Professor Willem Frijhoff brought the conference to close on a high note touched with personal sadness as this paper was to have been delivered by his research associate Harry de Vries, who died of a brain haemorrhage at Christmas 1989—a much loved village schoolmaster. In his presentation Professor Frijhoff described the remarkable academic dynasties that dominated the Dutch university system from the sixteenth to the nineteenth century with tentacles that stretched into Germany.

Without the financial support of the European Cultural Foundation, the British Academy, House of Fraser plc, and Robertson & Baxter Ltd, the conference would not have attracted such a diversity of speakers, whose contributions left me at least, as organizer, full of new ideas and insights. For the organizer of a conference, it is always difficult to tell if the outcome has been a success. One certain touchstone is the absence of complaint—there were none, except about the weather but as Professor Hammerstein says ‘In Scotland it is always raining!’ The third conference in this series will be held at the University of Aberdeen where the local organizer will be Dr Jennifer Carter of the Department of History. The theme will be the University and its Urban Environment, not the city of politics and intellectual life but the city of buildings, builders, booksellers, students lodgings, landladies, brothels, riots, sickness, poverty, and litigious professional groups defending their privileges. Aberdeen, on the east coast, is nearer the European homeland, let us hope the sun shines.

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Political Powers and the University: Madrid, 26 August–2 September 1990.

At the seventeenth International Congress of Historical Sciences a symposium on the theme ‘Political Powers and the University’ was jointly organized by the *Commission internationale d'histoire des universités* (International Standing Committee for the History of the Universities) and the *Association internationale d'histoire du droit et des institutions* (International Society for the History of Law and the Institutions), both affiliated to the International Committee of Historical Sciences. The symposium took place from Tuesday 28 to Thursday 30 September and was attended by some 50 or 60 participants. Unfortunately, several speakers did not show up, and speaking English or French proved to be too difficult for some non-Western orators. Hence a somewhat curtailed symposium, that suffered in addition from the rather institutional and empirical approach advocated by the
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organizing committees. The speakers had been asked to examine the relations between political powers, in the broadest sense of the word (sovereigns and territorial princes, cities and states, pope and bishops, etc.), and the universities, defined as the institutions of the world of learning and higher education. In fact, most of the participants laid considerable stress on state intervention in university life, much less on the university's own role in policy-making and politics. The questions of the university’s (supposed) autonomy or its relations with ecclesiastical authorities were touched only in some of the papers.

In fact, three types of papers may be distinguished. Several lectures addressed an inventory of the various forms of relations between state and university. The participants dealing with the French universities (J. Gaudemet—who was not present at the symposium but whose paper had been distributed in advance—J. Verger, P. Gerbod, and M. Alliot), for instance, sketched together a sometimes lively and always very detailed picture of the ups and downs of the French state’s interventions into the university’s life and structure from the Middle Ages to the reform era following 1968. Similarly, M. Peset Reig outlined a typology of the Spanish universities and their relations with the Spanish crown, the church and the religious orders in the early modern period. A second series of papers was more explicitly devoted to the chronological evolution in the countries concerned. J. Fletcher and A. Manchester sketched the lines of influence and the forms of control exerted by the English crown, then the British government on the universities in that country from the Middle Ages to the present. The same was done for early modern Denmark by D. Tamm, for tsarist and soviet Russia by Y. Kukushkin, and for modern Italy by L. Berlinguer, whereas M. Heinemann examined the transformation of the German universities after the Second World War under the active control of the Allied Forces. Finally, a third series of communications was centred around a specific problem or a thesis. Thus A. de Benedictis placed her paper on late medieval and early modern Italy under the heading of the forms of interaction between the political powers (such as professional corporations) and university education. N. Hammerstein asked the question whether in the early modern German Empire the territorial rulers or the Emperor were really representative of the state or the nation, and whether the great number of universities and other schools of academic level was adequate for early German society. J. Herbst examined the impact of modern nationalism—in his view a central agency of the contemporary state—on university policy in six geographical areas: France, Prussia, Britain, North America, Latin America, and (Black) Africa. In his concluding remarks W. Frijhoff tried to sum up the results of the symposium. He emphasized some major lacunae—little attention was paid, for example, to the great turning points: the rise of the centralized state in the Renaissance period and the enligh-
tened university reforms—and briefly discussed some desiderata. The publication of the papers is presently under consideration.

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On the initiative of Luce Giard, the French Ministère de la Recherche is currently funding a project at the CNRS (Laboratoire d’histoire des sciences et des techniques UPR 21) entitled ‘Les jésuites producteurs et circulateurs intellectuels dans l’Europe de la Renaissance’. One of the project’s aims is to bring together scholars in France and Europe currently working on different aspects of Jesuit education in a series of colloquia. The Paris meeting in November 1990, held appropriately in the city’s Jesuit university, was the first in the envisaged series. The colloquium consisted of eight papers.

Luce Giard opened the morning session with an account of the development of Jesuit educational policy in the letters of Loyola, an extremely fruitful but hitherto neglected source. Her paper was followed by an analysis of the administrative structure of the Jesuits’ colleges, given by Adrien Demoustier. Father Demoustier’s paper was notable for unlocking the secrets of the personal dossiers that the Jesuits kept on their college personnel. Unfortunately, as yet we do not know in what way, if at all, the information in the dossiers was used in making college appointments: the computer age, however, makes such a study a possibility. After Father Demoustier’s general account, the next paper by Gian Paolo Brizzi looked at the specific case of the Society’s Italian colleges. Brizzi’s research into the pace and character of the collegiate foundations south of the Alps offered many points of fruitful comparison and contrast with the history of the Society’s foundations in France, already well known thanks to the work of Dominique Julia. As a result this paper was followed by a lively discussion. The morning’s session closed with a paper by Paul-Richard Blum on the role of metaphysics in the Jesuits’ educational programme. Using as his starting point the Ratio Studiorum Dr Blum argued convincingly that in theory metaphysics was intended to dominate and control the Jesuit philosophy curriculum and that in Germany at least (the focus of his paper) this was definitely so.

Laurence Brockliss began the afternoon session with an account of Jesuit physics teaching in the mid-seventeenth century. He attempted to show that