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## UNIVERSITIES – CROSSING BORDERS, CONNECTING PEOPLE

**S** The author reveals the genesis of the retrospective evolution of education, as well as outlines the transformation and performs the factors that influenced the situation and historical development of education in Europe. The historical development of university education dates back to ancient times.

Background of universities in the context of current understanding was due to the development of society under the influence of the church in medieval times.

The first universities appeared in Italy and France with the great wave of progressive development in other Western European countries.

The author traces the dynamics of educational services and research activities during the Renaissance. Higher education is seen as a determining factor in the development of the academic potential of society.

**Key words:** historical development of university education, university, higher education.

This week the Nobel Prize Laureates have been announced in Stockholm Sweden and at this very moment the name of the literature prize winner will be announced at the Swedish Academy by the secretary to the waiting public and media. The Nobel Prize is no doubt the highest prize for scientific research excellence and innovation in the World Now one can be given. It is given to scientists around the world representing many different Universities in different countries. These scientists have reached their results due to the communication across national and other borders meeting other scientist and exchanging their findings and thus explore new scientific results of many kinds. How this has come about in our time is the result of a development of and in education going back some thousand years in the History of Europe. Let us take a short tour back to the Medieval Age together and perhaps a bit further back too.

During that time education was selective and not offered to everyone. You had to belong to the upper level of society in order to receive instruction by some private hired teacher. As the Roman society changed into a church dominated society in the early Middle Ages the church took over the education. Cathedral schools appeared and educated – still the children and young people of the privileged classes but as time went by a greater number of bright young people from the unprivileged classes obtained access to education too. The given education aimed at providing the church with staff for different offices. However for centuries to come only the children of nobility reached the highest offices in the hierarchy of the church in despite the fact that they were not more educated than others. Slowly access to these offices can be found to be given to a few, obviously very able persons with a non-nobility background.

With the growing number of monastic orders in Europe education centered too in the vast numbers of monasteries and the monks became the prime educators of the time. It should her be noted that when speaking about education we are talking only about educating One and Only gender,

young boys and men. Girls – women had no given place in the system of instruction. When however educated women appeared in society it was of then either a nun or a person with a nobility or wealthy background. Some very we'll educated young ladies did appear on the scene and became very renowned but they were not many. The monastic orders became as time went by quite independent of the church hierarchy and answered only and foremost to the House of the Order that means the Administration of the General House somewhere in Europe. As the cathedral schools were answering tot the church and administrated by the priests and were subject under the church hierarchy and in the end the Pope in Rome the monasteries introduced an new avenue of communication across the continent contrary to the communication and administrative avenues merging from Rome crossing the borders reaching out to the bishoprics and the local churches. Another communication line was to appear as society developed from a monolithic entity governed by the church through the Holy Roman Empire into several new states. Together with the growing cities and the new classes of citizens living on trade and craftsmanship demand for and access to Education changed.

With these changes the first Universities were founded, first in Italy and later in France and soon in many other countries of the continent. The name for an educational institution to be called University derives from the Latin word *Universitas* meaning «a whole» nothing divided. The correct name for the first Universities was *Universitas magistrorum et scholarum* a community of masters/teachers and scholars/students. It was free institutions of higher learning with the claim of having freedom in all perspectives the so called *Academic Freedom* interpreted as the right of the scholars to travel unhindered in the pursuit of education. In the middle of the 12<sup>th</sup> Century the University of Bologna issued an academic charter with the Latin name *Constitution Habita* stipulating the issue of Academic Freedom.

These institutions were originally founded on,

- as in the case of the City of Bologna on the municipal schools established by wealthy citizens - the demand for further education with other more eligible content than offered by the church related agents. Subjects taught were not aiming at filling church offices but rendering services to society in general. Subjects studied were often limited to the classical sciences, philosophy, natural sciences and law studies. These subjects were now finding their way into Europe from the cultural high centers of learning in Islamic countries and brought to life both from Moslem Spain and from the Near Orient by the Crusades and Italian merchants returning home from their travels. In Bologna the education was primarily focused on Roman Law – *Juris Romanae* and related juridical studies. In Salerno it was primarily Medicine and in Paris it became the Humanities. Of course the overall homogeneous Christian society either added the study of Theology or related the studies to the concept to be found in the dominating Christian ideas.

The foundation of the Universities and the following establishment of administration of the same differed from place to place. In Bologna it was the students who hired and paid the teachers, lectures, doctors. In Paris it was the University growing out of the famous well sought by students from far away Notre Dame Cathedral School who hired and paid the lectures and doctors. We are now moving in time from the 10th Century for Bologna and Salerno and into the 12th Century for Paris. When arriving at the end of the 15th Century we find a number of Universities with connections to other Universities crossing the boundaries of Europe offering a network of communication of scientist, spreading of learning and giving birth to new ideas of development of all kind in the outmost boundaries of the continent. The Church at times not very fond of the ongoing development of thinking and spreading of new scientific ideas lost more and more the grip on and the control of society though it tried to hold on. However the growing number of Holy Orders with their General Houses established outside Rome in different countries of Europe offered a like pattern of communications and network. At times these two networks coincided as many of the University Doctors and Professors came out of the Orders originally.

The establishment of the Universities in my small corner of the world came rather late – Uppsala Sweden in 1477 and – Copenhagen, Denmark, in 1478 on Papal decree. (Uppsala was closed for several decades in the 16<sup>th</sup> Century leaving Copenhagen to be the longest functioning in Scandinavia) A little later another Swedish University was established in Dorpat, now Tartu in Estonia and much later in the 17<sup>th</sup> Century the University of Lund was founded based however on an early existing Danish cathedral school.

Now let us turn our attention to the time of the Renaissance and shortly before the time of the Reformation and consider the growth of higher education and the effect this had on society in Europe.

In the later centuries of the Middle Age the ideas spread widely from new Universities and other academic institutions across Europe through the new network of communication as was the case with the monasteries. Often the two network, the University network and the network of the Monasteries would meet, or cross each other due to the fact that at this time many of the educators of both network were members holy orders. The contents of the education, the subjects taught were much indebted to the rediscovering of the ideas of Antiquity and especially the ideas of Plato and Aristotle dominated the different scientists. Even in Firenze the Medici family was the promoters of the «new» ideas as *Lorenzo Medici*, named as *il Magnifico* the Magnificent established an *Accademia* on the patterns of *Plato's Academia* in the past influencing a vast numbers of scientists and artists in the vicinity for years to come. Just mentioning a few, *Rafael, Botticelli Bonavroti Michelangelo, Bernini, Brahmanate and not forgetting Leonardo da Vinci*.

From this time we have the cornerstones in the developing ideas of science of all kinds in our time. Let me give a few examples. Among the many scholars in the time of the renaissance or earlier in the scholastic period of ideas we have renowned persons whose thinking has pervaded the centuries up till today. Pierre Abelard can be such an example of many. His writings: *Sic et Non – Yes and No* – can be considered to be the foundation of critical analyzing of ideas and in the end of literature and the foundation of the concept of dialectics. Erasmus of Rotterdam one of the great Humanist a professor in Paris at the same University as where Abelard worked has made his prints on the afterworld. Not to mention all the reformers, Melanchthon, Luther Zwingli etc. who with their critical studies of the early Biblical sources and their translations into the vernacular contributed heavily to the future of literary criticism and translation.

Moving further in time we appear in the dynamic 18th Century with its explosive number if ideas in almost all scientific fields, Natural Sciences, Philosophy, Literature etc. The scientific land winning in the Time of Enlightenment was of course all based on the ideas and thinking in the previous centuries. Among the foremost scientists and educators from this time should be mentioned a few outstanding such as Voltaire the philosopher founding the era of reason and the French Encyclopedia, *Jean Jacques Rousseau* with his assertion that «man was born free but survive in bonds/chains», *Immanuel Kant*, perhaps the greatest philosopher since Aristotle an as well as the famous writers and poets of that area, *Goethe, Schiller, Lessing*, great names in the period of «*Sturm und Drang*» and the European Romantic literature and of course many more. First of all the period cast new light on the concept of man. Man was free and should be considered, educated and valued as an INDIVIDUAL and not as belonging to some or other grouping. All of them and many more in the same period of Enlightenment have had great

influence on all scientific activity and results up till our own time. Many of them were forerunners to the 19<sup>th</sup> and 20<sup>th</sup> Centuries development of the society in all aspects and we are today a product of this development.

Let us turn our attention back to the early Universities and see what has happened over the years.

In the beginning these institutions of learning meant a break away from the influence and governing of the power structures in society. They were free entities as we have seen earlier. The Universities were centers of learning and innovation and the ideas and findings spread across Europe to other institutions. University People moved from one institution to another meeting new people, influencing them with their findings and ideas. The new Europe was under creation. New perspectives on the human, society, and the cosmos as such grew out of the sharing of science in general. This is what the University was and meant and should still mean today.

To be a university today you usually have to have a number of faculties of different scientific subjects and confer degrees of all levels and have a formal substantial research activity.

The legacy of the early Medieval Universities lives on. In our global world our Universities reach out to each other often crossing boundaries and there is a constant flow of students and teachers from one institution to another. This is as it should be. Research results are shared in millions of reports, prints and conferences and meetings of many scientists or just two or three around our globe. But science today may not seem to be as free as it should be and if this is the case- then it is a major deviation from the original idea of the University. Funding, money, benefactors, governments etc are major prerequisite for the existence of most Universities. Does the dependence on the donors mean that they point out the direction of the research, upon which all basic learning is dependent, and require specific results? In such a case the university has deviated from the original pattern of the free University and free scientific research.

The *Constitution Habitat* the so called Charter of Academic Freedom adopted at the University of Bologna is still claimed today as late as the year 1988 430 university rectors signed the *Magna Charta Universitatum, the Magna Charta of Academic Freedom* celebrating the 900 year of founding of the University in Bologna. We do not have to wait 900 years in order to manifest the important idea of Academic Freedom. Here at the 100 years celebration of this excellent Institution of higher learning the Pedagogical National Pedagogical University named after the great educator and philosopher Korolenko, Academic Freedom is and must be a prerogative for all staff and students.

Today we have other ways of administrating Universities and institutions of Educations. In the modern time the common obligation of all men and women is to secure the existence of common goods for all of us with no restrictions. We fulfill this

obligation through the state, the government the ministries. Through tax paying we receive Health Care, Education, and so many other benefits in our lives. We have all paid for this through our taxes. Each one of us as much as required. In this way we secure a good life for all. In this way we secure good education for all who want and are able.

Even though the state provides the economic foundation of the University it still must claim its Academic Freedom. This is a core issue in the world of Universities of the world today. Many agents with different interests, such as political, ideological, economical, want to direct Education and Scientific Research in different directions for purposes serving their own interest. It can be tempting for the institution and the individual academic in given situations to yield to such a pressure but the freedom the Academy enjoys should not be compromised upon. Neither here nor anywhere.

Now let us sum up what we have touched briefly upon this morning.

The Universities grew out of the Church Educational institutions with the wish for education free from the centers of Power and deciding for and by themselves the subjects and areas to be taught and researched and in this way serving the growing number of cities and countries with well-educated citizens filling the needs of the changing society. Likewise did the Monasteries with their dedicated monks provide numbers of well-educated persons who filled gaps in different capacities?

The scientific innovations are multiple- In the Humanities the gradually changed concept of the value of mankind meant the change from a selective view on valuing the individual person on his or her position in society claiming freedom and equality for everyone despite birth, wealth, ethnicity and nationality leading to new political ideas and new religious beliefs. The rest we all know too well- the Revolutions in the 18<sup>th</sup> Century in France and in the British and French colonies in North America, the Great Awakening of the 19<sup>th</sup> Century, the Upheaval of societies in the 20<sup>th</sup> Century followed by the Modern Times of today.

In the Natural Sciences the breaking of the monopoly of the Church to decide the world view (this planet as the center of the Universe based upon interpretation of the Bible) gave rise to breaking new ground in areas of natural sciences vital to the development of for example technology which our life is so much dependent upon today. Innovations in medicine, in agriculture, in manufacturing, in travelling, etc. changed the conditions of living for the population of Europe and gradually in the rest of the world. In Sweden the changed living conditions leading to the growth of the population of the country and in the end to upheaval from countryside to the urban areas are described in two words: Vaccine and Potatoes.

Universities are for the benefit of man – mankind. Thus giving life and possibilities to the individual, educating the individual person for her or his own sake and in this way serving our society for the



benefit of us all. This belongs to the idea of the Democratic Society.

And in our context here today: The New perspective on Man was revolutionary. The growing numbers of people changed society and led to new institutions and legislations. The educational system came to include all citizens; new opportunities emerged for everyone. Freedom in all aspects, highlighting the rights and responsibilities of the individual resulted in a new world order which we know today. And behind all this we find the concept of The Academic Freedom. Beginning with the Medieval Educational institutions, the first Universities free from the central powers of their time, collaborating across the borders and exchanging new ideas and innovations in all aspects of life, scholars, students moving across the continent «weaving» a pattern upon which the New Europe was founded. And here we are today. Celebrating the 100 years existing of

this excellent Academic Institution.

The Poltava Pedagogical University is a hundred years old. This University has a long standing of Academic excellence in the past. It has provided society with many outstanding educators on different levels and many renowned scientists in different fields of academics and in the professional life of the society. May it continue to do so in at least the next 100 years, highlighting the Heritage of the Early Universities, Excellence in Science, Excellence in Education, Excellence in serving mankind and society in all perspectives asserting the right of freedom for academics with the embedded responsibilities and limitations and for mankind!

My hope and wish for the Poltava National Korolenko Pedagogical University that it will continue to live up to the notion of *Universitas magistrorum et scholarum* of the past, a community of first class teachers and scholars.

**Остер Г. Кр. Университетское образование объединяет людей через границы.**

**А** Автор раскрывает ретроспективную генезу эволюции образовательных заведений, очерчивает трансформацию и выделяет показатели, которые повлияли на состояние и историческое развитие образования учебных заведений Европы. Историческое развитие университетского образования берёт своё начало с давних времён.

Предусловие возникновения университетов в контексте современного понимания стало причиной развития общества под влиянием церкви во времена средневековья.

Первые университеты появились в Италии и Франции с постепенной мощной волной их развития и в других странах Западной Европы.

Собственно слово «университет» как высшее учебное заведение происходит от лат. слова *Universitas*, что в своём смысловом значении имеет идею целостности, нераздельности, непрерывности образования.

Именно во времена средневековья родилась идея академической свободы, которая была фундаментально представлена в Болонской Хартии XII столетия под названием *Constitution habita*. Отсюда учебные институции были открыты с учётом выполнения требований относительно дальнейшего образования, реализованной в то время служителями церкви.

В кругу научных интересов в тот период были предметы такие как философия, право, естественный и математический циклы предметов.

Автор отслеживает динамику развития образовательных услуг и научно-исследовательской деятельности в период Возрождения. Представлен тезисный анализ развития концепции индивидуального, личностного подхода.

Высшее образование рассматривается как основной показатель развития академического потенциала общества. Проанализированы причинно-наследственные результаты развития непрерывного образования, которые сегодня представлены рядом законодательных актов об академической свободе.

**Ключевые слова:** историческое развитие университетского образования, университет, высшее образование.

**Остер Г. Кр. Университетська освіта єднає людей через кордони.**

**А** Автор розкриває ретроспективну генезу еволюції освітніх закладів, окреслює трансформацію та виокремлює чинники, які вплинули на стан та історичний розвиток освіти у вищих навчальних закладах Європи. Історичний розвиток університетської освіти сягає у сиву давнину.

Передумова виникнення університетів у контексті сучасного розуміння була спричинена розвитком суспільства під впливом церкви у часи середньовіччя.

Перші університети з'явилися в Італії та Франції з поступовою потужною хвилею їх розвитку і в інших країнах Західної Європи.

Власне слово університет як вищий навчальний заклад походить від латинського слова *Universitas*, що у своєму словесному значенні має ідею цілісності, нероздільності, неперервності освіти.

Саме в часи середньовіччя народилася ідея академічної свободи, яка була ґрунтовно представлена у Болонській Хартії XII століття під назвою *Constitution habita*. Відтак навчальні інституції були засновані з урахуванням виконання вимог щодо подальшої освіти, зреалізованої на той час послужниками церкви.

У колі наукових інтересів на той період були предмети такі як філософія, право, природничий і математичний цикли предметів.

Автор відслідковує динаміку розвитку освітніх послуг та науково-дослідної діяльності у період Відродження. Представлено тезисний аналіз розвитку концепції індивідуального, особистісного підходу.

Вища освіта розглядається як визначальний чинник розвитку академічного потенціалу суспільства. Проаналізовані причинно-наслідкові результати розвитку неперервної освіти, які сьогодні представлені низкою законодавчих актів про академічну свободу.

**Ключові слова:** історичний розвиток університетської освіти університет, вища освіта.