

The changing university

A look through the history of higher education in Britain to show that we do change; we are both resilient and adaptive.

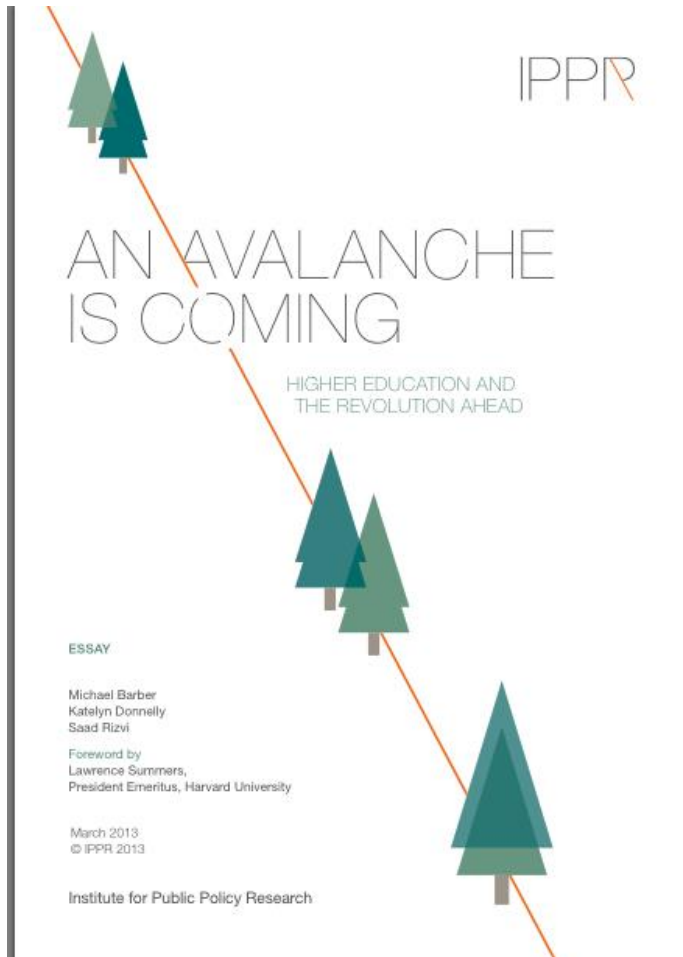
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Avalanches & Disruption



Norman Davies, the esteemed and often controversial historian, was interviewed recently in the FT, and explained historical change this way:

“Historical change is like an avalanche. The starting point is a snow-covered mountainside that looks solid. All changes take place under the surface and are rather invisible. But something is coming. What is impossible is to say when.”

Right now, nothing looks more solid, more like that snow-covered mountainside, than the traditional university. Look at the classical architecture, the Doric columns on the campuses of Yale or Harvard, or the even older college buildings in Oxford or Cambridge.

The Innovative University

Traditional institutions of higher education are in dire straits today not just because of the general tendency to emulate the activities and copy the traits of the elite research universities. ... The result is a higher education sector enacting poor strategic choices with uniformity and dogged consistency

We ... are cautiously optimistic about the future of traditional institutions of higher education. ... University communities that focus their activities and measure success in terms of absolute performance rather than relative rank can enjoy a bright future.

(Christensen C & Eyring H, 2011: 390, 399-401)

The Traditional University



Alfred Waterhouse 1867



Alfred Waterhouse 1870 onwards

Reformatio

The first statutory regulations of the University of Paris, promulgated in 1215, arose in connection with the effort to 'reform and improve' the condition of the Parisian schools... *Reformatio* had been used ... in its original meaning of the restoration of the proper or fundamental form. It meant the same for the universities; from their very beginning they had the task of realizing their proper form, their underlying idea, in the Platonic sense, or their entelechy, in the Aristotelian sense.

Rüegg W, 1992, *A History of the University in Europe*, Cambridge, Cambridge University Press pp 30-31

Organisational Saga

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.



Swarthmore College

Student university '1088'

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

University of Oxford

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
W I L L I A M T H E C O N Q U E R O R .

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



O X F O R D :
P R I N T E D I N T H E Y E A R M , D C C , L X X I I .
(P R I C E O N E S H I L L I N G .)

Northampton 1265

'If the university ... persisted there, it would much harm our town of Oxford ... especially as all the bishops of our land have signified by their letters patent that the university should be moved from the town for the utility of the English church and the advancement of students'



Restrictions on other Universities

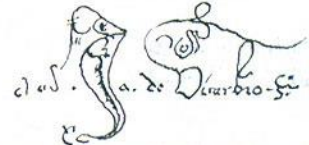
- (1) to keep and observe the statutes, priviledges, customs and liberties of the University.
- (2) You also swear that in the Faculty to which you are now admitted Graduate, you shall not solemnly perform your readings as in a University anywhere in this Kingdom but here in Oxford or in Cambridge; not shall you take degrees, as in a University, in any Faculty whatsoever, nor shall you consent that any person who hath taken his degree elsewhere shall be admitted as a master here in the said faculty, to which he shall be elsewhere admitted.
- (3) You shall also swear that you will not read lectures, or hear them read, at Stamford, as in a University study, or college general.

Glasgow's papal bull

Nicolaus
EP
FR
FR
DE
M
AR
RE
MEM
OR

Inter ceteras felicitates quas mortalis homo in hac labili vita ex dono dei transire potest ac non in ultimis computari meretur quod pro assidua studio adipisci solet facultas magistrum que bene beateq[ue] emendi Gram probat ac
 peritum ab imperio sua preposita longe sicut excellere et ad mundi avaria cognoscenda dilucide introducit suffragatur mdoctis et in infimo loco notos desit in sublimis Et propterea sedes apostolica rerum spiritualium et etiam temporalium
 provida mansuetate et curis commendabilis exercitio perpetua et constans aditrix ut eo facilius homines ad tam excelsum humane conditionis sublimem acquirendum et acquisitum in alios refundendum semper cum augetur
 inducantur illos hortatur eis loca preparat illos iubet ac solent ac laboribus prosequitur gratiosis Cum itaq[ue] sicut pro parte carissimi in xpo filii nri Jacobi Scotiae Regis nuper fuit expostum coram nobis ipse rex non solum ad utilitatem
 reipublice ac incolaz et habitoz terrarum sibi subiectaz sed etiam aliaz partium Christianaz laudabiliter intendens in eadem civitate Glasgouensi tanquam in loco insigni et valde accomodo in quo aeris visget temperies actualium libertas
 ceterazq[ue] rerum ad usum humanum pertinentium copia reperitur desideret plurimum fieri et ordinari per eadem apostolicam Sedem Generale in quolibet licita facultate ut ibidem fides catholica dilabatur arduatur simplices equitas
 forasque iudicia deq[ue] magis illuminentur mentes et intellectus hominum illustrantur Nos premissa et etiam existiam fidei ac deuotionis sinceritatem quam idem rex ad nos et Romanam ecclesiam gerere consuebat attente considerantes
 tenenti desiderio ducimur quod civitas ipsa scientiaz ornatur manibus ita ut viros producat consili maturitate conspicuos virtutum rademib[us] ornatis et diuersaz facultatum dignitatibus eruditos itaq[ue] ibi scientiaz fons irrigans de cuius
 plenitudine hauriant Universi litteraz cupientes imbui documentis Dus igitur omnibus et profertim ydoneis locis que ut acceptius ad multiplicanda doctrine seruita et germi salubria producenda valde congrua et accomoda
 pre dicitur diligenti examinatione perscrutari non solum ad ipsius civitatis sed etiam incolaz et habitoz locum regni Scotiae et regionum circum iacentium commodum atq[ue] proficuum paternis affectibus exorati nos non ipsius regis in hac parte
 supplicationibus inclinati ad eandem d[omi]ni nominis et orthodoxe fidei propagationem in eadem civitate Generale Studium auctoritate apostolica arguimus ac statuimus et etiam ordinamus ut in ipsa civitate de cetero Studium huiusmodi perpetuis
 futuris temporibus exeat tunc in theologia ac iure canonico et civili quam in artibus et quavis alia licita facultate Quodq[ue] doctores magis legentes et studentes ibidem omnibus et singulis privilegiis libertatibus honoribus exemptionibus immunitatibus
 per sedem apostolicam vel alias quomodolibet magis doctoribus et studentibus in studio eius civitatis Bononiensis concessis gaudent et utantur Et venerabilis pater nri Willielmus eps Glasgouensis ac successor sui qui pro tempore fuerit Glasgouensis
 epi prefatus studii sint rectoris cancellarii nunciarii qui habent supra doctores magis et solores ac alios de universitate studii huiusmodi singula facultatum et potestatem quam habent doctores colaz dicti studii Bononiensis Quodq[ue]
 illi qui processu temporis bonorum morum in facultate illa in qua studiorum obtinere ac docendi licentiam ut alios erudire valeant vacuon magistri seu doctoratus honorem petierint eis largiri pre doctorem seu doctorem ac magistrum sine magistro
 facultatis quibus in qua examinatio firada fuerit epo Glasgouensi nunc et pro tempore existenti et Glasgouensi vel in pastore solacio destituta vacante seu officiale in spiritibus dilectoz filioz capuli decr[et]e ecclesie prelatentur Quicquidem eps
 vel exarius seu officiales alius doctoribus et magis ibidem tunc legentibus concessis promouendis eisdem in his que ad magistri seu doctoribus honorem quomodolibet requiruntur pre se vel alium iuxta morem seu consuetudinem in aliis studiis
 obtinere solent examinari student diligenter itaq[ue] si ad hoc sufficientes et idonei reperti fuerint huiusmodi licentiam tribuat seu magistri respondeat honorem Illi vero qui in eodem studio civitatis Glasgouensis examinati et probati fuerint
 ac doctores licentiam et honorem huiusmodi obtinuerint ut prefatus artium absq[ue] alia examinatione et probatione deinceps regendi et docendi tam in eadem civitate quam in singulis aliis studiis generalibus in quibus regere et docere
 voluerint plenam et liberam habeat facultatem studiorum et consuetudinibus eorum unanimo confirmatione apostolica vel quavis summa alia vultate ceterisq[ue] contrariis non obstantibus quibuscunq[ue] Nulli ergo omnino hominum
 licet hanc paginam nostre exco[n]n[ic]ationis constitutionis et ordinationis infringere vel ei ausu temerario contraire Si quis autem hoc attemptare presumpserit indignationem omnipotentis dei et beator[um] Petri et Pauli apostolor[um]
 eius se noverit incursurum Dat[um] Romae apud Sanctum petrum anno incarnationis dominice millesimo quadragesimo quinquagesimo In
 Idus Januarii Pontificatus nri D[omi]ni Quarto

ad. S. de Durbio. 52




Papal Bulls

James, the illustrious King of Scots,..., laudably intending not only the weal of the commonwealth, and indwellers and inhabitants of the country subject to him, but also the other parts neighbouring thereto, 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.



A lecture by Heinrich the German in Bologna c1380



Laurentius de Voltolina,

Nobles and persons of elevated charisma have the best places... The bearded gentleman in the front pew might be the tutor of the auditor next to him...

Since attention seems greater in the front two and side pews, the image intimates that those of higher standing pay most attention – a curious notion, today at least.

University of Freiburg 1497



The Statutes of the Collegium Sapientiae in Freiburg University, 1497

Rules for the house, its officers and students – including discipline and study – with punishments for infringements

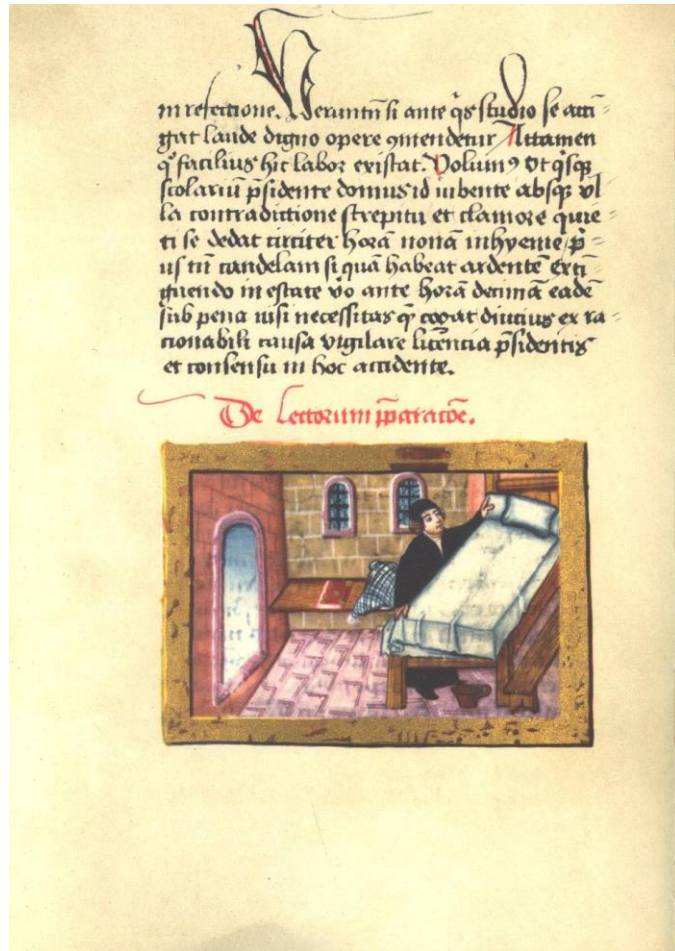
University of Freiburg 1497



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.

University of Freiburg 1497



*Ut vnusquisque domum sapiencie
inhabitans mane de lecto surgat ad
studium 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 preparacione

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...

University of Freiburg 1497

Ne cantilene lascive vel mundane siue impudica proferantur verba

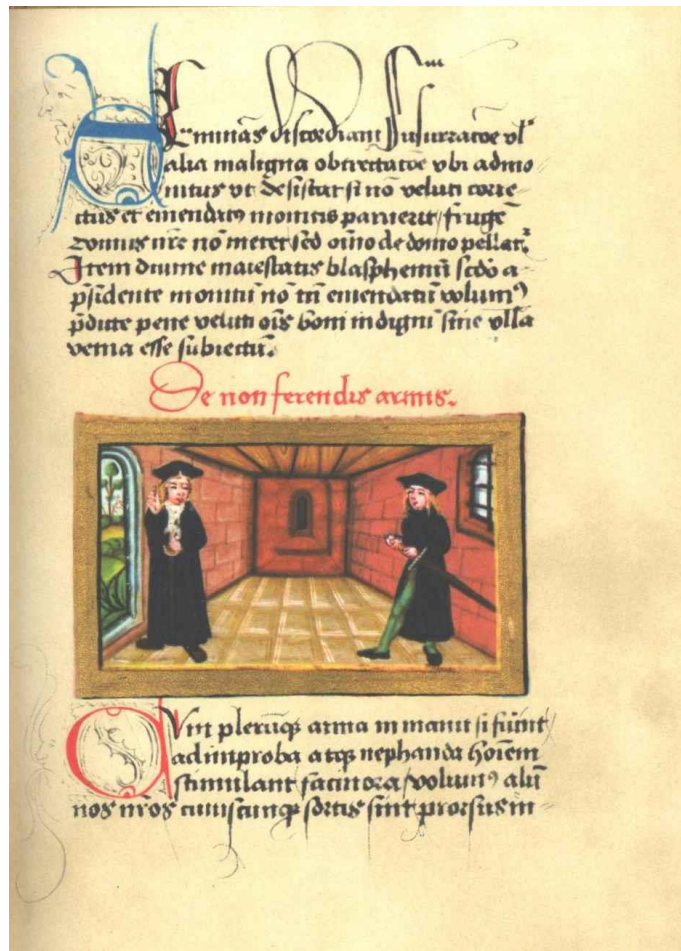
Our House shall be kept free of very loose, frivolous and obscene song; of blasphemy and of all kinds of boasting.

Hij ludi prohibentur

Dice, cards, and sticks for casting lots and all games of chance are forbidden. Disregard of this rule shall be punished with the loss of wine for a week. Chess, however, is allowed.



University of Freiburg 1497



De discordia seminantibus

Disturbers of the peace shall be expelled from our house. The same penalty awaits blasphemers who have to be admonished for a second time.

De non ferendis armis

It is our wish that our pupils should carry no arms. He who disregards this ruling shall be expelled from our house. A newcomer shall deliver his arms immediately into the hands of the President. Should he need to journey outside the town, he may be given back his arms but these must be handed in again to the President immediately on his return.

Dublin

... knowledge and civility might be increased by the instruction of our people there, whereof many have usually heretofore used to travaill into ffrance, Italy and Spaine to gett learning in such foreign universities, whereby they have been infected with poperie and other ill qualities and so become evil subjects.



Foundation games

How was 'your' HEI founded?

When was it founded?

Who founded it?

What was it founded for?



Eponym, founder or place-name?

University	Name	Role
Berkeley		
Cornell		
Dartmouth		
Johns Hopkins		
Princeton		
Stanford		
Yale		



Eponym, founder or place-name?

University	Name	Role
Berkeley		Place name (in honour of Bishop George Berkeley)
Cornell	Ezra Cornell	Telegraph tycoon & politician: gave \$500,000 & secured land grant
Dartmouth	William Legge	Earl of Dartmouth, supporter of founding principal Eleazar Wheelock
Johns Hopkins	Johns Hopkins	Railroad tycoon gave half of his \$7M estate
Princeton		Place name, adopted by College of New Jersey in 1896
Stanford	Leland Stanford Jr	15yr old son of railroad tycoon & politician
Yale	Elihu Yale	Governor of Madras, gave goods worth £562 to aid new college



Forgotten Founders?

Name

William Armstrong

Joseph Constantine

Mark Firth

Henry Hartley

John Owens

Josiah Mason

John Rutherford

Forgotten Founders?

Name	Role
William Armstrong	Memorial fund in honour raised £30,000 to change name of Durham College of Science, Newcastle in 1904 to Armstrong College , becomes King's College in 1937, separate charter as University of Newcastle in 1963.
Joseph Constantine	Gave £80,000 in 1927 for Constantine College in Middlesbrough. Becomes Teesside Polytechnic then University.
Mark Firth	Founded Firth College in 1879 becomes University of Sheffield in 1905
Henry Hartley	Wine merchant left £103,000 in 1843 Hartley Institution founded and was Hartley University College 1902-1914 becomes University of Southampton in 1952
John Owens	Owens College founded with £96,942 in 1851, first college in the federal Victoria University in 1880, separate charter as Victoria University of Manchester in 1904
Josiah Mason	Metal manufacturer founds Mason's College , opens in 1880, University of Birmingham founded in 1900
John Rutherford	Educationalist and philanthropist founds a School of Science and Art in 1878 which as Rutherford College of Technology merges to form Newcastle Polytechnic

Foundation Stories 1636

After God had carried us safe to *New England*, and wee had builded our houses, provided necessaries for our liveli-hood, rear'd convenient places for Gods worship, and settled the Civill Government: One of the next things we longed for, and looked after was to advance *Learning* and perpetuate it to Posterity: dreading to leave an illiterate Ministry to the Churches, when our present Ministers shall lie in the Dust. And as wee were thinking and consulting how to effect this great Work; it pleased God to stir up the heart of one Mr. *Harvard* (a godly Gentleman, and a lover of Learning, there living amongst us) to give the one halfe of his Estate (it being in all about 1700. l.) towards the erecting of the Colledge: and all his Library; after him another gave 300. l. others after then cast in more, and the publique hand of the State added the rest: the Colledge was, by common consent, appointed to be at *Cambridge*, (a place very pleasant and accomodate) and is called (according to the name of the first founder) *Harvard Colledge*.

Diversion: leadership issues

'That the first man who was called to preside there so much failed the expectation of those who reposed so much confidence in him; viz. Mr. Nathaniel Eaton, who proved a mere Orbilius, and fitter to have been an officer in the inquisition, or master of a house of correction, than an instructor of Christian youth.'

'And though his *Avarice* was notorious ... yet his *Cruelty* was more scandalous than his *Avarice*. He was a *Rare Scholar* himself, and he made many more such; but their Education truly was *In the School of Tyranus...*'

'Mr Nathaniell Eaton, being accused for cruell and barbaros beating of Mr Briscoe, and for other neglecting and misvseing of his scholars, it was ordered, that Mr Eaton should bee discharged from keeping of schoale.'

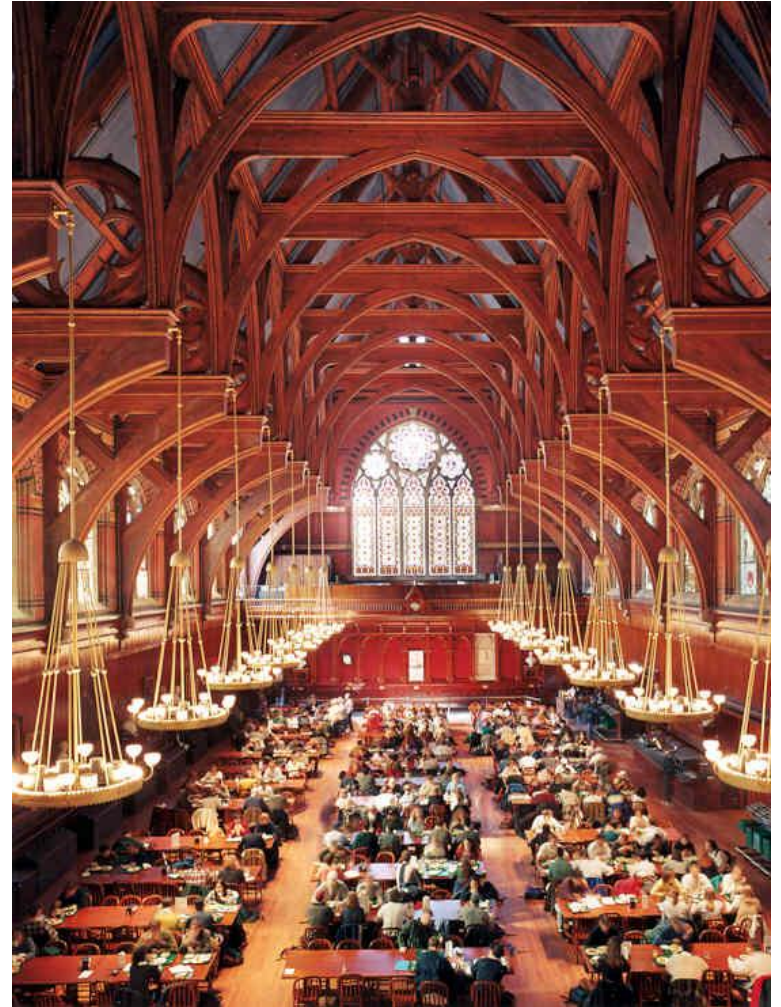
Diversion: Customer Care issues

I must confess that I have denied them cheese, when they have sent for it, and it have been in the house; for which I shall humbly beg pardon of them, and own my shame, and confess my sin. ...

And for bad fish, that they had it brought to table, I am sorry for the offence given them. I acknowledge my sin in it. And for the mackerel, brought to them with their guts in them, and goat's dung in their hasty pudding, ...

For beer and bread, that it was denied them by me betwixt meals, truly I do not remember...

And that money was demanded of them for washing the linen, it's true that it was propounded to them, but never imposed on them.



Dissenting academies: Act of Uniformity 1662

That every Dean, Canon, and Prebendary of every Cathedral, or Collegiate Church, and all Masters, and other Heads, Fellows, Chaplains, and Tutors of, or in any Colledge, Hall, House of Learning, or Hospital, and every Publick Professor, and Reader in either of the Universities, and in every Colledge elsewhere, and every Parson, Vicar, Curate, Lecturer, and every other person in holy Orders, and every School-master keeping any publick, or private School, and every person Instructing, or Teaching any Youth in any House or private Family as a Tutor, or School-master, ..., subscribe the Declaration or Acknowledgement following, Scilicet,

A. B. Do declare ... that I will conform to the Liturgy of the Church of England, as it is now by Law established.

Dissenting academies: Act of Uniformity 1662

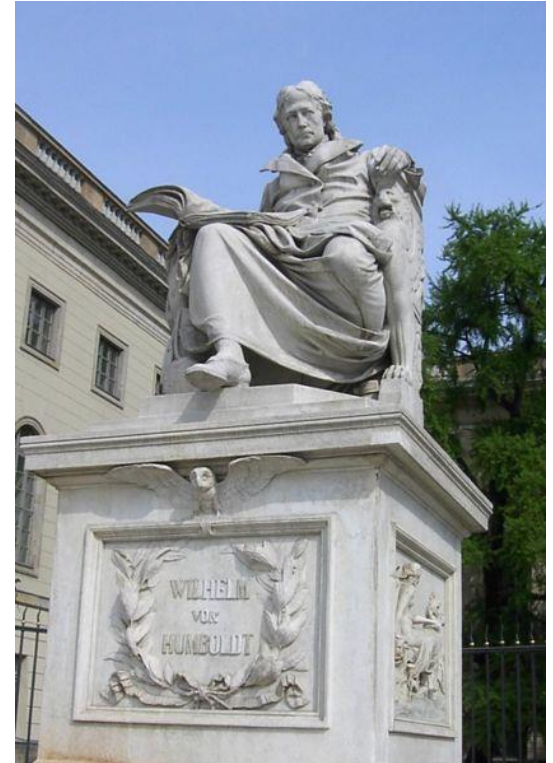
And if any Schoolmaster or other person, Instructing or teaching Youth in any private House or Family, as a Tutor or Schoolmaster, shall Instruct or Teach any Youth as a Tutor or Schoolmaster, before License obtained from his respective Archbishop, Bishop, or Ordinary of the Diocess, according to the Laws and Statutes of this Realm, (for which he shall pay twelve-pence onely) and before such subscription and acknowledgement made as aforesaid; Then every such School-master and other, Instructing and Teaching as aforesaid, shall for the first offence suffer three months Imprisonment without bail or mainprize; and for every second and other such offense shall suffer three months Imprisonment without bail or mainprize, and also forfeit to His Majesty the sum of five pounds.

University of Berlin 1807

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

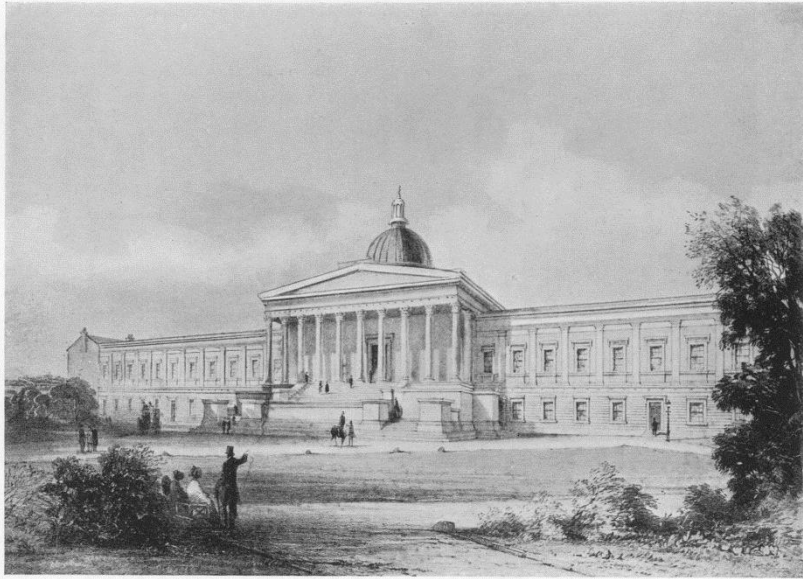
Flexner, A, (1930), *Universities: American, English, German*, New York, Oxford University Press, p311

University of Virginia

"we wish to establish in the upper & healthier country, & more centrally for the state an University on a plan so broad & liberal & modern, as to be worth patronising with the public support, and be a temptation to the youth of other states to come, and drink of the cup of knolege & fraternize with us."



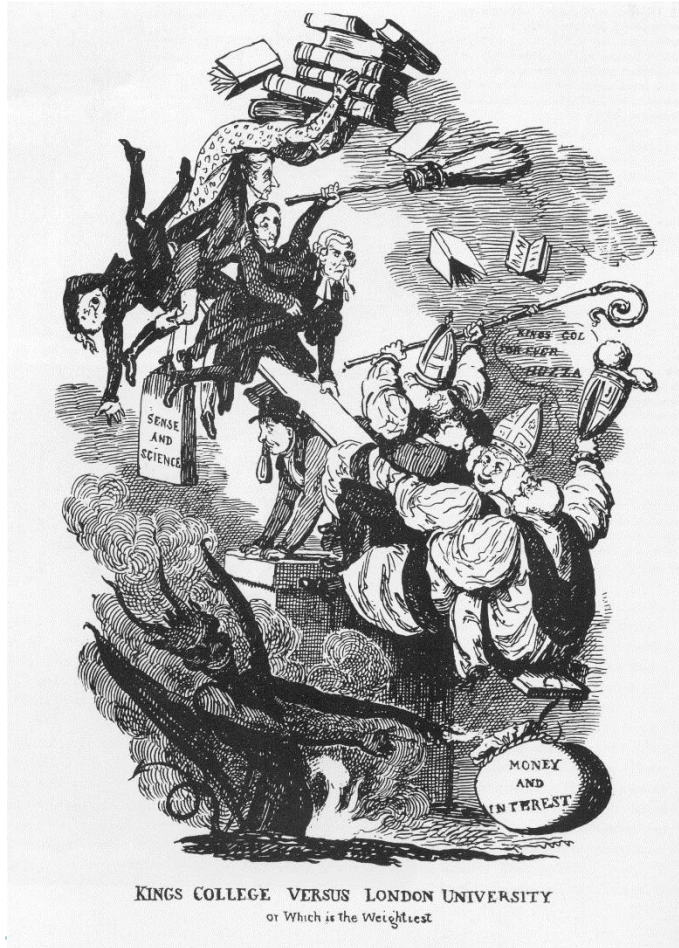
'University of London' 1826



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.

Kings College, London 1828

'A college for general education be founded in the metropolis, in which, while the various branches of literature and science are made the subjects of instruction, it shall be an essential part of the system to immure the minds of youth with a knowledge of the doctrines and duties of Christianity as inculcated by the United Church of England and Ireland.'



D'Oyly, G, 1828, *Letter to Right Hon Robert Peel on the Subject of the London University*

Owens College

Her Majesty having by her warrant under her Sign Manual, dated 29th May, 1851, authorised the Principal and Professors of the Owens College to issue to candidates for the Degrees of Bachelor of Arts, Master of Arts, Bachelor of laws and Doctor of Laws to be conferred by the University of London.

A daily record will be kept of the attendance and conduct of the Students in the Lecture Rooms. An Abstract of this will be open to the inspection of parents or guardians.

Students of Owens College may be received as Boarders at the house of Professor Greenwood...

Lyon Playfair 1852

Every new acquirement in the knowledge natural forces is the acquisition of a new sense which may be applied to production and as every substitution of a natural force for muscular exertion depends upon a knowledge of the former it surely requires no argument to prove that the economical application of it must rest upon a perceptive and not merely empirical knowledge

Is there any significance in the fact that we chiefly relied on the invention and science of a foreigner to tell us the duty performed by the different machines in the Exhibition?



John Henry 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.”



John Henry Newman

The view taken of a University in these Discourses is the following. -- That it is a place of teaching universal knowledge. This implies that its object is, on the one hand, intellectual, not moral; and, on the other, that it is the diffusion and extension of knowledge rather than the advancement. If its object were scientific and philosophical discovery, I do not see why a University should have students; if religious training, I do not see how it can be the seat of literature and science.



The Higher Education of Women 1866

'Among the most necessary and the most easily and immediately applicable, is the extension to women of such examinations as demand a high standard of attainment. The test of a searching examination is indispensable as a guarantee for the qualifications of teachers; it is wanted as a stimulus by young women studying with no immediate object in view, and no incentive to exertion other than the high, but dim and distant, purpose of self-culture. '

'The extension of the London examinations to women need present no greater difficulties than those which have been already overcome in throwing open the Cambridge local examinations to girls...'

'The conclusion arrived at [is] a large day-school attended by scholars either living at home or at small boarding houses has a clear advantage, both as regards economy and mental and moral training'

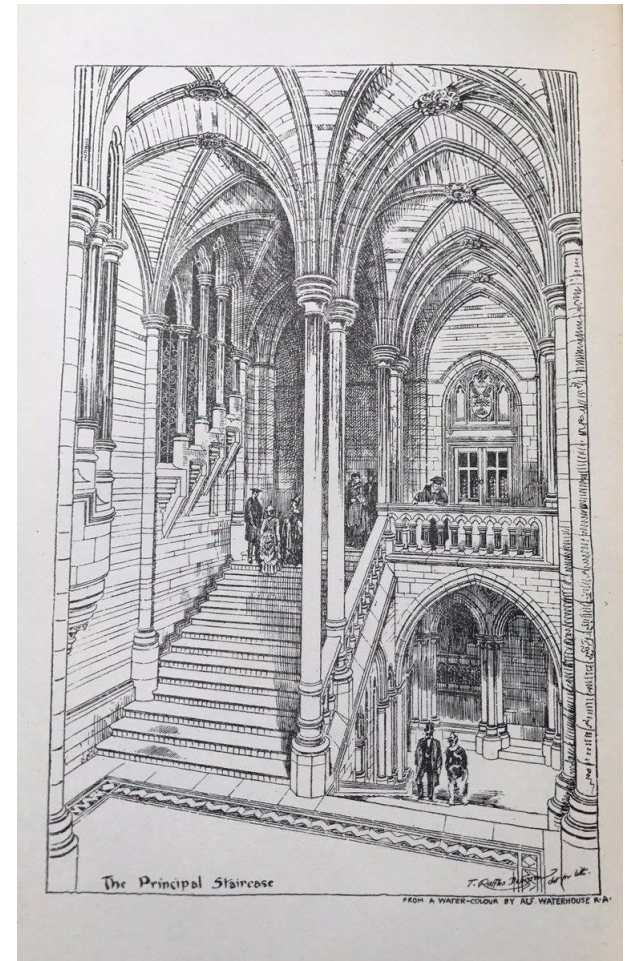
Women at Cambridge



'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'

Owens College & Victoria University

The contempt which it was customary to throw on degrees granted by newly-established or less prominent universities had never endured, except in cases where those degrees had been improperly given or where the graduates of those universities had failed to obtain their share of literary and scientific distinction. There was no reason why the pass degree of Owens College should not be educationally on a level with the pass degrees of Oxford, Cambridge, London, and the Scotch universities...



Chamberlain & Birmingham



The plan which this committee brought forward early in July 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'.

Chamberlain & Birmingham



There does not appear to be any provision for the incorporation of Colleges in such federation as obtains in the Victoria University

In view of any future petition which University College Bristol ... may make to obtain a Charter for a West of England University, we respectfully request that it be placed on record that University College, Bristol was prepared to cooperate with other colleges in a scheme for a federation similar in in Constitution to the Victoria University; and to this end the Principal ... was for some years in communication with the Principal of Mason College.

R B Haldane

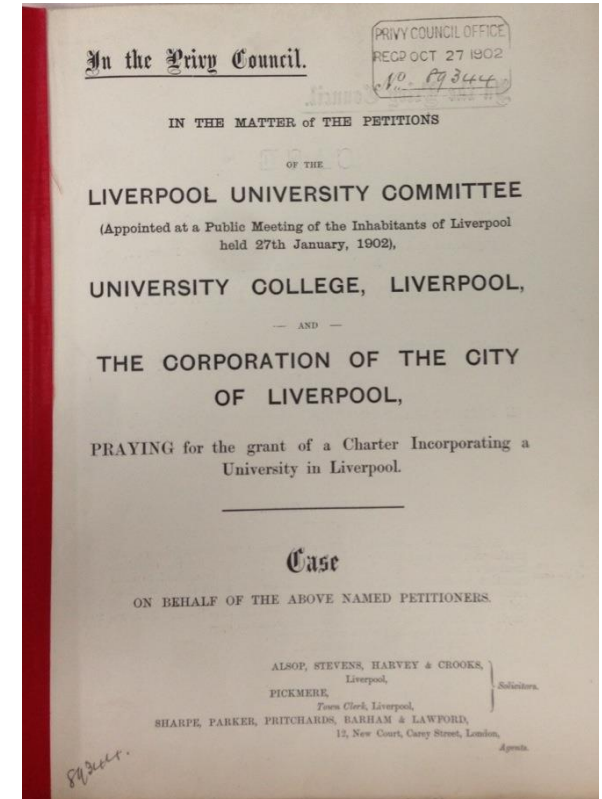


I had convinced myself that a Civic University was a possible institution, and that if called into being it would have a great molding influence and a high standard under the impulse of the local patriotism of the great cities where it was to be established.

In the Privy Council

It is asserted that the change involves the destruction of a “great and flourishing university”. If this were so, the act would be one of the grossest vandalism. But what is it that that would be destroyed were the Victoria University to pass out of existence? (p23)

The University is to be an institution for instruction and research. It will examine the students that it has taught. It will have the power to confer degrees. Its examiners will be partly its own professors and lecturers, partly examiners appointed by the Council from outside; with provision that these external examiners shall take part in all examinations qualifying for a degree. Should there be an tendency to lower standards at any future time, this safeguard will check and counteract it. (pp62-63)



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.'

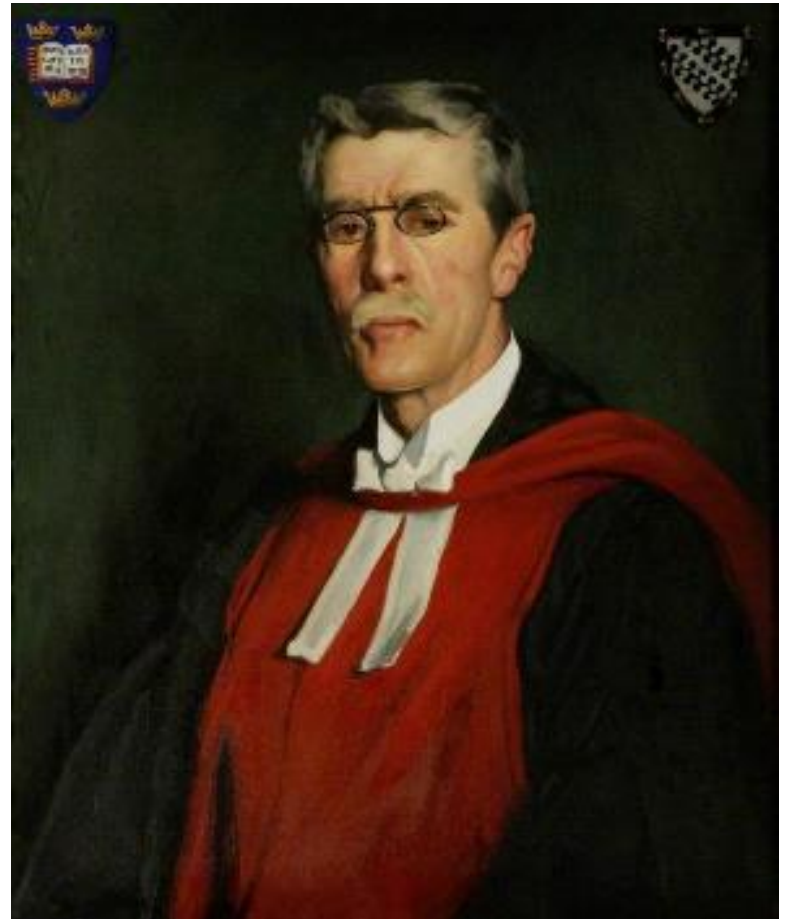
Scientific work for the War

As in the previous year, the ordinary research work of the Scientific Departments has been abandoned, and they have devoted themselves to special service, both advisory and experimental, in connection with the War...

In his capacity as a member of the Board on Inventions and Research for the Admiralty, Professor Sir Ernest Rutherford has made special investigations in the Physics laboratory on problems connected with that Board

'Stiffening up the standard of living' at Oxford

I put it to my Proctors... we should put the cafés out of bounds between ten and one, as we did the bars... Then while we were discussing preliminary difficulties the officials of the women's colleges got wind of our intentions ... and very soon we received an earnest and anxious petition, signed, I think, by all the lady Heads; begging us not to do anything so severe against their poor girls, who could not stand the strain of going from nine to one without sustenance. We realised that a bisexual university has its own difficulties. Two of us were of the opinion that it might be good for the girls to practice such austerity.



Regulations at Oxford

...from time to time other rules have been established by the custom of the University or by the authority of the Vice-Chancellor and Proctors. Their purpose is to prevent public disorder and annoyance to the citizens of Oxford; to discourage the making by Undergraduates or undesirable or casual acquaintances and the frequenting of resorts where such acquaintances are likely to be made; and generally to forbid conduct unworthy of members of the University.

It is expected that Undergraduates will not loiter on the streets, at coffee-stalls, or at the stage-door of a theatre

An Undergraduate may not take part in a public theatrical performance without the written leave of his College, counter-signed by a Proctor.

Undergraduates are **strictly forbidden** to visit the bar of any hotel, restaurant, or public house, or to use as a bar the lounge or any other room on licensed premises.

Regulations at Oxford

Flying is not allowed without Proctorial permission. In asking for this permission an Undergraduate must produce to the Proctor the written consent of his or her parent or guardian, countersigned by the Dean of the College.

An Undergraduate may not hire a motor vehicle for a longer period than one hour, without special leave of the Dean of the College...

An Undergraduate in residence is not permitted to keep a motor vehicle within twenty miles of Oxford...

A Woman Undergraduate may not enter the rooms of a Man Undergraduate, either in College or in lodgings, without a special leave previously obtained from the Principal of her Society. She must have a companion similarly approved.

A Man Undergraduate may not enter the rooms of a Woman Undergraduate.

Parties of Men and Women Undergraduates may not be held unless each Woman Undergraduate has previously forwarded to the Proctors the written leave from the Principal of her College. It is most important that Academic Dress should be worn.

New Universities

Over all the universities to-day there looms the shadow of industrialism. Universities are no longer monastic, though they have not yet become mechanical. ...The vast majority of university students in this country comes from industrial homes. The vast majority will have to make their way in industrialism. The vast majority come from homes where university education has never entered before. ...

The growth of all these universities so very swiftly is nothing short of a revolution. In a sense it is part of the Industrial Revolution. The modern universities are largely the creation of industrialism. They were created by industrialism to meet her own needs. Science came first. Art found her way in later.

Commuter Universities

When I came up in the autumn of 1936, aged eighteen, there were just over seventeen hundred students ...There were three easily identifiable, locally drawn groups.

First, those who presence recalled the origins of the University; such as the sons of West Riding mill owners studying textiles so as to take over the business

The middle group were less well-to-do but their parents were able to pay the whole or part of their fees...

The third-group were the really local and the poorest, lower-middle class with some working class, and mostly in Arts subjects. They were sometimes on scholarships or, much more numerous, in the Humanities recipients of government grants for intending teachers... Members of this third group came to University each day on the tram from parts of Leeds itself or from as far afield as Bradford, all of nine miles away

Academic Life

Perhaps the professor may be eliminated someday and his place taken by a loud speaker symbolically robed in cap and gown. But I think not. The one thing that counts in education is the impact of mind on mind. The invention of printing did not eliminate the teacher and the lecture; and there is little probability that the less important inventions of our own era will have that result...

New Universities

One of the main objectives which it is hoped to achieve is to give every graduate as wide an understanding as possible of the factors which have been operative in building up our present civilisation and the forces that are current in the world today.

...

It is intended that the foundation studies taken before specialisation should be presented as to give a comprehensible and integrated conception of the basic facts and principles of the main subjects...

It is desired to break down as far as possible any clear cur divisions between different branches of study and ensure that each student has a sympathetic understanding of the functions and importance of all the main human activities.



The Robbins Principle

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.

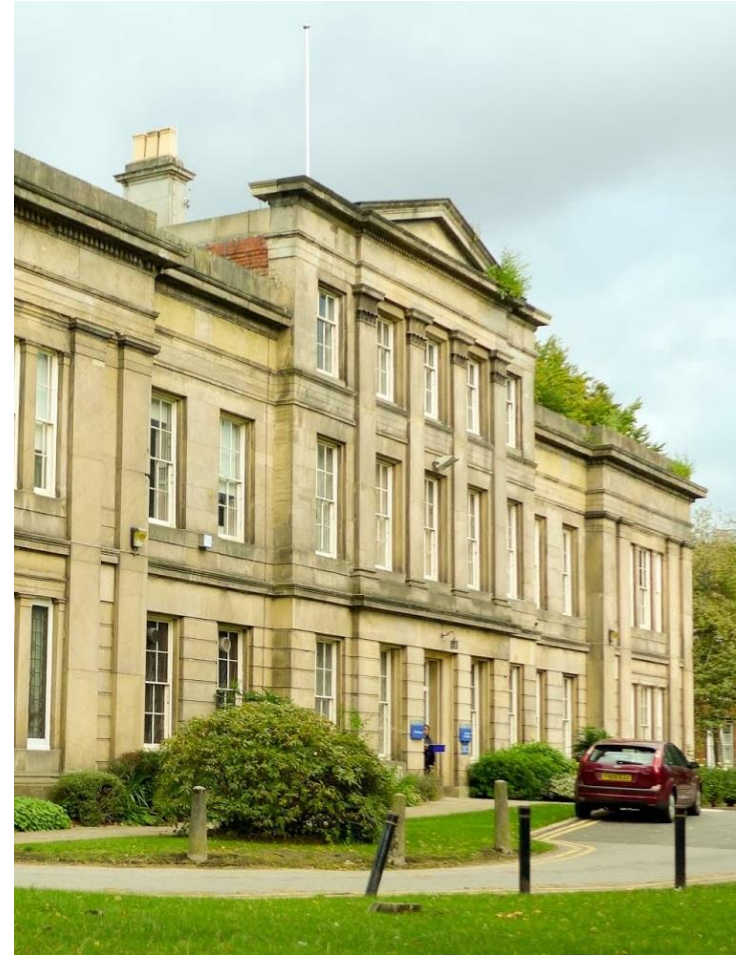
Technological Universities

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.



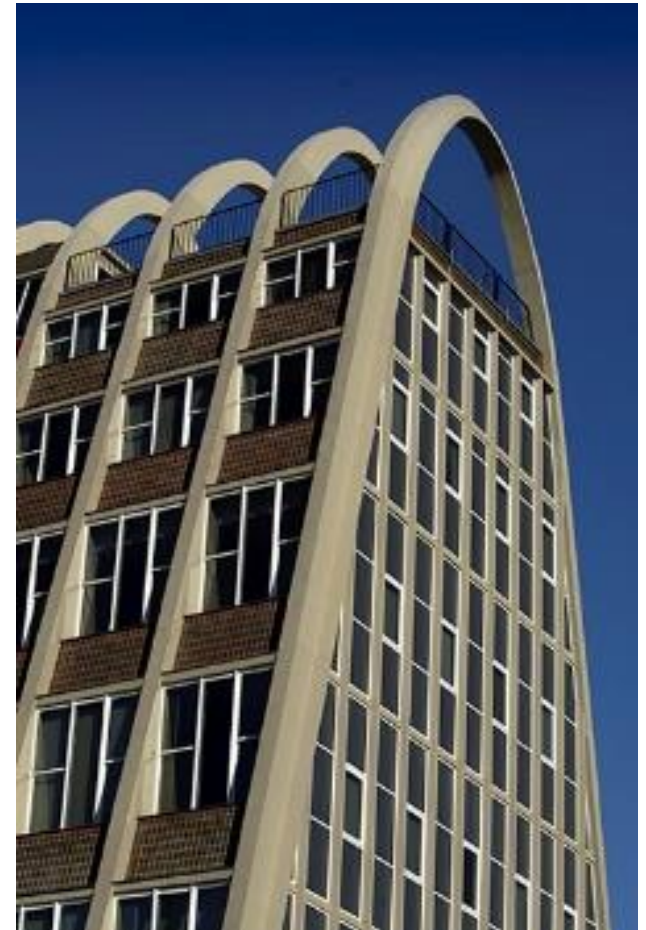
Colleges of Education

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.



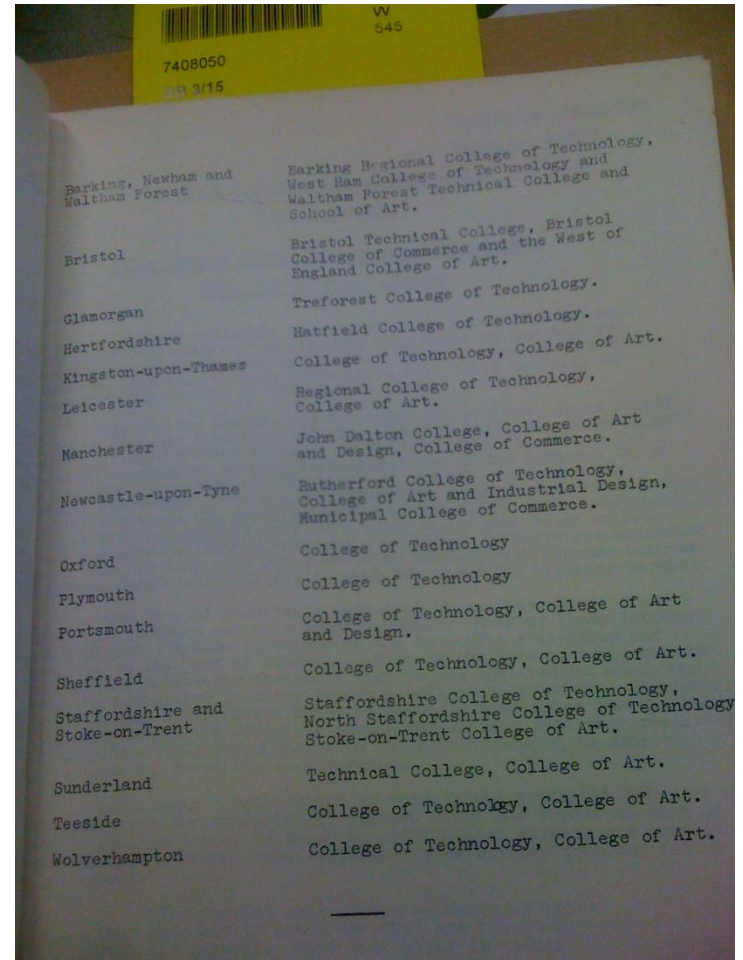
Polytechnics

'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'



A Plan for Polytechnics and Other Colleges

Designating colleges with the most potential as regional polytechnics to form a nation-wide network for technical education. The polytechnics would be 'large and comprehensive' providers of full-time, part-time and sandwich courses of technical and vocational higher education. The aim to reduce the number of small colleges providing full-time courses, but those already doing so were allowed to continue.



The end of the Binary Line

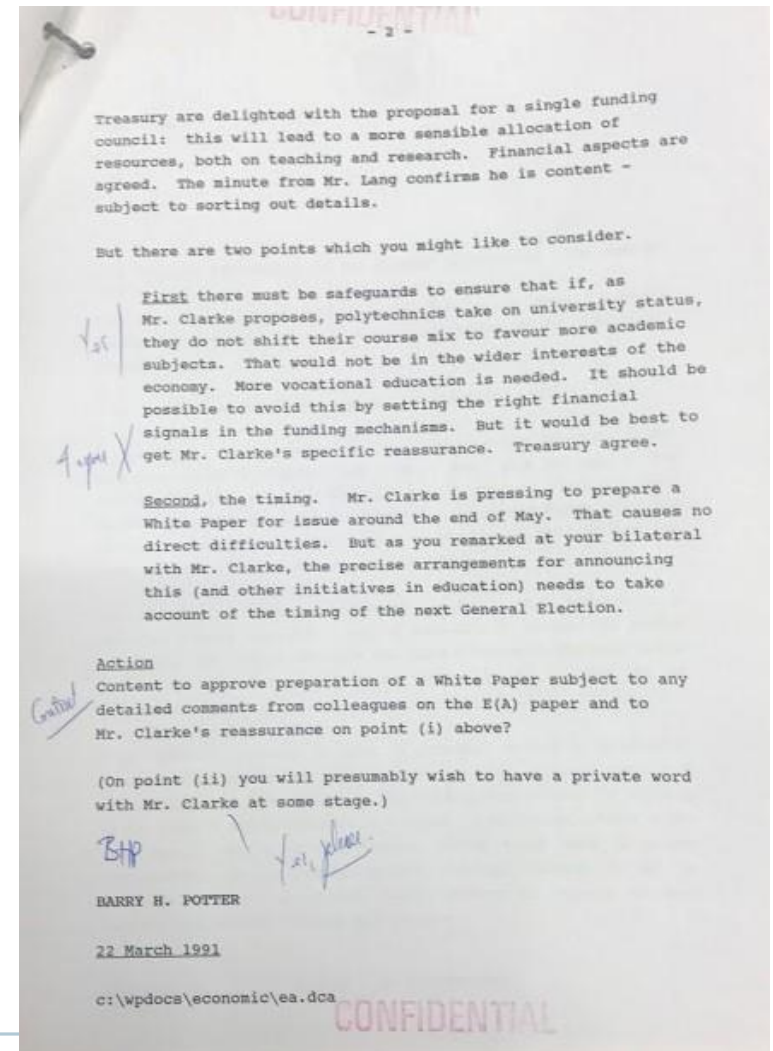
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UFC & PCFC

1992 Further Higher
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Privy Council to approve
university title

HEFCE, SHEFC, HEFCW



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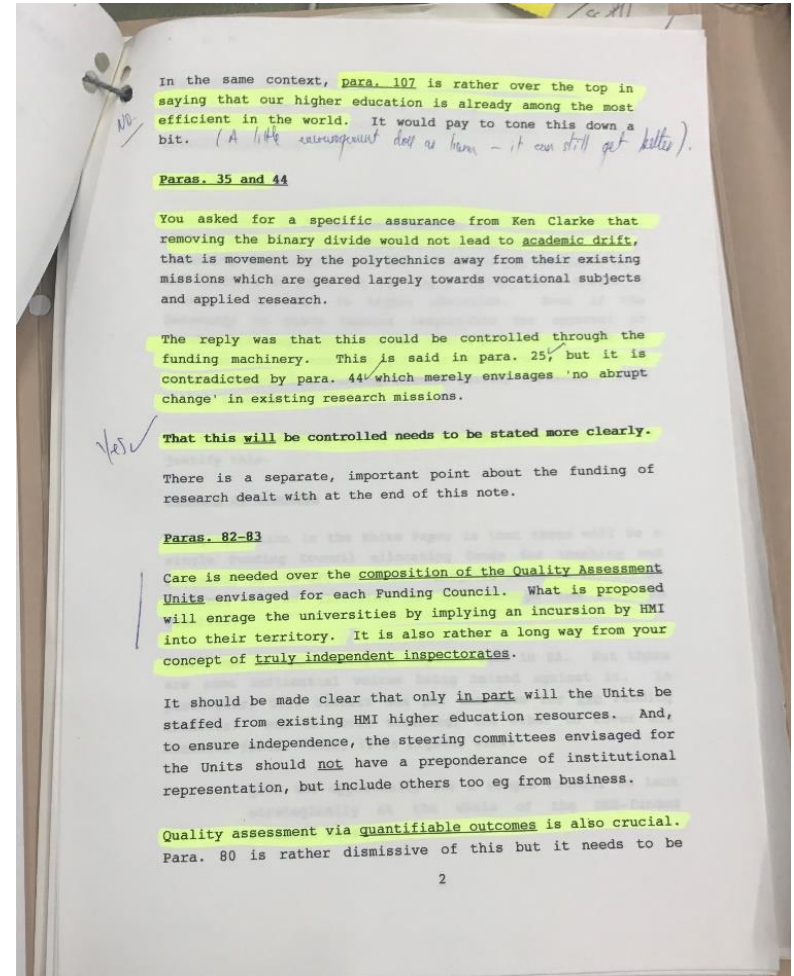
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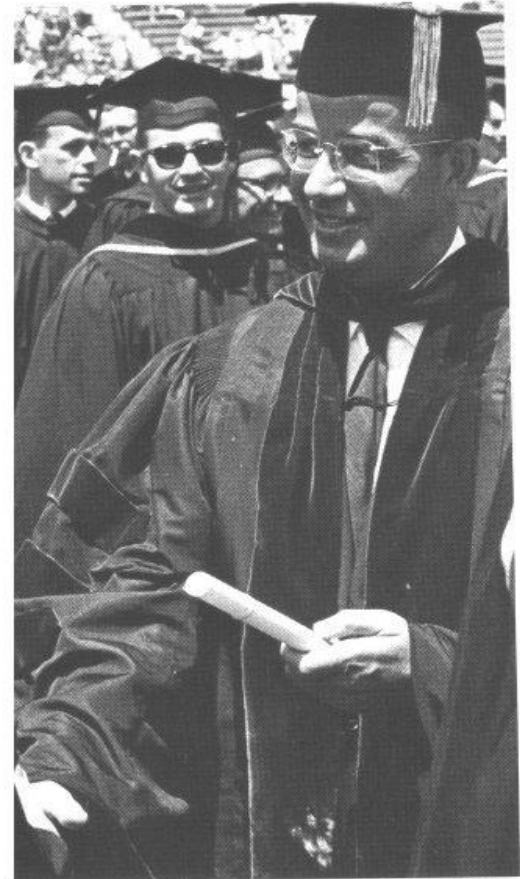
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A last perspective on change in the University

'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'



Further Reading

Anderson, R, 2006, *British Universities: Past & Present*, London, Hambledon Continuum

Whyte, W, 2015, *Redbrick: A Social and Architectural History of Britain's Civic Universities*, Oxford, Oxford University Press

Willetts, D, 2017, *A University Education*, Oxford, Oxford University Press

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