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The USES of the UNIVERSITY

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I

THE IDEA OF A MULTIVERSITY

THE university started as a single community—a community of masters and students. It may even be said to have had a soul in the sense of a central animating principle. Today the large American university is, rather, a whole series of communities and activities held together by a common name, a common governing board, and related purposes. This great transformation is regretted by some, accepted by many, gloried in, as yet, by few. But it should be understood by all.

The university of today can perhaps be understood, in part, by comparing it with what it once was—with the academic cloister of Cardinal Newman, with the research organism of Abraham Flexner. Those are the ideal types from which it has derived, ideal types which still constitute the illusions of some of its inhabitants. The modern American university, however, is not Oxford nor is it

Berlin; it is a new type of institution in the world. As a new type of institution, it is not really private and it is not really public; it is neither entirely of the world nor entirely apart from it. It is unique.

"The Idea of a University" was, perhaps, never so well expressed as by Cardinal Newman when engaged in founding the University of Dublin a little over a century ago.¹ His views reflected the Oxford of his day whence he had come. A university, wrote Cardinal Newman, is "the high protecting power of all knowledge and science, of fact and principle, of inquiry and discovery, of experiment and speculation; it maps out the territory of the intellect, and sees that . . . there is neither encroachment nor surrender on any side." He favored "liberal knowledge," and said that "useful knowledge" was a "deal of trash."

Newman was particularly fighting the ghost of Bacon who some 250 years before had condemned "a kind of adoration of the mind . . . by means whereof men have withdrawn themselves too much from the contemplation of nature, and the observations of experience, and have tumbled up and down in their own reason and conceits." Bacon believed that knowledge should be for the benefit and use of men, that it should "not be as a courtesan, for pleasure and vanity only, or as a bond-woman, to acquire and gain to her master's use; but as a spouse, for generation, fruit and comfort."²

To this Newman replied that "Knowledge is

capable of being its own end. Such is the constitution of the human mind, that any kind of knowledge, if it really be such, is its own reward." And in a sharp jab at Bacon he said: "The Philosophy of Utility, you will say, Gentlemen, has at least done its work; and I grant it—it aimed low, but it has fulfilled its aim." Newman felt that other institutions should carry on research, for "If its object were scientific and philosophical discovery, I do not see why a University should have any students"—an observation sardonically echoed by today's students who often think their professors are not interested in them at all but only in research. A University training, said Newman, "aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspirations, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political powers, and refining the intercourse of private life." It prepares a man "to fill any post with credit, and to master any subject with facility."

— This beautiful world was being shattered forever even as it was being so beautifully portrayed. By 1852, when Newman wrote, the German universities were becoming the new model. The democratic and industrial and scientific revolutions were all well underway in the western world. The gentleman "at home in any society" was soon to be at home in

none. Science was beginning to take the place of moral philosophy, research the place of teaching.

"The Idea of a Modern University," to use Flexner's phrase,³ was already being born. "A University," said Flexner in 1930, "is not outside, but inside the general social fabric of a given era. . . . It is not something apart, something historic, something that yields as little as possible to forces and influences that are more or less new. It is on the contrary . . . an expression of the age, as well as an influence operating upon both present and future."

It was clear by 1930 that "Universities have changed profoundly—and commonly in the direction of the social evolution of which they are part." This evolution had brought departments into universities, and still new departments; institutes and ever more institutes; created vast research libraries; turned the philosopher on his log into a researcher in his laboratory or the library stacks; taken medicine out of the hands of the profession and put it into the hands of the scientists; and much more. Instead of the individual student, there were the needs of society; instead of Newman's eternal "truths in the natural order," there was discovery of the new; instead of the generalist, there was the specialist. The university became, in the words of Flexner, "an institution consciously devoted to the pursuit of knowledge, the solution of problems, the critical appreciation of achievement and the training of men at a really high level." No longer could a single

individual "master any subject"—Newman's universal liberal man was gone forever.

But as Flexner was writing of the "Modern University," it, in turn, was ceasing to exist. The Berlin of Humboldt was being violated just as Berlin had violated the soul of Oxford. The universities were becoming too many things. Flexner himself complained that they were "secondary schools, vocational schools, teacher-training schools, research centers, 'uplift' agencies, businesses—these and other things simultaneously." They engaged in "incredible absurdities," "a host of inconsequential things." They "needlessly cheapened, vulgarized and mechanized themselves." Worst of all, they became "'service stations' for the general public."

Even Harvard. "It is clear," calculated Flexner, "that of Harvard's total expenditures not more than one-eighth is devoted to the central university disciplines at the level at which a university ought to be conducted." He wondered: "Who has forced Harvard into this false path? No one. It does as it pleases; and this sort of thing pleases." It obviously did not please Flexner. He wanted Harvard to disown the Graduate School of Business and let it become, if it had to survive it all, the "Boston School of Business." He would also have banished all Schools of Journalism and Home Economics, football, correspondence courses, and much else.

It was not only Harvard and other American universities, but also London. Flexner asked "in what

sense the University of London is a university at all." It was only "a federation."

By 1930, American universities had moved a long way from Flexner's "Modern University" where "The heart of a university is a ¹graduate school of arts and sciences, the solidly professional schools (mainly, ²in America, medicine and law) and certain ³research institutes." They were becoming less and less like a "genuine university," by which Flexner meant "an organism, characterized by highness and definiteness of aim, unity of spirit and purpose." The "Modern University" was as nearly dead in 1930 when Flexner wrote about it, as the old Oxford was in 1852 when Newman idealized it. History moves faster than the observer's pen. Neither the ancient classics and theology nor the German philosophers and scientists could set the tone for the really modern university—the multiversity.

"The Idea of a Multiversity" has no bard to sing its praises; no prophet to proclaim its vision; no guardian to protect its sanctity. It has its critics, its detractors, its transgressors. It also has its barkers selling its wares to all who will listen—and many do. But it also has its reality rooted in the logic of history. It is an imperative rather than a reasoned choice among elegant alternatives.

President Nathan Pusey wrote in his latest annual report to the members of the Harvard Board of Overseers that the average date of graduation of the present Board members was 1924; and much has

happened to Harvard since 1924. Half of the buildings are new. The faculty has grown five-fold, the budget nearly fifteen-fold. "One can find almost anywhere one looks similar examples of the effect wrought in the curriculum and in the nature of the contemporary university by widening international awareness, advancing knowledge, and increasingly sophisticated methods of research. . . . Asia and Africa, radio telescopes, masers and lasers and devices for interplanetary exploration unimagined in 1924—these and other developments have effected such enormous changes in the intellectual orientation and aspiration of the contemporary university as to have made the university we knew as students now seem a strangely underdeveloped, indeed a very simple and an almost unconcerned kind of institution. And the pace of change continues."⁴

Not only at Harvard. The University of California last year had operating expenditures from all sources of nearly half a billion dollars, with almost another 100 million for construction; a total employment of over 40,000 people, more than IBM and in a far greater variety of endeavors; operations in over a hundred locations, counting campuses, experiment stations, agricultural and urban extension centers, and projects abroad involving more than fifty countries; nearly 10,000 courses in its catalogues; some form of contact with nearly every industry, nearly every level of government, nearly every person in its region. Vast amounts of expensive equipment

were serviced and maintained. Over 4,000 babies were born in its hospitals. It is the world's largest purveyor of white mice. It will soon have the world's largest primate colony. It will soon also have 100,000 students—30,000 of them at the graduate level; yet much less than one third of its expenditures are directly related to teaching. It already has nearly 200,000 students in extension courses—including one out of every three lawyers and one out of every six doctors in the state. And Harvard and California are illustrative of many more.

Newman's "Idea of a University" still has its devotees—chiefly the humanists and the generalists and the undergraduates. Flexner's "Idea of a Modern University" still has its supporters—chiefly the scientists and the specialists and the graduate students. "The Idea of a Multiversity" has its practitioners—chiefly the administrators, who now number many of the faculty among them, and the leadership groups in society at large. The controversies are still around in the faculty clubs and the student coffee houses; and the models of Oxford and Berlin and modern Harvard all animate segments of what was once a "community of masters and students" with a single vision of its nature and purpose. These several competing visions of true purpose, each relating to a different layer of history, a different web of forces, cause much of the malaise in the university communities of today. The university is so many things to so many different people

that it must, of necessity, be partially at war with itself.

How did the multiversity happen? No man created it; in fact, no man visualized it. It has been a long time coming about and it has a long way to go. What is its history? How is it governed? What is life like within it? What is its justification? Does it have a future?

THE STRANDS OF HISTORY

The multiversity draws on many strands of history. To the extent that its origins can be identified, they can be traced to the Greeks. But there were several traditions even then. Plato had his Academy devoted to truth largely for its own sake, but also truth for the philosophers who were to be kings. The Sophists, whom Plato detested so much that he gave them an evil aura persisting to this day, had their schools too. These schools taught rhetoric and other useful skills—they were more interested in attainable success in life than they were in the unattainable truth. The Pythagoreans were concerned, among other things, with mathematics and astronomy. The modern academician likes to trace his intellectual forebears to the groves of Academe; but the modern university with its professional schools and scientific institutes might look equally to the Sophists and the Pythagoreans. The humanists, the professionals, and the scientists all have

their roots in ancient times. The "Two Cultures" or the "Three Cultures" are almost as old as culture itself.

Despite its Greek precursors, however, the university is, as Hastings Rashdall wrote, "a distinctly medieval institution."⁵ In the Middle Ages it developed many of the features that prevail today—a name and a central location, masters with a degree of autonomy, students, a system of lectures, a procedure for examinations and degrees, and even an administrative structure with its "faculties." Salerno in medicine, Bologna in law, and Paris in theology and philosophy were the great pacesetters. The university came to be a center for the professions, for the study of the classics, for theological and philosophical disputes. Oxford and Cambridge, growing out of Paris, developed in their distinctive ways with their particular emphasis on the residential college instead of the separate faculties as the primary unit.

By the end of the eighteenth century the European universities had long since become oligarchies, rigid in their subject matter, centers of reaction in their societies—opposed, in large part, to the Reformation, unsympathetic to the spirit of creativity of the Renaissance, antagonistic to the new science. There was something almost splendid in their disdain for contemporary events. They stood like castles without windows, profoundly introverted. But the tides of change can cut very deep. In

France the universities were swept away by the Revolution, as they almost had been in England at the time of Cromwell.

It was in Germany that the rebirth of the university took place. Halle had dropped teaching exclusively in Latin in 1693; Göttingen had started the teaching of history in 1736; but it was the establishment of Berlin by Wilhelm von Humboldt in 1809 from his vantage point in the Prussian Ministry that was the dramatic event. The emphasis was on philosophy and science, on research, on graduate instruction, on the freedom of professors and students (*Lehrfreiheit* and *Lernfreiheit*). The department was created, and the institute. The professor was established as a great figure within and without the university. The Berlin plan spread rapidly throughout Germany, which was then entering a period of industrialization and intense nationalism following the shock of the defeat at the hands of Napoleon. The university carried with it two great new forces: science and nationalism. It is true that the German university system later bogged down through its uncritical reliance on the great professorial figure who ruled for life over his department and institute, and that it could be subverted by Hitler because of its total dependence on the state. But this does not vitiate the fact that the German university in the nineteenth century was one of the vigorous new institutions in the world.

In 1809 when Berlin was founded, the United

States already had a number of colleges developed on the model of the colleges at Oxford and Cambridge. They concentrated on Calvinism for the would-be preacher and classics for the young gentleman. Benjamin Franklin had had other ideas for the University of Pennsylvania, then the College of Philadelphia, in the 1750's.⁶ Reflecting Locke, he wanted "a *more useful* culture of young minds." He was interested in training people for agriculture and commerce; in exploring science. Education should "serve mankind." These ideas were not to take root for another century. Drawing on the French Enlightenment, Jefferson started the University of Virginia with a broad curriculum including mathematics and science, and with the electives that Eliot was to make so famous at Harvard half a century later. He put great emphasis on a library—an almost revolutionary idea at the time. Again the application of the ideas was to be long delayed.

The real line of development for the modern American university began with Professor George Ticknor at Harvard in 1825. He tried to reform Harvard on the model of Göttingen where he had studied, and found that reforming Harvard must wait for an Eliot with forty years and the powers of the presidency at his disposal. Yale at the time was the great center of reaction—its famous faculty report of 1828 was a ringing proclamation to do nothing, or at least nothing that had not always

been done at Yale or by God.⁷ Francis Wayland at Brown in the 1850's made a great fight for the German system, including a program of electives, as did Henry Tappan at Michigan—both without success.

Then the breakthrough came. Daniel Coit Gilman, disenchanted with the then grim prospects at California, became the first president of the new university of Johns Hopkins in 1876. The institution began as a graduate school with an emphasis on research. For Flexner, Gilman was the great hero-figure—and Johns Hopkins "the most stimulating influence that higher education in America had ever known." Charles W. Eliot at Harvard followed the Gilman breakthrough and Harvard during his period (1869 to 1909) placed great emphasis on the graduate school, the professional school, and research—it became a university. But Eliot made his own particular contribution by establishing the elective system permitting students to choose their own courses of study. Others quickly followed—Andrew Dickson White at Cornell, James B. Angell at Michigan, Frederick Barnard at Columbia, William W. Folwell at Minnesota, David Starr Jordan at Stanford, William Rainey Harper at Chicago, Charles K. Adams at Wisconsin, Benjamin Ide Wheeler at California. The state universities, just then expanding, followed the Hopkins idea. Yale and Princeton trailed behind.

The Hopkins idea brought with it the graduate

school with exceptionally high academic standards in what was still a rather new and raw civilization; the renovation of professional education, particularly in medicine; the establishment of the pre-eminent influence of the department; the creation of research institutes and centers, of university presses and learned journals and the “academic ladder”; and also the great proliferation of courses. If students were to be free to choose their courses (one aspect of the *Lernfreiheit* of the early nineteenth-century German university), then professors were free to offer their wares (as *Lehrfreiheit*, the other great slogan of the developing German universities of a century and a half ago, essentially assured). The elective system, however, came more to serve the professors than the students for whom it was first intended, for it meant that the curriculum was no longer controlled by educational policy as the Yale faculty in 1828 had insisted that it should be. Each professor had his own interests, each professor wanted the status of having his own special course, each professor got his own course—and university catalogues came to include 3,000 or more of them. There was, of course, as a result of the new research, more knowledge to spread over the 3,000 courses; otherwise the situation would have been impossible. In any event, freedom for the student to choose became freedom for the professor to invent; and the professor's love of specialization has become the

students' hate of fragmentation. A kind of bizarre version of academic laissez-faire has emerged. The student, unlike Adam Smith's idealized buyer, *must* consume—usually at the rate of fifteen hours a week. The modern university was born.

Along with the Hopkins experiment came the land grant movement—and these two influences turned out to be more compatible than might at first appear. The one was Prussian, the other American; one elitist, the other democratic; one academically pure, the other sullied by contact with the soil and the machine. The one looked to Kant and Hegel, the other to Franklin, Jefferson, and Lincoln. But they both served an industrializing nation and they both did it through research and the training of technical competence. Two strands of history were woven together in the modern American university. Michigan became a German-style university and Harvard a land grant type of institution, without the land.

The land grant movement brought schools of agriculture and engineering (in Germany relegated to the *Technische Hochschulen*), of home economics and business administration; opened the doors of universities to the children of farmers and workers, as well as of the middle and upper classes; introduced agricultural experiment stations and service bureaus. Allan Nevins in commenting on the Morrill Act of 1862 said: “The law annexed wide neglected

areas to the domain of instruction. Widening the gates of opportunity, it made democracy freer, more adaptable and more kinetic."⁸

A major new departure in the land grant movement came before World War I when the land grant universities extended their activities beyond their campus boundaries. "The Wisconsin Idea" came to flower under the progressivism of the first Roosevelt and the first La Follette. The University of Wisconsin, particularly during the presidency of Charles Van Hise (1903 to 1918), entered the legislative halls in Madison with reform programs, supported the trade union movement through John R. Commons, developed agricultural and urban extension as never before. The university served the whole state. Other state universities did likewise. Even private universities, like Chicago and Columbia, developed important extension programs.

New contacts with the community were created. University athletics became, particularly in the 1920's, a form of public entertainment, which is not unknown even in the 1960's, even in the Ivy League. Once started, university spectator sports could not be killed even by the worst of teams or the best of de-emphasis; and few universities seriously sought after either.

A counterrevolution against these developments was occasionally waged. A. Lawrence Lowell at Harvard (1909 to 1934) emphasized the undergraduate houses and concentration of course work,

as against the graduate work and electives of Eliot. It is a commentary not just on Harvard but also on the modern American university that Eliot and Lowell could look in opposite directions and the same institution could follow them both and glory in it. Universities have a unique capacity for riding off in all directions and still staying in the same place, as Harvard has so decisively demonstrated. At Chicago, long after Lowell, Robert M. Hutchins tried to take the university back to Cardinal Newman, to Thomas Aquinas, and to Plato and Aristotle. He succeeded in reviving the philosophic dialogue he loves so well and practices so expertly; but Chicago went on being a modern American university.

Out of the counterreformation, however, came a great new emphasis on student life—particularly undergraduate. Earnest attempts were made to create American counterparts of Oxford and Cambridge; residence halls, student unions, intramural playfields, undergraduate libraries, counseling centers sprang up in many places during the thirties, forties, and fifties. This was a long way from the pure German model, which had provided the student with only the professor and the classroom, and which had led Tappan to abolish dormitories at Michigan. British influence was back, as it was also with the introduction of honors programs, tutorials, independent study.

Out of all these fragments, experiments, and conflicts a kind of unlikely consensus has been reached.

Undergraduate life seeks to follow the British, who have done the best with it, and an historical line that goes back to Plato; the humanists often find their sympathies here. Graduate life and research follow the Germans, who once did best with them, and an historical line that goes back to Pythagoras; the scientists lend their support to all this. The "lesser" professions (lesser than law and medicine) and the service activities follow the American pattern, since the Americans have been best at them, and an historical line that goes back to the Sophists; the social scientists are most likely to be sympathetic. Lowell found his greatest interest in the first, Eliot in the second, and James Bryant Conant (1934 to 1954) in the third line of development and in the synthesis. The resulting combination does not seem plausible but it has given America a remarkably effective educational institution. A university anywhere can aim no higher than to be as British as possible for the sake of the undergraduates, as German as possible for the sake of the graduates and the research personnel, as American as possible for the sake of the public at large—and as confused as possible for the sake of the preservation of the whole uneasy balance.

THE GOVERNANCE OF THE MULTIVERSITY

The multiversity is an inconsistent institution. It is not one community but several—the community

of the undergraduate and the community of the graduate; the community of the humanist, the community of the social scientist, and the community of the scientist; the communities of the professional schools; the community of all the nonacademic personnel; the community of the administrators. Its edges are fuzzy—it reaches out to alumni, legislators, farmers, businessmen, who are all related to one or more of these internal communities. As an institution, it looks far into the past and far into the future, and is often at odds with the present. It serves society almost slavishly—a society it also criticizes, some times unmercifully. Devoted to equality of opportunity, it is itself a class society. A community, like the medieval communities of masters and students, should have common interests; in the multiversity, they are quite varied, even conflicting. A community should have a soul, a single animating principle; the multiversity has several—some of them quite good, although there is much debate on which souls really deserve salvation.

The multiversity is a name. This means a great deal more than it sounds as though it might. The name of the institution stands for a certain standard of performance, a certain degree of respect, a certain historical legacy, a characteristic quality of spirit. This is of the utmost importance to faculty and to students, to the government agencies and the industries with which the institution deals. Protection and enhancement of the prestige of the name

are central to the multiversity. How good is its reputation, what John J. Corson calls its "institutional character"?⁹

Flexner thought of a university as an "organism." In an organism, the parts and the whole are inextricably bound together. Not so the multiversity—many parts can be added and subtracted with little effect on the whole or even little notice taken or any blood spilled. It is more a mechanism—a series of processes producing a series of results—a mechanism held together by administrative rules and powered by money.

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.

It is, also, a system of government like a city, or a city state: the city state of the multiversity. It may be inconsistent but it must be governed—not as the guild it once was, but as a complex entity with greatly fractionalized power. There are several competitors for this power.

The students. The students had all the power once; that was in Bologna. Their guilds ran the university and dominated the masters. And the students were tougher on the masters than the masters have ever been on the students. The Bologna pattern had an

impact on Salamanca and Spain generally and then in Latin America, where students to this day are usually found in the top governing councils. Their impact is generally more to lower than to raise academic standards although there are exceptions such as Buenos Aires after Peron under the leadership of Risieri Frondizi. Students also involve the university as an institution in the national political controversies of the moment. } (4)

Jefferson tried a system of student self-government in the 1820's but quickly abandoned it when all the professors tendered their resignations. He favored self-government by both students and faculty, but never discovered how both could have it at the same time—nor has anybody else. Although José Ortega y Gasset, in addressing the student federation at the University of Madrid, was willing to turn over the entire "mission of the university" to the students, he neglected to comment on faculty reaction.¹⁰

As part of the "Wisconsin idea" before World War I, there was quite a wave of creation of student governments. They found their power in the area of extracurricular activities, where it has remained. Their extracurricular programs helped broaden student life in such diverse fields as debating, theatrical productions, literary magazines.

Students do have considerable strictly academic influence, however, quite beyond that with which they are usually credited. The system of electives gives them a chance to help determine in which

areas and disciplines a university will grow. Their choices, as consumers, guide university expansion and contraction, and this process is far superior to a more rigid guild system of producer determination as in medicine where quotas are traditional. Also students, by their patronage, designate the university teachers. The faculty may, in fact, appoint the faculty, but within this faculty group the students choose the real teachers. In a large university a quarter of the faculty may be selected by the students to do half or more of the actual teaching; the students also "select" ten percent or more to do almost none at all.

The faculty. The guilds of masters organized and ran the University of Paris, and later they did the same at Oxford and Cambridge. Faculty control at Oxford and Cambridge, through the colleges, has remained stronger than anywhere else over the centuries, but even there it has been greatly diminished in recent times.

In the United States, the first great grant of power to the faculty of a major university was at Yale when Jeremiah Day was president (1817 to 1846). It was during the Day regime that the Yale faculty report of 1828 was issued. Harvard has had, by contrast, as McGeorge Bundy has said in his inimitable style, "a tradition of quite high-handed and centralized executive behavior—and it has not suffered, in balance, as a consequence."¹¹

Faculties generally in the United States and the

British Commonwealth, some earlier and some later, have achieved authority over admissions, approval of courses, examinations, and granting of degrees—all handled in a rather routine fashion from the point of view of the faculty as a whole. They have also achieved considerable influence over faculty appointments and academic freedom, which are not handled routinely. Faculty control and influence in these areas are essential to the proper conduct of academic life. Once the elective system was established, educational policy became less important to the faculty, although, as at Harvard under Lowell, the elective system was modified to call for general rules on concentration and distribution of work. Since Harvard adopted its program for general education in 1945¹² and Hutchins left Chicago, there has been remarkably little faculty discussion of general educational policy. By contrast, there has been a great deal in England, particularly in the "new universities," where faculty discussion of educational policy has been very lively, and faculty influence, as a consequence, substantial.

Organized faculty control or influence over the general direction of growth of the American multiversity has been quite small, as illustrated by the development of the federal grant university. Individual faculty influence, however, has been quite substantial, even determinative, in the expanding areas of institutes and research grants. Still it is a long way from Paris at the time of Abelard.

Public authority. "Public" authority is a very mixed entity of emperors and popes, ministers of education, grants committees, trustees, and Royal Commissions. But almost everywhere, regardless of the origin of the system, there has come to be a public authority. Even in the Middle Ages, emperors and popes, dukes, cardinals, and city councils came to authorize or establish the universities to make them legitimate—the guild alone was not enough. When Henry VIII had trouble about a wife it shook Oxford and Cambridge to the core.

In modern times, Napoleon was the first to seize control of a university system. He completely reorganized it and made it part of the nationally administered educational system of France, as it remains to this day. He separated off research activities and special training institutions for teachers, engineers, and so forth. The universities became a series of loosely related professional schools. Not until the 1890's were the universities brought back together as meaningful entities and a measure of faculty control restored. Soviet Russia has followed the French pattern with even greater state control.

In Germany, the state governments traditionally have controlled the universities in great detail. So also has the government in Italy. In Latin America a degree of formal autonomy from the government has either been retained or attained, although informal reality usually contradicts the theory.

Even in Great Britain, the "public" has moved in on the faculties. Royal Commissions have helped modernize Oxford and Cambridge. The Redbrick and Scottish universities and London either have had from the beginning or acquired governing boards of a mixed nature, including lay members representative of public authority. Since 1919, and particularly since World War II, the University Grants Committee has made its influence felt in a less and less gentle and more and more effective way.

The lay board has been the distinctive American device for "public" authority in connection with universities, although the device was used in Holland in the late sixteenth century. Beyond the lay board in the state universities are the state department of finance and the governor and the legislature with a tendency toward increasingly detailed review.

Richard Hofstadter has made the interesting observation that the first lay board and the first effective concept of academic freedom developed in Holland at the same time; and that academic freedom has never been inherited from some Golden Age of the past but has instead been imported from the institutions of the surrounding society.¹³

Through all these devices, public influences have been asserted in university affairs. Public influence has increased as much in Paris as student influence has declined in Bologna. Everywhere, with the decreasing exception of Oxford and Cambridge, the

ultimate authority lies in the "public" domain; everywhere, with a few exceptions, it is fortunately not exercised in an ultimate fashion. We have, however, come a long way from the guilds of masters, the guilds of students, the guilds of masters and students. The location of power has generally moved from inside to outside the original community of masters and students. The nature of the multiversity makes it inevitable that this historical transfer will not be reversed in any significant fashion, although the multiversity does permit the growth of sub-cultures which can be relatively autonomous and can have an impact on the totality.

The distribution of power is of great importance. In Germany it came to be lodged too completely in the figure of the full professor at one end and the minister of education at the other; in Oxford and Cambridge, at one time, in an oligarchy of professors; in the United States, during a substantial period, almost exclusively in the president; in Latin America, too often, in the students within and the politicians without.

Influences—external and semi-external. Beyond the formal structure of power, as lodged in students, faculty, administration, or "public" instrumentalities, lie the sources of informal influence. The American system is particularly sensitive to the pressures of its many particular publics. Continental and British universities are less intertwined with their surrounding societies than the American and

thus more inward-looking and self-contained. When "the borders of the campus are the boundaries of our state," the lines dividing what is internal from what is external become quite blurred; taking the campus to the state brings the state to the campus. In the so-called "private" universities, alumni, donors, foundations, the federal agencies, the professional and business communities bulk large among the semi-external influences; and in the so-called "public" universities, the agricultural, trade union, and public school communities are likely to be added to the list, and also a more searching press. The multiversity has many "publics" with many interests; and by the very nature of the multiversity many of these interests are quite legitimate and others are quite frivolous.

The administration. The original medieval universities had at the start nothing that could be identified as a separate administration, but one quickly developed. The guild of masters or students selected a rector; and later there were deans of the faculties. At Oxford and Cambridge, there came to be the masters of the colleges. In more modern times in France, Germany, and Italy, the rector has come to stand between the faculty and the minister of education, closer to the minister of education in France and closer to the faculty in Germany; internally he has served principally as chairman of the council of deans where deans still retain substantial authority as in France and Italy. In Germany the full pro-

fessor, chairman of his department, director of his institute, is a figure of commanding authority.

Even in England, even in Oxford and Cambridge, the central administration is attaining more influence—the vice chancellorship can no longer be rotated casually among the masters. The vice chancellor now must deal with the university grants committee and the vice chancellors of the other universities. The university itself is a much more important unit with its research laboratories, central library, its lecturers in specialized subjects; the college is much less self-contained than it was. All of this has created something of a crisis in the administration of Oxford and Cambridge where administrators once were not to be seen or heard and the work was accomplished by a handful of clerks working in a Dickensian office. Oxbridge is becoming more like the Redbricks. London is *sui generis*.

The general rule is that the administration everywhere becomes, by force of circumstances if not by choice, a more prominent feature of the university. As the institution becomes larger, administration becomes more formalized and separated as a distinct function; as the institution becomes more complex, the role of administration becomes more central in integrating it; as it becomes more related to the once external world, the administration assumes the burdens of these relationships. The managerial revolution has been going on also in the university.

MULTIVERSITY PRESIDENT, GIANT
OR MEDIATOR-INITIATOR?

It is sometimes said that the American multi-versity president is a two-faced character. This is not so. If he were, he could not survive. He is a many-faced character, in the sense that he must face in many directions at once while contriving to turn his back on no important group. In this he is different in degree from his counterparts of rectors and vice chancellors, since they face in fewer directions because their institutions have fewer doors and windows to the outside world. The difference, however, is not one of kind. And intensities of relationships vary greatly; the rector of a Latin American university, from this point of view, may well have the most trying task of all, though he is less intertwined in a range of relationships than the North American university president.

The university president in the United States is expected to be a friend of the students, a colleague of the faculty, a good fellow with the alumni, a sound administrator with the trustees, a good speaker with the public, an astute bargainer with the foundations and the federal agencies, a politician with the state legislature, a friend of industry, labor, and agriculture, a persuasive diplomat with donors, a champion of education generally, a supporter of the profes-

sions (particularly law and medicine), a spokesman to the press, a scholar in his own right, a public servant at the state and national levels, a devotee of opera and football equally, a decent human being, a good husband and father, an active member of a church. Above all he must enjoy traveling in airplanes, eating his meals in public, and attending public ceremonies. No one can be all of these things. Some succeed at being none.

He should be firm, yet gentle; sensitive to others, insensitive to himself; look to the past and the future, yet be firmly planted in the present; both visionary and sound; affable, yet reflective; know the value of a dollar and realize that ideas cannot be bought; inspiring in his visions yet cautious in what he does; a man of principle yet able to make a deal; a man with broad perspective who will follow the details conscientiously; a good American but ready to criticize the status quo fearlessly; a seeker of truth where the truth may not hurt too much; a source of public policy pronouncements when they do not reflect on his own institution. He should sound like a mouse at home and look like a lion abroad. He is one of the marginal men in a democratic society—of whom there are many others—on the margin of many groups, many ideas, many endeavors, many characteristics. He is a marginal man but at the very center of the total process.

Who is he really?

To Flexner, he was a hero-figure, "a daring pio-

neer" who filled an "impossible post" yet some of his accomplishments were "little short of miraculous"; thus the "forceful president"—the Gilman, the Eliot, the Harper. The necessary revolutions came from on high. There should be Giants in the Groves. To Thorstein Veblen he was a "Captain of Erudition,"¹⁴ and Veblen did not think well of captains. To Upton Sinclair, the university president was "the most universal faker and most variegated prevaricator that has yet appeared in the civilized world."¹⁵

To the faculty, he is usually not a hero-figure. Hutchins observed that the faculty really "prefer anarchy to any form of government"¹⁶—particularly the presidential form.

The issue is whether the president should be "leader" or "officeholder," as Hutchins phrased it; "educator" or "caretaker," as Harold W. Dodds¹⁷ stated it; "creator" or "inheritor," as Frederick Rudolph¹⁸ saw it; "initiator" as viewed by James L. Morrill¹⁹ or consensus-seeker as viewed by John D. Millett;²⁰ the wielder of power or the persuader, as visualized by Henry M. Wriston;²¹ "pump" or "bottleneck" as categorized by Eric Ashby.²²

The case for leadership has been strongly put by Hutchins. A university needs a purpose, "a vision of the end." If it is to have a "vision," the president must identify it; and, without vision, there is "aimlessness" and the "vast chaos of the American university." "The administrator must accept a special responsibility for the discussion, clarification,

definition and proclamation of this end." He must be a "troublemaker, for every change in education is a change in the habits of some members of the faculty." For all this he needs the great "moral virtues" of "courage," "fortitude," "justice," and "prudence." In looking for administrators who really thought and wrote about the "end" of their institution, Hutchins particularly identified Marcus Aurelius as the great prototype.²³ Lowell, too, believed a president should have a "plan" and that although the faculty was "entitled to propose changes," the plan should not basically be subject to interference. He also had the rather quaint idea that the president should "never feel hurried" or "work . . . under pressure."²⁴

There were such leaders in higher education. Hutchins was one. Lowell was another; and so was Eliot. When Eliot was asked by a faculty member of the medical school how it could be after eighty years of managing its own affairs the faculty had to accommodate to so many changes, he could answer, "There is a new president."²⁵ Even in Oxford, of all places, as it belatedly adapted to the new world of scholarship, Benjamin Jowett as Master of Balliol could set as his rule: "Never retract, never explain. Get it done and let them howl."²⁶ Lord Bryce could comment in his *American Commonwealth* on the great authority of the president in the American university, on his "almost monarchical position."²⁷

But the day of the monarchs has passed—the day

when Benjamin Ide Wheeler could ride his white horse across the Berkeley campus or Nicholas Murray Butler rule from Morningside Heights. Flexner rather sadly recorded that "the day of the excessively autocratic president is . . . over. He has done a great service . . ." Paul Lazarsfeld could observe the "academic power vacuum" that resulted—leadership no longer taken by the president nor assumed by the faculty, with the result of little "institutional development."²⁸ Hutchins was the last of the giants in the sense that he was the last of the university presidents who really tried to change his institution and higher education in any fundamental way. Instead of the not always so agreeable autocracy, there is now the usually benevolent bureaucracy, as in so much of the rest of the world. Instead of the Captain of Erudition or even David Riesman's "staff sergeant," there is the Captain of the Bureaucracy who is sometimes a galley slave on his own ship; and "no great revolutionary figure is likely to appear."²⁹

The role of giant was never a happy one. Hutchins concluded that the administrator has many ways to lose, and no way to win, and came to acknowledge that patience, which he once called a "delusion and a snare," was also a virtue. "It is one thing to get things done. It is another to make them last." The experience of Tappan at Michigan was typical of many, as Angell later saw it: "Tappan was the largest figure of a man that ever appeared

on the Michigan campus. And he was stung to death by gnats."³⁰

The giant was seldom popular with the faculty and was often bitterly opposed, as in the "revolution" against Wheeler at California. And faculty government gained strength as faculties gained distinction. The experiences of Tappan, Wheeler, Hutchins, even Thomas Jefferson, are part of the lore of the university presidency. So are those of Wayland, who resigned from Brown in frustration after vainly trying something new, Woodrow Wilson with all his battles over innovations at Princeton, and many others.

→ Moreover the university has changed; it has become bigger and more complex, more tensed with checks and balances. As Rudolph saw it, there came to be "a delicate balance of interests, a polite tug of war, a blending of emphases." The presidency was "an office fraught with so many perils, shot through with so many ambiguities, an office that was many things to many men."³¹ There are more elements to conciliate, fewer in a position to be led. The university has become the multiversity and the nature of the presidency has followed this change.

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Also, the times have changed. The giants were innovators during a wave of innovation, to use the terms of Joseph Schumpeter drawn from another context. The American university required vast renovation to meet the needs of the changing and growing nation. As Eliot said in his inaugural

address, "The University must accommodate itself promptly to significant changes in the character of the people for whom it exists." The title of Wilson's inaugural address was, "Princeton for the Nation's Service." They and others helped take what had been denominational colleges and turn them into modern national universities. They were not inventors—the Germans did the inventing—but they came along at a stage in history when massive innovation was the order of the day. The giants today, when found at all, are more likely to be in a few of the old Latin American universities undergoing modernization or the new British universities in the midst of an intense discussion of educational policy.

The giants had performed "a great service," but gentler hands were needed. University administration reverted to the more standard British model of "government by consent and after consultation."³² There is a "kind of lawlessness"³³ in any large university with many separate sources of initiative and power; and the task is to keep this lawlessness within reasonable bounds. The president must seek "consensus" in a situation when there is a "struggle for power" among groups that share it.³⁴ "The president must use power economically, and persuasion to the fullest extent."³⁵ As Allan Nevins sees it, "The sharpest strain on growth lies not in finding the teachers, but expert administrators," and the new type of president required by the large univer-

sities "will be a coordinator rather than a creative leader . . . an expert executive, a tactful moderator. . . ." ³⁶

Academic government has taken the form of the Guild, as in the colleges of Oxford and Cambridge until recent times; of the Manor, as in Columbia under Butler; and of the United Nations, as in the modern multiversity. There are several "nations" of students, of faculty, of alumni, of trustees, of public groups. Each has its territory, its jurisdiction, its form of government. Each can declare war on the others; some have the power of veto. Each can settle its own problems by a majority vote, but altogether they form no single constituency. It is a pluralistic society with multiple cultures. Coexistence is more likely than unity. Peace is one priority item, progress another.

The president in the multiversity is leader, educator, creator, initiator, wielder of power, pump; he is *also* officeholder, caretaker, inheritor, consensus-seeker, persuader, bottleneck. But he is mostly a mediator.

The first task of the mediator is peace—how he may "the Two-and-Seventy jarring Sects confute." Peace within the student body, the faculty, the trustees; and peace between and among them. Peace between the "Two Cultures" and the "Three Cultures" and their subcultures; among all the ideas competing for support. Peace between the internal environment of the academic community and the

external society that surrounds and sometimes almost engulfs it. But peace has its attributes. There is the "workable compromise" of the day that resolves the current problem. Beyond this lies the effective solution that enhances the long-run distinction and character of the institution. In seeking it, there are some things that should not be compromised, like freedom and quality—then the mediator needs to become the gladiator. The dividing lines between these two roles may not be as clear as crystal, but they are at least as fragile.

The second task is progress; institutional and personal survival are not enough. A multiversity is inherently a conservative institution but with radical functions. There are so many groups with a legitimate interest in the status quo, so many veto groups; yet the university must serve a knowledge explosion and a population explosion simultaneously. The president becomes the central mediator among the values of the past, the prospects for the future, and the realities of the present. He is the mediator among groups and institutions moving at different rates of speed and sometimes in different directions; a carrier of change—as infectious and sometimes as feared as a "Typhoid Mary." He is not an innovator for the sake of innovation, but he must be sensitive to the fruitful innovation. He has no new and bold "vision of the end." He is driven more by necessity than by voices in the air. "Innovation" may be the historical "measurement of success," the

great characterizing feature of the "giants of the past";³⁷ but innovations sometimes succeed best when they have no obvious author. Lowell once observed that a president "cannot both do things and get credit for them"—that he should not "cackle like a hen that laid an egg."

The ends are already given—the preservation of the eternal truths, the creation of new knowledge, the improvement of service wherever truth and knowledge of high order may serve the needs of man. The ends are there; the means must be ever improved in a competitive dynamic environment. There is no single "end" to be discovered; there are several ends and many groups to be served.

The quality of the mediation is subject to judgment on two grounds, the keeping of the peace and the furthering of progress—the resolution of inter-personal and inter-group warfare, and the reconciliation of the tug of the anchor to the past with the pull of the Holy Grail of the future. Unfortunately peace and progress are more frequently enemies than friends; and since, in the long run, progress is more important than peace to a university, the effective mediator must, at times, sacrifice peace to progress. The ultimate test is whether the mediation permits progress to be made fast enough and in the right directions, whether the needed innovations take precedence over the conservatism of the institution. Mediators, though less dramatic

than giants, are not a homogenized group; they only look that way.

They also appear to some people to be doing very little of consequence. Yet their role is absolutely essential if carried out constructively. They serve something of the function of the clerk of the meeting for the Quakers—the person who keeps the business moving, draws forth ideas, seeks the "sense of the meeting." David Riesman has suggested the term "evocator." The techniques must be those of the mediator; but to the techniques may also be added the goals of the innovator. The essence of the role, when adequately performed, is perhaps best conveyed by the term "mediator-initiator."

→ Power is not necessary to the task, though there must be a consciousness of power. The president must police its use by the constituent groups, so that none will have too much or too little or use it too unwisely. To make the multiversity work really effectively, the moderates need to be in control of each power center and there needs to be an attitude of tolerance between and among the power centers, with few territorial ambitions. When the extremists get in control of the students, the faculty, or the trustees with class warfare concepts, then the "delicate balance of interests" becomes an actual war.

The usual axiom is that power should be commensurate with responsibility, but, for the president, the *opportunity to persuade* should be commensurate

with the responsibility. He must have ready access to each center of power, a fair chance in each forum of opinion, a chance to paint reality in place of illusion and to argue the cause of reason as he sees it.

Not all presidents seek to be constructive mediators amid their complexities. One famous president of a New York university succeeded in being at home only five months in five years. Some find it more pleasant to attend meetings, visit projects abroad, even give lectures at other universities; and at home they attend ceremonial functions, go to the local clubs, and allow the winds of controversy to swirl past them. Others look for "visions." But most presidents are in the control tower helping the real pilots make their landings without crashes, even in the fog.

Hutchins wrote of the four moral virtues for a university president. I should like to suggest a slightly different three—judgment, courage, and fortitude—but the greatest of these is fortitude since others have so little charity. The mediator, whether in government or industry or labor relations or domestic quarrels, is always subject to some abuse. He wins few clear-cut victories; he must aim more at avoiding the worst than seizing the best. He must find satisfaction in being *equally* distasteful to each of his constituencies; he must reconcile himself to the harsh reality that successes are shrouded in silence while failures are spotlighted in notoriety. The president of the multiversity must be content to hold its constituent elements loosely together and

to move the whole enterprise another foot ahead in what often seems an unequal race with history. (S)

LIFE IN THE MULTIVERSITY

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of } The "Idea of a University" was a village with its priests. The "Idea of a Modern University" was a town—a one-industry town—with its intellectual oligarchy. "The Idea of a Multiversity" is a city of infinite variety. Some get lost in the city; some rise to the top within it; most fashion their lives within one of its many subcultures. There is less sense of community than in the village but also less sense of confinement. There is less sense of purpose than within the town but there are more ways to excel. There are also more refuges of anonymity—both for the creative person and the drifter. As against the village and the town, the "city" is more like the totality of civilization as it has evolved and more an integral part of it; and movement to and from the surrounding society has been greatly accelerated. As in a city, there are many separate endeavors under a single rule of law.

6. } The students in the "city" are older, more likely to be married, more vocationally oriented, more drawn from all classes and races than the students in the village;³⁸ and they find themselves in a most intensely competitive atmosphere. They identify less with the total community and more with its subgroups. Burton R. Clark and Martin Trow have

a particularly interesting typology of these subcultures: the "collegiate" of the fraternities and sororities and the athletes and activities majors; the "academic" of the serious students; the "vocational" of the students seeking training for specific jobs; and the "nonconformist" of the political activists, the aggressive intellectuals, and the bohemians.³⁹ These subcultures are not mutually exclusive, and some of the fascinating pageantry of the multiversity is found in their interaction one on another.

The multiversity is a confusing place for the student. He has problems of establishing his identity and sense of security within it. But it offers him a vast range of choices, enough literally to stagger the mind. In this range of choices he encounters the opportunities and the dilemmas of freedom. The casualty rate is high. The walking wounded are many. *Lernfreiheit*—the freedom of the student to pick and choose, to stay or to move on—is triumphant.

Life has changed also for the faculty member. The multiversity is in the main stream of events. To the teacher and the researcher have been added the consultant and the administrator. Teaching is less central than it once was for most faculty members; research has become more important. This has given rise to what has been called the "non-teacher"⁴⁰—"the higher a man's standing, the less he has to do with students"—and to a threefold

class structure of what used to be "the faculty": those who only do research, those who only teach (and they are largely in an auxiliary role), and those who still do some of both. In one university I know, the proportions at the Ph.D. level or its equivalent are roughly one researcher to two teachers to four who do both.

Consulting work and other sources of additional income have given rise to what is called the "affluent professor," a category that does include some but by no means all of the faculty. Additionally, many faculty members, with their research assistants and teaching assistants, their departments and institutes, have become administrators. A professor's life has become, it is said, "a rat race of business and activity, managing contracts and projects, guiding teams and assistants, bossing crews of technicians, making numerous trips, sitting on committees for government agencies, and engaging in other distractions necessary to keep the whole frenetic business from collapse."⁴¹

The intellectual world has been fractionalized as interests have become much more diverse; and there are fewer common topics of conversation at the faculty clubs. Faculty government has become more cumbersome, more the avocation of active minorities; and there are real questions whether it can work effectively on a large scale, whether it can agree on more than preservation of the status quo.

Faculty members are less members of the particular university and more colleagues within their national academic discipline groups.

→ But there are many compensations. "The American professoriate" is no longer, as Flexner once called it, "a proletariat." Salaries and status have risen considerably. The faculty member is more a fully participating member of society, rather than a creature on the periphery; some are at the very center of national and world events. Research opportunities have been enormously increased. The faculty member within the big mechanism and with all his opportunities has a new sense of independence from the domination of the administration or his colleagues; much administration has been effectively decentralized to the level of the individual professor. In particular, he has a choice of roles and mixtures of roles to suit his taste as never before. He need not leave the Groves for the Acropolis unless he wishes; but he can, if he wishes. He may even become, as some have, essentially a professional man with his home office and basic retainer on the campus of the multiversity but with his clients scattered from coast to coast. He can also even remain the professor of old, as many do. There are several patterns of life from which to choose. So the professor too has greater freedom. *Lehrfreiheit*, in the old German sense of the freedom of the professor to do as he pleases, also is triumphant.

What is the justification of the modern American

multiversity? History is one answer. Consistency with the surrounding society is another. Beyond that, it has few peers in the preservation and dissemination and examination of the eternal truths; no living peers in the search for new knowledge; and no peers in all history among institutions of higher learning in serving so many of the segments of an advancing civilization. Inconsistent internally as an institution, it is consistently productive. Torn by change, it has the stability of freedom. Though it has not a single soul to call its own, its members pay their devotions to truth.

The multiversity in America is perhaps best seen at work, adapting and growing, as it responded to the massive impact of federal programs beginning with World War II. A vast transformation has taken place without a revolution, for a time almost without notice being taken. The multiversity has demonstrated how adaptive it can be to new opportunities for creativity; how responsive to money; how eagerly it can play a new and useful role; how fast it can change while pretending that nothing has happened at all; how fast it can neglect some of its ancient virtues. What are the current realities of the federal grant university?