It was not before the 1876 Higher Education Act that the term ‘university’ was legally introduced in the Netherlands to designate institutions of higher education. Previously, various terms were used (Academia, Athenaeum, Gymnasium, Collegium, Illustre school, Hogeschool), sometimes indifferently, and some of which are still in use. It has therefore been impossible to give a mere list of so-called ‘universities’, and all schools of a university level have been included. It should be noted that the test of State foundation or recognition is hardly usable in the Dutch case. For various reasons of a political, cultural and religious nature, the public authorities in the Netherlands, as a pluralist country, gained only recently almost complete control over the institutions of higher education. The Dutch inventory therefore includes not only those university level institutions that were founded or at least recognized by the highest authorities (the provincial Estates, and subsequently the monarchy), but also those which were founded by subsidiary authorities (e.g. municipalities) or even private associations, provided that an obvious consensus of opinion existed concerning their scientific character, either within the State community or within the sector of society which founded them. Strictly speaking, the term ‘higher education’ includes not only scientific education, but also vocational training of a higher, quasi-scientific standard, e.g. theological seminaries, academies of design, military academies, etc. According to the tradition of the (Northern) Netherlands, we have therefore reserved the term ‘university level institutions’ for higher schools, colleges and universities which provide scientific education or are, at least, endowed with a scientific section.

During the early modern period, university level institutions included in the Northern Netherlands ‘full’ universities (e.g. Leiden), universities without graduation rights (e.g. Amsterdam) and even, because of the university standing of the professors, some other institutions (e.g. The Hague Surgical School). Many towns appointed in the 17th and especially in the 18th century public readers in various disciplines of common utility (anatomy, obstetrics, botany, navigation, mathematics, chemistry, civil law, theology, history, geography, etc). These readers were called ‘professors’ and indeed claimed a social status equal to that of university professors. Their teaching supplemented the increasingly archaic programmes of the existing university level institutions, but as their function was not connected with any formal institution of education, it has not been possible to list them in this Compendium.

There is, on the other hand, some incongruity in including in the Dutch inventory the legally recognized theological faculties of the ruling Church, but not the theological seminaries of the dissenters, who could not claim legal status. Consequently, I should like to recall here, pro memoria, the existence of Remonstrant, Mennonite and Lutheran seminaries in Amsterdam and the foundation of higher Rabbinical schools for the Portuguese and German Jews in the same city, during the 17th and 18th centuries. The Old Catholics established in 1725 a seminary in Amersfoort, whereas the Roman Catholics had to wait for the official recognition of all confessions (1796) before they could open, in 1789-99, theological seminaries at Bois-le-Duc, Breda, Warmond near Leiden and ‘s-Heerenberg, not far from Arnhem. The Rolduc (1685-1796) and Roer-

1 The term ‘scientific’ is used here to denote all academic disciplines and is not employed in the narrow sense of ‘natural sciences’ (Ed’s note)
mond seminaries (closed 1797) were older since they had been founded outside the Dutch Republic, in regions where catholicism was protected. However, in 1787 the municipality of Maastricht, where catholicism was also protected on behalf of the Bishop of Liege, did not succeed in founding a Catholic collegium theologicum for all the Northern Netherlands. It should also be stressed that the Dutch Republic was one of the very rare countries to promote forms of higher education for both Europeans and natives in the colonies, e.g. the theological seminaries of the East India Company at Batavia (now Djakarta, 1745-1755) and on the isle of Ceylon (Jaffna, 1690-1723; Colombo, 1696-1796).

Strong opposition from Leiden, referring to its privilegium exclusivum, could not prevent the foundation of several Illustrious Schools (i.e. universities without graduation rights and mostly with an incomplete faculty system) in the provinces of Holland and Zealand during the 17th century, but prevented the establishment of such a school at The Hague in 1747 and of a full, richly endowed University at Zierikzee in 1757. One has also to remember that the Catholic students of the Dutch Republic, especially those from the Southern territories, attended on a massive scale throughout the early modern period 'foreign' universities of the same cultural area such as Louvain, Douai or Cologne, while protestant universities near the frontier (Steinfurt, Duisburg, Lingen, the latter founded in 1697 by the Dutch King-Stadholder William III of Orange as lord of the Lingen territory), subsisted to a great extent thanks to the Dutch student clientele.

Although during the period of the Dutch Republic every province was sovereign in home affairs, in actual fact the different university level institutions were not very dissimilar. The full universities possessed the same faculty structure (Arts and Philosophy, Medicine, Law, Theology) and conferred the same degrees (only doctorates). The Illustrious Schools had a more diverse teaching programme, owing to the local needs and the financial possibilities of the founding authorities. In this Compendium we have mentioned the faculties in which professorships at such schools did exist, even though they did not always possess a formal faculty structure.

At the end of the 18th century, a broad discussion about the reorganization of the higher education system developed in relation with the growing integration of the formerly autonomous and very different provinces into one single, political and sociocultural structure. Higher education reform projects were proposed, the most important of which was to be found in the 1797 Constitution project, recognising only one full university with a national graduation monopoly (at Leiden) and three universities of a lower degree without graduation rights (at Groningen, Harderwijk and Breda). This Constitution was vetoed by the National Assembly, but rejected by a subsequent plebiscite. Thus the proposal could not be realized.

Shortly after the annexation of the Dutch territories to the French Empire (achieved in 1810), the whole Dutch higher education system was thoroughly reformed by the imperial decrees of 22 October 1811 and 14 July 1812, fitting it into the French system of the Imperial University. After the departure of the French, an organic decision of the new King William I of 2 August 1815 (following a first measure of 4 December 1813 by the then Prince of Orange maintaining provisionally the seven surviving institutions), was to be the first regulation of Dutch higher education on a national scale. Within the boundaries of the present-day Kingdom of the Netherlands, only three full universities were maintained (Leiden, Groningen, Utrecht); the restoration or foundation of six other institutions of first degree higher education (Athenaeae, lacking graduation rights) was authorized in the provinces now deprived of a full university, only two of them being financially supported by the State (Franeker, Harderwijk). Because of the lack of State support, the planned Athenaeae of Middelburg and Breda were never established. As the result of a royal decree of 6 January 1823, in seven cities (Alkmaar, Haarlem,
Middelburg, Hoorn, Amsterdam, Rotterdam and Maastricht) clinical schools for the instruction of surgeons, obstetricians, chemists and midwives were founded (to be closed in 1866), which conferred specialized degrees and were sometimes closely connected with the higher education institutions. But as they were essentially vocational, I have not included them.

Two more laws were voted during the 19th century which helped to fashion the present-day features of the Dutch scientific education system. The revised Constitution of 1848 (art. 194) freed the educational sector from too much State control; henceforth, the foundation of private institutions, albeit under a certain State supervision, was an eagerly employed facility. A law of 1905 even granted *effectus civilis* to the degrees of private universities. The other major law was the Higher Education Act of 28 April 1876, completed by the *Academical Statute* of 27 April 1877, the latter being modified on 15 June 1921 and — after adoption of the 1937 law introducing faculties of economics — again on 7 November 1938. The 1876 Act abolished the *Athenaeum* (elevating the municipal, therefore public but not State-controlled, *Athenaeum* of Amsterdam to a university level), but created a new distinction between university level institutions, no longer based on the possession of graduation rights, but on the completeness of the faculty system: ever since, the so-called ‘universities’ have had to be institutions for universal learning with a wide range of faculties, with the *Hogeschoolen* (Colleges) having only some of them. At present, the name university is reserved for those institutions of scientific education possessing three or more faculties, at least one of which is a faculty of Medicine or of Mathematics and Natural Sciences, together with a central interfaculty teaching at least one Philosophy course (Scientific Education Act of 22 December 1960, art. 17). Since the Act of 1960, completed by the new *Academical Statute* of 11 September 1963 (modified 17 August 1976), which defines the curricula and the degrees, several laws have been voted thereby changing substantially the internal organisation of the academic community (especially the University Administration Reform Act of 1970), but not altering — or only very superficially — the university structure as such.

The 1960 Act enumerates the faculties and departments which can be established in a university or a *Hogeschool* (art. 17-19). As for the degrees, basically three examination levels can be distinguished:

- *kandidaat* (± bachelor), not resulting in the receipt of a degree
- *doctorandus* (± licentiate), also called *meester* (master) in the law faculty and *engineer* (*ingeneur*) in the universities of technology and agronomy
- *doctor* (the exact titles are enumerated in art. 23 of the 1960 Act).

Moreover, some specialized professional qualifications exist such as *arts* (medical practitioner), dentist, pharmacist, veterinary surgeon, solicitor, accountant. Recently, the Scientific Education Reform Acts of 12 November 1975 and 14 March 1981, the latter completed by the *Academical Statute* of 26 October 1981 and 24 May 1982, have reduced the length of study, particularly of the first-degree programmes; the *kandidaat* examination has been abolished and replaced by a *propaedeutics* level (applied for the first time in 1983).

Roughly speaking, university level institutions established since the regulations of 1815 can be divided into three groups:

1. universities and colleges (*Hogeschoolen*) formally founded by the State or by other public authorities (including the newly founded Open University);
2. universities and colleges (in the full sense of the law) of private foundation, which conserve their private corporate capacity (by means of their founding associations) but are at least partly recognised by the State;
3. other institutions of higher education, either publicly or privately established, e.g. business colleges, theological seminaries, etc.

In this Compendium, the institutions belonging to sections 1 and 2 have been completely recorded. Out of the third section, three types of schools have been retained. Firstly those State founded schools which provide instruction of a high scientific level, e.g. the State Military Academies, whose university standing was underscored by the Scientific Military Education Bill of 17 September 1963, which is still pending and presently in the course of revision. Secondly, some State recognized inter-university institutions founded by the universities themselves (but not the 14 existing inter-university research and teaching institutes). Thirdly, those privately founded autonomous colleges whose degrees have been recognized by the State as equal to formal university degrees, for however short a period. Colonial institutions (e.g. the 1925 founded Dutch-speaking Law faculty of Batavia, converted into a full university in 1950, after the independence of Indonesia) have not been listed. The lists of research institutes (sometimes with teaching duties) mentioned under the headings of the single universities do not include mere teaching centres, nor do they pretend to be exhaustive.

Finally, it should be emphasized that, as a result of the present economic problems experienced by the Netherlands, several departments, institutes and perhaps even faculties will probably be closed down by the government during the coming years. Moreover, an integration project of the scientific and higher vocational sectors of the educational system is in course of preparation, although it does not seem that it will materialize in the near future.

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University of Rotterdam

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