the universities, and giving a first class professional training ... let us move away from our snobbish caste-ridden hierarchical obsession with university status’



Expansion again

The substantial expansion of higher education ... will leave the non-university institutions with the formidable task of providing ...for some 335,000 full and sandwich students ... in 1981 ... a net expansion of some 130,000

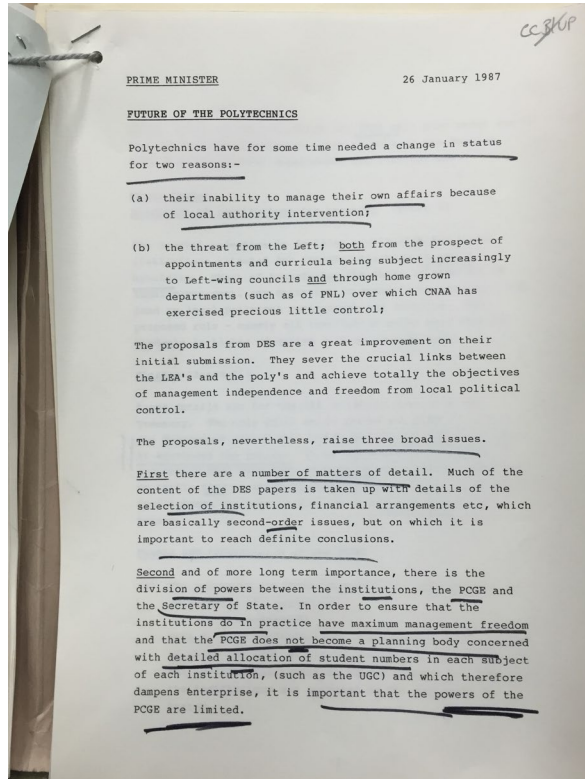
Many of the 160 colleges are ... comparatively small and inconveniently located for development... some must face the possibility that in due course they will have to be converted to new purposes, some may need to close.



1992



Incorporation – and end of the UGC



Polytechnics have for some time needed a change of status for two reasons:

- (a) their inability to manage their own affairs because of local government intervention
- (b) the threat from the left; both from the prospect of appointments and curricula being subject increasingly to left-wing councils and through home-grown departments (such as PNL) over which CNAA has exercised very little control.

End of the Binary Line March 1991

CONFIDENTIAL

PRIME MINISTER

Grant

EA - HIGHER EDUCATION - THE BINARY LINE

The attached EA paper, from the Education Secretary, sets out proposals for the further development of higher education (universities and polytechnics).

The paper was circulated today, with an eye on discussion at next Tuesday's EA meeting. But there will be no time for substantive discussion: the two other issues for that meeting - teachers' pay and education and training for 16-19 year olds - have priority.

Handling
Given the wide agreement on the proposals, Treasury and DES suggest it might be cleared in correspondence.

That raises no difficulty - providing the No.10 letter makes clear that the issue could go to EA if any colleague so wishes.

Substance
The substance of the proposals is broadly as indicated by the Education Secretary at the bilateral, earlier this month. (X marks the relevant section of the minutes.)

The main proposals are:

- a single new Funding Council for universities and polytechnics (separate councils for England, Scotland and Wales) to distribute resources (teaching and research) to higher education institutions;
- new measures to provide for quality assurance; polys could offer degrees, subject to DES scrutiny;
- poly could apply to change status and become universities.

CONFIDENTIAL

CONFIDENTIAL

Treasury are delighted with the proposal for a single funding council: this will lead to a more sensible allocation of resources, both on teaching and research. Financial aspects are agreed. The minute from Mr. Lang confirms he is content - subject to sorting out details.

But there are two points which you might like to consider.

First there must be safeguards to ensure that if, as Mr. Clarke proposes, polytechnics take on university status, they do not shift their course mix to favour more academic subjects. That would not be in the wider interests of the economy. More vocational education is needed. It should be possible to avoid this by setting the right financial signals in the funding mechanisms. But it would be best to get Mr. Clarke's specific reassurance. Treasury agree.

Second, the timing. Mr. Clarke is pressing to prepare a White Paper for issue around the end of May. That causes no direct difficulties. But as you remarked at your bilateral with Mr. Clarke, the precise arrangements for announcing this (and other initiatives in education) needs to take account of the timing of the next General Election.

Action
Content to approve preparation of a White Paper subject to any detailed comments from colleagues on the E(A) paper and to Mr. Clarke's reassurance on point (i) above?

(On point (ii) you will presumably wish to have a private word with Mr. Clarke at some stage.)

BHP

BARRY H. POTTER

22 March 1991

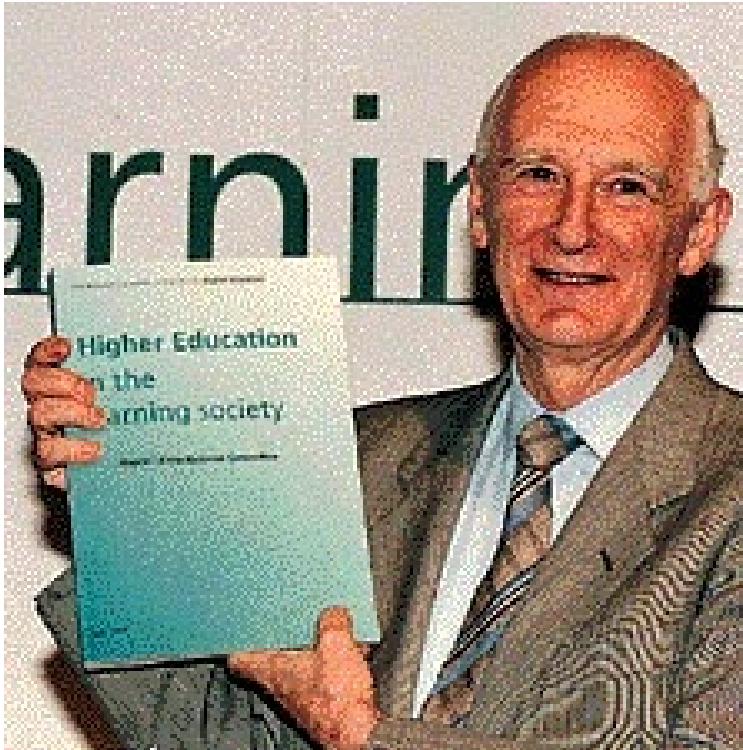
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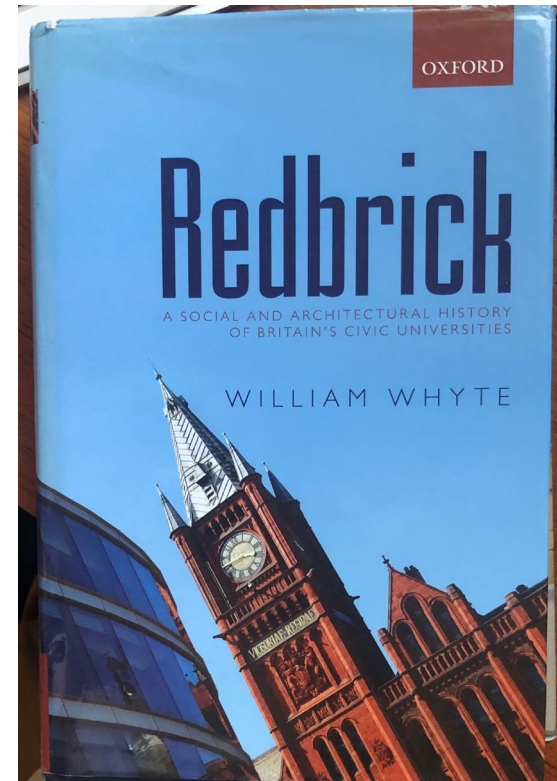
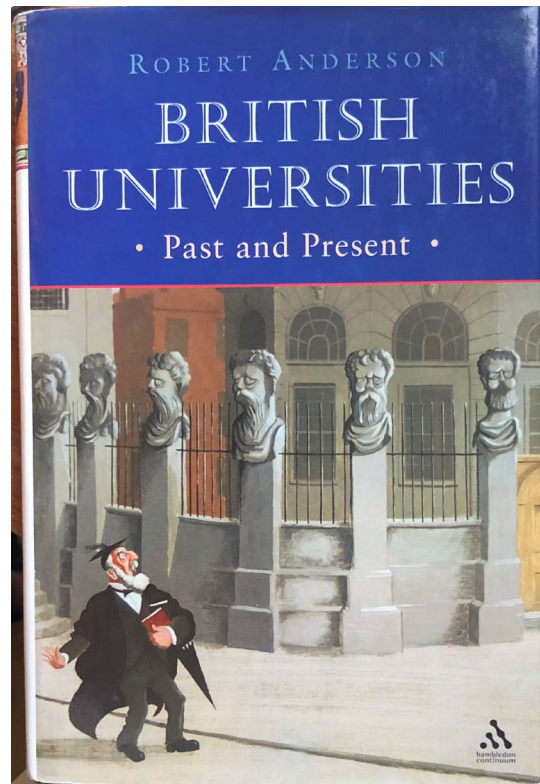


Dearing – more than fees



Over the next 20 years, we see higher education gaining in strength through the pursuit of quality and a commitment to standards. Central to our vision of the future is a judgement that the UK will need to develop as a learning society. In that learning society, higher education will make a distinctive contribution through teaching at its highest level, the pursuit of scholarship and research, and increasingly through its contribution to lifelong learning.

Further Reading



1992 and all that