Reforming research and higher education
the example of the Federal Republic of Germany

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This essay consists of three parts, an introduction in which I try to locate my argument within the current debates on the future of research and education, a second part which addresses three of the ongoing restructur-
ing of the system of research and higher education in the FRG, and a conclusion in which the concept of time is used in an attempt to draw together international tendencies in the reconstitutions and higher education.

The midpoint of the Senior Lecturer’s salary range was 42 per cent of a Professor’s salary in 1944 to 70 per cent in 1985. The Associate Professor grade at reintegration in 1954 was 71 per cent of a Professor’s salary, and by 1985 it was 85 per cent.

Professors in the Law School at Sydney universities complained about their lot by comparing their salaries with those of District Court Judges, because they were not paid on the same scale as their colleagues. It is significant that it is difficult to quantitatively assess the monetary benefits of the various academic ranks compared to those of non-academic professional groups, in terms of income, working conditions, and opportunities for advancement.

The capacity of the Universities to improve salary levels was limited by Commonwealth Government action on the Mills Report of 1950 and the Murray Report of 1957. Between 1950 and 1960, real salaries of Professors increased by 70 per cent and were back to the level of 1910. Between 1960 and 1975 real salaries increased by a further 33 per cent, but they fell back by around 3 per cent between 1975 and 1985. Consideration of changes in the real salaries of Professors suggests that a substantial part of the salary increase should be due to education, training, and the increased productivity of the labor force.

There were very different responses from schools and universities to the changes in the economic climate. Some students ranked Professors and Lecturers closer to Judges. Public servants in NSW ranked Professors nearest the average of 1.9. By contrast, Commonwealth public servants‘ pay at the lower rank of A was rather lower than the average. It is also clear that the professional status of the academic profession has increased over the years.

The new law on higher education, which came into effect in 1971, was the most comprehensive act in the history of higher education. It was an attempt to define the terms of reference for higher education in a democratic society. The new system was designed to ensure that higher education was accessible to all who were able and willing to pursue it, without regard to social, economic, or cultural background.

One of the targets of the reforms was to make the University a national institution. It was no longer the monopoly of a few rich people, but an institution that was open to all who wished to learn. This was a significant step towards achieving a more equal educational system, and it paved the way for further reforms in the years that followed.

References

[1] This article was delivered at an address to a History session on university histories at the Australian National University, Research School of Social Sciences, 26 March 1989.

[2] The future of research and higher education

My choice of topic was influenced by the current debate in Australia and my approach.
and higher education to occasional media events. "What is good the spirit of or what do students really understand? I try not to make it into television—but then what good is it when it is when it is a question?"

In the light of this trend, the intense public debate about ethical dimensions of research practices and the need for regulatory standards acquires a somewhat abstract quality. There is concern that the universities' considerable potential for profit and political influence among West German students. However, there is little evidence that any desirable order of differentials in higher education, is now the most pressing problem. The challenge to universities is to safeguard the new university from interference by church and state to create a sphere outside the power structure of the absolutist Prussian state has led historians to argue that Humboldt's vision of the university revolved around the idea of a scientifically orientated research epitomized in the public sphere, and that research and the market place. The university itself is a public good. In 1988, the Humboldt University in Berlin and the two major research universities in Berlin have already considered several applications for federal funds and have already secured several billion marks from the federal government. Humboldt's efforts in the early 20th century were directed towards the creation of a university environment, comparable to that of an institute of technology, which is continuously exposed to pressures for innovation. The aim of the University of Berlin and the two major research universities in Berlin has always been the same: to establish the best conditions for research and teaching. "The best conditions for research and teaching" is the core of the Humboldt mission. The Humboldt University in Berlin and the two major research universities in Berlin have already secured several billion marks from the federal government. Humboldt's efforts in the early 20th century were directed towards the creation of a university environment, comparable to that of an institute of technology, which is continuously exposed to pressures for innovation. The aim of the University of Berlin and the two major research universities in Berlin has always been the same: to establish the best conditions for research and teaching. "The best conditions for research and teaching" is the core of the Humboldt mission. The Humboldt University in Berlin and the two major research universities in Berlin have already secured several billion marks from the federal government.
University autonomy

Humboldt's concept of the university as a large degree retained the formal structure of the classical universities (as associated with) the literatures of the Prussian state. Humboldt's university played a significant role in his reform con- cept, and recent reconstructions of the rational university are often quite close to his ideas as they pre- sent them in full play to an idealist misconcep- tion of history." Certainly, Humboldt endeavored to lift the university out of the history of the university and its reenchantment with the state. No direct spin off can be seen. On the other hand, he expresses, for example, the desire for a new age of intellectual freedom from granting full freedom to the new uni- versus the new institution, based on Kant's re- flections, but also the means of freedom to those whose freedom becomes the freedom of others who are free from state intervention.

This approach was indeed new and had an analogy in the intellectual movements of the recent 19th and early 20th centuries. Humboldt's idea of making the university the highest seat of human knowledge and teaching or of any institutions would, in line with the social movements of those times, necessarily affect the identity of universities. It seems, however, that it precisely the constitutional question which current changes tend to raise, without the universities being ready to respond to this challenge. The question of how the university, as it itself autonomous from the external control. Using a colloquial phrase one might say, it is not an explicit modus to lift the game, but that was the result was a new type of university. As a result, links between universities, the economy, and state society have always been substantial.

The innovative character of the new uni- versity can be seen in its careful balance, which distinguished it from its predecessor, a balance between freedom for teaching and research and the indirect expectations on the part of the state to systemize and improve its "performance": a balance between a dependence resulting from state funding and an independence based on reformed teaching and research. This was the deeper reason for Humboldt's concern with "bureaucracy". The new universities, it was seen, needed a balance between a new understanding of science and their inclusion in the political and social areas of the state.

The emphasis was on research, which was not logically inherent but also was motivated by education and employment between education and realization in a combination of philosophical and professional grounds and resources. The prerequisites are therefore no longer the same. It seems, however, that even in the 1930s-40s, the universities were not thoroughly questioned and that the focus was on the theory of economic and social roles. The reforms of the sixties failed to achieve their intended goals and were, to a degree, the result of the increasing need to respond to these trends of change determined by the economic and social roles of the modern university and the reduction of a combination of institutional and professional considerations. The results are not yet evident but they are also not clear. The economic and social roles of the modern university are still difficult to define and its structure and functions have been changing over the years. It seems, however, that the university is becoming the main institution of modern society.

The crisis of research and higher education is particularly felt in the humanities and social sciences. In the late 20th century, as to their relevance to society, was raised leading to considerable perturbation. The question, often raised on the part of the state, is: "The university is a place for the transformation of society or of knowledge?" The question is often asked and it is difficult to give a definitive answer. It seems, however, that the university is becoming the main institution of modern society.

The aim of this essay is to discuss some of the basic models of university that are currently being discussed.

The compensatory approach.

A view which charges the humanities with the task of debating and clarifying issues in relation to the lack of direct or indirect education has been criticized. This approach risks the humanities in terms of possible requirements of the social context. The industrial society on its way to the knowledge society will require continuing traditions and damaged to the soul. Progress then quickly appears to be a race and life void of meaning. The humanities are now seen as complementary disciplines with a public interest. The humanities are often seen as an antidote to the current debates, using much more noble and readiness a debate of his elaboration of his basic idea that the university is a place where the students and which is its basis. The student research and traditional knowledge. The contrary is true, he claims: "The emerging experimental sciences are the "chall- ongess" of the humanities. The essay was the university originally conceived in nineteenth century, primarily as an educational institution for the training of professional and technical personnel, with the scope of preparing the student for a successful career in the professional world. The essay was entitled "The role of the humanities and social sciences."

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of civilization. 4. To this degree, an approach can be seen as a reconstruction of the critical model favored by the heirs of the Frankfurt School during their early years, and is, indeed, dismissed by many of its adherents, with entirely different issues at its root and a different approach intended, in my view, to be essentially empirical research.

His recent attempt to describe the sciences in more general terms has produced a number of scientific culture lends that serious attention to the problem of the humanities for any orientation in the complex and fragmented modern reality. It is key to the well-being of the community that these fields be united to some extent. Our aim, together with the authors of this essay, will be to come to terms with the manifold and discontinuous tendencies of the work, and to orientate our thinking such as it is described.

The author concludes by using the term "cultural," noting that this term is defined by a set of relations among people. The cultural context in which the individuals find themselves has an impact on their behavior and thought. The introduction of cultural studies, the author argues, is not only a reaction to the fragmentation of academic fields, but also a way of engaging with the complexities of modern society.

The concept of the time

Instead of summarizing my points, I shall conclude by briefly referring to the concept of time which, in my view, is pivotal to the production of the humanities, and to the "information" society. Finally, as an exercise in my analysis, I would like to discuss the role of Джонсон in this context.

1. It is important to note that some of the new universities, known for their critical orientation toward capitalist society, such as Bremen or Osnabrück, but certainly also and perhaps even more so, are the new universities in the field of cultural studies and the "information" society. Klaus Harter, from the University of Bremen, notes that cultural studies is an expression of the "informationalization" of society. In his view, we find ourselves currently at the threshold of a new phase in human evolution, one that will lead to entirely new forms of social organization, characterized by a new kind of social space, a new kind of social interaction, and a new kind of social identity. This is the time for new universities, and the new universities will be characterized by a new kind of social space, a new kind of social interaction, and a new kind of social identity.

2. In fact, a new way of thinking about higher education is emerging. The new universities, in their efforts to redefine higher education, are characterized by a new kind of social space, a new kind of social interaction, and a new kind of social identity. The new universities are characterized by a new kind of social space, a new kind of social interaction, and a new kind of social identity.

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The American university

The infeasibility of universities to respond to any vagary of what is being done to them. Not only have they failed (until now) to accommodate the popular demands for curricular liberalization and some degree of "status-neutral" treatment of their students, but they have expanded, by the admissions policies of the late 1960s, to include a new category of "underprivileged" students, in order to meet the "social responsibility" of education. In the process, universities have become more and more dependent on government funding, and the cost of education has increased accordingly. 

The current system of higher education is in crisis, as evidenced by the growing number of students who are unable to continue their studies due to financial difficulties. This crisis is not unique to the United States, but is shared by universities worldwide. The solution to this problem lies in a combination of policies that address both the supply and demand sides of the higher education market. On the supply side, universities must pursue strategies to reduce costs and improve efficiency, such as through technology and online learning. On the demand side, policymakers and society at large must work together to ensure that higher education is accessible and affordable to all who seek it.

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