

The Rise of the Modern PhD



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The Rise of the Modern PhD

PhD Candidates at the University
of Berlin and at Columbia University, New York,
from 1871 to 1913

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Abstract

This book describes and analyses the PhD candidates in the Humanities at the Friedrich-Wilhelms-Universität zu Berlin and at Columbia University, New York, from 1871 to 1913 as well as the reforms related to the PhD programs at said institutions. It uses primary sources such as the theses and curricula vitae of the PhD candidates but also the reports of the universities, statistics released, census records of government institutions as well as newspapers and biographical collections. The goal is to compare the PhD candidates at these two universities according to their numbers, age, gender, religion, place of birth and social background. It further includes a comparison of the reforms and transformation of the two universities with a focus on those which most affected PhD candidates. Instead of focusing on the careers of PhD candidates after they acquired their degree (as in most other studies), this book focuses on the background and the life of PhD candidates before they received their degree from their university. By doing so, this book will contribute to the understanding of the development of the universities and societies in the late 19th and early 20th centuries, considering the debates regarding the German Sonderweg, the professionalisation of education and cross-border exchange among academics wherever possible.

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1. Introduction

This study researches the social, religious and geographical background of young, upcoming academics at two prestigious universities in the late 19th and early 20th centuries, the period when ‘modern’ understanding of the PhD degree, as one proving a candidate’s potential as an academic, was established. The PhD degree was part of the ‘German university model’ from the foundation of the University of Berlin in 1810 onwards. It was adopted by Columbia and other American universities in the late 19th century. Leading US scholars of this period, such as John Burgess, Frederick A.P. Barnard and Nicholas Murray Butler of Columbia, professionalised and formalised its process. By doing so, the PhD became the first internationally recognised academic degree within two very different higher education systems: the state-organised and -financed German system and the, at that time, mostly privately funded and more liberal American system.

PhD candidates at the University of Berlin and at Columbia of this period represent therefore not just an exclusive group of people, who were neither students nor academics. In fact, they were representatives of a group which promoted the importance of the PhD within their own systems and through an exchange program of professors beyond their national borders. By focusing on PhD candidates and not those who began a prestigious career after their PhD as scholars, politicians or entrepreneurs, as other studies have done, this study will establish a comprehensive insight into an exclusive group of society, since PhD candidates did not see themselves as students but as academics. Nevertheless, they still lacked the required qualifications in the eyes of those grading their thesis and who decided if they would eventually become part of the scholarly world.

The challenge of this book is to describe and analyse a large group of people with one distinctive characteristic: they were all PhD candidates in the Humanities at a university during the same period. There are studies that deal with the careers of former PhD candidates. However, these investigations usually focus on a group of exceptional people who were highly successful as scholars, politicians or entrepreneurs after they finished their studies. These publications include neither an overview of all PhD candidates nor comprehensive and detailed data on the background of the PhD candidates.¹

1 See Rüdiger vom Bruch, “A Slow Farewell to Humboldt? Stages in the History of German Universities, 1810-1945,” in *German universities, past and future: Crisis or renewal?*, Mitchell G. Ash, ed. (Providence (RI): Berghahn Books, 1997), 3-32.

For example, Rosalind Rosenberg's study analyses the women of Barnard College. Its focus is on those who were the most influential. An all-inclusive comparison of female students and other PhD candidates at Barnard is not part of her study.² Carl Diehl's book, shows, on the other hand, that until 1870 there was simply not enough data available for a comprehensive comparison.³

This study therefore fills a gap by analysing the 'early adopters' of the modern PhD at the two most prestigious institutions of higher education and research independently of their success after their PhD. The leading question of this study is therefore not, as in most other studies, what became of PhD candidates, but who these people who managed to acquire the first modern PhD degrees were. As such, this study is closer to Diehl's approach than to Rosenberg's. However, and this is the significant difference, this time the data is available.

Moreover, numerous studies of students and universities have been published. The situation of undergraduates at specific universities, like Oxford⁴ or Berlin,⁵ or in specific countries, like the United States,⁶ not to mention that of the professors at all of the previously-mentioned universities has been a focus of research in the past.⁷ Some inter- and transnational comparative studies that compare the opportunities of students exist as well, for example publications that have compared the development of female education in Great Britain, Germany and Spain⁸ or regarding co-education in Great Britain and the United

2 See Rosalind Rosenberg, *Changing the subject: How the women of Columbia shaped the way we think about sex and politics* (New York (NY): Columbia University Press, 2004).

3 Charles E. McClelland, "German Universities and American Scholars" *History of Education Quarterly* 20, no. 2 (1980): 229-232.

4 See Lawrence Stone, ed., *The University in Society*, 2 vols. 1 (Princeton (NJ): Princeton University Press, 1974) and Paul R. Deslandes, *Oxbridge men: British masculinity and the undergraduate experience, 1850-1920* (Bloomington (IN): Indiana University Press, 2005).

5 See Rüdiger vom Bruch, ed., *Die Berliner Universität im Kontext der deutschen Universitätslandschaft nach 1800, um 1860 und um 1910* [The University of Berlin in the context of the German university landscape past 1800, 1860 and 1910] (München: Oldenbourg-Verlag, 2010).

6 See Bernhard Berelson, *Graduate Education in the United States* (New York (NY): McGraw-Hill, 1960).

7 See Marita Baumgarten, *Professoren und Universitäten im 19. Jahrhundert*, Kritische Studien zur Geschichtswissenschaft 121 [Professors and universities in the 19th century, critical studies in history], (Göttingen, Gießen: Vandenhoeck & Ruprecht, 1997), and Arthur J. Engel, "The Emerging Concept of Academic Profession at Oxford 1800-1954," in *The University in Society*, Lawrence Stone, ed., 2 vols. (Princeton (NJ): Princeton University Press, 1974), 305-352.

8 See Katharina Rowold, *The educated woman: Minds, bodies, and women's higher education in Britain, Germany, and Spain, 1865-1914* (New York (NY): Routledge, 2010).

States.⁹ There are also more specialised studies which focus on the question of identity, the role of the state or student life. The role of higher education in promoting national identity and nationalism has been an important part of research into German universities, for example with regard to the role of fraternities¹⁰ or the international representation of the German higher education system.¹¹ In Great Britain, both Oxford¹² and the University of London¹³ have been investigated with regard to training the elite for the British Empire. Furthermore, the introduction of the D.Sc. [Doctor of Science] and D.Litt. [Doctor of Literature] in the 19th century at the University of London and the later establishment of the PhD programme after 1900 has also been particularly researched, as it was a direct answer to the attractiveness of German universities to American and British students.¹⁴ There are studies about the specialization of scientific studies and the interdisciplinary nature of science,¹⁵ the role of female doctoral candidates,¹⁶ the professionalization of education¹⁷ as well as the differences between the German, American and British university systems.¹⁸ Finally, the role of doctoral thesis advisers and the doctoral rules of procedure

- 9 See Christine D. Myers, *University coeducation in the Victorian Era: Inclusion in the United States and the United Kingdom*, 1st ed. (New York (NY): Palgrave Macmillan, 2010).
- 10 See Harald Lönnecker, "Studenten und Gesellschaft, Studenten in der Gesellschaft – Versuch eines Überblicks seit Beginn des 19. Jahrhunderts" [Students and society, students in society – An attempt of an overview since the beginning of the 19th century], in *Universität im öffentlichen Raum* [University in the public space], Rainer C. Schwinges, ed., 387-438.
- 11 See Kurt Düwell, ed., *Deutschlands Auswärtige Kulturpolitik 1918 – 1932: Grundlinien und Dokumente* [Germany's foreign cultural policy 1918-1932: basics and documents] (Wien: Böhlau Verlag, 1976).
- 12 See Richards Symonds, "Oxford and the Empire," in *The history of the University of Oxford: Nineteenth Century Oxford*, Part 2, M. G. Brock and M. C. Curthoys, eds. (Oxford: Clarendon Press, 2000), 689-716.
- 13 See N. B. Harte, *The University of London 1836-1986: An illustrated history* (London: Athlone, 1986).
- 14 See Renate Simpson, *How the PhD came to Britain: A century of struggle for postgraduate education* (Guildford: Society for Research into Higher Education, 1983).
- 15 See Nicole Hulin, "Les doctorats dans les disciplines scientifiques au XIX siècle" [The PhDs in Science in the 19th century], *Revue d'Histoire des Sciences*; vol. 43, 401-426.43.
- 16 See Patricia M. Mazón, *Gender and the modern research university: The admission of women to German higher education, 1865-1914* (Stanford (CA): Stanford University Press, 2003).
- 17 See Arthur J. Engel, *From clergyman to don: The rise of the academic profession in nineteenth-century Oxford* (New York (NY): Oxford University Press, 1983).
- 18 See Joseph Ben-David, "The Universities and the Growth of Science in Germany and the United States," *Minerva* 7, no. 1 (1968/69).

have also been researched in some cases, for example in Jena.¹⁹ However, there is no comprehensive study about the nature of PhD candidates in the late 19th or early 20th century.

- As PhD candidates and students are often not clearly distinguished, it is important to emphasize again that a PhD candidate is neither a student nor an academic. While it is certainly possible to merge PhD candidates with either the academics or students, they have unique characteristics which set them apart from both other groups:
- A PhD candidate is not a student because he pursues unique research as a requirement for his degree. His former degrees usually allow him to teach other students while he, except for fully taught PhD programs, has nearly no requirements with regard to courses to be attended. He also has a more professional and in some cases also a more personal relationship to his supervisor compared to regular students.

On the other hand, a PhD candidate is not an academic. Although he might publish papers during his PhD or present his research at seminars and conferences, the original research he pursues during his PhD is what qualifies him as a member of the academic community. A PhD candidate might teach undergraduate students, but, in the eyes of academics, he will be unqualified to teach master's students who are working on their master's thesis. He is a "teaching assistant", not a "teacher".

By focusing on two leading universities with a comparable amount of data, this study will shed light on who these PhD candidates were. While being part of the increasing number of international and transnational historical studies on university education, this project will be the first of its kind. It will rate the development of social historical research in recent decades including the rise of gender and micro-history into account. Moreover, it draws on the new opportunities provided by qualitative and quantitative methods that allow us to combine vast numbers of data from various archives and sources. Not least, this study benefits from the availability of relevant data at both the University of Berlin and Columbia University. By making this data available, this study

19 See Ulrich Rasche, "Studien zur Habilitation und zur Kollektivbiographie Jenaer Privatdozenten 1835 – 1914" [Studies about habilitation and collect biographies of private lecturers in Jena 1835-1914], in *Klassische Universität und akademische Provinz: Die Universität Jena Mitte des 19. bis in die dreißiger Jahre des 20. Jahrhunderts*, [Classical university and academic province: the University of Jena in the middle of the 19th century until the 30s of the 20th century], Stefan Gerber and Steinbach Matthias, eds. (Jena, Quedlinburg: Dr. Bussert & Stadeler, 2005), 131-193.

will build a bridge between studies focusing on the period before 1870 and especially those after 1913. The latter investigations have focused on the most successful scholars, who acquired their PhD in most cases during the period this study covers. The separation of PhD candidates from students and academics will extend our understanding of upcoming academics and their background, not just about those who were extremely successful, but also those who were to have mediocre careers as scholars, state officials or in business and have, therefore often been ignored.

Neither the University of Berlin nor Columbia University were chosen at random for this study. The same applies to the period of investigation. Columbia copied and amended the German post-graduate system in the late 19th and early 20th centuries. Unlike the University of London, which tried to establish its own doctoral system, Columbia never had the aspiration to develop its own unique degree. It rather aimed to implement and improve the best system available which, at that time, was considered to be the German one. In fact, the amendments to its system made by Columbia, such as the separation of the Master and PhD programs or the requirement to be employed as a post-graduate teacher and researcher, were instituted by Columbia in the late 19th and early 20th century based on the German PhD system.

However, this is not the only reason for the selection of the two universities. Berlin and Columbia were both already leading higher education institutions in the 19th and early 20th centuries with respect to their reputation as professional research institutions, although Berlin had already lost some of its early reform-spirit. Columbia, inspired by the German system and its own reforms of the middle of the 19th century, arguably took the lead and brought the post-graduate system to the next level by separating Master students and PhD candidates. Comparing Berlin and Columbia thus allows, to show how Columbia implemented and improved the German system and how these changes affected PhD candidates.

Additionally, the ties between Columbia and Berlin were closer than is often known. The leading figures of both universities, such as Nicholas Murray Butler in the case of Columbia, initiated an exchange of scholars after the World's Columbia Exposition in Chicago in 1893 between Germany and the United States. This exchange programme, however, was not similar to today's exchange of scholars and students between universities. For instance, the program did not, include the mutual recognition of university courses and degrees. However, it demonstrates the intention and determination of scholars of Berlin and Columbia universities, to establish a sustainable exchange between scholars and researchers.

This book will start with a chapter explaining the methodology, which includes a review of past research conducted in this field as well as an overview of the most important sources. The following chapter will provide an overview of the development of the University of Berlin and Columbia University.

The following two chapters present the PhD candidates in the Humanities at the University of Berlin and Columbia. Each chapter is organised according to research categories outlined in the methodological chapter of this study and will present the results of the research accordingly. As the available sources and data are different, each sub-chapter will also include a summary as well as outline the required adjustments of the categorisation system. A section on the female PhD candidates at the University of Berlin and Columbia follows these two chapters. As the admission of women as students and PhD candidates was handled differently at the University of Berlin and at Columbia, it seemed appropriate to present the enrolment of women and the first PhD candidates in a separate chapter.

1.1 Research Context

The precise role of universities has been a part of the scientific debate over education in Germany since the Enlightenment, especially at times of economic, social or political crisis.²⁰ This section gives an overview of the research on the history of universities in Germany and the United States in the late 19th and early 20th centuries to provide a better understanding of the purpose of this study. The focus will be on studies of university development in the second half of the 19th century and the beginning of the 20th century, while not necessarily excluding studies of other time periods. When comparing studies of American universities, one must bear in mind that, first, the American university system became the leading one in various fields only as late as the 1960s. Yet its rise began in the early 20th century. Second, the number of American universities was and remains far higher than the number of universities in Germany. Furthermore, some developments affecting universities in the United States did not occur in Germany and vice versa. The best example, albeit from a later period, is the rise of the African-American Civil Rights Movement in the late 1950s

20 See Stanley Aronowitz and Henry A. Giroux, *Education under siege: The conservative, liberal and radical debate over schooling* (London: Routledge & Kegan Paul, 1986, c1985).

and early 1960s. Its impact on higher education is part of a different literature on race and racism within American society and its education system. Student protests in Germany at the same time were not against racism, but against established society in general. Although there were social movements in both countries during the same time, these movements had a different background. Finally, as universities are an integral part of modern society, studies about them usually refer to the role of universities while not focusing on them. Due to all these reasons, writing a complete historiography about the development of historical research on universities as well as the classification of previous research would be a study of its own.

The history of universities is a very broad field of historical research which not only includes the functionality of a university, but also university law, the economic influence of universities and the development of educational practice within universities, just to mention a few. Due to this, the development and history of universities is not only a topic for historians, but also for practitioners of other disciplines like sociology. Take for example the sociologist Joseph Ben-David. He received his education in sociology at the LSE, but remained a “lone rider” within his own field of sociological research. On the other hand, his studies had a big impact on the social history of science and education in the form of “unconnected studies”.²¹ His piece *Universities and Academic Systems in Modern Societies*²² attempts to explain why the American university system has become the most influential one today. Ben-David argues that while the German university system lacked the ability to reform itself, the American system not only promoted competition within society, but also within academia and between different universities. In contrast to Germany, the American university system was able to nourish a constant reform process and advance, in the international academic world far more quickly than the German one due to the increasing international exchange among scientists after the end of the First World War. However, these international contacts were, in the case of Columbia and the University of Berlin, already established in the late 19th century, as will be shown.

21 See Gad Freudenthal, “General Introduction: Joseph Ben-David: An Outline of His Life and Work by Gad Freudenthal,” in *Scientific Growth, Scientific Growth: Essays on the Social Organization and Ethos of Science*, Gad Freudenthal, ed. (Berkeley (WV) et al.: University of California Press, 1991) 1-25, 21.

22 See Joseph Ben-David, “Universities and Academic Systems in Modern Societies,” in *Scientific Growth: Essays on the Social Organization and Ethos of Science*, Gad Freudenthal, ed. (Berkeley (WV) et al.: University of California Press, 1991), 125-157

1.2 Germany

The first comprehensive studies made by historians about the development of education and universities in Germany were written by Friedrich Paulsen²³ and Johannes Conrad.²⁴ Additionally, Lexis Wilhelm produced an overview of the German university system for the world fair in Chicago in 1893.²⁵ While having the same topic, the focus of the two studies was very different. Conrad concentrated on developments such as the number of professors and students. Paulsen's topic was the development of the German grammar school, the *Gymnasium*, and its role in the education of future university students. Both studies benefited from the fact that all German territorial states before 1871 and afterwards collected an enormous amount of data on their education system. Studies published on the history of the Humboldt University, the former *Friedrich-Wilhelms-Universität zu Berlin*, which were brought out between 1945 and 1989, suffered from the problem of being influenced by the conflict between West and East Germany. A comprehensive study on the history of the Humboldt University was published in 2010, on the occasion of the 200th anniversary of the university. The six-volume work is the most up-to-date history of the university.²⁶

After 1945, there were different developments within historical science that affected research on the history of universities in Germany. One was the *Sonderwegsdebatte* [separate path debate] on Germany in comparison with other western states, especially France and the United Kingdom; another, although part of the *Sonderwegsdebatte*, was the *Bielefelder Schule* [School of Bielefeld] which

23 See Friedrich Paulsen, *Geschichte des gelehrten Unterrichts aus den deutschen Schulen und Universitäten vom Ausgang des Mittelalters bis zur Gegenwart: Mit besonderer Rücksicht auf den klassischen Unterricht* [History of the academic education in the German schools and universities since the end of the medieval times until present: With a special focus on the classical studies], 2 vols. (Leipzig: Veit & Co., 1885).

24 See Johannes Conrad, *Das Universitätsstudium in den letzten fünfzig Jahren* [University education during the last 50 years] (Jena: G. Fischer, 1884).

25 See Lexis Wilhelm, ed., *Die deutschen Universitäten: Für die Universitätsausstellung in Chicago 1893* [The German universities: for the world fair in Chicago 1893], (Berlin: s.n., 1893).

26 See Rüdiger Vom Bruch et al., *Geschichte der Universität Unter den Linden 1810-2010: Sozialistisches Experiment und Erneuerung in der Demokratie - die Humboldt-Universität zu Berlin 1945 - 2010* [History of the university under the limes: socialistic experiments and renewal of democracy - The Humboldt University Berlin 1945-2010] (Berlin: De Gruyter, 2012).

introduced sociological theories and statistical methods into history. Finally, there was the development of micro- and gender history, which some historians saw as a counter-movement, while others argued that it was also rooted in the *Bielefelder Schule*.²⁷ While the *Sonderwegsdebatte* was a discussion about the development of Germany itself, the *Bielefelder Schule*, micro history and gender history were part of the fragmentation and the implementation of innovative approaches within historical science in the 20th century.²⁸

The two main supporters of both the *Sonderwegs*-Theory and the *Bielefelder Schule* were Jürgen Kocka and Hans-Ulrich Wehler. Both argued that not only political events or leaders, but also society and its evolution are responsible for the development of a nation. While their studies were mainly about German society and its changes, their approach led to further research on the German education system and its social and demographic changes. They also relied on already existing mainly sociological-statistical studies for their own work.

This approach was also used for studies about the history of the German education system. One of these studies was Detlef Müller's *Sozialstruktur und Schulsystem* [Social structure and school system].²⁹ He has compared the official educational statistics published by the local authorities in the late 19th and early 20th centuries to demonstrate that the number of students at grammar schools with a middle class background grew with the increasing influence of the middle class in German society state and economy in the 19th century. Only two years before, Karsten Bahnson had come to the same conclusion.³⁰ A later but for this project very important study is the dissertation of Marita Baumgarten *Professoren und Universitäten im 19. Jahrhundert*, published in 1997.³¹ While

27 See Bettina Hitzer and Thomas Welskopp, eds., *Die Bielefelder Sozialgeschichte, Klassische Texte zu einem geschichtswissenschaftlichen Programm und seinen Kontroversen* [The Bielefelder Social History, classic essays about a program of history of science and its controversies] (Bielefeld: transcript Verlag, 2010).

28 See Georg G. Iggers, *Geschichtswissenschaft im 20. Jahrhundert: Ein kritischer Überblick im internationalen Zusammenhang* [History in the 20th century: a critical overview with regard to its international perspective] (Göttingen: Vandenhoeck & Ruprecht, 1993).

29 See Detlef K. Müller, *Sozialstruktur und Schulsystem: Aspekte zum Strukturwandel des Schulwesens im 19. Jahrhundert*, Studien zum Wandel von Gesellschaft und Bildung im neunzehnten Jahrhundert [Social structure and school system: aspect of structural changes of the school system in the 19th century, Studies about the change of society and education in the 19th century] (Göttingen, Frankfurt am Main: Vandenhoeck & Ruprecht, 1977).

30 See Karsten Bahnson, *Student und Hochschule im 19. Jahrhundert: Studien und Materialien* [Students and universities in the 19th century: studies and materials] (Göttingen: Vandenhoeck & Ruprecht, 1975).

31 See Martia Baumgarten, *Professoren und Universitäten im 19. Jahrhundert*.

she also used the official statistics, Baumgarten developed her own system of social categories and focused on professors and not the students, as had other studies. Her study confirmed the thesis of Joseph Ben-David that the change from university families to a competitive system for jobs at the universities occurred in Germany in the 19th century. While family links among professors lessened, the understanding of professors that they were part of the leading social class due to their high academic reputation was strengthened. However, the question remains if these changes are also reflected in the nature of the PhD candidates.

If the *Bielefelder Schule* and the debate about it remained a mainly German one, the *Sonderwegs*-thesis, which was in fact initially developed in the 19th century by German conservatives (with positive connotations), has been, and still is, debated outside Germany especially since 1945. The German university system was part of this debate about the differences between the different national university systems and its role within society with regard to the education of the elites. To start with, historians such as A. J. P. Taylor³² and William L. Shirer³³ argued that the development of Germany and the rise of the Nazis was not only different from the rest of Europe, but also inevitable. Since 1980, historians such as Geoff Eley and David Blackbourn³⁴ and more recently Christopher Clarke³⁵ have criticized the *Sonderweg*-thesis by emphasizing that the development of Germany was not at all special within Europe. Additionally, Clarke argues that the *Sonderwegs*-thesis was in fact started by Prussia itself to promote its own historical legitimation. It will be required to address the question on whether the development of the PhD candidates at the University of Berlin fits into the *Sonderwegs*-thesis or not.

The development of micro-history in the 1980s and of gender history towards the millennium led to a new focus within the history of the universities in Germany and the Berlin universities. Micro-history led away from the big conceptions made by the *Bielefelderschule* and focused on the impact of the uni-

32 See A. J. P. Taylor, *The course of German history: A survey of the development of German history since 1815* (London, New York (NY): Routledge, 2001).

33 See William L. Shirer, *The rise and fall of the Third Reich: A history of Nazi Germany* (New York (NY): Simon & Schuster, 1990).

34 See David Blackbourn and Geoff Eley, *The peculiarities of German history: Bourgeois society and politics in the 19th-century Germany* (Oxford et. al.: Oxford University Press, 1985).

35 See Christopher M. Clark, *Iron kingdom: The rise and downfall of Prussia, 1600-1947* (Cambridge (MA): Belknap Press of Harvard University Press, 2006).

versity, its city and the people involved within the university. This included different areas of study such as the development and role of students within local society for example in Berlin,³⁶ the influence of professors on the development of the city³⁷ or the self-image of a university within the academic landscape.³⁸ A broader approach on micro-history included the relationships between academics and society,³⁹ the role of Wilhelm von Humboldt's university model and the development of the German university⁴⁰ as well as the role of historians in German politics.⁴¹ An even broader definition of micro-history has resulted in comparisons of the development of different universities within the same country.⁴² Gender history on the other hand has examined the role of women within higher education. The broadest study of women and their admission to German universities was conducted in 2003 by Patricia Mazón in her dissertation *Gender and the modern research university*.⁴³ Follow-up investigations have focused on specific women and their role within the university,⁴⁴ the role

36 See Harald Lönnecker, *Universität im öffentlichen Raum*.

37 See Frank Wagner, "Professoren in Stadt und Staat: Das Beispiel der Berliner Universitätsordinarien" [Professors in city and state: The example of the professors at the University of Berlin], in *Universität im öffentlichen Raum*, Rainer C. Schwinges, ed. (Basel: Schwabe Verlag, 2008), 365-385.

38 See Johannes Becker, "Diversifizierung eines Modells? Friedrich-Wilhelms-Universitäten 1810, 1811, 1818," [Diversification of a model: Friedrich-Wilhelms universities 1810, 1811, 1818], in *Die Berliner Universität im Kontext der deutschen Universitätslandschaft nach 1800, um 1860 und um 1910*, Rüdiger vom Bruch, ed. (München: Oldenbourg-Verlag, 2010), 73-92.

39 See Rüdiger vom Bruch, Björn Hofmeister and Hans-Christoph Liess, eds., *Gelehrtenpolitik, Sozialwissenschaften und akademische Diskurse in Deutschland im 19. und 20. Jahrhundert [Academic policy, social science and academic debates in Germany in the 19th and 20th centuries]* (Stuttgart: Steiner, 2006).

40 See Rüdiger vom Bruch, *German universities, past and future*.

41 See Charles E. McClelland, "Berlin historians and German politics," *Journal of contemporary history* 8 (1973) (1973), 3-33.

42 See Charles E. McClelland, "Inszenierte Weltgeltung einer prima inter pares? Die Berliner Universität und ihr Jubiläum 1910," [Stage-managing of international recognition of a prima inter pares? The University of Berlin in its jubilee of 1910], in *Die Berliner Universität im Kontext der deutschen Universitätslandschaft nach 1800, um 1860 und um 1910*, Rüdiger vom Bruch, ed. (München: Oldenbourg-Verlag, 2010), 243-254.

43 See Patricia M. Mazón, *Gender and the modern research university*.

44 See Silke Hellin. "Schlaglichter auf eine frühe Journalistin und politische Lobbyistin: Else Frobenius (1875 – 1952)" [Highlights about an early Journalist and political Lobbyist: Else Frobenius (1875-1952)], in *Das Geschlecht der Wissenschaften: Zur Geschichte von Akademikerinnen im 19. und 20. Jahrhundert (The gender of science: about the history of female academics in the 19th and 20th century)*, Ulrike Auga, ed. (Frankfurt am Main et. al.: Campus Verlag GmbH, 2010), 141-156.