

THE UNIVERSITY AT BARCELONA MORE THAN 400 YEARS OF RELATIONS

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The relations between universities and their corresponding cities constitute a relatively new topic for study, but one which is currently assuming increasing importance, particularly in the field of urban policy strategies. The city of Barcelona, which has been a university seat since the year 1450, logically offers many possibilities for conducting an excellent case study.

This paper, which presents an initial introduction to relations between the city of Barcelona and its universities,¹ is divided into three separate parts. The first part briefly analyses the historical evolution of relations between city and university. The second part examines how the city views the university. The third and final part looks at how the university regards the city. The conclusions presented here are regarded, above all, as topics that should form the basis for future study and reflection.

HISTORICAL EVOLUTION

European cities have generally opted for a predominantly urban university model. Despite certain differences deriving from its particular political, social and economic history, Barcelona—which is not a very old university compared with other members of the Coimbra Group or even some of its fellow Catalan universities—has largely followed this European model.² The Estudi General³ de Barcelona was created 550 years ago, in the year 1450, following a royal decree issued by Alfons el Magnanim. This university project emerged long after that of Lleida, which had been founded in the year 1300, and those of several other *estudis generals*, which were already relatively

1. A first reduced version of this communication was presented and debated within the seminar “University and Town: a dynamic symbiosis”, which was organised by the Coimbra Group at the Katholieke Universiteit of Leuven in February 2000 (Coimbra Group Seminar, 2000; pp. 69-72).

2. This is certainly not intended to be a history of the Universitat de Barcelona: others have already produced such work (Termes *et al.*, 1991). Here we wish to limit our analysis to the most interesting geographic and urbanistic aspects.

3. Original Catalan title given to what later became universities.

well established at different points throughout Catalonia by that time. The newly founded institution incorporated the teaching of Theology, Civil and Canon Law, Medicine, Philosophy and the Arts. The university was definitively established in the year 1536 and located at the top of Les Rambles, occupying a site to which it still gives its name. This occurred under the reign of the Emperor Carles d'Habsburg, and within 23 years the site had concentrated all of the city's university activities.

The first major break with tradition came as a result of the situation created by Catalonia's defeat in the Guerra de Successió.⁴ Following the Decret de Nova Planta⁵ of 1715, a single centralised university was created and located at Cervera: two years later the Universitat de Barcelona was effectively moved there in its entirety. This first operation of centralised territorial organisation of the university might, from a modern perspective, seem like an attempt to achieve a certain degree of territorial re-equilibrium. It could be interpreted as a move to promote the medium-sized city of Cervera, located in the centre of Catalonia, which had remained loyal to the Borbons, and to provide it with the capacity to counterbalance the already overwhelming weight of the capital. But this was not the intention, and in spite of the possible prestige associated with Cervera's university period,⁶ the privileged classes of Barcelona strived hard to replace the academic functions that the university could not offer with other higher educational institutions that were better suited to the economic and social needs of the time. In addition to the intended, but unsuccessful, decongestioning of Barcelona, the centralised administration allowed a greater degree of flexibility. This proved very positive in terms of adapting higher-level education to the great ideological, technical, social and economic changes that were to come with the 18th century.

This process could be observed in the development of a series of different institutions. One of these was the historic Col·legi de Cordelles, which had belonged to the Jesuits since 1662 and was also located on the Rambles, next to the Betlem church. In 1764 the Col·legi de Cordelles created the Conferència Físico-Matemàtica Experimental. This was the forerunner of the Acadèmia de Ciències i Arts de Barcelona,⁷ which is still located on the same site. Another such institution was the Col·legi de Cirurgia de Barcelona,⁸ which was established in 1760, within the grounds of the Hospital Santa Creu. But of all these institutions, pride of place must go to the Junta de Comerç de Barcelona, which was created in 1758, and was the predecessor of today's Cambra de Comerç,⁹ which acted as the veritable mouthpiece of Catalonia's

4. The Spanish Succession War (1701 and 1714).

5. A series of harsh conditions imposed on Catalonia by the Borbon monarchy.

6. For more information, see Soldevila, 1938.

7. An organisation created in the 18th Century that was dedicated to conducting scientific research and spreading its findings.

8. College of Surgery.

9. An organisation that grouped together companies from different economic sectors and which played a similar role to today's Chambers of Commerce.

new industrial bourgeoisie. As an example of this institution's cultural mission to make up for the absence of a university, it is important to show how it encouraged scientific investigation by providing prizes and study scholarships. Yet above all, it is necessary to emphasise the role played by the Junta de Comerç in founding a whole series of technical schools. In 1769 it created the Escola de Nàutica; in 1775 it founded the school of stenography and also the school of drawing and fine arts, which became known as the Escola de Llotja because of the medieval building it occupied. In 1805, the Junta de Comerç founded the school of chemistry; in 1808, that of mechanics; and in 1814, those of physics and economics. The Junta de Comerç disappeared in the year 1847 and three years later the majority of these schools passed under the jurisdiction of the provincial administration, under the denomination of industrial schools. Many of them were finally integrated within the Universitat de Barcelona when it was officially restored.

The more or less definitive consolidation of the liberal state in Spain, and above all the formal recognition of the existing system of provinces, consolidated an urban system that was based upon just four cities in Catalonia. It also, amongst other things, left the way open for the restoration of the Universitat de Barcelona in 1837. Thus, the city replaced Cervera, and, for the first time, became the only university centre serving the whole of Catalonia. Five years later it also became the university for the Balearic Islands too. In 1863 the architect Elies Rogent (1821-1897) began constructing the main building of the new university on two plots located in Barcelona's new Eixample quarter. This development, which was relatively near the historic site of the original Estudi General, occupied not only the square of the same name, but also a whole sector of the new part of the city that developed in the 19th century, becoming both its symbol and its driving force.

Thus university and city recovered their syntony just at the time of the greatest impulse towards industrialisation, in the second half of the 19th century. A clear example of this new circumstance was provided in 1877, when the new university building hosted an exhibition of the products of Catalan industry. This set a clear precedent for the universal exhibitions of 1888 and 1929, and paved the way for future relations between the university and local industry. At the same time, the university also became both a centre of diffusion and attraction within its sphere of influence; teachers and students were drawn to it from all parts of Catalonia, and often from even further afield. Josep Maria de Sagarra (1894-1961) described this situation well, in his own lively and satirical style, when he referred to his university years in his memoirs:

“Young lads from all four Catalan provinces, and from who knows what other provinces, met there. They came from beyond the river Ebro, and even from the other side of the Atlantic (...) Apart from those who we knew well, the boys who met there were from all sorts of different origins, had all sorts of different skin colours, and dressed in all sorts of different ways. There was a tanned Peruvian who was as brown as a berry and two Argentines of Catalan descent, who had

been made conceited and slick by the material progress of Buenos Aires. There were three Valencians. One who wore decorative ribbons and a tie by Delfi immediately let me know how he had gained the affections of the most important duchesses and marquises of his town. Another, who came from an excellent family, was extremely agreeable. The third, who was hairy and made a pitiful sight, seemed like a sheepdog. There was a tubby boy from the Balaeric Islands, whose trousers were forever falling down, and who talked in a dialect from Alcúdia mixed with Spanish from Costa Rico. There was a fragile looking lad from Mao with a nasal voice, who always maintained the mournful air of one of the Germans de la Pau i de la Caritat.¹⁰ The Spanish and Andalusian contingent comprised the sons of state bureaucrats who lived in Barcelona. They could have been the sons of magistrates or high-ranking police officials. The majority of these boys wore spats and blood-coloured ties. They were forever polishing their shoes and were compulsive readers of short stories. There were many among them whose political sympathies lay with the Radical Party. Lleida and Tarragona were represented by a group of young lads who were aristocratic by provincial standards and positively addicted to rural carobs. Girona provided some of the offspring of illustrious property owners and the plain of Vic gave us a set of anthological beards and moustaches. Thirty-five percent of these young men boarded in guesthouses and the rest lived in private homes. Leaving the exotic aside, it was the blood of Barcelona that predominated in a considerable proportion, and included that of several well known and respected families.” [Sagarra, 1954; 359-362]

This function of being the academic capital of a territory that extended beyond the boundaries of the Principality of Catalonia was very important and reinforced not only the cultural, but also the economic and social roles of the city of Barcelona. Guest houses, restaurants, cafes, places offering entertainment and leisure pursuits, bookshops and libraries, and a whole range of different types of shops were supported by this “foreign” student population and by periodic visits from members of their respective families. Moreover, for many, studying in Barcelona simply represented a first step before settling there definitively and exercising their profession in the city. Thus the university effectively acted as a filter and selected the best brains in a form of regional “brain drain” operation. As a result, at the same time that the university reinforced the role that the city had traditionally interpreted within its territorial sphere of influence, it continued to expand and encouraged urban growth in what might best be described as a symbiotic manner. First, between 1895 and 1900, the architect Josep Domènec i Estapà (1858-1917) built the Hospital Clínic and the Facultat de Medicina,¹¹ on another two plots in the Eixample. They were located very close to the Escola Industrial and the Mercat del Ninot, and this aided the development of the new neighbourhood that lay to the left of the Eixample.

10. A religious order, which looked after the poor.

11. Medical Faculty.

While still a student, Josep Maria de Sagarra, went there in order to take part in brawls and to fight against the radicals.

Yet in those years in which Sagarra was a student, the official university, which was always strongly associated with the centralist state, had begun to become almost completely divorced from the general social and political dynamic of Catalonia. It is therefore almost possible to speak of a new époque in a Barcelona effectively without a university. This explains why the Catalan bourgeoisie, majestically led by Enric Prat de la Riba (1870-1917) began to create a whole new series of centres that were required by a modern industrial society and that the centralist bureaucracy had been unable to develop. The Institut d'Estudis Catalans,¹² which was created in 1907, and the Mancomunitat de Catalunya,¹³ which marked the maximum cultural achievement, unquestionably paralleled the force of the Junta de Comerç of the eighteenth century.

The second republic and the war, and above all their dramatic end, did little to heal the rupture between the university and the city, despite the social, political and economic watershed that they represented. The new Francoist state sought to rationalise the location of the university within the city, but the bureaucratisation of the old organisation and a lack of money put paid to such plans. The most important sacrifice involved turning down the buildings that had been used for the Montjuïc exhibition and thereby renouncing the chance to build a true university campus; at that time, the Plaça d'Espanya still seemed too peripheral and dangerous a location.¹⁴ As a result, the historic buildings of the Plaça Universitat and the Carrer Casanovas continued to play host to higher-level studies in Barcelona. They were soon frequented by the first female students, as excellently portrayed in the famous novel *Nada* by Carme Laforet (1921), published in 1944, which narrated the vicissitudes of a girl who was a university student and a smoker. She lived in a guesthouse in Carrer Aribau at a time in which, as the novel's title suggests, nothing ever happened.

It seems that the university's expansion within the city followed the path dictated by the public works carried out in association with the celebration of the Congrès Eucarístic¹⁵ of 1952. This was particularly true of its expansion towards the Diagonal, as a Junta d'Obres de la Ciutat Universitària was created just two years before

12. An organisation created with the objective of promoting the use of the Catalan language, spreading Catalan culture, and encouraging scientific research by Catalans.

13. The first attempted form of autonomous self-government for Catalonia at the beginning of the 20th Century.

14. For the university authorities of that time, the danger lay both in the proximity to the working class areas of Sants and Hostafrancs, and in the pleasure zone of the Paral·lel and the Plaça d'Espanya, with the famous bar La Pansa.

15. An ecclesiastical congress jointly organised by the Vatican and the Spanish state in order to support a confessional regime.

this date. A plan to constitute a campus on land that had belonged to the Güell family, and which still contains vestiges of Antoni Gaudí's work,¹⁶ dates from the year 1956. However, only the buildings of the Facultat de Farmàcia¹⁷ and the Sant Raimon de Penyafort and Verge de Montserrat "col-legis majors",¹⁸ designed by the architect J. Vilaplana in 1957, were finally built according to the original plan. The Escola d'Alts Estudis Mercantils was constructed between 1955 and 1961, following a project developed by the architects F. Javier Carvajal and Rafael García de Castro: it was more rationalist in style and was located on the opposite side of the Diagonal. Finally, in 1958, the architects Guillermo Giráldez, Pedro López Iñigo and Xavier Subias i Fages¹⁹ planned the Facultat de Dret,²⁰ the first university building that showed a clear implication with the new architectonic currents of the time, and which included a mural by the sculptor Subirats. The Schools of Arquitectura, Aparelladors²¹ and Belles Arts²² were built in the early 1960's, once again on the south side of the Diagonal. Other faculties progressively filled in the spaces in a more or less ordered fashion as the Avinguda Diagonal gradually became the main entrance to, and exit from, the city and the main channel for communication towards the Baix Llobregat, inland Catalonia and the rest of the Iberian Peninsula.

In the meantime, the Escola de Magisteri,²³ and its associated annexes, had been created in the Sants neighbourhood, near to the railway station. Meanwhile, in the Avinguda de Vallvidrera an 18th century farmhouse had been restored, complete with orchards and gardens, and was bequeathed to his university by the chair of Medicine, Doctor Agustí Pedro i Pons (1898-1971).

The second great break with the past occurred in the second half of the 1960's, when the university began to fragment and along with it, its territories. Following the precedent of the sit-in at the university's central hall in 1956, the Sindicat Democràtic d'Estudiants de la Universitat de Barcelona (SDEUB)²⁴ was formally constituted at the

16. According to the book *Arquitectura de Barcelona*, the land in question cost 150 million pesetas (Hernández-Cros, Mora, Pouplana, 1972). The Facultat de Farmàcia houses two doors from Gaudí's Güell work, which date from 1884 and 1887, and there is another at the Facultat de Dret.

17. The building of the Facultat de Farmàcia was also originally destined to be a *col-legi major*.

18. Student residences.

19. These same architects were responsible for the Facultat d'Econòmiques, between 1964 and 1967.

20. The Facultat de Dret was incorporated into the plans for the new university city in a rather precipitated manner. This was apparently a reaction to a student sit-in, which was mainly attributed to law students, which took place at the central hall in the Plaça Universitat in 1956. This student meeting and the sit-in that followed it originated, to a certain extent, from the populist movements that crystallised from the tram strike of 1951 and, to a certain degree, signified a reestablishment of relations between the city and its university.

21. Quantity Surveyors or Architect's assistants.

22. Fine Arts.

23. Teacher Training College.

24. A clandestine students' union opposed to the Francoist regime.

Convent dels Caputxins de Sarrià on 9th March 1966. The student revolt that broke out in Paris in May 1968 had repercussions that reached far beyond the frontiers of the French State. These two events were just two milestones that heralded an international university crisis that, albeit in very different ways, affected cities such as Madrid, Berlin, Berkeley and Sao Paulo. Though in the case of Spain, it became increasingly impossible to hide the fact that the Francoist state had effectively begun its decline. In a global context, this all took place at the same time as a change of values that marked the end of the stage of developmental capitalism and also supposed the overcrowding of the universities. This was a key basic element in the crisis that fostered the end of Fordism and the beginning of the new global economic and political system of the 1990's.

With the appearance of a series of conflicts involving university students, many political authorities, both democratic and dictatorial, proposed moving students and teachers and their conflicts and protests away from the urban centres and to new peripheral locations. This line of thought was greatly influenced by the perceived prestige of the university campus models that were so popular in the English speaking world. One result of this fragmentation was the appearance of new universities and new university districts, though this trend was perhaps most evident in the number of new universities that appeared in Paris and throughout the rest of France.

In Spain, the year 1968 saw the creation, by official decree, of the Universidad Autónoma de Madrid (UAM) and the Universitat Autònoma de Barcelona (UAB), which were located at Tres Cantos, Madrid and Bellaterra, Barcelona. The new UAB, with its American style suburban campus, received some of the teaching staff from the Universitat de Barcelona (UB) —many of whom had had problems with the authorities on account of their democratic convictions— together with many of their younger graduates. This situation also did much to foment the image of the somewhat ambiguously denominated “Autònoma” as an “alternative university”. On the other hand, the Universitat Politècnica de Catalunya was created in 1971, through the separation of some of the old technical schools from the Universitat de Barcelona. It shared a campus stretching from one end of the Diagonal to the other, and also had some centres on land belonging to the Escola Industrial and others that were located in the Vallès area.

Of even greater importance was the fact that at the same time that the university fragmented, the base was also being laid for the fragmentation of the university district, with the creation of a series of “col·legis universitaris”²⁵ and duplicate faculties in Palma de Mallorca (belonging to the UB), Tarragona (UB), Girona (UAB) and Lleida (with centres from both the UB and UAB), which were to become indepen-

25. These were sub-centres designed to decentralise the UB and the UAB. Though they initially remained dependent upon them, they later became independent universities in their own right.

dent universities in their own right within a short period of time, taking advantage of the 1983 "Ley de autonomía universitaria"²⁶.

This process of fragmentation was completed by the creation of two new public universities in Barcelona; the Universitat Pompeu Fabra (UPF) and Universitat Oberta de Catalunya,²⁷ and the emergence of the private universities Ramon Llull and Universitat Internacional de Catalunya²⁸. Thus, in just over a century, the Universitat de Barcelona had gone from being the only university centre in the geographic area made up of Catalonia and the Balearic Islands, to being just one of ten universities, and having no clear catchment area. On one hand it was open to the whole European Union, but on the other, it was threatened by Spain's single university district.

As far as relations with the city are concerned, it should be stressed that six of the ten universities that serve this territory are still located within the city of Barcelona and have an important symbiotic relationship with it. It could be said that the development of the universities has clearly paralleled that of the city and that they have made a key contribution to its growth. In this sense, it is possible to talk of the city's university project, although it has not, at least until recently, been possible to speak of the university's city project.

The Universitat de Barcelona opened a new campus at the former Llars Mundet, in the Vall d'Hebron area of the city. This campus was managed by the Diputació de Barcelona, and housed the faculties of Psychology, Pedagogy and Teacher Training, and also the Les Heures centre for further education. Very close to this site, in the Pavelló de la República Espanyola, which was reconstructed by the architect Josep Lluís Sert, were the Centre d'Estudis d'Història Internacional, created by Jaume Vicens Vives, and the Biblioteca Figueras. At the same time, the Ciències de la Salut²⁹ campus was divided, with part of it being situated at the Hospital de Bellvitge, in Hospitalet de Llobregat. The UB eventually attempted to consolidate its position in the centre of the city with the creation of the Facultat de Biblioteconomia i Documentació at the old Escola de Magisteri. This was complemented by a centre for staff training, and the location of the faculties of Filosofia and Geografia i Història in the Raval district, while the science faculties were expanded with the creation of a new science park in the Diagonal area, the Institut d'Educació Física remaining at the Olympic ring in Montjuïc.

The Universitat Autònoma de Barcelona has now opened its school of modern languages at the Hospital de Sant Pau, and there are also plans for some other form of expansion on land situated in the Diagonal-Mar area. The Universitat Politècnica de Catalunya (UPC) has undertaken an important expansion of its campus towards

26. Law that established the organisation and workings of Spain's universities under a democratic government.

27. Catalonia's version of the Open University for distance learning.

28. Another new private university was created in Vic in 1997.

29. Faculty of Health Sciences.

the north of the Diagonal, where together with the UB it has been active in re-defining the whole of that urban sector. The UPC has built a student residence at the Raval and is also developing a campus in the Llobregat delta. The Universitat Pompeu Fabra (UPF) had been originally created with the intention of decentralising Barcelona's university function, but following a great debate about its possible location in either the Baix Llobregat or Maresme regions, the UPF was finally located at such a central urban site as the intersection between Carrer Balmes and Carrer Corsega. It has since expanded towards Les Rambles, the Estació de França, and the former barracks of Poble Nou. The Universitat Ramon Llull is housed in properties that originally belonged to the church, at the Seminari Conciliar³⁰ and in Sarrià, and has since expanded again towards the Raval district. The Universitat Oberta de Catalunya, which is the leader in the field of distance learning, has its main centre in Avinguda del Tibidabo, while the Universitat Internacional de Catalunya, which is spread across several sites, has its main centre in Carrer Iradier. There are also a whole series of other different types of schools (including those of Tourism, Nursing, Business Studies and Design) dotted all around the city: they have links with the different Catalan universities and even with some foreign universities.

After the period of fragmentation that marked the last 20 years of the 20th century, it seems that there has been a return to a tendency for rationalisation and for the integration of centres. This phenomenon can be observed in the internal reorganisation of some universities³¹ and in the development of joint plans involving several universities, such as that detailed below.

FROM THE CITY'S PERSPECTIVE

As has already been explained, the role of the city in the development of university activities has been very limited. This has been largely a consequence of the highly centralised model employed for organising higher education in Spain. A few examples have already been cited, which were taken from two different points in time (the 18th century and the first decades of the 20th century) at which educational centres were created in Barcelona in order to meet the economic and political demands of Catalan society. However, relations between the city and its universities have changed markedly since the passing of the Ley de autonomía universitaria in 1984,³² and various opportunities have arisen for the two to mutually influence each

30. Seminary for training future priests.

31. One well-known example is that of the UB, which has been organised in five sections in an attempt to introduce a certain degree of logic into its territorial distribution.

32. It would not go amiss to stress the delaying effect that this law managed to place upon Spanish constitutional reform. The 16 years between one date and the other give an indication of the difficulty and lack of interest that the regulation of higher education has tended to suffer throughout the course of Spanish history.

other. We can find examples of this in the testimonies of two of the city's democratically elected mayors.

We shall begin by quoting Pasqual Maragall, a former mayor of the city, who held office from 1982 to 1996, and is best known for his role in organising the city's Olympic Games in the summer of 1992. In his presentation to a book about the Universitat de Barcelona in 1991, Maragall wrote:

"The relationship between the City and its University is one of the deepest and most heartfelt between similar institutions and their urban environment anywhere in Europe. No other institution can have so many reasons for being located in a city, nor such a need to be wrapped up in a city, than the University. There are universities which bestow prestige upon the cities that house them, and there are cities that act as indispensable frames for their respective universities. The symbiosis produced between them probably represents one of society's most natural interdependencies.

At times – all too often during the long course of history – relations between the University and the public authorities have also been tense and conflictive, and it must be admitted that on many occasions, it was the civil and religious authorities who created the conflict and limited the university's scope for action, and forced it to give backward in what is the most genuine of its liberties: the use of intellectual and moral criticism. (...)

But the relationship between City and University is also one that needs to be re-considered from time to time so that, at any specific moment in time, each can offer the other the best of what it has. (...)

The City offers the University services and an urban context, while the university, apart from being a service in its own right, provides the human and cultural activity that gives life to its immediate surroundings, and to the neighbourhoods that are graced with its presence" (Termes *et al.*, 1991, pp. 27-28).

These words, so full of meaning, served as a curtain raiser heralding a new period of collaboration between the Ajuntament de Barcelona³³ and the Universitat de Barcelona prior to the reintroduction of the faculty of Geografia i Història in the historic centre of the city, that was planned to encourage and accompany a process aimed at gentrifying the Raval district (Martinez, 2000).³⁴ This serves as an excellent example of co-operation between two institutions such as the city and university, which decided to work together in pursuit of urban, economic and social development. This initiative has since continued with the location of other university centres, including some of the faculties of the state run Universitat Pompeu Fabra and the private Universitat Ramon Llull.

A few years later, the present mayor of Barcelona, Joan Clos, played a leading role in formulating one of the basic ideas for a new project that saw Barcelona as a city of learning; this idea is presented in the third line of the Tercer Pla Estratègic

33. Barcelona City Council.

34. It should be added that nine years after this declaration the building of the new faculty remained little more than a plan, while the central square in the Raval district, which had been designed by Cerdà in 1859 but in a different format, had finally been inaugurated.

Econòmic i Social de Barcelona (for the period 1999-2005).³⁵ This line of thought seeks to establish a new urban design for the 21st century, with special attention being given to the city's human resources, to the provision of a solid infrastructure for technological transfer, and a clear orientation towards the company and increased support for new economic activities. The proposals contained in the plan that relate to the university are as follows:

“7. To establish a political and social pact in order to foment the modernisation and efficiency of the universities that lie within the Regió Metropolitana de Barcelona with particular reference to the services that they provide and the optimal management of their resources.

8. To increase, to the levels deemed necessary, the availability of public and private resources (financial, corporate and business institutions) destined for R&D so that the resources used within Barcelona's metropolitan region would be equivalent to the average level for the European Union.

9. To commission the drawing up of an action plan aimed at attracting institutions from the fields of science and technology that are considered as leaders in their respective areas on a global scale.”

As a concrete way of applying some of these proposals, the City Council is taking a leading role in drawing up plans for the celebration of the Fòrum Universal de les Cultures, which is to be organised in collaboration with UNESCO, and will be held in Barcelona in 2004. This Forum will call for the construction of a new area specialising in technology, which will be located in the easternmost part of the city. This area, together with the reinforced university zone in the western part of the city³⁶ (located along either side of the Diagonal), will serve as the two great doors to learning in Barcelona. These plans are not only concerned with questions of infrastructure,³⁷ but also consider such specific objectives as how to increase the number of laboratories and researchers across a wide range of areas of learning.

FROM THE UNIVERSITY'S PERSPECTIVE

Finally, it is necessary to make an initial balance of the social and economic impact that the normal working of today's universities has supposed for the city. This should not be undertaken on a purely theoretical level, responding to the

35. The author represents the Universitat de Barcelona as a member of the Segona Comissió Tècnica d'Innovació i Coneixement, which is presided by Dr. Josep M. President, former Rector of the Universitat de Barcelona and former president of the Association of European Universities.

36. The author is one of four members of the team from the universities of Barcelona and the Politècnica de Catalunya who were commissioned by the Ajuntament de Barcelona to draw up a general development plan for the university city. This group has not yet finished its work.

37. The most important result to date has been the conversion of area 21's industrial uses in the Diagonal-Mar area to what is now referred to as 21@, and the subsequent incorporation of centres of engineering and design belonging to a number of large international concerns.

propagandistic fashion of the city of learning, but should instead respond to quite practical considerations, and have repercussions for cultural infrastructure, services, the housing market, consumption and life in general. It may even include initiatives for the promotion of international tourism within the city.

An accurate evaluation of the economic and social repercussions of Barcelona's universities for its metropolitan region would be very complex and therefore difficult to provide. Such evaluations have been much easier to undertake in other cities, such as Salamanca (Garcia Zarza, 1986) or more recently Vic (Bricall *et al.*, 1999), in which the university accounts for a very high percentage of the urban centre's activity. Work currently underway will soon reveal the magnitude of the combined activities undertaken by the faculties and schools that the Universitat de Barcelona and the Universitat Politècnica de Catalunya possess in the area around the Diagonal. For the moment it is sufficient to note that 7,000 people work in this area, almost 60,000 people study there, and in 1999 its sports facilities and libraries respectively registered 294,876 and 6,798,453 users.

As far as the international image generated by university-related activities is concerned, evaluation is once again a complex task. There has, however, been one important initiative; Barcelona Centre Universitari.³⁸ This initiative has managed to bring together all of the city's universities, the Ajuntament de Barcelona and the Generalitat de Catalunya³⁹ in a single project, and has played a very important role in receiving foreign students (and above all in finding them places at which to stay and promoting their cultural integration) and promoting the city in order to attract new university students, through the creation, confection and diffusion of a range of different materials.

But the universities do not only consider the city as a physical location, but also as an object of reflection and, on many occasions, as a privileged object of reflection. In the first place, it is important to point out that the city itself is a very important educational resource and that its universities can help it to realise its full educational potential and to reappraise its many resources. Such forms of reflection are normally developed in centres dedicated to pedagogy or those that analyse tourism. Two very different examples of this, with which the author has had a certain degree of contact, are presented below.

The first example, relating to the first approach, concerns an ambitious project on "educating cities". The part of this project relating to universities is directed by Dr. Jaume Trilla, Chair of Teoria i Història de l'Educació,⁴⁰ at the Universitat de Barcelona. In general terms, this project seeks to apply in Barcelona, and other Catalan cities, the main ideas proposed by the Italian pedagogue Francesco Tonuc-

38. The address of the BCU is: <<http://www.bcn.casa.es>>.

39. Catalonia's autonomous regional government.

40. The Theory and History of Education.

ci and contained in his well-known book about the city of children (DD.AA.VV 1999). Dr. Trilla has developed a practical methodology based on three main ideas: learning in the city, learning from the city and studying the city. An international network of educating cities has been created in association with this project, and they hold regular meetings to exchange experiences. As a specific application of this general project, and in collaboration with local teachers and geographers, Dr. Trilla is currently drawing up an educational map of Santa Coloma de Gramenet. Once finished, this will allow important advances to be made in the field of the ideas connected with the study.

The second example, relating to the other approach, concerns the elaboration of a first *Inventari dels elements d'interès paisatgístic de Barcelona*, between the years 1998 and 1999, and was directed by the author of this paper. The conceptual background to this study had its origins in the conception of the city as an enormous, dynamic palimpsest that contains a large number of different layers that provide information about its present and past social, cultural, economic and political life. Through a combination of the conventional analysis of bibliographical and photographic sources and a long, patient process of direct observation, coupled with the evaluation of suggestions put forward by various different citizens and involving a campaign conducted by several different mediums of communication,⁴¹ a university team managed to catalogue 154 different elements of Barcelona's landscape. Measures were taken to assure that these elements were relatively well distributed throughout the city's urban space, however, as a consequence of their longer period of accumulation, the oldest part of the city and that dating from the 19th century were found to possess a relatively greater number of urban landmarks. Generally speaking, these included fragments of facades, old or special shops, statues, rare trees, and other different types of urban symbols that had not previously been included in the official catalogue of the city's architectonic patrimony. Once these elements had been identified and documented, they were submitted to a process of debate and selection involving representatives from the city council and its universities, in order to reduce the degree of arbitrariness within the inevitable subjectivity. This subjectivity was seen, above all, in the way in which citizens perceived or identified themselves with each of these elements, which receive no form of protection, and which only became known in their own right on account of their significance for common citizens.⁴²

INITIAL PROVISIONAL CONCLUSIONS

The question of relations between cities and universities is one that is just beginning to attract attention, yet one that offers a great range of possibilities for

41. The citizens' campaign was developed by Barcelona Televisió (BTV) and El Periódico de Catalunya, and suggestions were transmitted with the collaboration of the postal services (Correus).

42. The main results of this work may be consulted at the following address: <<http://www.ub.es/geohum/inventari/inici.htm>>.

interdisciplinary analysis. Here we have looked at the case of Barcelona which, along with other case studies presented in the course of this week, may help to clarify certain aspects that perhaps merit further examination in even greater detail.

The clearest conclusion to be drawn is that there is a veritable dynamic symbiosis between universities and cities. Even the largest of cities, which have a complex economic bases, cannot disregard the benefits associated with the presence of centres of higher education; and still less the smaller cities, whose universities may represent their largest single source of income.

In the light of the process of decentralisation and fragmentation experienced by universities during the past 30 years (at least in Spain), a new debate has emerged with respect to the benefits of concentration and the possible perils of excessively small and fragmented universities. The first decades of the 21st century, which will see the consequences of the restructuring of the world economy and the opening of new forms of international competition through the application of the university agreement of Bologna, will surely show how to solve a series of longstanding mysteries.

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