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**The University and the City:
The Potential of Urban History
Approaches in Tertiary
Education Research**

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The University and the City: The Potential of Urban History Approaches in Tertiary Education Research

In any advanced society, the school education system is one of the most effective tools for shaping the young generation. Schools not only shape and enrich the educational base, but also shape the national and ideological identity of each member of society. Universities are an institution providing the highest level of education, they are centers of cognition, scientific and creative activity. They influence the state culture, economic growth of the country and its international presentation, at the same time they participate in the scientific, cultural, and social development of society. At present, the history of education, respectively education part of various disciplines, and interdisciplinary research, especially in the field of historical sciences, economics, philosophy, sociology, ethnography, etc. They follow the stimuli of the history of philosophy, history of knowledge, urban history, history of social theories, cultural history, or history of literature. We are therefore talking about special methods of examining the history of education, but we are referring to a comprehensive approach to the development of education and training. The history of education, which is traditionally a pedagogical discipline, is increasingly interdisciplinary. Since the topic analyzed by us, the formation of higher education in Slovakia after the Second World War (with a focus on Košice), is not exclusively a matter of education history, it is necessary to consider theoretical approaches and methods of other historical disciplines, and therefore in addition to education history, we will apply theoretical approaches from the field of history of knowledge and urban history. These areas of historiography have undergone extensive changes in their research, methods, and concepts in recent decades. The next chapter explains current developments and trends in the field of history of knowledge and urban history (concepts of political history of knowledge and urban history of education), through which we present the conceptualization of work, central concepts and approaches to education research that are directly related to the topic of the dissertation.

Like all organizations, universities have their own history, which significantly shapes local and national values. They are inextricably linked to the urban and regional context,¹ they play an important role in the relationship between urban public space, civic culture and political space.² Higher education institutions play a key role in the development of human resources and innovation systems,³ they contribute to the development and acquisition of new knowledge, enrich the technology sector at national, regional and urban level, and directly and indirectly affect economic development.⁴ In particular, through the transfer of knowledge, the provision of skills and competences, the production of graduates, the involvement of scientific research, technology, etc.⁵ Universities and colleges are very similar in terms of their historical conception, socio-economic and scientific-cultural pressures to which they are exposed. They differ mainly in their own administrative structures, funding schemes and academic culture within their national environments.⁶ The central role of the university in cities, through the influence and interaction of other actors (industry and government), is to create territorial synergies and a specific place in the knowledge acquisition process. The presence of the university leaves its characteristic traces on the urban environment, which become visible signs and symbols of the city. Universities and colleges represent an important economic, and cultural wealth of the city.⁷

The Second World War became a major turning point in the history of education as well as events of the second half of the 20th century, marked by changes in political and social life, which significantly influenced and stimulated the development of knowledge, innovation, and new technology. Cognition, its character, origin, and circumstances of origin became the subject of research and one of the interests of historians who began to ask new questions about the past. The history of knowledge arised as a comprehensive project at the end of the

¹ Šebková, Helena/ Čábelková, Inna/ Roskovec, Vladimír: Geography Versus University Functions-Regionally Based Networks: The Case of the Ústí Region. In: Pinheiro, Rómulo/ Young, Mitchell/ Šima, Karel (eds.): Higher Education and Regional Development. Tales from Northern and Central Europe. Cham 2018, 21-51, here 21-27.

² Amin, Ash: Collective Culture and Urban Public Space. In: City: Analysis of Urban Trends, Culture, Theory, Policy, Action, 2008, vol. 12, no. 1, 5-24.

³ Puukka, Jaana et al: Higher Education in Regional and City Development. Berlin, Germany. Berlin 2010, 5.

⁴ Lazzeroni, Michela/ Piccaluga, Andrea: Beyond 'Town and Gown': The Role of the University in Small and Medium-Sized Cities. In: Industry & Higher education, 2015, vol. 29, no. 1, 11-23, here 14.

⁵ Pinheiro, Rómulo et al: University Complexity and Regional Development in the Periphery. In: Rómulo/ Šima Higher Education and Regional Development (2018), 3.

⁶ Šebková/ Čábelková/ Roskovec: Geography Versus University Functions-Regionally Based Networks (2018), 36.

⁷ Lazzeroni/ Piccaluga: Beyond 'Town and Gown' (2015), 15.

20th century, while its origins can be traced back to the first decades of the 20th century. Three similar disciplines examining the relationship between cognition and society have emerged in France, Germany, and the United States. Even though the emergence of the History of Knowledge as a separate scientific approach is a relatively recent phenomenon,⁸ we record several older works, which we can associate with their content to the history of knowledge.⁹ Like knowledge itself, its definition is not unambiguous and clearly defined. A distinction can be made between "know how" and "knowing that",¹⁰ knowledge of philosophers and knowledge of empiricists, between science and art, public and private knowledge, etc.¹¹ Peter Burke, one of the most important contemporary historians of knowledge, also draws attention to the immediate connection between knowledge and society in history. To understand, what we can consider as knowledge, it is necessary to know the social structure of the society in which knowledge arises, is disseminated, and developed. This approach, linking sociology and history, allows us to analyse knowledge as a historical event that can be interpreted and reflected through a historical perspective.¹² „The categories of human thought are never fixed in any one definite form; they are made, unmade and remade incessantly: they change with places and times.“¹³ The criteria of cognition are at least influenced or directly determined by the social environment.¹⁴ The history of knowledge is not

⁸ Burke, Peter: *Social History of Knowledge I: From Gutenberg to Diderot*. Praha 2009, 13. Since the 1990s, the history of knowledge has moved from the periphery of historical interest to the centre. At present, a great expansion of research, publishing activities, as well as the emergence of new institutions can be observed in the field of knowledge history. Books on this topic have been appearing more and more frequently in recent decades. The most impressive collective study to date is a two-volume study by Christian Jacob entitled "Places of Knowledge" (*Lieux de Savoir*), similar Charles Van Doren's work – *A History of Knowledge: Past, Present, and Future*, also Peter Burk's publications – *What is the History of Knowledge, A Social History of Knowledge I* and *A Social History of Knowledge II*. Burke, Peter: *Social History of Knowledge II: From the Encyclopaedia to Wikipedia*. Praha 2013, 11-13.

⁹ For example, Francis Bacon's works, in the book "The Advancement of Learning" (1605) and its later Latin version "De Augmentis Scientiarum". Bacon brought to the issue many German scholars of the 18th century who wrote works on the history of learning, for example Gottlieb Stolle, *Introduction to the history of learning* ("Anleitung zur Histoire der Gelahrtheit", 1718). In France, for example, Marquis de Condorcet, a leading figure in the Enlightenment, he emphasized the growth of knowledge in the work *Sketch for an historical picture of the progress of the human mind* ("Esquisse d'un tableau historique des progrès de l'esprit humain", 1793–1794). Burke, Peter: *What is the History of Knowledge?* Cambridge 2016, 10.

¹⁰ Burke: *Social History of Knowledge I* (2009), 23.

¹¹ *Idem* 103.

¹² Petříček, Miroslav: *Doslov: Vědění jako kulturní fakt* [Addition: Knowledge as a Cultural Fact]. In: Burke: *Social History of Knowledge* (2009), 241-244.

¹³ Burke: *Social History of Knowledge I* (2009), 101.

¹⁴ *Idem* 13.

a story of a gradual increase in rationality, but has several levels that interact with each other and that can also hinder or even deny each other.¹⁵

Knowledge has also become an important issue in politics.¹⁶ The aim of Political History of Knowledge is to highlight the role of knowledge in a wide range of topics related to politics and especially political culture. By applying the perspective of knowledge history to politics and political culture, we seek to examine the benefits of using knowledge as a category of historical analysis.¹⁷ The political dimension of knowledge is observable in the manner and meaning of the collection, storage, production, retrieval, and the suppression of information by authorities, whether ecclesiastical or state. The authorities' efforts in this area are perhaps the best evidence of the policy's growing interest in useful knowledge.¹⁸ The political history approach offers a look at a wide range of topics related to knowledge processes and knowledge production. The field of political history has expanded significantly in recent decades, focusing on new topics, theoretical perspectives, and categories of research. This does not mean that historians devoted to the political history of knowledge have abandoned the state and politicians, political systems, and institutions as the basic subjects of their research, but rather that they have broadened their understanding of what is political, who is a political actor and who influences politics and political culture.¹⁹ In addition, the political

¹⁵ Petříček: Doslov: Vědění jako kulturní fakt 241.

¹⁶ The acquisition and use of systematically collected information, in particular knowledge of population and population, has been a political attribute since the beginning of the early civilizations. Burke: *Social History of Knowledge I* (2009), 12. The birth of state power presupposes the collection and storage of information about the controlled population, their protection and control for administrative purposes, due to the growing desire of the rulers to control the lives of the entire population. Idem 134-137. Almost every state has been an information society since the late Middle Ages. Manifested by the growing interest in scientific progress, the use of knowledge for profit and the growing need to protect trade and state secrets, as well as efforts to obtain classified and strategic information from other countries. Idem 171-174.

¹⁷ Von der Krone, Kerstin. Exploring Knowledge in Political History. In: *History of Knowledge. Research, Resources and Perspectives*. URL: <https://historyofknowledge.net/2019/05/13/exploring-knowledge-in-political-history/> (last access 15.08.2021).

¹⁸ The question of power has also become whether knowledge should belong to the public or private individuals (a defined group of the population), whether knowledge will become a private commodity or part of the country's general prosperity. Burke: *Social History of Knowledge I* (2009), 11. In the study of the 1950s, the American political scientist Karl Deutsch analyzed the way in which governments depend on the supply of information in the 1950s. Some aspects of this issue have recently been the subject of intensified research in the form of several publications on the history of espionage, the importance of information and the impact of religious and political censorship in various fields. Idem 133-134.

¹⁹ The decisive research topic integrating perspectives from social history among American historians, the so-called "Recent political history" in the 1990s. See: Pasley, Jeffrey/ Robertson, Andrew Whitmore/ Waldstreicher, David (eds.): *Beyond the Founders: New Approaches to the Political History of the Early American Republic*.

history of knowledge has focused its attention on the practices, rituals, and symbols that shape or create it. It examines knowledge as a category of political history and political culture and thus contributes to deepening our historical understanding of politics, political culture, and politics in general.²⁰ The politics of knowledge is a topic that, is far from limited to the relationship between education and government but examines how political power works at the micro level. Therefore, the politics of knowledge does not only involve the state, but also academic microspace. The range of diverse ways in which politics can affect a university can be observed, for example, at the level of academic freedom that a university has within a country.²¹

Regardless of the historical period, knowledge has always been a guaranteed prerequisite for civilizational and cultural progress throughout history. The new political, industrial and cultural era of the second half of the 20th century, imaginarily divided by the "Iron Curtain", dominated by two different alternatives of social establishment, was manifested in particular by the growing interest in knowledge, its importance and role in society.²² After the Second World War, Czechoslovakia became part of the Eastern bloc in the geopolitical division of the world, which resulted in a change in the political, economic, cultural and social order. Sovietization, which became a symbol of the victory of socialism and socialist society over bourgeois society, was to play its specific role here.²³ Rapid reconstruction after World War II, combined with technical innovations, especially visible in the field of education, caused a shift in the post-war period to university education generally accessible to the general masses, not only by increasing the number of high school graduates but also by democratizing university

Chapel Hill 2004. The German environment was characterized by the integration of cultural and political history. See: Frevert, Ute/ Haupt, Heinz-Gerhard (eds.): *Neue Politikgeschichte: Perspektiven einer Historischen Politikforschung*. Frankfurt 2005; Stollberg-Rilinger, Barbara (ed.): *Was heißt Kulturgeschichte des Politischen?* Berlin 2005; Mergel, Thomas: *Kulturgeschichte der Politik*. In: *Docupedia-Zeitgeschichte*. URL: http://docupedia.de/zg/mergel_kulturgeschichte_politik_v2_de_2012 (last access 15.08.2021).

²⁰ Von der Krone: *Exploring Knowledge in Political History* (2019).

²¹ Burke: *Social History of Knowledge II* (2013), 272.

²² Londáková, Elena: *Modernizácia výchovy a vzdelávania na Slovensku v 2. polovici 20. storočia* [Modernization of Education in Slovakia in the Second Half of the 20th Century]. Bratislava 2007, 7.

²³ Soviet influence in education was conceived in the spirit of communist ideology, centralized state planning, a bureaucratically controlled process of upbringing and education marked by ideological influences, which brought with it radical consequences for the position of universities. The Eastern Bloc countries, which came under the control of the Soviet Union, became characterized by the adoption and application of Soviet educational models, which German scientist Manfred Heinemann defined as self-veto. He thus characterized the process of political transformation in these countries, in which the country's leaders almost immediately began to introduce Soviet models and sovietized their higher education on their own. Connelly, John: *Captive University: The Sovietization of East German, Czech and Polish Higher Education, 1945-1956*. Praha 2008, 85.

access.²⁴ Particular attention was paid to the need for reform. As a result of the post-war events, several new national laws in higher education have therefore been adopted. The new political orientation in Czechoslovakia has drastically changed the environment of higher education,²⁵ which under the influence of the new reforms was represented by centralized planning based on Soviet models subject to ideological pressure. The possibility that universities in the countries of the Eastern bloc would be rebuilt after 1945 in pre-war conditions turned out to be unrealistic and practically impossible. The social situation after the end of the war, the new political, economic, and social circumstances proved to be so serious and conditional on further developments that it was not possible to consider restoring the situation. This period was characterized by a significant divergence of Central, Southern and Eastern European tertiary education with the concept of European higher education. Like all other institutions, universities have been influenced over the years by the various political and ideological influences that have left them with their traumas. Free academic institutions developing especially the intellectual environment, became market-oriented higher education bodies, which were to be producers of labor and easy-to-apply research results. With a few exceptions, universities were not at all prepared for such political upheavals and reacted purely pragmatically at such historical moments and adapted to the new conditions of power almost without resistance. In historically changing conditions, they have always had to re-confirm or regain their status in law and material. Nevertheless, society has always respected these autonomous institutions as important centers of innovation, modernization, and self-reflection. However, the tradition of autonomy has not always been possible in history, and especially in modern history, to be understood as definitive and unquestionable. It was necessary for the communist regime to acquire a sufficiently loyal society to protect the state from "harmful" influences. Universities were important elements in the process of gaining such a society because they were to educate the "new intelligentsia" in the spirit of Soviet

²⁴ The term democratization in the context of ongoing modernization was intended to make tertiary education accessible to the wider sections of society. This process can be traced after the Second World War not only in Europe but throughout the world. In the countries of the Eastern bloc, however, democratization reforms were characterized by a gradual loss of academic autonomy and self-government, checks on teaching staff and students, unification of the higher education system, ideological integration, and a loss of dominant position in research. Requate, Jorg: Vision of the Future: GDR, CSSR, and the Federal Republic of Germany in the 1960s. In: Haupt, Heinz/ Kocka, Jürgen: Comparative and Transnational History. Central European Approaches and New Perspectives. New York 2009, 190-192; Glossová, Marta: „Nespôsobilý na vysokoškolské štúdium.“ Previerky a vylúčovanie študentov slovenských vysokých škôl v rokoch 1948-1960 [„Ineligible for university studies.“ Screenings and expulsion of students at Slovak universities in the years 1948-1960]. Bratislava 2021, 26.

²⁵ Rüegg, Walter: A History of the University in Europe. Vol. IV: Universities Since 1945. Cambridge 2011, 93-99.

ideology. Universities began to be influenced by planning, institutionally prescribed interventions, explicit pressure, and repression. The dispute between the blocs constantly permeated and directly affected all structures of the country's social and industrial life, determining not only the development of socio-political systems and the economy, but also the thinking, feelings, and decisions of individuals. They added to the Soviet model of higher education their basic characteristic, subordination, and coordination to the state apparatus in a bureaucratically controlled process of upbringing and education marked by ideological influences, which brought with it radical consequences for the position of universities. The presence of political and ideological influences in the development and transfer of knowledge must be considered in tertiary education research,²⁶ especially about the period we studied after 1945. The fundamental role of the university as an institution lies primarily in the principle of preserving, transferring and providing knowledge, while the government is the ultimate guarantor of social rules and a source of contractual relations that guarantee the country's stability.²⁷ The strength of interactions between government and universities depends on the government's general relationship to the structure of tertiary education.²⁸ By analyzing these aspects, it is possible to understand the functioning of the interactions between the university and the Communist Party in the period after World War II, at a time when the traditional university system components were taken over by the party, through legislation, propaganda and ideological influence.

²⁶ Razak, Azley Abd/ White, Gareth: The Triple Helix model for innovation: a holistic exploration of barriers and enablers. In: *International Journal of Business Performance and Supply Chain Modelling*, 2015, vol. 7, no. 3, 278-291, here 280.

²⁷ Etzkowitz, Henry: *The Triple Helix: University-Industry-Government Innovation in Action*. New York 2008, 14-22.

²⁸ A suitable method of examining this interaction is also the application of the statistical model triple helix, which analyzes the role of universities and the interactions between universities, government, and industry. The triple helix research model can be considered an empirical method that analyses the roles of academia in the field of knowledge economy and knowledge society against the background of interaction, interrelationships, and dynamics of the three components (universities, industry and government). The framework was first designed by Henry Etzkowitz and Loet Leydesdorff in the 1990s with a publication „The Triple Helix, University-Industry-Government Relations: A Laboratory for Knowledge-Based Economic Development“. Etzkowitz and Leydesdorff recognize the power of interaction between government, industry, and universities, depending on which component is its driving force. See: Etzkowitz, Henry/ Leydesdorff, Loet: *The Triple Helix – University-Industry-Government Relations: A Laboratory for Knowledge Based Economic Development*. In: *EASST Review*, 1995, vol. 14, no. 1, 14-19; Etzkowitz: *The Triple Helix* (2008), 7-27.

The history of tertiary education and urban history are directly related in European, and especially Central European, conditions. It is downright impossible to analyze tertiary education institutions without grasping them in the urban space, and this is almost certain for older history. Research in the period of modern history can be objected to, especially in connection with the establishment and operation of university campuses and towns appearing as separate settlement units divided outside the urban space. However, these are, especially in the European area, only rarely and exceptionally separated from the urban organism, this model is more characteristic of American universities. It is the campuses and buildings of local universities that have been permanently engraved in the urban form of the given locality.²⁹ The reflection of the relationship between the university and the city in which is this university located undoubtedly belongs to the monographic processing. On the one hand, the history of urban history and naturally, also into synthetic works on the history of individual universities. The presence of the university significantly affects the appearance of cities, strengthens the relationship between the academic and urban community, affects the dynamics of economic and technological development.³⁰

²⁹ The connection between the history of education and the history of cities, European, but especially North American, was not overlooked by historiography. As an example, we will mention German anthologies on urban history, as well as English-linguistic anthologies. See: Maschke, Erich/ Sydow, Jürgen (eds.): *Stadt und Universität im Mittelalter und in der früheren Neuzeit*. Sigmaringen 1974; Duchhardt, Heinz (ed.): *Stadt und Universität*. Wien 1993; Maaser, Michael (ed.): *Stadt, Universität, Archiv*. Göttingen 2009; Maschke, Erich/ Sydow, Jürgen (eds.): *Stadt und Hochschule im 19. und 20. Jahrhundert*. Sigmaringen 1979; Schindling, Anton: *Humanistische Hochschule und Freie Reichsstadt. Gymnasium und Akademie in Strassburg 1538-1621*. Wiesbaden 1977; Bender, Thomas (ed.): *The University and the City. From Medieval Origins to the Present*. Oxford 1988. From the Czech literature dealing with the issue of the relationship between the city and the university, we will mention: Fejtová, Olga/ Ledvinka Václav/ Pešek, Jiří/ Svatoš, Michal (eds.): *Město versus katastrofy (dodatky). Univerzita a město – Praha a Univerzita Karlova [City versus disaster (additions). University and City – Prague and Charles University]*. In: *Documenta pragensia* 20. Praha 2002. On the contrary, it is possible to point out the absence of the issue of university and urban history in Slovak historiography. Ďurčanský, Marek: *Město a univerzita. Několik poznámek k tématu a jeho roli v syntetických zpracováních dějin měst [City and university. A few remarks on the topic and its role in the synthetic processing of urban history]*. In: Červená, Radana/ Dvořák, Tomáš/ Vyskočil, Aleš: *Jak psát dějiny velkých měst? [How to write the history of big cities?]*. Brno 2016, 222-223, 228-229.

³⁰ Lazzeroni/ Piccaluga: *Beyond 'town and gown'* (2015), 11-13.

Under the influence of new social history³¹ research in the field of education began to focus not only on educational and scientific institutions and the ideas of the reformers,³² but the focus has also shifted to social background and student mobility. The research focused on the study of minorities and ethnic groups or social changes in education, childhood history and literacy studies.³³ The relationship between school attendance and the growth of educational institutions as factors in shaping society has become a new area of historians' research combining the history of education and urban history.³⁴ They explored the link between school education and changes in the character of cities, urbanization with social reform movements, material conditions affecting a child's life, and the relationship between schools and other educational institutions.³⁵ Historians focusing on economics have linked education with changes in quality of work, productivity and economic growth, and rates of return on investment in education.³⁶ Changes in research and education history methodology began to emerge in the late 1960s in the United Kingdom and the United States, from where they spread to other English-speaking countries. During the 1970s, a new way of looking at research into the history of education was applied on both sides of the Atlantic, characterized by a more critical approach to the history of education. One of the most significant changes was the expansion of research, with the impetus for change coming from the ambitions of specialized

³¹ New social histories emerged in the United Kingdom during the 1960s and quickly became one of the dominant styles of historiography in the United States, Britain, and Canada. They were influenced by the attitudes and developments of the French school *Annales*. Jürgen Kocka, as one of the leading representatives of new social history, characterizes this history as a division of historiography, which focused on social structures and processes. The second meaning, known as the "Gesellschaftsgeschichte", included the history of society from a socio-historical point of view. New social histories have covered a wide range of topics such as urbanization and industrialization, the history of work and leisure, women, family and education, religion, mobility, inequality, conflict, and revolution. They applied analytical approaches close to the social sciences rather than the traditional methods of historical hermeneutics. Kocka, Jürgen: *Industrial Culture and Bourgeois Society: Business, Labor, and Bureaucracy in Modern Germany*. New York 1999, 276.

³² Richardson, William: *British Historiography of Education in International Context at the Turn of the Century*. In: *History of Education*, 2007, vol. 36 no. 4/5, 569-593.

³³ A British example is the contribution of D. Raftery, which is a summary and analysis of available historiography dealing with social change in education in Ireland, Scotland, and Wales, with a special emphasis on school education in the 19th century. See: Raftery, Deirdre et al: *Social Change and Education in Ireland, Scotland and Wales: Historiography on Nineteenth-century Schooling*. In: *History of Education*, 2007, vol. 36 no. 4/5, 447-463.

³⁴ The history of urban education is regularly published in the journal *Urban History*. An interesting series of comparative essays on the history of urban educational history was compiled by a team of authors. See: Goodenow, Ronald/ Marsden, William (eds.): *The City and Education in Four Nations*. Cambridge 1992; see also: Reeder, David (eds.). *Urban Education in the 19th Century*. London 1977.

³⁵ Reeder, David: *Schooling in the City: Educational History and the Urban Variable*. In: *Urban History*, 1992, vol. 19, no. 1, 23-38; Herbst, Juergen: *The History of Education: State of the Art at the Turn of the Century in Europe and North America*. In: *Paedagogica Historica*, 1999, vol. 35, no. 3, 737-747.

³⁶ An example is the social and economic history of American education in the 20th century, see: Goldin, Claudia/ Katz, Lawrence: *The Race between Education and Technology*. Cambridge 2008. Sanderson, Michael: *Educational and Economic History: The Good Neighbours*, In: *History of Education*, 2007, vol. 36, no. 4/5, 429-445.

education historians, to expand the scope of the subject, which until then had been isolated from political history. The main impetus for these changes was a new interest in school affairs in the emerging areas of economic, social, and cultural history.³⁷ In England, the old history of education has been criticized for its formalism and the thoughtless ideological bias. The partial transformation that took place in the 1970s had to overcome a great deal of inertia in the way this history was studied. Nevertheless, there have been significant changes in the way we write, and a new research program has been launched, which has been reflected in a growing number of new publications, journals, and conferences.

The long tradition of urban and regional research in the history of education was reflected in the existence of numerous contributions dealing with the history of urban schools and urban education. Gradually, efforts began to be made to expand the history of education by applying more analytical approaches to the study of the urban variable in the field of education. New approaches have been applied in research on school policy, school expansion aspects, structural development and the adoption of school reforms.³⁸ However, relatively few British historians have been interested in studying the urban variable in the development of education,³⁹ on the contrary in North America⁴⁰ the history of urban education has developed as a new approach combined with urban history research.⁴¹ A common feature of historians working in the field of education history was the effort to analyze the motivations and initiative of the establishment of urban schools and emphasize the impact of the changing labor market and the growing complexity of urban life on the development of school systems.

³⁷ Reeder: *Schooling in the City* (1992), 23-28, here 23-24.

³⁸ The most well-known works, in which the mentioned new approaches are applied, including leading representatives, have elaborated in their work, see: Gordon, Peter/ Szreter, Richard (eds.): *The History of Education: The Making of a Discipline*. London 1989.

³⁹ From the British point of view, the interest in the new history of education lay more in its methodological ingenuity, for example in the use of theoretical concepts combined with quantitative methods used in the study of school enrolment. See: Reeder: *Schooling in the City* (1992), 25-26.

⁴⁰ The idea of the urban variable, in the study of education in American cities, was brought to the forefront of the educational discourse among American historians and theorists as early as the late 1970s. Idem 32-33. An example of urban education research and school development in major cities in the United States is the publication, see: Rury, John: *Urban Education in the United States: A Historical Reader*. New York 2005 in which the well-known American education historian presents and highlights the most important essays on urban education, introduces critical topics in the history of urban schools, and offers an overview of urban education research in the various historical periods of the United States.

⁴¹ See: Bowles, Samuel/ Gintis, Herbert: *Schooling and Capitalism. Educational Reform and the Contradictions of Economic Life*. London 1977; also Katz, Michael: *The Irony of School Reform: Educational Innovation in Mid-nineteenth Century Massachusetts*. Cambridge 1968. Reeder: *Schooling in the City* (1992), 24-25.

American historians have made progress in researching the history of education and cities and have contributed to a broader base and a gradual reassessment of the nature and policies of urban reform.⁴² The introduction (and subsequent reworking) of the concept of urban history, together with the new interest in studying the social field of school functions, led to a series of case studies of institutional development.⁴³ On both sides of the Atlantic, the new research approach was characterized by the use of demographic and quantitative methods.⁴⁴ There has been a strong interest in studying the role of politics and government in urban development, especially among British urban historians, who have argued that studying urban education could provide a better perspective when studying the political system and political impact.⁴⁵

The development of research in the field of education involves a wide range of institutions. The attention of historians researching the history of education and urban history is focused mainly on those institutions that are appreciably urban, such as scientific institutes, colleges, universities, or city schools. Education historians have characterized these institutions as manifestations of urban energy and maturing urban culture.⁴⁶ The authors analyze zoos and botanical gardens, research stations, observatories, and international exhibitions, along with hospitals and private buildings. They emphasize the importance of specific urban spaces for the production and acquisition of knowledge. They reveal the diversity of actors and the urban public, from engineers, scientists, architects, and doctors to journalists. The crucial role of science, technology and medicine in the cultural composition of the city has become an important area of city research.⁴⁷ In the research of certain institutions, such as scientific institutes, the interrelationships between the social and cultural ambitions of the city and

⁴² Idem 25-26.

⁴³ Such as the studies contained in the book Mccann, Phillip (eds.): *Popular Education and Socialization in the Nineteenth Century*. London 1977. Published research is an example of critical social control essays Humphries, Stuart: „Hurrah for England“: schooling and the working class in Bristol, 1870-1914. In: *Southern History*, 1979, vol. 1; also Laqueur, Thomas: *Religion and Respectability: Sunday Schools and Working Class Culture 1780-1850*. London 1979; Reeder: *Schooling in the city* (1992), 28.

⁴⁴ Studies using demographic methods that analyzed school enrolment and the development of their organization, settlement types to assess the urban variable in education, quantitative analysis of social structure, links between urbanization, industrialization, family structures and education, work in schooling and illiteracy. The importance of these studies lay in introducing new topics into the social history of education, rather than considering the urban variable itself. In the late 1970s, there were numerous comparative studies looking at educational development, the organization of school systems implemented at different times, in societies and at different stages of economic and urban development. Idem 27.

⁴⁵ See: Reeder (eds.): *Urban Education in the 19th Century* (1977); Allsebrook, David: *Schools for the Shires: The Reform of Middle-class Education in Mid-Victorian England*. London 1986.

⁴⁶ Reeder: *Schooling in the City* (1992), 28.

⁴⁷ Dierig, Sven/ Lachmund, Jens/ Mendelsohn, Andrew: *Science and the City*. In December 2000. URL: https://vlp.mpiwg-berlin.mpg.de/exp/dierig/science_city.html (last access 13.03.2021).

possible deviations in the development of scientific culture were the best.⁴⁸ An approach based on the ecological concepts of historical geographers sought to demonstrate how the study of urban education and morphological changes in the city can be linked in focusing on the relationship between urban growth and the distribution of education, catchment areas and school community development. Such an approach has yielded many decisive results in research into the importance of urban and suburban housing construction, the construction of grammar schools, universities, private and primary schools, in the presentation of the relationship between housing construction and the development of the education hierarchy. From this point of view, it is possible to argue for the importance of the urban variable as such (and not only as an aspect of industrialization) by pointing out the specific ways influenced by the growing social complexity of urban life and the development of education systems. It was possible to demonstrate the relationships between the city's social component, residential development, and the development of the educational hierarchy. There are studies that continue to emphasize political ambitions in the urban process and interpret the development of school attendance not as part of urban development, but as part of political and ideological influence.⁴⁹ Obviously, there is no clear consensus among education historians, considering the level of importance of the urban variable or how the approach to urban education in historical science should be further applied. While some historians of education are critical of urban history, others seek to support efforts to study the city's history of education.⁵⁰

⁴⁸ An urban example of science, represented by a group of authors publishing in the thematic issue of *Osiris*, is also an innovative example of social space research. Within the urban history of science, it is possible to examine the extent to which urban space influences scientific practice and, conversely, how science shapes urban space. This approach is represented by the interactions between science and the city in history, as well as the closer integration of science within urban history. Urban history of science emphasizes the active role of cities in shaping scientific practice and scientific knowledge. See: Dierig, Sven/ Lachmund, Jens/ Mendelsohn, Andrew: Toward an Urban History of Science. In: *Osiris*, 2003, vol. 18, 1-19, here 2. Research fields offer a wide range of research in this area, new research areas as well as new ways of researching older topics (eg the role of scientists in shaping and regulating urban space, shaping scientific research and its legitimacy in urban modernization, routine, non-scientific activities and social interactions in the city environment, the relationship between scientific knowledge and city policy, anchoring of scientific activity in the social and material infrastructure of the city, interaction between science and the city's daily life, etc.). Ira, Jaroslav. *Město [City]*. In: Storchová, Lucie et al. (eds.): *Koncepty a dějiny. Proměny pojmů v současné historické vědě [Concepts and History. Changes of Concepts in Contemporary Historical Science]*. Praha 2014, 355.

⁴⁹ Reeder: *Schooling in the city* (1992), 33-34.

⁵⁰ The discussion of the future of research in the history of urban education is of importance to all historians for whom the city is a point of reference and context for the study of intellectual, social, and cultural change. Idem 38.

The city was not only the main center of social and economic life, but also a place of science and education. Universities, museums, hospitals and other scientific research and education institutions, usually located in cities, have signed on the physical and social shape of cities and the way they are perceived and evaluated. The city itself must be seen as a key context in which scientific practices are embedded. Science and scientific knowledge have shaped the urban way of life – from the expansion of transport and communication systems through the change of social, geographical, and architectural space through the prism of empirical, social, physical, and medical science. This means following tertiary education and its institutional forms influenced by the social, cultural, and political context of these cities. Analyzing education as an urban practice means studying this practice as part of the urban environment. Cities accumulate urban functions, especially through the concentration of education and cultural stimuli, excel in the diversity of social composition, there is many administrative, legal, and economic institutions, through their activities we can understand the development of the city and society. In this context, the city is composed of its inhabitants, buildings and institutions, and its social and cultural spheres are inextricably linked with the city.⁵¹ Our understanding of the city combines the meanings and practices of everyday city life with the context of universities that produce cultural and scientific innovations but are also a scene of political and social change. In the context of the topic of the dissertation, the initial relationship between the urban space and the educational institution is a question for our research, a question of the importance of the city as a cultural center sharing and disseminating scientific knowledge. Research has shown that places such as museums, libraries and universities have not only functioned as passive aspects of scientific knowledge but have actively and constructively shaped the content of knowledge. The high density of scientific and educational institutions in cities has enabled a continuous exchange of ideas, practices, and methods.⁵² The city as a place of everyday life was influenced by economic, political, social, industrial, but also cultural conditions, which directly influenced the formation of tertiary education in that period. Through the analysis of higher education and its place in the specific urban changes of the city, we can monitor the implementation of these aspects through the dynamics of planning and consider the formation of higher education in the

⁵¹ Dierig/ Lachmund/ Mendelsohn: *Toward an Urban History of Science* (2003), 4-7.

⁵² *Idem* 3-15.

context of the regional system. To present urban history as an important context of the history of education and the determination to study education in the context of urban practice.

The urban development strategy after World War II in Czechoslovakia was determined by the Soviet planning ideology, which modified many features of the country's urbanization processes. Emphasis was placed on the massive development of the heavy and mining industries, and it was assumed that the growth of the industry would lead to an improvement in the living conditions of the population. The goal was to create a new and harmonious society, without class inequality. This process of change was influenced by several ideological motives. Urban development in that period dealt mainly with the issue of concentration and dispersion of individual cities, and development policy was focused on the sector-specific prosperity of specific regions. These aspects also directly affected the structure of tertiary education in the monitored area.⁵³ Several conclusions need to be taken into account when analyzing the city and the relationship between the university and the urban environment, in particular the role of the university in urban transformation.⁵⁴ Analyze these aspects in connection with the university's presence in the East Slovak city, extend this relational dimension to understanding the role of the university and its involvement in local and regional networks. Empirical research to examine the reciprocal dynamics of innovation in education after the introduction of the Soviet model of tertiary education and its impact at the national and local levels. However, due to its complexity, this correlation can only be analyzed by partial examples, which would be as representative as possible within the limits of the mentioned theory. Like the process of forming higher education, this work has its own strategy, which depends on the scope of used literature and archival sources, as well as other external circumstances. Higher education in the urban context is more than a question of expanding and developing the existing system, which predetermines a significant trend in research in the history of education.

⁵³ Šebková/ Čábelková/ Roskovec: Geography Versus University Functions-Regionally Based Networks: The Case of the Ústí Region (2018), 26.

⁵⁴ A special focus on the relationship between the university and the city from a cultural point of view is also important, emphasizing that the individual material components of the university have become an integral part of the urban landscape and complete the city's specificity (buildings, libraries, boarding schools, etc.).



Pavol Jozef Šafárik University in Košice, Rector's Office building (1971) / Košice State Archive

From this point of view, we will analyze the formation of higher education in the environment of the East Slovak metropolis, the city of Košice. The presence of the university and other universities in this city represents an important contribution not only for building and developing knowledge, but also for urban development. These aspects strengthen the relationship between academia and the local community and contribute to the city's identity.⁵⁵ Different approaches to analysis (economic, social, cultural, urban, economic, etc.) can be applied when examining the relationship between the university and the city. In this work we will try to interpret the relationship between the university and the urban context, consider the political and ideological influence in this area and the university's influence on the urban and regional development of eastern Slovakia. The aim is to understand the complex system of relations between the university, political and ideological influences, the city's industrial infrastructure and the city itself. At the same time, consider the cultural perspective that is part of the identity of each university and forms its external image. To examine these factors, we chose the case of Pavel Jozef Šafárik University in Košice and the

⁵⁵ Lazzeroni/ Piccaluga: Beyond 'town and gown' (2015), 11.

historical context of its origin and operation in the 1960s. Considering the historical and social context of the period after the Second World War in research, the ideological and political influence operating in the academic field, at the urban level and in specific areas of knowledge development. The changes that took place in the field of tertiary education after the Second World War affected the form of higher education for the next forty years, and Czech and Slovak society is still dealing with them.