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Die Ressourcenuniversität.
Seit 1765.



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#EurecaPro

Humboldtian Model of Higher Education

XXXX

Wednesday 7th February 2024



Friedrich Wilhelm Christian Karl Ferdinand von Humboldt (22.June 1767 – 8.April 1835)



Source: picture alliance / prismaarchivo

<https://www.welt.de/kultur/literarischewelt/article13770527/Humboldt-war-der-beste-Krisenmanager-Preussens.html>

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Source: picture alliance / prismaarchivo
<https://www.welt.de/kultur/literarischewelt/article13770527/Humboldt-war-der-beste-Krisenmanager-Preussens.html>



1. Family data

Kammerherr und Major Alexander
Georg von Humboldt, father (1720 -
1779)



Sources: Johann Heinrich Schmidt, around 1775
© Stiftung Stadtmuseum Berlin

Maria Elisabeth von Humboldt, née
Colomb, mother
(1741 – 1796)



Detail of a painting by Johann Heinrich Schmidt, around 1775
© Stiftung Stadtmuseum Berlin



1. Family data



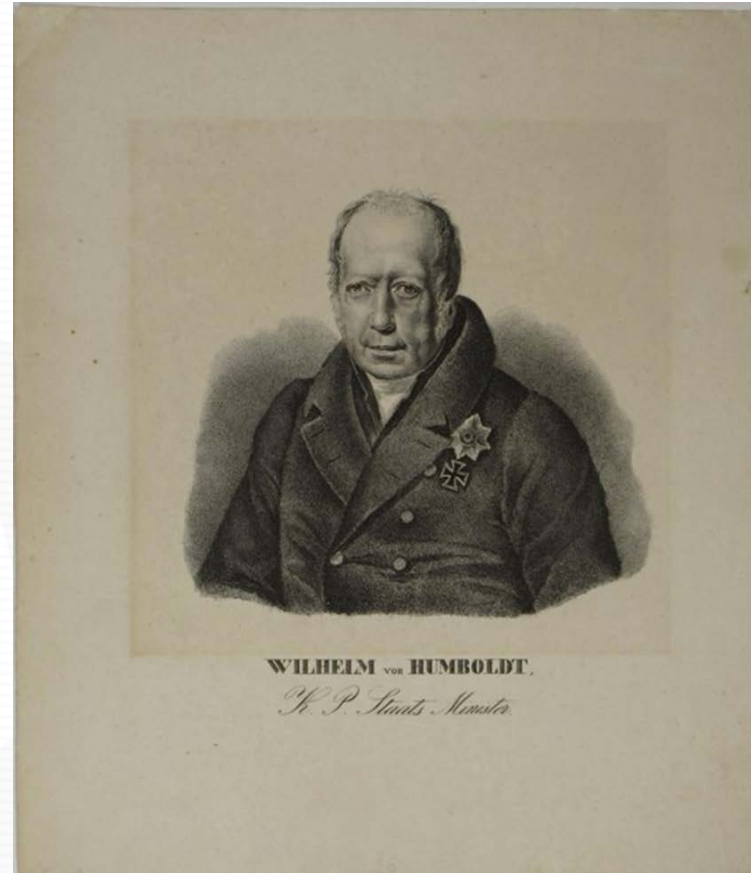
Unknown artist (1780): Young Alexander holding a barometer together with his widowed mother

Source: <https://www.erfurt-lese.de/persoenlichkeiten/d/dacheroeden-caroline-von/caroline-von-dacheroeden/>

1. Family data



Gottlieb Schick (1776-1812), Rome, 1808/1809
Oil/canvas, © Deutsches Historisches Museum, Berlin, Inv.-Nr.: Gm 97/19
Source: <https://www.dhm.de/lemo/bestand/objekt/wilhelm-von-humboldt-18081809.html>



Lithograph by Friedrich Oldermann after a painting by Franz Krüger

Source: <https://www.dhm.de/lemo/bestand/objekt/wilhelm-von-humboldt.html>



1. Family data



Source: <https://ru.pinterest.com/pin/24418022957867966/>



Source: www.potsdam-wiki.de
<https://timenote.info/de/Wilhelm-Von-Humboldt>



1. Family data

New casting according to modified casting pattern 1987 Berlin in front of the DIN Institute

Blaeser, Gustav Hermann (1874-1878)
Schweinitz, Rudolf (1839-1896)

Peter W. F. Christian Beuth and Wilhelm von Humboldt

copies of two bronze statues from the equestrian statue in Cologne (Koeln) representing King Friedrich Wilhelm III



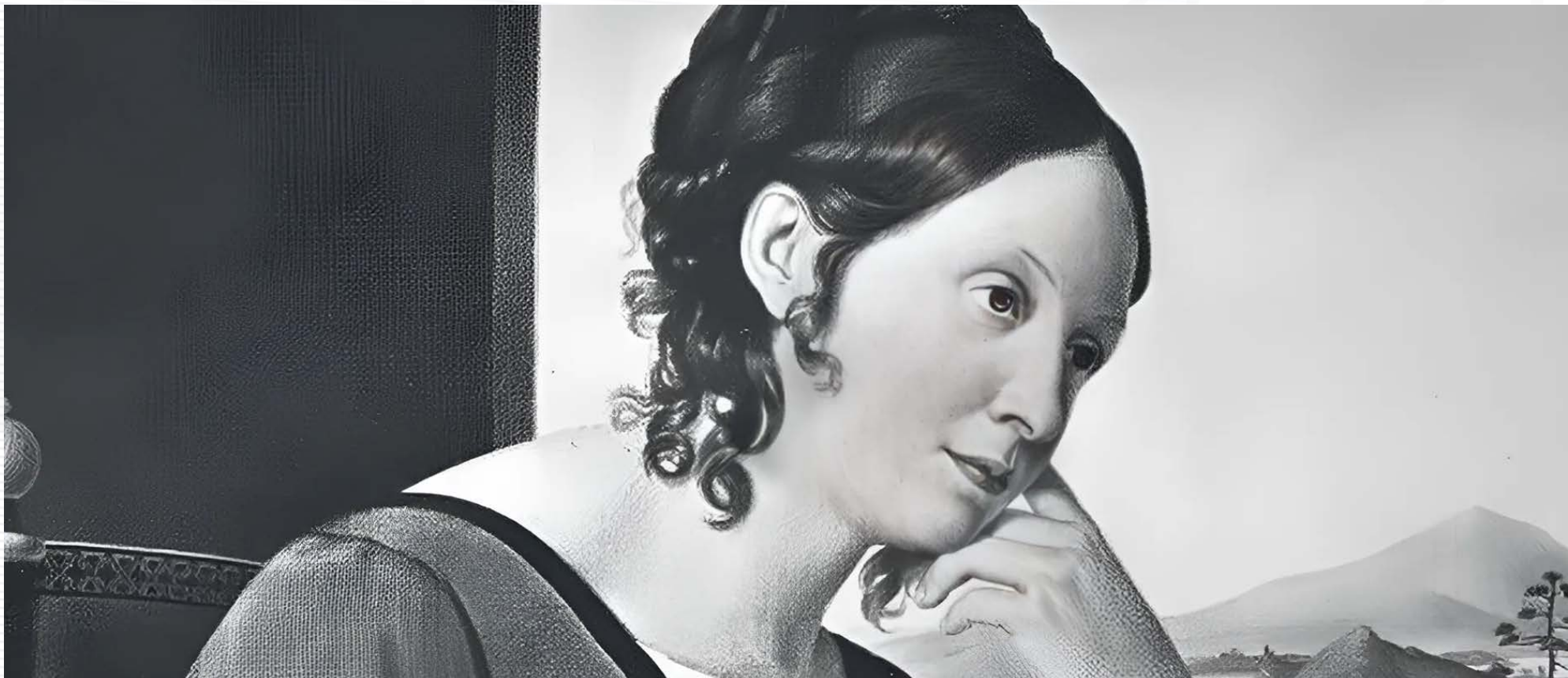
Source: <https://www.stadt-koeln.de/artikel/67586/index.html>

Source: Susanne Kähler, 2003, CC-BY-4.0
<https://bildhauerei-in-berlin.de/bildwerk/standbilder-peter-beuth-und-wilhelm-von-humboldt-6423/>



1. Family data

Caroline von Humboldt (née von Dacheröden 1766-1829)



Source: Tagesspiegel

<https://www.tagesspiegel.de/wissen/die-schillernde-gattin-des-universitatsgrunders-1974316.html>



1. Family data



Source: Lutz Edelhoff

<https://www.topfundsoehne.de/ts/de/service/aktuelles/veranstaltungen/2020/136339.html>





1. Family data

Haus Dacheröden Erfurt



Source: <https://www.innenarchitektur-erfurt.de/portfolio-items/kulturforum-haus-dacheroeden-erfurt/>



1. Family data



Source: <https://www.erfurt-lese.de/persoenlichkeiten/d/dacheroeden-caroline-von/caroline-von-dacheroeden/>

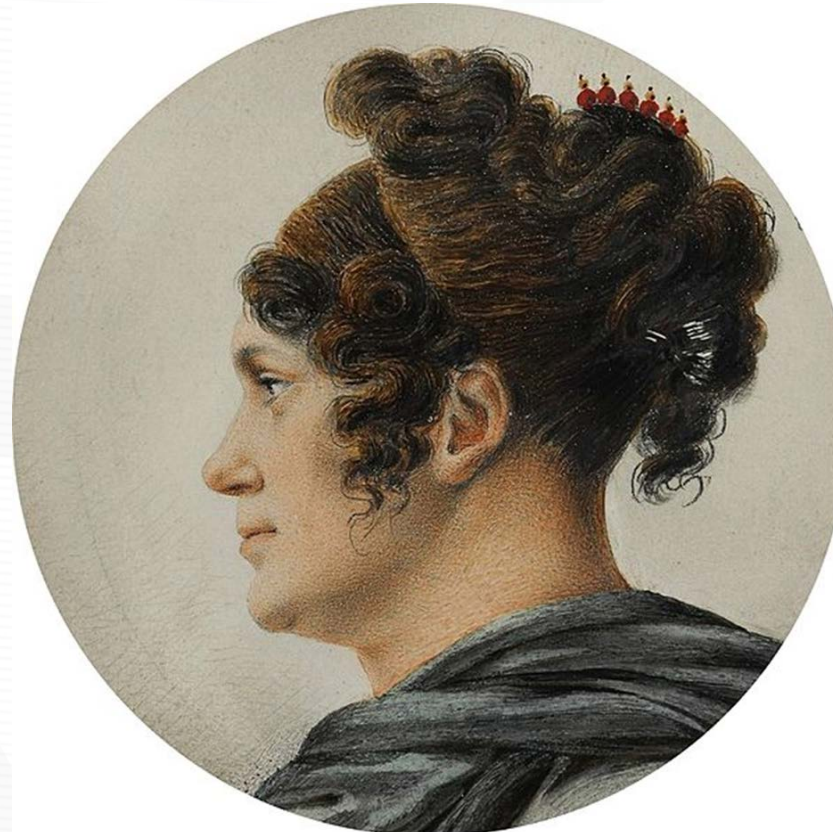


1. Family data



Unknown artist, 1829

Source: <https://www.fembio.org/biographie.php/frau/biographie/caroline-von-humboldt2/#literatur>



Unknown artist, 1808, National Museum Warsaw

Source: https://en.wikipedia.org/wiki/File:Germany_Caroline_von_Humboldt.jpg

1. Family data



Caroline von Humboldt, lithograph by Wilhelm Wach (around 1825)

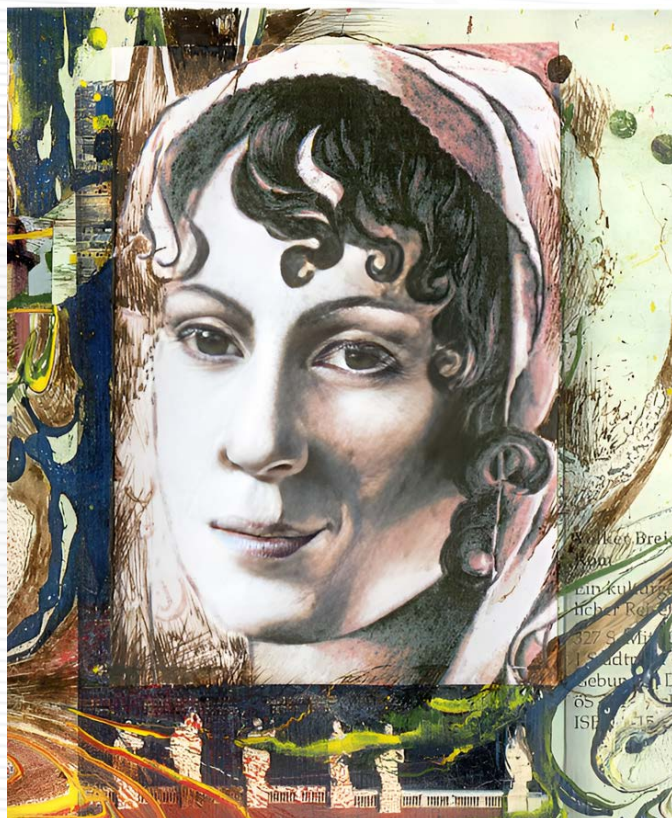
Source: [https://de.m.wikipedia.org/wiki/Datei:Humboldt,_Caroline_von_\(1766-1829\)2.jpg](https://de.m.wikipedia.org/wiki/Datei:Humboldt,_Caroline_von_(1766-1829)2.jpg)



Adelheid and Gabriele von Humboldt by Gottlieb Schick, 1809

Source: <https://www.kunstbilder-galerie.de/kunstdrucke/christian-gottlieb-schick-bild-5486.html>

1. Family data



Caroline von Humboldt, painted by Karin Kisker after a painting by Gottlieb Schick, framed by marble paper

Source: Foto: Heidelore Kneffel
https://www.nnz-online.de/news/news_lang.php?ArtNr=289709



Jürgen Wölk

Source: https://www.kunstkopie.de/a/juergen_woelk/wilhelm-von-humboldt-woelk.html

1. Family data



Portrait by Joseph Karl Stieler (1843)

Source: „Porträt des Alexander von Humboldt,“ *Heinrich Schliemanns Grabungen als Medienereignis*, zuletzt aufgerufen am 17. April 2024, <https://ausstellungen.deutsche-digitale-bibliothek.de/schliemann/items/show/14>.



Julius Friedrich Anton Schrader, um 1858 Öl/Leinwand, © Deutsches Historisches Museum, Berlin, Inv.-Nr.: Gm 99/28

Source: <https://www.mediastorehouse.com/heritage-images/portrait-alexander-von-humboldt-1769-1859-1858-15038766.html>



2. Some statements on human development, higher education and scientific work by Humboldt

Friedrich Wilhelm Christian Karl Ferdinand von Humboldt and educational reform in the Kingdom of Prussia



2. Some statements on human development, higher education and scientific work by Humboldt

„Jeder Mensch existiert doch eigentlich für sich; Ausbildung des Individuums für das Individuum und nach den dem Individuum eigenen Kräften und Fähigkeiten muß also der einzige Zweck alles Menschenbilden sein.“

Every human, in essence, only exists for himself; the only purpose of human development must therefore consist in education of the individual considering his own forces and and capacities

Tagebücher. 26.9.1789

2. Some statements on human development, higher education and scientific work by Humboldt

„Daß nichts auf Erden so wichtig ist, als die höchste Kraft und die vielseitigste Bildung der Individuen [...].“

Nothing on Earth is as important as the highest force and the most versatile education of individuals.

Briefe An Georg Forster, 16. August 1791



Source: Johann Georg Adam Forster, painting by J. H. W. Tischbein
https://de.wikipedia.org/wiki/Georg_Forster



2. Some statements on human development, higher education and scientific work by Humboldt

„Es gibt schlechterdings gewisse Kenntnisse, die allgemein sein müssen, und noch mehr eine gewisse Bildung der Gesinnungen und des Charakters, die keinem fehlen darf. Jeder ist offenbar nur dann ein guter Handwerker, Kaufmann, Soldat und Geschäftsmann, wenn er an sich und ohne Hinsicht auf seinen besonderen Beruf ein guter, anständiger, seinem Stande nach aufgeklärter Mensch und Bürger ist. Giebt ihm der Schulunterricht, was hierfür erforderlich ist, so erwirbt er die besondere Fähigkeit seines Berufs nachher so leicht und behält immer die Freiheit, wie im Leben so oft geschieht, von einem zum andern überzugehen.“

There exist specific knowledge, by necessity of a general character and, even more so, a specific education of mentality and character needed for everyone. Any person is obviously a good craftsman, merchant, soldier or business man when, irrespective of his specific profession, he is a good and respectable human and citizen within his class.

Let him visit an appropriate school and he will acquire the specific capabilities for his profession very easily, still maintaining the freedom, as happens often in life, to switch from one to another.

Bericht der Sektion des Kultus und Unterrichts an den König, 1809, 218

2. Some statements on human development, higher education and scientific work by Humboldt

„Alles wissenschaftliche Arbeiten ist nichts anderes, als immer neuen Stoff in allgemeine Gesetze zu bringen...“

All scientific work is nothing else but permanently enter new matter in to general laws ...

Briefe an eine Freundin (Charlotte Diede)
2 Bände, 1847. 7. April

<https://www.zvab.com/Briefe-Freundin-d-i-Charlotte-Diede-Auflage/31021923001/bd>





2. Some statements on human development, higher education and scientific work by Humboldt

„Denn nur die Wissenschaft, die aus dem Inneren stammt und ins Innere gepflanzt werden kann, bildet auch den Charakter um, und dem Staat ist es ebenso wenig als der Menschheit um Wissen und Reden, sondern um Charakter und Handeln zu tun.“

For only science which emerges from within and can be planted within, transforms also character, and the State is just as little concerned about knowledge and speech as humanity is, but more so about character and action.

Über die innere und äußere Organisation der höheren Anstalten in Berlin (1809 / 1810)

On the internal and external organization of the higher scientific institutions in Berlin (1809 / 1810)



2. Some statements on human development, higher education and scientific work by Humboldt

„ Der Begriff der höheren wissenschaftlichen Anstalten, d.h. der Institutionen „Universität“ und „Akademie“, definiert sich dadurch, daß „dieselben bestimmt sind, die Wissenschaft im tiefsten und weitesten Sinne zu bearbeiten, und als einen nicht absichtlich, aber von selbst zweckmäßig vorbereiteten Stoff der geistigen und sittlichen Bildung zu seiner Benutzung hinzugeben.“

The notion of Higher Scientific Institutions, such as „University“ and „Academy“ is defined by their objective to process Science in the deepest and broadest sense in order to provide an unintended but appropriate material of spiritual and ethical education

Über die innere und äußere Organisation der höheren wissenschaftlichen Anstalten in Berlin (1809/10 1810, S. 255)



2. Some statements on human development, higher education and scientific work by Humboldt

„ Der Universität ist vorbehalten, was nur der Mensch durch und in sich selbst finden kann, die Einsicht in die reine Wissenschaft. Zu diesem Selbst-Actus im eigentlichsten Verstand ist notwendig, Freiheit, und hilfreich Einsamkeit, und aus diesen beiden Punkten fließt zugleich die ganze äußere Organisation der Universitäten.“

The university is privileged to enable only Man to find by and inside himself the insight into pure Science. For this self-activity, as rightly understood, Freedom is necessary and Solitude is helpful. Both items give rise to the entire external organization of the universities

Über die innere und äußere Organisation der höheren wissenschaftlichen Anstalten in Berlin (1809/10)





2. Some statements on human development, higher education and scientific work by Humboldt

„ Da aber auch das geistige Wirken in der Menschheit nur als Zusammenwirken gedeiht ... damit die gelingende Tätigkeit des Einen den Anderen begeistere ... so muss die innere Organisation der wissenschaftlichen Anstalten ein ununterbrochenes, sich immer selbst belebendes, aber ungezwungenes und absichtsloses Zusammenwirken hervorbringen und unterhalten“

Since spiritual work in humanity prospers only through co-operation ... in order for the successful activity of the one (= a researcher) to excite the other ... hence, the internal organization of scientific institutions must generate and maintain a constant, uninterrupted, permanently animating, but unaffected and intentionless co-operation

Über die innere und äußere Organisation der höheren wissenschaftlichen Anstalten in Berlin (1809/10)





2. Some statements on human development, higher education and scientific work by Humboldt

„Was man daher höhere wissenschaftliche Anstalten nennt, ist, von aller Form im Staate losgemacht, nichts Anderes als das geistige Leben der Menschen, die äussere Musse oder inneres Streben zur Wissenschaft und Forschung hinführt. Auch so würde Einer für sich grübeln und sammeln, ein anderer sich mit Männern gleichen Alters verbinden, ein Dritter einen Kreis von Jüngern um sich versammeln.“

What is known as Higher Scientific Institutions, being free from any forms of State intervention, is nothing else but the spiritual life of humans guiding external otiosity or internal aspiration towards Science and Research. One (scholar) would investigate and collect all by himself, another one would liaise with men of his age, a third one would gather a circle of disciples.

Über die innere und äußere Organisation der höheren wissenschaftlichen Anstalten in Berlin (1809/10)





2. Some statements on human development, higher education and scientific work by Humboldt

„Es ist ferner eine Eigenthümlichkeit der höheren wissenschaftlichen Anstalten, dass sie die Wissenschaft immer als ein noch nicht ganz aufgelöstes Problem behandeln und daher immer im Forschen bleiben, da die Schule es nur mit fertigen und abgemachten Kenntnissen zu thun hat und lernt.“

It is a typical characteristic of Higher Education Institutions to always treat Science as a never completely solved problem and to persevere in research, not like a school in which completed and established knowledge is taught and dealt with.

Über die innere und äußere Organisation der höheren wissenschaftlichen Anstalten in Berlin (1809/10)



2. Some statements on human development, higher education and scientific work by Humboldt

„Das Verhältniss zwischen Lehrer und Schüler wird daher durchaus ein anderes als vorher. Der erstere ist nicht für die letzteren, Beide sind für die Wissenschaft da; sein Geschäft hängt mit an ihrer Gegenwart und würde, ohne sie, nicht gleich glücklich von statten gehen; er würde, wenn sie sich nicht von selbst um ihn versammelten, sie aufsuchen, um seinem Ziele näher zu kommen...“

The relationship between teacher and pupils will be different than before.
The one (= teacher) is not there for the others (= pupils), both are there for the sake of Science. His work depends on their presence and, without them, it would not develop as luckily; he would, if they will not gather around him by themselves, search for them in order to come closer to his goals ...*

Über die innere und äußere Organisation der höheren wissenschaftlichen Anstalten in Berlin (1809/10)

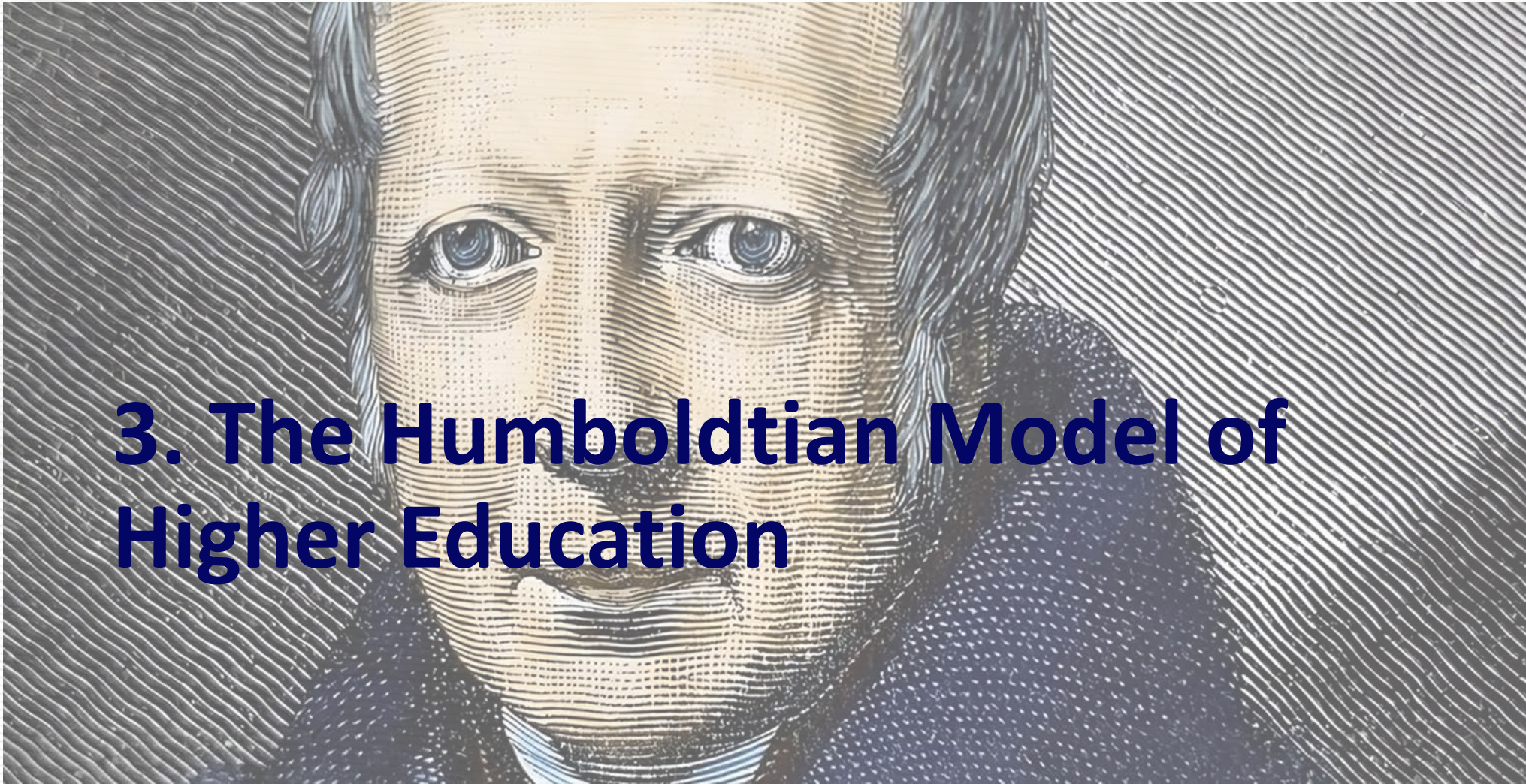


2. Some statements on human development, higher education and scientific work by Humboldt

„ Er muß sich immer bewußt bleiben, ... ja, daß er vielmehr hinderlich ist, so bald er sich hineinmischt, daß die Sache ohne ihn unendlich besser gehen würde ... “

It (= the State) must keep in mind ... yes, that it is rather impeding as soon as it intervenes, (and that) affairs without it would develop endlessly better ...

Über die innere und äußere Organisation der höheren wissenschaftlichen Anstalten in Berlin (1809/10)



3. The Humboldtian Model of Higher Education



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**"WISSENSCHAFT ALS ETWAS NOCH NICHT GANZ GEFUNDENES
UND NIE GANZ AUFZUFINDENDES"**

WILHELM VON HUMBOLDT
22.6.1767 - 8.4.1835

**GRÜNDER DER BERLINER UNIVERSITÄT,
BILDUNGSREFORMER, STAATSMANN
UND SPRACHWISSENSCHAFTLER**

Design by Angelika Keune, 1998, Unter den Linden 6, Berlin

<https://docs.google.com/spreadsheets/d/1QBpAKiRtJvGBSRGdcmjaufKvvNI7uhXSAA439U9ODn8/edit?usp=sharing>

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3. Humboldtian Model of Higher Education

Three basic principles: UNITY OF

1. Solitude, freedom and community

solitude = individualism of researcher

solitude = stand-alone status of a university

freedom = non-interference by the State

community = university community

2. Teaching, learning and doing research

3. Science





3. Humboldtian Model of Higher Education

Three basic principles: UNITY OF

2. Teaching, learning and doing research

- = develop individual reasoning capability
- = students are not only „listeners and learners“
- = students develop communication tools for interaction
- = students act as junior researchers with their peers
- = co-operative approach for the development of science and knowledge

3. Science





3. Humboldtian Model of Higher Education

Three basic principles: UNITY OF

3. Science

- = no mere collection of empirical facts without search for scientific „spirit“
- = principle of never ending (re)search for problem solving
- = supreme purpose and justification of existence of a university
- = necessary and sufficient condition for the external (versus the State) and internal (among teachers, researchers and learners) organization of the university



3. Humboldtian Model of Higher Education

no primary interest in and no preparation for employability, business opportunities or needs of the State and society

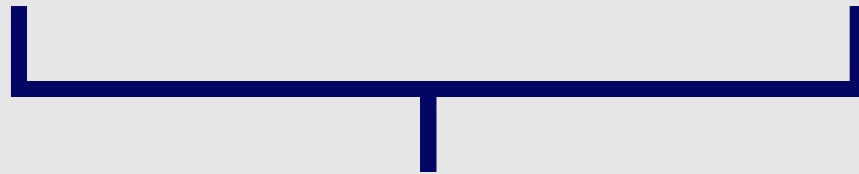


Bildung and life experience empower graduates to arrange their professional lives by themselves

3. Humboldtian Model of Higher Education

Students become self-confident individuals and world citizens

- acquiring knowledge, professional and technical skills and capabilities
- building their own characters and personalities



formal education combined with comprehensive “Bildung”

3. Humboldtian Model of Higher Education

Researchers should

- not accept restrictions, suggestions, indications nor orders by the State
- operate independently from any particular interests shown by society or industry and commerce



Science is the main driver of all university activity

3. Humboldtian Model of Higher Education

Research should be undertaken for

- the sake of science
- the advancement of knowledge
- the improvement of teaching



Science is the main driver of all university activity

3. Humboldtian Model of Higher Education

Students should be involved in research activities as early as possible
and in as much as they develop themselves



co-operation principle

3. Humboldtian Model of Higher Education

Students should be involved in research activities as early as possible and in as much as they develop themselves



Science is the only driver and students are the “weaker” but more creative members of the university

3. Humboldtian Model of Higher Education

Role of the State

- vividly support universities in their fortuitous and indeterminate way of operation
- strictly separate school-type education from university education
- abstain from any interventions in university organization and management
- provide the required resources for the university operations and activities

Any further State intervention is impeding



Remark: The „Neoliberal Model of Higher Education“

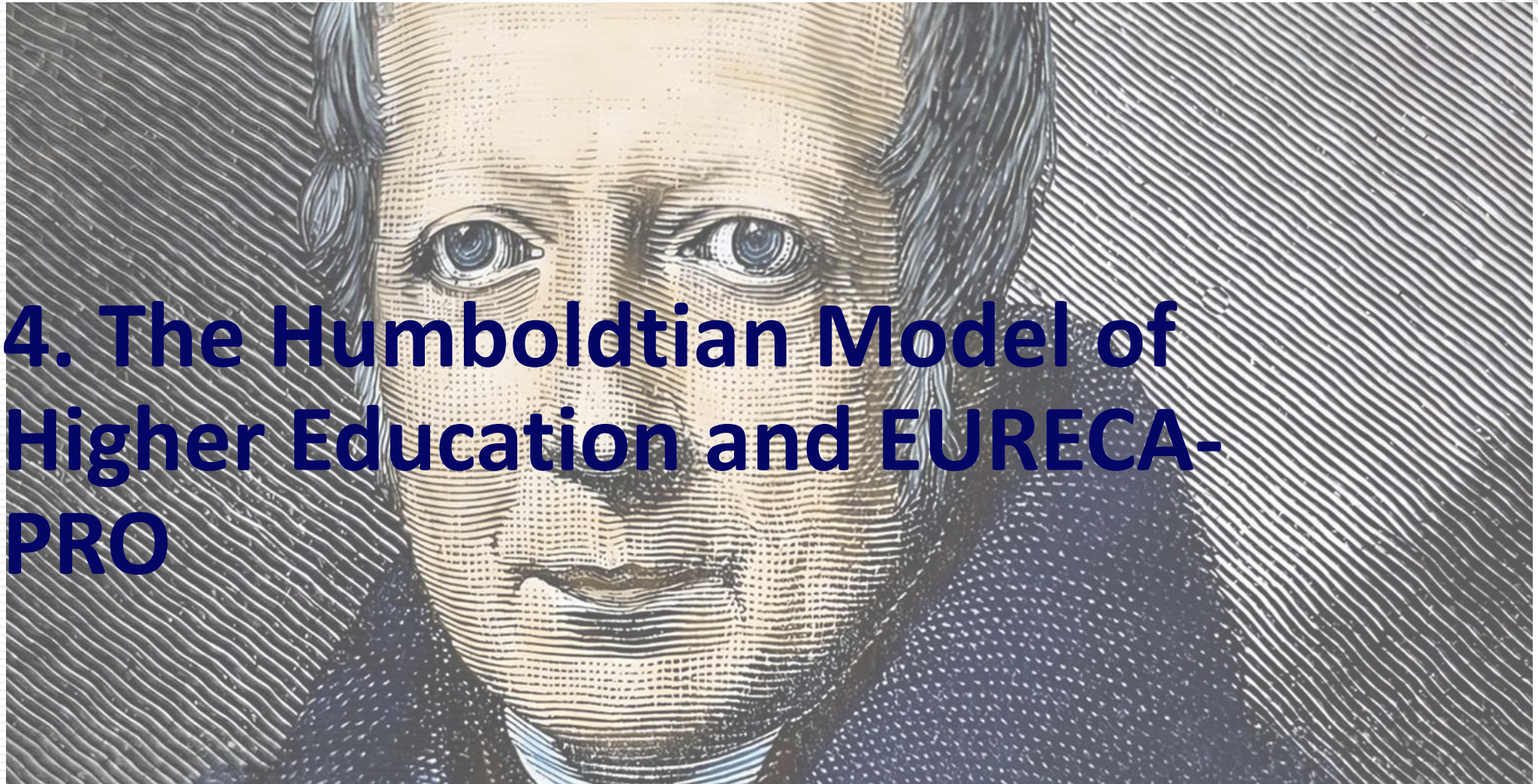
- Since the 1990ies, universities experienced a changing view of society about their roles and responsibilities
- a new Model known as “the neoliberal university”
- “Humboldtian”: Higher Education = liberal, openly accessible, without time pressure, focus on science and knowledge promotion, broadly based
- “Neoliberal”: Higher education = vocational, focus on the commercialization of teaching and research for industry and business, serving needs of society, being accountable to the State and stakeholders



Source: https://de.wikisource.org/wiki/Wilhelm_von_Humboldt



4. The Humboldtian Model of Higher Education and EURECA-PRO



4. The Humboldtian Model of Higher Education and EURECA-PRO

	Key characteristics	Potential options and concrete measures within EURECA-PRO
Learners (students)		
	Individual learning in the centre	<ul style="list-style-type: none"> • Students are at the core of EURECA-PRO study programmes • Study programmes allow for electives and free electives • Study programmes contain mobility options with partner universities
	Reasoning capability	<ul style="list-style-type: none"> • Training of scientific skills
	Free choice of educational opportunities	<ul style="list-style-type: none"> • Study programmes allow for electives and free electives • Study programmes contain mobility options with partner universities

4. The Humboldtian Model of Higher Education and EURECA-PRO

	Key characteristics	Potential options and concrete measures within EURECA-PRO
Learners (students)		
	Individual personality development	<ul style="list-style-type: none"> • European studies • Cultural studies • Language courses • Scientific and practical skills training • Transversal skills training
	Interaction with other educated persons	<ul style="list-style-type: none"> • Summer schools • PhD Journeys • International conferences
	Communication as a tool of interaction	<ul style="list-style-type: none"> • Exchanges to partner universities • Summer schools

4. The Humboldtian Model of Higher Education and EURECA-PRO

	Key characteristics	Potential options and concrete measures within EURECA-PRO
Learners (students)		
	Language skills for communication	<ul style="list-style-type: none"> • Language courses • Courses on scientific communication and academic paper writing
	World citizen	<ul style="list-style-type: none"> • Exchanges to partner universities • International conferences

4. The Humboldtian Model of Higher Education and EURECA-PRO

	Key characteristics	Potential options and concrete measures within EURECA-PRO
Teachers		
	Enabling academic studies and not teaching for professional employment (“Humboldtian”)	<ul style="list-style-type: none"> • “Neoliberal university model” requires a modified approach: EURECA-PRO assures employability in study programmes
	Research for the sake of science and not for society or economic motivations (“Humboldtian”)	<ul style="list-style-type: none"> • “Neoliberal university model”: EURECA-PRO has lighthouses and thematic mapping for research • Active search for partnerships with potential users of research outcomes • Acquisition of research funding through calls for expressions of interest at European level

4. The Humboldtian Model of Higher Education and EURECA-PRO

	Key characteristics	Potential options and concrete measures within EURECA-PRO
Teachers		
	Integrate students in research work	<ul style="list-style-type: none"> • Student projects • Programme Based Learning • Thesis work
	Enabling personality and human development of students and fellows through scientific practice	<ul style="list-style-type: none"> • Training of staff in educational capabilities, e.g. Programme Based Learning
	Continuous interaction and communication within the university	<ul style="list-style-type: none"> • EURECA-PRO Website • Lecture series • International week • Review week • International conferences
	Protecting freedom of education and freedom of research	<ul style="list-style-type: none"> • As a matter of principle

4. The Humboldtian Model of Higher Education and EURECA-PRO

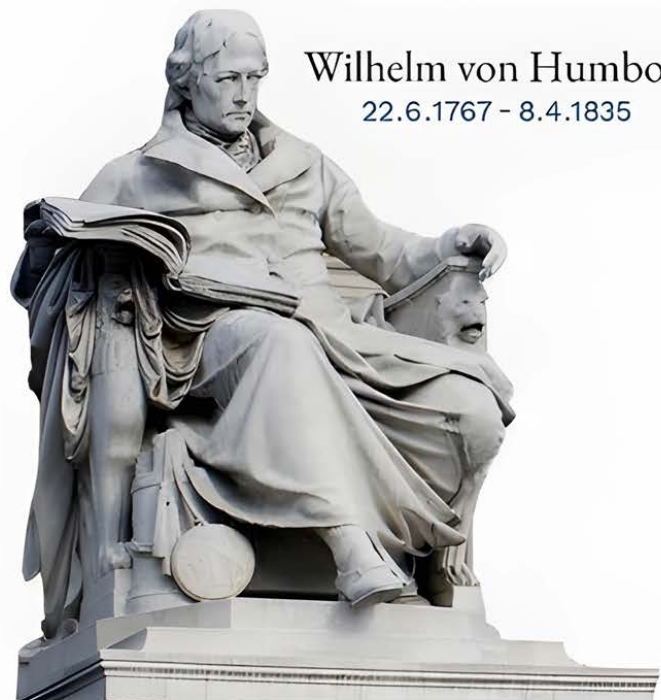
	Key characteristics	Potential options and concrete measures within EURECA-PRO
Education system		
	Academic freedom	<ul style="list-style-type: none"> As a matter of principle
	Unity of education and research	<ul style="list-style-type: none"> As a matter of principle Training courses on lab work, scientific paper writing, conference presentation for staff and students
	<i>Bildung</i> instead of professional employment education (“Humboldtian”)	<ul style="list-style-type: none"> “Neoliberal university model” requires a modified approach Employability of study programmes in the focus But: transversal competences European Values and Culture

4. The Humboldtian Model of Higher Education and EURECA-PRO

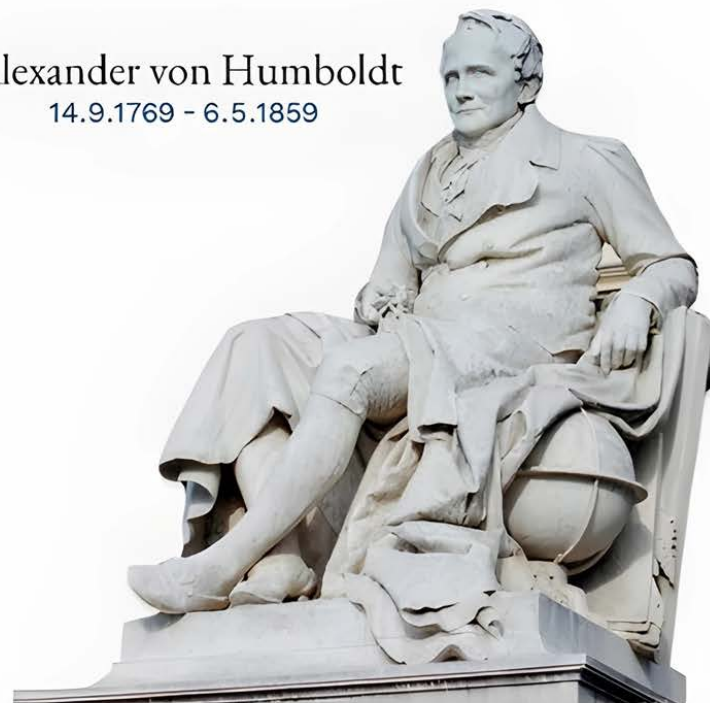
	Key characteristics	Potential options and concrete measures within EURECA-PRO
Education system		
	Employability not in the focus (“Humboldtian”)	<p>Neo-liberal university model”:</p> <ul style="list-style-type: none"> • Employability of study programmes in the focus • Co-operative agreements with associated partners • Industrial internships
	Integration of education and research	<p>Students participate in research:</p> <ul style="list-style-type: none"> • Problem Based Learning • Student projects • Internships • Thesis work

4. The Humboldtian Model of Higher Education and EURECA-PRO

	Key characteristics	Potential options and concrete measures within EURECA-PRO
Education system		
	Unity of science and presence of all academic disciplines	<ul style="list-style-type: none"> • Various levels of adoption of this principle among partner universities from focus on selected academic disciplines (especially STEM) to overall comprehensive and universal coverage of the full spectre
	Independence from any State intervention, even if depending on State funding	<ul style="list-style-type: none"> • Various levels of dependency among the partner universities, depending on national legislation on Higher Education from full flexibility to tight regulatory barriers



Wilhelm von Humboldt
22.6.1767 - 8.4.1835



Alexander von Humboldt
14.9.1769 - 6.5.1859

Source: https://de.wikisource.org/wiki/Wilhelm_von_Humboldt