
CONTENTS



<i>List of maps</i>	<i>page xi</i>
<i>Contributors and editors</i>	xii
<i>Reader's guide</i>	xv
<i>Bibliographical abbreviations used in notes</i>	xvi
FOREWORD	
WALTER RÜEGG (General Editor)	xix
<i>Acknowledgements</i>	xxiv

PART I: THEMES AND PATTERNS

CHAPTER 1: THEMES

WALTER RÜEGG

Introduction	3
Historical turning points	8
Desire for and openness to discoveries	14
Science as a means of control over nature	17
The beginnings of cosmography	18
Human rights and international law	22
New objectives of university education	24
International and national academic communication	26
The age of eloquence	28
The new collective self-consciousness	29
Humanism and the universities	33
Select bibliography	41

Contents

CHAPTER 2: PATTERNS

WILLEM FRIJHOFF

The purposes of universities	43
What was a university in the early modern period?	47
The status of higher education	52
The university and its competitors	57
Typologies	64
The pace of university foundation	70
North and south: full and empty spaces on the map	74
List of European universities in the early modern period	80
Maps	90
Select bibliography	106

PART II: STRUCTURES

CHAPTER 3: RELATIONS WITH AUTHORITY

NOTKER HAMMERSTEIN

The development of the early modern state	114
Humanism – Reformation – Counter-Reformation	115
Absolutism and Enlightenment	122
French universities	124
Universities in the Iberian peninsula	129
Universities in the British Isles	134
Universities in the Holy Roman Empire	140
Confederate universities	143
Universities in the Low Countries	144
Polish universities	146
Universities in the northern European countries	147
Italian universities	148
Select bibliography	152

CHAPTER 4: MANAGEMENT AND RESOURCES

HILDE DE RIDDER-SYMOENS

General university structure	155
Colleges and nations	158
Internal government	164
External government	179
Finance	183
Academic buildings	190
Libraries, archives and university presses	195
Academic insignia	205
Select bibliography	208

Contents

CHAPTER 5: TEACHERS

PETER A. VANDERMEERSCH

Kinds of teachers and teaching systems	210
Teaching as a profession	214
Appointments	219
Some general characteristics of the professoriate	223
University teaching, a well-paid profession?	232
Careers and mobility	239
Professors, a distinct and distinguished social class?	244
Table: Individual taxes levied in the duchy of Brabant in 1631	252
Select bibliography	255

CHAPTER 6: EXPORTING MODELS

JOHN ROBERTS, ÁGUEDA MARÍA RODRÍGUEZ CRUZ AND
 JURGEN HERBST

Prefatory note	256
The New World setting	256
The models available	259
The foundation of colonial universities	262
The working of colonial higher education	267
The achievement of the European university model in the Americas	280
Select bibliography	282

PART III: STUDENTS

CHAPTER 7: ADMISSION

MARIA ROSA DI SIMONE

Admission to the university	285
Intellectual prerequisites	289
Academic restrictions	293
Attendance trends	297
Numbers	302
The social origin of students	311
Select bibliography	324

CHAPTER 8: STUDENT EDUCATION,
 STUDENT LIFE

RAINER A. MÜLLER

Professionalization and secularization	326
Two systems of study: <i>modus Parisiensis</i> – <i>modus Bononiensis</i>	329

Contents

Academic privileges	331
The collegiate system	333
The academic day	339
Teaching forms and teaching practice	343
Board and lodging	345
Student ceremonies	349
Holidays and free time	351
Select bibliography	353
CHAPTER 9: GRADUATION AND CAREERS	
<small>WILLEM FRIJHOFF</small>	
Degrees: symbols and realities	355
Costs and benefits	363
Degrees as qualifications for professional practice	370
Numbers	377
Social functions	386
The alienated intellectuals	393
Professions and professionalization	397
Careers and social mobility	406
Select bibliography	415
CHAPTER 10: MOBILITY	
<small>HILDE DE RIDDER-SYMOENS</small>	
Humanism and the Renaissance	416
The Reformation and Counter-Reformation	419
Protestant universities	421
Catholic universities	424
Tolerant universities	426
The universities as places of refuge	428
The Grand Tour	431
The Enlightenment	436
General trends	439
Select bibliography	447
PART IV: LEARNING	
CHAPTER 11: TRADITION AND INNOVATION	
<small>OLAF PEDERSEN</small>	
The faculty of medicine	452
The faculty of laws	455
The faculty of arts: the impact of humanism	457
The faculty of arts: the challenge of technology	464

Contents

The exodus of the scientists	470
Theology	474
Minority problems	478
The rise of the academies	480
Select bibliography	487
CHAPTER 12: NEW STRUCTURES OF KNOWLEDGE	
<small>WILHELM SCHMIDT-BIGGEMANN</small>	
Scholarship and science at the universities	489
Types of science	491
Theology: leading science in the sixteenth century	500
Jurisprudence: leading science in the Baroque period	509
Reorganization of the sciences and the primacy of philosophy in the Enlightenment	517
Select bibliography	529
CHAPTER 13: THE SCIENTIFIC REVOLUTION AND UNIVERSITIES	
<small>ROY PORTER</small>	
The university in the dock	531
The Scientific Revolution	536
Examining the evidence	542
The universities and scientific thought	548
Science moves out	553
The New Science and the universities	559
Select bibliography	561
CHAPTER 14: CURRICULA	
<small>LAURENCE BROCKLISS</small>	
Methods of teaching	565
The faculty of arts	570
The faculty of theology	593
The faculty of law	599
The faculty of medicine	609
Select bibliography	619
EPILOGUE: THE ENLIGHTENMENT	
<small>NOTKER HAMMERSTEIN</small>	
The Enlightenment	621
Nationalization of science	623
Educational pragmatism	624
Secularization	626

Contents

Status of the disciplines	629
Differentiation of university patterns and academic reforms	630
Select bibliography	639
<i>Editor's note on the indexes</i>	641
<i>Name index</i>	642
<i>Subject index</i>	663