

Portuguese *Studium* and Portuguese Scholars in the Middle Ages: Some Remarks on a Research Strand and its Databases

Studium y académicos portugueses en la Edad Media: algunas aportaciones sobre una línea de investigación y sus bases de datos

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Abstract: This paper aims to present an existing research strand at the Centro de História da Universidade de Lisboa (CH-ULisboa), which is based on several resources related to digital humanities. This broader research strand has three main axes: the study of the University of Lisbon per se, the mobility of Portuguese scholars in the medieval and early modern periods, and the funding and management of the medieval Portuguese *studium*, which together can help generate a general picture of the history of the university in Portugal.

These three axes are based on different field of digital humanities, such as databases and GIS, which we intend to merge and make available online in the near future. Two of these databases (*the Magistri Database* and *the Peregrinatio Database*) are presented

Resumen: El presente artículo tiene como objetivo la presentación de una línea de investigación existente en el Centro de História da Universidade de Lisboa (CH-ULisboa) basada en varios recursos relacionados con las humanidades digitales. Esta línea de investigación más amplia tiene tres ejes principales: el estudio de la Universidad de Lisboa, la movilidad de los estudiantes portugueses en las épocas medieval y moderna, y la financiación y gestión del *studium* medieval portugués, todos entrelazados con el fin de obtener una imagen de la historia de la universidad en Portugal.

Estos tres ejes se basan en diferentes campos de las humanidades digitales, tales como las bases de datos y los SIG, que tenemos la intención de fusionar y hacer disponibles en línea en un futuro próximo. Dos de

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here as case studies to discuss different issues derived from the use of the prosopographical method, as well as to address several technical issues.

Keywords: Portugal, University, *peregrinatio academica*, Middle Ages and Early Modern Age, digital humanities.

estas bases de datos (*Magistri y Peregrinatio*) se presentan aquí como casos de estudio que permiten examinar las cuestiones derivadas de la utilización de una metodología basada en la prosopografía, así como intentar aclarar problemas técnicos relacionados con ella.

Palabras clave: Portugal, Universidad, *peregrinatio academica*, Edades Media y Moderna, humanidades digitales.

The politics of commemoration

The studies on the history of the Universities of Lisbon and Coimbra as well as on Portuguese scholars during the Middle Ages and Early Modern period were always at the very centre of Portuguese cultural historiography. The fact that they seem to be closely associated with moments of reform within the university must be understood in light of a close connection between the university and political power, which becomes more obvious after the reforms imposed in the eighteenth century by the Marquis of Pombal, chief minister of the King José I. These reforms allowed for the development, in Portugal and also in Brazil, of a literate elite embedded in a new liberal ideology which was accessed in the university, even if not in classes. In fact, more than formal education, it was the informal network established through sharing of knowledge that was at the core of this process. Political societies, both in Portugal and Brazil, were largely based on these networks. Thus, in a way, the history of the university became part of a group identity, even when the group was prone to over criticism directed to its *Alma Mater*.

The history of the *studium* began in the eighteenth century with some treatises published by the Royal Academy of Portuguese History and was continued by the positivist historian Teófilo Braga, who wrote a history of the Portuguese university following the centennial of the establishment of the *studium generale* in 1890¹. The author, a former student in Coimbra and professor in Lisbon at the Curso Superior de Letras (later the Faculdade de Letras), would briefly become president of the Portuguese Republic in 1915. Commemorating the past would from then on become a major pretext for research on the history of the university. To celebrate the centennial of the relocation of the *studium* from Lisbon to Coimbra (1537), Mário Brandão and Manuel Lopes de

¹ Braga, Teófilo. *Historia da Universidade de Coimbra nas suas relações com a instrução publica portugueza*, 4 vols. Lisboa: Academia das Sciencias de Lisboa, 1892-1902.

Almeida wrote *A Universidade de Coimbra: Esboço da sua História*², and the two more recent general attempts, one centred on the Coimbra team (1997)³ and the other on Lisbon (2013)⁴ are also connected to centennials.

These later works all rest on a major breakthrough of heuristic nature. In fact, the turning point began in the late 1940's, when a research team led by Artur Moreira de Sá, Professor at the School of Arts and Humanities (Faculdade de Letras) of the University of Lisbon, started to search in various archives for information regarding the Portuguese university. The result was the edition of very important and extensive compilations, such as the sixteen volumes of the *Chartularium Universitatis Portugalensis. 1288-1537* (CUP), published between 1966 and 2004⁵. In addition, the edition of the *Auctarium* (1973-79)⁶ or the re-edition of *Livro Verde* (1992)⁷ were also quite relevant, given the dimension and the quality of the data gathered.

Following the creation of the Conference of Rectors and Vice-Chancellors of European Universities (1964), the studies on the history of the European universities received a new impulse. Portugal was in no way an exception⁸; for instance, Veríssimo Serrão published a compendium regarding the history of universities, extremely useful as a synthesis, although quite generic in its conclusions⁹, along with several other books regarding the mobility of Portuguese scholars in Christendom (Salamanca, Toulouse, Montpellier), a research line also followed by other authors (for instance, the works of Sousa Costa regarding the Portuguese presence in Bologna).

²Mário Brandão and Almeida, Manuel Lopes de Almeida, Universidade de Coimbra: Esboço da sua História (Coimbra: Universidade de Coimbra, 1937).

³AA.VV. História da Universidade em Portugal. 2 vols. (Coimbra/Lisboa: Universidade de Coimbra/Fundação Calouste Gulbenkian, 1997).

⁴Hermenegildo Fernandes, coord., A Universidade Medieval em Lisboa. Séculos XIII-XVI (Lisboa: Tinta-da-China, 2013).

⁵Artur Moreira de Sá et al., eds., *Chartularium Universitatis Portugalensis. 1288-1537*. 16 vols. (Lisboa: Instituto de Alta Cultura/Instituto Nacional de Investigação Científica/Junta Nacional de Investigação Científica e Tecnológica/Fundação para a Ciência e a Tecnologia, 1966-2004).

⁶Artur Moreira de Sá, ed., *Auctarium Chartularii Universitatis Portugalensis. 1506-1537*. 3 vols. Lisboa: Instituto de Alta Cultura/Instituto Nacional de Investigação Científica, 1973-1979.

⁷Maria Teresa Nobre Veloso, ed., *Livro Verde da Universidade de Coimbra*. Transcrição (Coimbra: Arquivo da Universidade, 1992).

⁸AA. VV. Universidade(s). História. Memória. Perspectivas. Actas do Congresso "História da Universidade" (no 7.º Centenário da sua fundação). 5 a 9 de Março de 1990. 5 vols. (Coimbra: Comissão Organizadora do Congresso "História da Universidade", 1991).

⁹Joaquim Veríssimo Serrão. História das Universidades. (Porto: Lello & Irmão, 1983).

This path was complemented with some books published in centennial commemorations, as mentioned above, including the *História da Universidade em Portugal* (1997) and more recently *A Universidade Medieval em Lisboa* (2013). Most of these works pursued political and institutional perspectives, related to the much-discussed question of the university foundation¹⁰. On the other hand, the dimension of cultural history, regarding the production, transmission and circulation of knowledge was always one of the *leitmotifs* of the history of the university, as demonstrated in a very recent paper¹¹. Some attention was also devoted to the houses and properties of the *studium* and its management during the Middle Ages and modern period¹², as well as the university buildings¹³. But perhaps the most innovative perspectives came from the efforts related with the sociology of Portuguese *studium* and the *peregrinatio*, which include already some noticeable prosopographies of masters and doctors¹⁴.

¹⁰ Maria Helena da Cruz Coelho, “Coimbra Trecentista: A Cidade e o Estudo”. In *A Universidade de Coimbra no seu 7.º Centenário. Homenagem aos Professores Doutores António de Vasconcelos, Manuel Lopes de Almeida, Guilherme Braga da Cruz e Mário Brandão* (Lisboa: Academia Portuguesa da História, 1993), 71-100; Armando Martins, “Lisboa, a cidade e o Estudo: a Universidade de Lisboa no primeiro século da sua existência”. In Hermenegildo Fernandes, coord., *A Universidade Medieval em Lisboa...: 41-88*; Armando Norte, “Processos de institucionalização do Estudo Geral português (séculos XIII-XVI)”. In Hermenegildo Fernandes, coord., *A Universidade Medieval em Lisboa...: 149-186*.

¹¹ Armando Norte and André de Oliveira Leitão, “A mobilidade dos escolares portugueses: a peregrinatio academica entre os séculos XII e XV”, *Lusitania Sacra*, XXXIII, 2016 (in press).

¹² Fernando Taveira da Fonseca. *A Universidade de Coimbra (1700-1771). Estudo social e económico* (Coimbra: Universidade de Coimbra, 1995); Margarida Sobral Neto, *Terra e Conflito: Região de Coimbra (1700-1834)* (Viseu: Palimage Editores, 1997).

¹³ Luís Urbano Afonso, “A imagem do saber: as pinturas da Universidade de Lisboa em 1431”. In Hermenegildo Fernandes (coord.), *A Universidade Medieval em Lisboa...: 305-315*; Rui Lobo, “As quatro sedes do Estudo Geral de Lisboa (1290-1537)”. In Hermenegildo Fernandes, coord., *A Universidade Medieval em Lisboa...: 267-304*.

¹⁴ Mário Farelo, *La peregrinatio academica portugaise vers l’Alma mater parisienne, XII^e-XV^e siècles*. MA thesis presented to the Université de Montreal, 1999; Mário Farelo, “A universitas no labirinto: poderes e redes sociais”. In Hermenegildo Fernandes, coord., *A Universidade Medieval em Lisboa...: 187-234*; André de Oliveira Leitão and Mário Farelo, “Instrumentos”. In Hermenegildo Fernandes, coord., *A Universidade Medieval em Lisboa...: 319-597*; Armando Norte, “Lentes, escolares e letrados: das origens do Estudo Geral ao final do século XIV”. In Hermenegildo Fernandes, coord., *A Universidade Medieval em Lisboa...: 89-148*; idem, *Letrados e cultura letrada em Portugal, séculos XII-XIII*. Ph.D. thesis presented to the University of Lisbon, 2013.

A research strand in CH-ULisboa

Some of the above mentioned studies were already the result of a research strand recently, yet firmly, established at the Centro de História da Universidade de Lisboa. In fact, some members of two research groups (*Cultural Encounters and Intersecting Societies* and *Uses of the Past*) within this research unit are currently working on the topics of the history of the Portuguese university throughout the Middle Ages and up until the twentieth century. Like in many previous cases concerning the history of the university in Portugal, its beginnings were politically determined, and aimed at commemorating the centennial of the foundation of the University of Lisbon established by the new republican regime in 1911. At the same time, some members of the research strand began their Ph.D. theses concerning the study of Portuguese scholars and literates in the Middle Ages: on the one hand, before the establishment of the Portuguese *studium generale*, in the late thirteenth century and, on the other hand, on the Portuguese *peregrinatio academica* throughout the twelfth to the fifteenth centuries. Finally, on a third axis, this research strand also encompasses a project scheduled to start during the current year (2016), regarding the funding, resources and management of the Portuguese university during the Middle Ages and Early Modern period.

The centrepiece in building the team was the centennial programme, although one had to avoid a double political mousetrap. In the first place, there were some risks in commemorating an event that created the University (the 100 years of the Universidade de Lisboa in 2011), even though the schools that formed it were established in the previous century. Dealing with the pre-modern background was even trickier and could perhaps be placed more securely under the category of “myths of origins”. In fact, the contest between Lisbon and Coimbra as the first seat of the Portuguese university had been enhanced in the 1960’s by the then rector Marcello Caetano as part of the Estado Novo programme of investment in the capital. In 1968, he would replace Salazar, a former professor from Coimbra, as prime minister of Portugal. Although these contests told a lot about the historical interconnections between politics, the academic field and university institutional history, trying to avoid them in order not to obscure the ongoing research became a primary goal.

During the process, the team gathered several sources pertaining to the history of the university and produced several research instruments (databases, chronologies, prosopographies, etc.), in addition to two large

monographs. The first one was devoted to the first phase of the Portuguese university, from its establishment in the late thirteenth century up until the relocation of the *studium* to Coimbra in 1537, encompassing a large period in which the university was largely based in Lisbon¹⁵. The second one was related to the higher education schools established in Lisbon from the nineteenth century by the new liberal regime that turned out to be the origin of the University of Lisbon, established following the proclamation of the Portuguese Republic, in 1911¹⁶. The Rectory of the Universidade de Lisboa (UL) sponsored this Project during the centennial, at the same time that a process of merger with another Portuguese university of the capital (the Technical University of Lisbon, UTL) was launched. It eventually culminated in the foundation of a new institution, the current Universidade de Lisboa (ULisboa), which inherited the name of the oldest university and the assets of both institutions.

During this period, two of us (Armando Norte and André Leitão) began their Ph.D. concerning the history of medieval literate culture (*Scholars and literate culture in Portugal, twelfth-thirteenth centuries* – FCT reference: SFRH/BD/36420/2007) or the *peregrinatio academica* during the Middle Ages (*Portuguese scholars in Christendom (twelfth-fifteenth centuries): mobilities, networks, careers* – FCT reference: SFRH/BD/77835/2011). These theses, along with the research strand around the history of the university, fostered the creation of a critical mass which allowed to develop a full research project concerning the history of the university in Portugal from various perspectives, also intertwining the universities of Coimbra and Évora, cities that have long since hosted the university in Portugal (Coimbra from the fourteenth century onwards, albeit intermittently, and Évora during the Early Modern period until the expulsion of the Jesuits from the Portuguese realms in 1759, only to be re-established in the 1970's).

In this context, the research strand attempted a new approach – the economic history of the Portuguese university, which had never been fully endeavoured before. In fact, the financial history of universities was only briefly studied, both in Europe and in Portugal. One can only count small articles

¹⁵ Hermenegildo Fernandes, coord., *A Universidade Medieval em Lisboa. Séculos XIII-XVI* (Lisboa: Tinta-da-China, 2013).

¹⁶ Sérgio Campos Matos and Jorge Ramos do Ó, coord., *A Universidade de Lisboa. Séculos XIX-XX*. 2 vols. (Lisboa: Tinta-da-China, 2013).

regarding the situation in Spain¹⁷, France¹⁸ or Italy¹⁹, as well as the chapters on the management and resources published on the broad collection of *A History of the University in Europe*²⁰. In fact, focusing on the problem of the university economics and funding in historical perspective, just two comprehensive books have been printed²¹. Regarding the Portuguese case, one could mention some small – yet important – articles²², as well as a very relevant Ph.D. thesis concerning the management of the University of Coimbra in the

¹⁷ Luis Enrique Rodríguez San Pedro Bezares, “Estructuras económicas y financiación de las Universidades Españolas en la Edad Moderna”, *Studia historica. Historia moderna*, 12 (1994): 189-204; idem, “La hacienda tradicional, siglos XV- XVIII”. In Luis Enrique Rodríguez San Pedro Bezares, coord., *Historia de la Universidad de Salamanca. Vol. 2 (Estructuras y flujos)* (Salamanca: Universidad de Salamanca, 2004), 287-330.

¹⁸ Jacques Verger, “Le coût des grades: droits et frais d’examen dans les universités du Midi à la fin du Moyen Age”. In *The Economic and Material Frame of the Medieval University*, por Astrik Ladislas Gabriel, ed. (Notre Dame, Ind.: University of Notre Dame Press, 1977), 19-36; idem, “Besoins et ressources financières des universités et des collèges en France et en Angleterre des origines à 1800”. In *Finanzierung von Universität und Wissenschaft in Vergangenheit und Gegenwart*, por Rainer Christoph Schwinges, herausg. (Basel: Schwabe Verlag, 2005), 15-32.

¹⁹ Andrea Romano, “Dall’Università degli Studenti all’Università degli Studi: Modelli di finanziamento delle Università italiane fra medioevo ed età moderna”. In *Finanzierung von Universität und Wissenschaft in Vergangenheit und Gegenwart*, por Rainer Christoph Schwinges, herausg. (Basel: Schwabe Verlag, 2005), 33-56.

²⁰ Aleksander Gieysztor, “Management and Resources”. In *A History of the University in Europe. Vol. I (Universities in the Middle Ages)*, ed. by Hilde de Ridder-Symoens (Cambridge: Cambridge University Press, 1991), 108-143; Rainer Christoph Schwinges, “Admission”. In Walter Rüegg, ed., *A History of the University in Europe, vol. I: 171-193*; Hilde de Ridder-Symoens “Management and Resources”. In Walter Rüegg, ed., *A History of Universities in Europe. Vol. II (Universities in Early Modern Europe, 1500-1800)*, ed. by Hilde de Ridder-Symoens (Cambridge: Cambridge University Press, 1996), 154-209.

²¹ Astrik Ladislas Gabriel, ed., *The Economic and Material Frame of the Medieval University* (Notre Dame, Ind.: University of Notre Dame Press, 1977); Rainer Christoph Schwinges, herausg., *Finanzierung von Universität und Wissenschaft in Vergangenheit und Gegenwart* (Basel: Schwabe Verlag, 2005).

²² Maria Helena da Cruz Coelho, “As Finanças”, *História da Universidade em Portugal*, vol. 1, tomo I (1290-1536) (Coimbra/Lisboa: Universidade de Coimbra/Fundação Calouste Gulbenkian, 1997), 39-67; Isabel Cid. “As Finanças”. In *História da Universidade em Portugal*, vol. 1, tomo II (1537-1771) (Coimbra/Lisboa: Universidade de Coimbra/Fundação Calouste Gulbenkian, 1997), 487-498; Fernando Taveira da Fonseca, “As Finanças”, *História da Universidade em Portugal*, vol. 1, tomo II: 445-485; Armando Norte, “Processos de institucionalização do Estudo Geral português (séculos XIII-XVI)”. In *A Universidade Medieval em Lisboa, Hermeneigildo Fernandes (coord.)...: 149-186*.

eighteenth century²³. This process culminated in the presentation of a successful application to the Portuguese national agency for higher education – the Foundation for Science and Technology. The project, called *CECONOMIA STUDI*. Funding, management and resources of the Portuguese university: a comparative analysis (*thirteenth-sixteenth centuries*) (FCT reference: PTDC/EPH-HIS/3154/2014) is a three-year funded project with a significant budget allocated (€120.000) and it is scheduled to begin in May 2016.

The project aims to address the funding and resources of the university, using economic data such as prices, rents, real estate, emoluments, fines, wages, loans, donations, legacies and wills. It is important to realise how the funding and management of *studia generalia* were entangled with all aspects of university life, namely the relations with the authorities, the clients networks, the professional careers, the origin of master and officialdom wages, the lodgings, the students' maintenance and the mobility. Furthermore, the role of the Portuguese university as an economical agent had never been studied before. In order to address key financial and economic issues, this project has a very precise questionnaire. How were universities funded? Did they rely on patronage or did they develop some sort of self-financing system? What were the nature and the contribution of the financial support and how was it allocated? How did the expenditure structure work? Who were the agents responsible for the collection of rents? Was the royal or papal endorsement materialised in the concession of any type of revenues? Was legislation issued concerning privileges to the university and its members? How did the *studium* get its properties? Which economic actors gravitated around the *studium*? Did the nature of the financial resources change from the medieval to the early modern period? Is there a common model of university funding or did the Portuguese university follow its own model?

In short, university finances have been quite neglected. The economic approach combined with the comparative dimension will hopefully allow a major breakthrough in the context of the Portuguese historiography. In addition, the use of an economic perspective will allow us to draw conclusions that go further beyond the economy, intertwined with social, political, institutional and cultural problems.

²³ Fernando Taveira da Fonseca, *A Universidade de Coimbra (1700-1771). Estudo social e económico* (Coimbra: Universidade de Coimbra, 1995).

Digital Humanities in *Economia Studii*

Concerning the methodologies used in the abovementioned projects, one should refer the particular attention given to the digital humanities in the project *Æconomia Studii*. The concept of digital humanities is a model, which is still in construction and refers to a new model of collaborative, trans disciplinary and computationally engaged research, teaching, and publication of data. The major purposes of the digital humanities will be the ability to integrate digitally driven research goals, methods and media with the specific inquiries; to understand, analyse and use data; to develop critical knowledge for assessing sources and data; to assess information and information technologies critically; and to work collaboratively²⁴.

In the case of the *Æconomia Studii* project, the innovative reassessment of sources, the extensive use of databases, the use of GIS and other tools generated within the scope of digital humanities could represent a major breakthrough in the historiography of the Portuguese university. Furthermore, the interdisciplinary and trans territorial approaches are considered quite helpful along with the collaborative work. Indeed, the gathering and processing of quantitative data is crucial to the historical analysis intended to be pursued in these projects, which will be used for the treatment and interpretation of data and for the development of explanatory models, acknowledging a comprehensive research on the subject, well beyond the conclusion of the project.

The launching of the *Æconomia Studii* project was considered the ideal opportunity for the merger of the existing databases into a new, online SQL database, combining into a single resource most of the information gathered so far, until now scattered across two Ph.D. theses and the Lisbon Medieval University project, in order to built up a database of all medieval Portuguese scholars (both in Portugal and abroad).

It is also scheduled the building of working tools using the potential of digital humanities. In order to deal with quantitative data, Information and Communication Technologies (ICT) must be used, given the amount and characteristics of the data to deal with. The raw data scattered by several sources requires the construction of a database as well as the use of analytical instruments to interrelate the information, allowing for the identification of trends, the elaboration of reports and working tools and the creation of models of heuristic interpretation.

²⁴ Anne Burdick, et al., *Digital Humanities* (Cambridge/London: The MIT Press, 2012), 134.

In a different angle, it seems advantageous to use Geographic Information Systems (GIS) and related spatial processing tools, as it allows the mapping of the origins of masters and students, the spatial identification of the benefices and properties of both masters, students and the university itself, the sources of the income, the identification of the several working places of the *studium* (particularly relevant given the unique feature of Portuguese *studium*, relocated between Lisbon and Coimbra between the fourteenth and the sixteenth centuries), in order to build up digital maps. This way, it would allow an easier gathering and treating of data as well as the availability of information collected and the multiplication of outputs.

In addition, another intended goal of the project is the inclusion of the research team within larger European networks on the history of universities (Heloïse) and connecting to research units working in history of Universities (CISUI, CUNALIX), as well as to feed other, larger, databases (CENDARI), in order to stimulate collaborative works and to encourage the dissemination of the results in international scientific meetings.

The expected results of these projects were altogether addressed to answer the following main questions: how did the building of a scholarly society interacted with other *corpora* like court society, administrative officials, ecclesiastics, concerning several issues like the social reproduction or social mobility (around Pierre Bourdieu's "Maxwell demon" on the socioeconomic inequality among students and the economy)? What was the overall impact of scholars in state building and ecclesiastical reformation? And, finally, how did scholars operated in and from a geographical extreme periphery of Europe, that is, how did a newly acquired centrality (on the second-half of the fifteenth century) affect its position in the *Latinitas*?

In order to answer these questions, two databases are already being prepared. Both databases are constructed bearing in mind the prosopographical study of individuals in a given group – according to British medievalist researcher Katherine Keats-Rohan, a leading specialist in prosopography from the Oxford University, "the basis of a prosopographical data set is an initial register of what we call name records, whether or not they actually include a personal name. Whatever group we are studying, the requirement is always that each individual in the group is identified"²⁵, as in the cases presented in this paper.

²⁵ K. S. B. Keats-Rohan, "What's in a name? Some reflections on naming and identity in prosopography". In *Ecclesiastical Careers in Western Christianity (12th-14th centuries)* (Lisboa: Centro de Estudos de História Religiosa da Universidade Católica Portuguesa, 2007), 334.

In fact, the creation of a database, whose matrix of documentary collection allows us to define, beyond individual careers, more general trends and interrelations in a less visible way (which are both quantitatively and qualitatively measurable), will provide us not only a better method of analysis but also more a profitable one. In the final product, the elements determined for each of the registered individuals will constitute a powerful working tool for all those carrying out the study of the history of the Portuguese university and of the Portuguese medieval *literati*²⁶.

The *Magistri* Database

The *Magistri database* was originally designed for the purpose of the Ph.D. thesis of Armando Norte and was used to gather data about scholars and their libraries, one of the first outputs of this research line. It is, in fact, a prosopographical database of the Portuguese scholars from the twelfth and thirteenth centuries. It was later on used as a model in the referred research project funded by the University of Lisbon that aimed to identify and characterise the scholars of the Portuguese university from the thirteenth to the sixteenth century. This relational database was conceived with a broad questionnaire in mind, including variables such as places of origin, death and burial, kinship, clienteles and heritage, but giving particular attention to the subjects of education and training, works and careers.

Before introducing the database, a very brief point should be made regarding precisely the use of computers in an historical research. One can summon up that use to three main ways: as a tool to access information; as a tool for the making of databases; and, finally, as a tool for data analysis and modelling (Fig. 1).

In this particular case, the use of databases will be considered precisely as a link between the raw information gathered in the research process and the use of analytical tools, which predated the interpretation of data. In a short but clear way, databases serve to store and retrieve information and, if well conceived, they can do far more than that, because they are able to transform information in such a way as to allow analytical tools to work on it. In other words, used in a proper way, they might transform data into information; sources into knowledge.

²⁶ Ana Maria C. M. Jorge, "Fasti Ecclesiae Portugaliae: Prosopografia do Clero Catedralício Português (1071-1325)", *Lusitania Sacra*, XIII-XIV (2001-2002): 666.

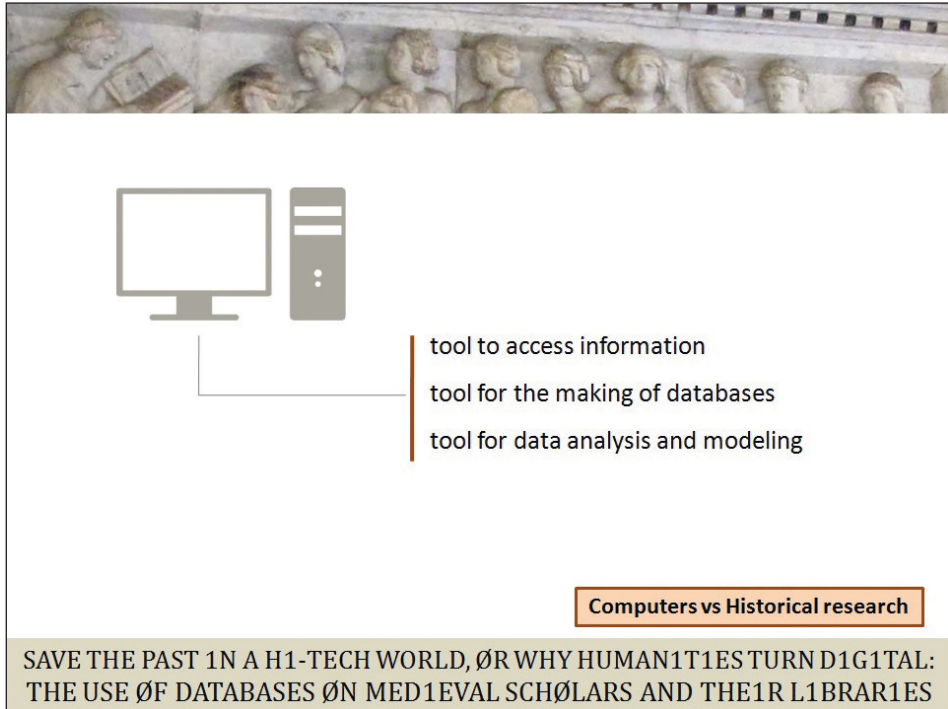


Fig. 1. Computers vs Historical research.

The use of a database proved to be the best instrument to build a prosopography of scholars, as the prosopographical method is one of the more interesting tools to examine social groups (as it was the case), producing good, and sometimes even excellent results.

However, in order to characterise a group from a sociological point of view (whatever the nature, size, spatial dispersion and chronology of the group under scrutiny) one should define a formal criterion. In this case, it was the presence in the documents of the title “master” – or *magister*, in Latin –, which allowed identifying and serialising the scholars of the Portuguese Kingdom of the twelfth and thirteenth centuries. The choice of this particular marker was based on the assumption that this title meant, most of the times, a degree obtained in the *studia generalia* of the time, that is, in the first European universities – places where the students would benefit from the knowledge of learned professors, would be in contact with advanced teaching methods, and exposed to a bookish knowledge, based upon a defined canon of authors (the so-called *auctoritates*).

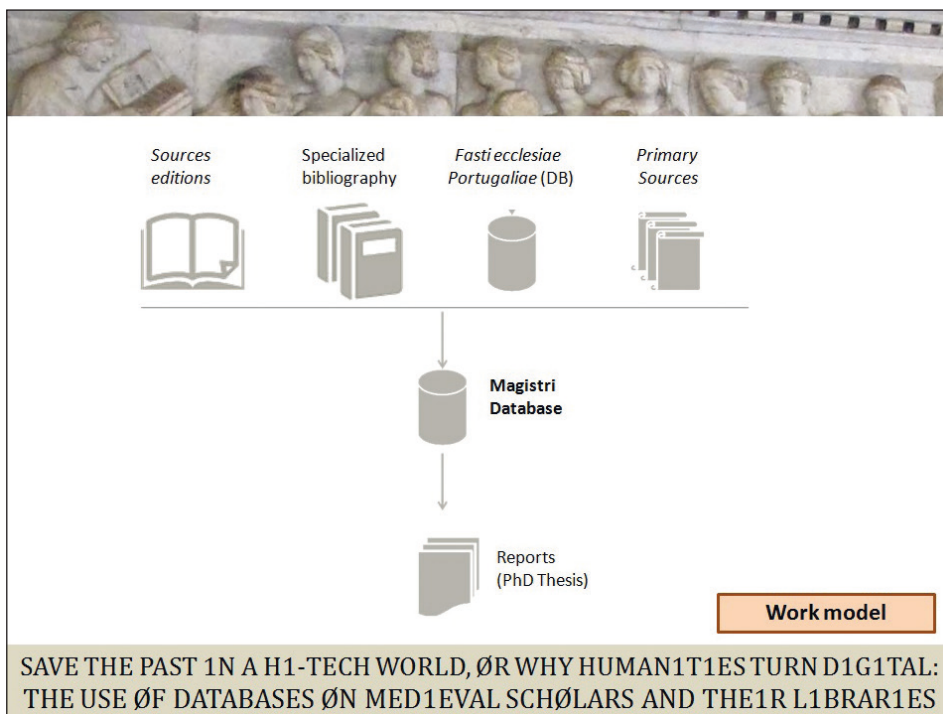


Fig. 2. Work model.

Typically, the information gathered for this purpose was extracted from four kinds of sources: a database on diocesan clergy, produced in the context of a broader research project – the *Fasti Ecclesiae Portugaliae*; primary sources stored in specific archives, namely diocesan and monastic; published documents; and specialised bibliography, overall research thesis and scientific articles (Fig. 2).

Therefore, in order to collect the data from these different resources a database was built, called *Magistri database*, which entry form is shown here. The information previously gathered in the sources was allocated in two main tables, specifically designed for this purpose, called “Documents” and “Prosopography”. Both tables are related to each other by means of a common key – the field “CodMestre”. Thus, it was possible to create an effective and efficient relational structure, allowing each individual to become associated to the documents in which he was referred (Fig. 3).

Regarding the “Documents” table, it was fed by a formulary with the same exact name. One may point out that each record of the table has cor-

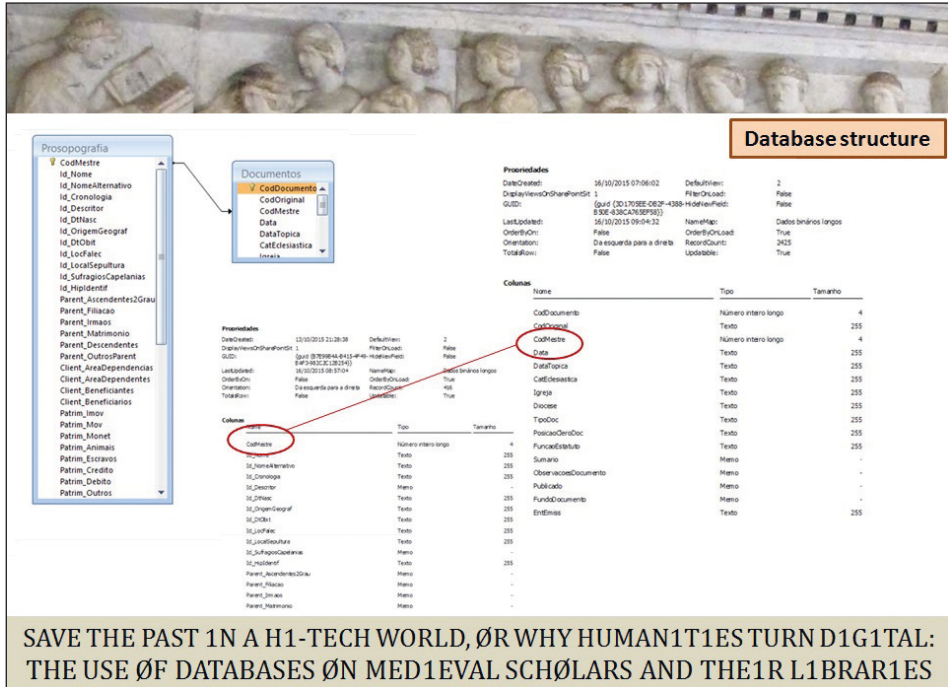


Fig. 3. Database structure.

respondence in a single document. The fields predicted in the table and its form were originally a serial number (consisting of a unique and unrepeatable identifier), the date and place of the drafting of the document, the entity responsible for the dispatch and another field allowing classify the document by type, for instance: last wills, legal sentences, sales contracts, papal decrees, etc. Altogether, these five fields constitute what we can call the header of the document.

Later on, it was added another field to the previous ones, in order to incorporate a description of the document, namely a short summary intended to indicate briefly the individuals and subjects mentioned there. On the other hand, anticipating situations not initially foreseen, or other exceptional circumstances, an open field called "Observations" was created. Finally, it was also decided to collect the information of the archives in which the documents were consulted as well the academic studies where they were transcript or quoted.

Regarding the second main table – the table "Prosopography", a form was also created to receive data, called "Form Magistri". We have come up with

this table, based on a matrix, whose design greatly benefited from the experience of previous prosopographical studies. The assessment of prosopographical matrixes found in these works, combined with the specific problems of the research, contributed to the development of a data collection model, which had been progressively adjusted for the purpose of the investigation. Before getting its final configuration, the matrix suffered, however, several rearrangements, additions and rejections, in a continuous improvement process.

Over the time, new fields have been incorporated in the original table, while others were removed. More than once, the terminology changed, with the intent of better expressing the realities addressed. Also the organisation and disposition of information have undergone significant changes. The very content of the table fields was revised, in search for consistency to facilitate the reading and intelligibility of data, as well as to improve the internal coherence of the matrix. Also, a logical presentation of the topics was intended, to better understand the careers of the scholars by chaining related topics in a logical sequence. Finally, there were also concerns with simplicity, seeking to avoid, whenever possible, redundancies and excessive unfolding of the data.

The end result of this process was the design of a form consisting of nine blocks of information organised by classes, then branched into subclasses, thematically linked to each other. These blocks are, in sequence: basic id, kinship, clienteles, patrimony, education, written production, church service, royal service, and bibliography. As a result, the form displays 45 fields of data (Fig. 4).

Thus, all forms have a header, consisting of four basic information: an order number, used to identify each individual; the name, as found in the documentation, replacing the Latin spelling for the Portuguese, according to established conventions; a date, covering the chronological action re-enacted by the scholars, to the greatest extent; and a quick description, summarising the main career steps in order to provide a very immediate characterisation of the trajectories.

After these initial elements, it were also included other fields, extending the header. They were related to the scholars' origins – birthdates and geographical origin areas – and its deaths – death dates, places of death and burial, and votes. A field for conjectural identifications was also contemplated, in cases where the disambiguation between individuals proved to be particularly difficult.

The second information block was dedicated to the family system (kinship networks). For that purpose were created fields considering the more

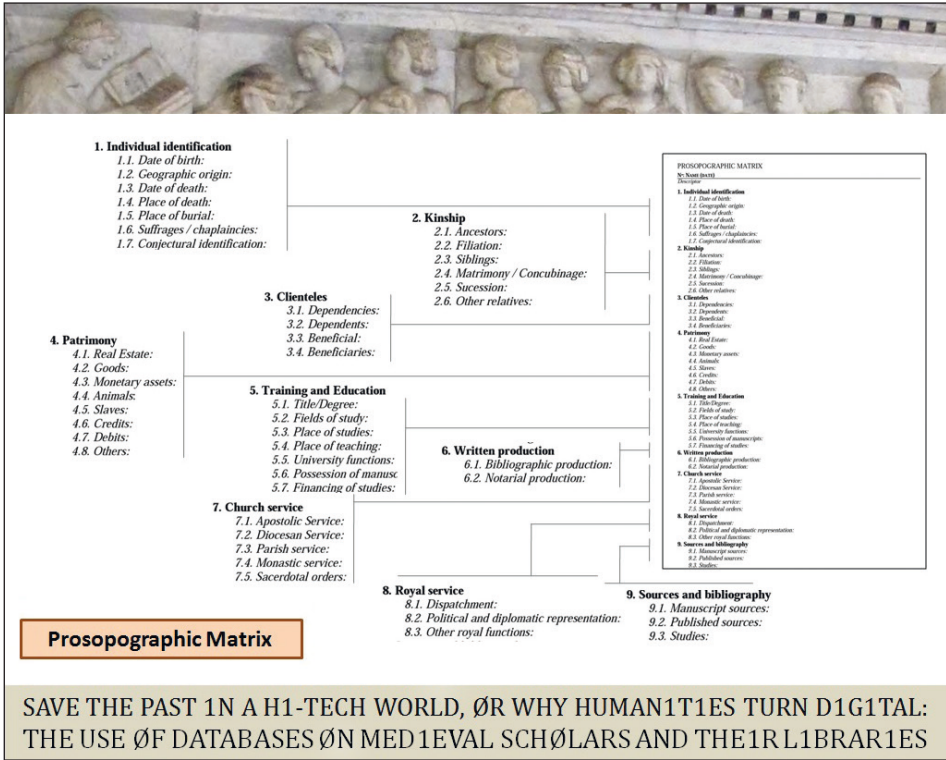


Fig. 4. Prosopographical matrix.

remote ancestry of individuals, their affiliation, direct lateral branches and the respective offspring. Marriages and related situations, such as concubinage, despite the institutional nature of the first and the illegitimacy of the second, were followed, by supposing the same type of relationships, and above all because both modalities could lead to offspring. Finally, a very broad field (called “other relatives”) was used to register other kinship ties (uncles, cousins, nephews, sons-in-law).

In third place, it was considered a section intended for reconstitution of client networks. This was subdivided into four areas grouped into two pairs: the first, formed by patrons and clients; the second, by benefactors and benefited. The first of the two pairs typifies a set of formal relations, reflected in the performance of duties and specific functions where the hierarchies were perfectly defined, while the last two refers to a constellation of more informal connections and therefore more dubious and volatile relations – and, therefore, harder to characterise.

After the information about clients and protection schemes comes the identification of the patrimonial level of the individuals. In this particular, the construction of the groups followed a more or less common type, comprising the distinction between movables, real estate and monetary assets.

However, to this traditional model were added fields related to the possession of animals, slaves and debts, which would not fit in the above classifications. Regarding to animals, their inclusion in the matrix is justified by the existence of certain documentary references to cattle and valuable species, information that cannot be ignored as part of an agricultural society, where the possession of animals corresponded, indeed, to a certain degree of wealth. Concerning to slaves, since they do not have legal personality, it was understood that they could be seen as patrimony; therefore they are listed in that section. At the end, although exchangeable in currency, the debits and credits had, mainly, a financial character. Thus, it would be inappropriate to include it in the group of monetary assets.

The fifth collection of news concerned the training and education of scholars. It contained seven subclasses, arranged according to the following order: title/degree; areas of study; places of study; teaching places; university functions; ownership of manuscripts.

The organisation of this structure was, in a sense, quite easy to conceive, since most of the elements imposed quite naturally, as result of the object of research. The descriptor designated as field of knowledge was centred on the information about the subjects studied. As for the study and teaching locations, the purpose of its creation was evident: to receive information on learning environments accessible to scholars, as students or teachers. In these records it was used the classification system recognised for the medieval school system, generally applicable to the Portuguese reality: parochial schools, collegiate schools, chapter schools, monastic schools and *studia generalia*. On the other hand, the performance of certain institutional positions, with non-teaching attributes, in university environment – namely attorneys of the *studia generalia*, members of academic courts, judges in electoral processes of university bodies, and others – required the creation of an unpredicted category.

The ownership of manuscripts was also considered in this set of information, as one of the main indicators relating to training, along with education. As a rule, it suggests an exposition to the knowledge of their owners and it made us presume that they had advanced skills of reading and literacy, very scarce for the period, and also allows extrapolating about the nature of knowledge of their owners.

After training and schooling, it was registered the written production. It was separated from training, not to be mistaken with it; but rather to be understood as its consequence, which is why in registers the blocks succeed. In this particular, it was distinguished simply between literary production and notarial production.

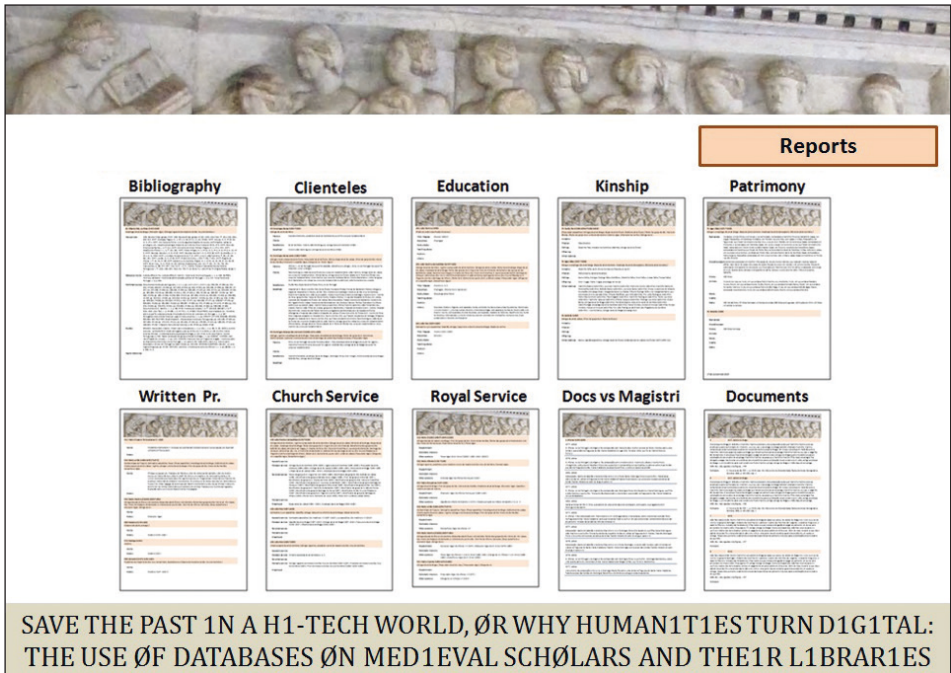
The first was connected with the creation of works or treatises, where the idea of author as original producer proved decisive, although the notion is more a current construction than epochal. It also allowed in the same record references related to translations, since the translator activity assume a unique and creative approach to the literary material.

On the other hand, the notarial production was reserved for more mechanical and repetitive activities, such as copying and handwritten reproduction, typical of scribes and copyists; or associated with predominantly administrative tasks, including in this case the work of registration, preparation of notarial instruments, production of legal contracts, drafting of succession acts or recognition of originals, whose practice was often reserved to certified officials and prepared for this purpose: chancellors, notaries, and others.

Given the reality of the time, marked by an almost total overlap between scholars and ecclesiastics (to the point that, in the coeval lexicon, the designations of scholar and cleric were used interchangeably), the preparation of the matrix seeks to reflect the ecclesiastical service in a detailed level. It was predicted, therefore, the registration of apostolic, diocesan, parochial and monastic services, complemented, if possible, with news about priestly orders, which is transversal to these paths. This division does not imply, however, any tightness, because it was not uncommon the circulation within the ecclesiastical service.

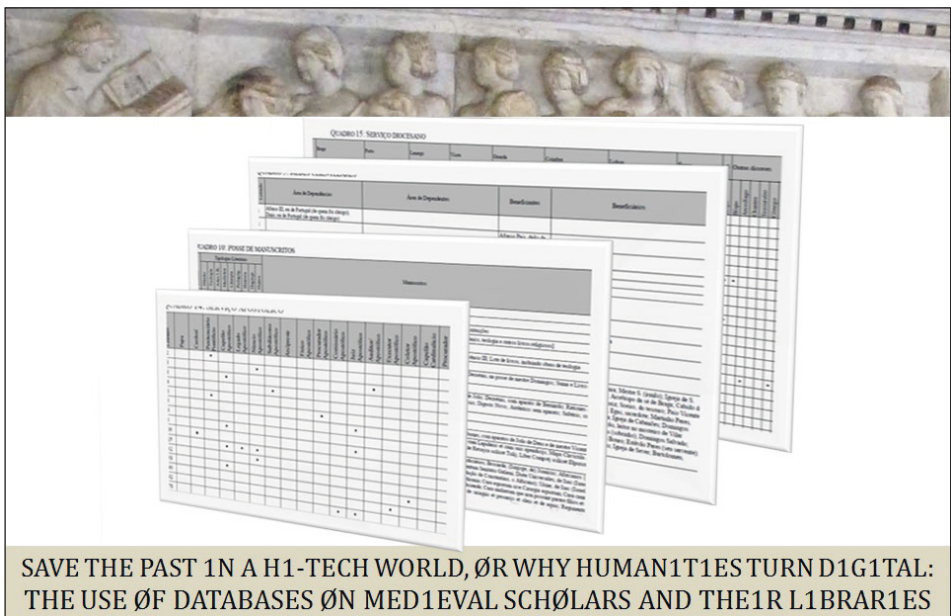
Many of the individual paths also involved the royal service. To accommodate this information, three entries were created: the royal dispatch, where it was enlisted the king's officials and dispatchers of the curia; the political-diplomatic representation, filled with diplomats and representatives of the king – typically ambassadors, in the first case; and royal attorneys, in the case of the latter; and other functions, a category with a greater range than the earlier, where we can find the royal physicians, royal chaplains, the king's clergy, royal preceptors, among several other positions associated with monarchs or with people of the royal household.

In the end of the table were the sources and bibliography about the scholars. Here, it was made a distinction between manuscript, printed sources, reference works, studies and digital references. This division was used on account of a consensual type, reason why its use needs no additional considerations.



SAVE THE PAST 1N A H1-TECH WORLD, ØR WHY HUMAN1T1ES TURN D1G1TAL: THE USE ØF DATABASES ØN MED1EVAL SCHØLARS AND THE1R L1BRAR1ES

Fig. 5. Reports.



SAVE THE PAST 1N A H1-TECH WORLD, ØR WHY HUMAN1T1ES TURN D1G1TAL: THE USE ØF DATABASES ØN MED1EVAL SCHØLARS AND THE1R L1BRAR1ES

Fig. 6. Other reports.

The use of a relational database, with the described attributes, allowed the production of a large number of reports with different characteristics and configurations, which responded to distinct purposes, consistent with the goals of the database (Fig. 5).

Finally, one last note, concerning the advantages associated to the indirect processing of data, supported by export functionalities available in database engines. Exporting information, for instance, to Excel files enabled quantitative readings and the conception of more reports of extreme utility (Fig. 6).

The *Peregrinatio: scholars in motion* database

“*Peregrinatio: scholars in motion*” is a prosopographical database intended to collect numerous data related to various Portuguese scholars who have attended several universities across Christendom, between the second-half of the twelfth and the second-half of the fifteenth century.

The database was initially developed in order to carry out the doctoral thesis of André de Oliveira Leitão, entitled *Portuguese scholars in Christendom (twelfth-fifteenth centuries): mobilities, networks, careers*, and sponsored by a scholarship (reference SFRH/BD/77835/2011) granted by the Foundation for Science and Technology.

As mentioned above, this is a prosopographical database, meaning that it was intended to gather a number of information related to individual actors, as well as to track the interactions among them and with other individuals in a defined spatial range and during a given period of time. The database was developed in order to answer some basic questions and carry out the reconstitution of the biographies of these men, focusing namely on the reconstruction of their networks with other individuals and their careers, within the realm, the church or the academia.

All of them have in common the fact that they have attended at least one *studium generale* outside Portugal and have obtained a degree in one of the fields of knowledge commonly accepted in the university during the Middle Ages – liberal arts, civil law, canon law, medicine and theology; therefore, this database will allow us to recreate the composition of a specific social group – that of the scholars that performed the so-called *peregrinatio academica* (literally, “academic pilgrimage”), a phenomenon with an old tradition (being as old as the first universities) which designates the mobility of university students, long before the establishment of a common exchange programme around Europe – the Erasmus Programme.

This doctoral investigation was subsidiary of a previous project already mentioned, funded by the Rectory of the University of Lisbon, and coordinated by Hermenegildo Fernandes, which aimed to analyse the Portuguese medieval university, during the periods between 1288 and 1537 when the *studium generale* was installed at Lisbon. In fact, the Portuguese medieval university, differently from the university splits that led to the establishment of new *studia* in the cities of Cambridge (in 1209, from Oxford) or Padua (in 1222, from Bologna), has had a quite distinctive feature among the *studia* of the Christendom – its continuous relocation between the cities of Coimbra and Lisbon, as Hastings Rashdall noted in his major work about the history of medieval universities²⁷.

In the beginning, the project started with the gathering of information on individuals who attended the university in Portugal between the thirteenth and sixteenth century in a compilation of documents edited by Professor Artur Moreira de Sá and his team between 1966 and 2004 – the *Chartularium Universitatis Portugalensis*, which includes almost 7000 documents from several archives and sources, including the so-called *Livro Verde* (*Green Book*, “the single original cartulary of the Portuguese medieval university”²⁸), the Portuguese royal chanceries, Portuguese notary documentation, records from monasteries and convents as well as municipal sources, in addition to countless papal bulls and supplications addressed to the pontiffs in order to request several benefits to the holders of academic degrees.

This compilation included several documents in which Portuguese students were mentioned as attending different universities across Europe; this list, however, was not exhaustive. Given the long tradition of research in the Portuguese university about the presence of Portuguese students abroad during the Middle Ages and early modern period (as mentioned before), it seemed quite natural to define, as a Ph.D. project, a broader study on the Portuguese *peregrinatio academica* in medieval context.

Thus, the purpose of this thesis is to trace an overview around the issues of academic mobility, dissemination of knowledge, and the building of networks and careers by the students that one can certainly say that were related with the Portuguese realm, through the prosopographical survey. Regarding this aspect, the definition of the corpus could be quite complex, as sometimes it is very difficult to qualify a given individual as Portuguese.

²⁷ Hastings Rashdall, *Universities of Europe in the Middle Ages*. Vol. 2/1 (Italy, Spain, France, Germany, Scotland, etc.) (Oxford: Clarendon Press, 1895), 103-104.

²⁸ Hermenegildo Fernandes, “Introdução”. In *A Universidade Medieval em Lisboa...* por Hermenegildo Fernandes, coord.: 25.

In fact, for these scholars (which, during the major part of the Middle Ages, were almost always ecclesiastics), their self-identification relies entirely on the diocese where they were born rather than the kingdom, which causes some additional problems in the Portuguese case, due to the existence of some cross-border dioceses – such as Badajoz, Ciudad Rodrigo or Tuy, whose cathedrals were located in cities that belonged to the Crown of Castile but which spiritually administered several territories in the Kingdom of Portugal. Furthermore, one should remember that, concerning the allocation of foreign students in the university *nationes* – that assembled together students with a common geographic origin –, those that came from the Iberian Peninsula were all grouped in the so-called *natio hispanica* (“Spanish nation”), despite the fact that they were Portuguese, Leonese, Castillian, Navarrese, Aragonese or Catalan. This situation caused many of these students to be called *Hispanus* (the most famous of whom was *Petrus Hispanus*, the future Pope John XXI), regardless of their precise geographic origin.

The central objective of this Ph.D. is to understand the impact of these highly skilled men in the realm, from a social and cultural point of view, in order to understand the social reproduction of a well defined category – the scholars – following the model proposed by Pierre Bourdieu on his *Homo academicus*²⁹ on the one hand, and to analyse the transfer of knowledge within that group and the repercussions that such training may have taken over in Portugal.

Once the archives to be consulted were defined, we faced an uneven corpus of sources: in fact, some of the documents only mentioned a small reference to the enrolment of a student in a given school or university, while others were more detailed reports on the exams to obtain the degrees of bachelor, licentiate or doctor, with an accurate description of the points of the exam, the jury, and the ceremony of bestowal of academic insignia.

Thus, the database was built in a comprehensive manner in order to safeguard the various situations prescribed in the sources; some of the fields were later added or unfolded, while others were deleted due to lack of information. The base was built into MS Access, in order to be easily adaptable to other database systems (such as the SQL), on the one hand, and to promote its online availability, on the other hand.

The database was defined around sixteen larger groups, divided into various fields instead. The larger groups were as follows: “identification”; “document”; “name”; “personal data”; “family data”; “patronage/clients”;

²⁹ Pierre Bourdieu, *Homo Academicus* (Paris: Les Éditions de Minuit, 1984).

“academic data”; “academic genealogy”; “academic production”; “attended universities”; “academic service”; “royal service”; “ecclesiastical service”; “benefices”; “observations”; and “sources and studies”.

The group “identification” includes two fields: the *Global_ID#* (a single number intended for each individual record in the database) and the *Fusion_Code* (a number which aggregates several records pertaining to the same individual; in addition, a letter following the number refers to a identification that is possible, although uncertain).

The group “document” relates to information concerning the written document, including three fields: the *Date* (in the format YYYY-MM-DD), the *Typology* of the document (which allowed to choose if it is a notary document, an academic record, a royal chancery, a municipal document, a supplication presented to the pontiff, a papal bull or any other type of ecclesiastical record) and the *Language* in which the document is recorded – including options for Latin, Portuguese, Castilian, Italian and other languages (Fig. 7).

The group “name” concerns the identification of the individuals. In each case, the original language and spelling of the source was always preserved. It includes seven different fields: *Given_name* (the person’s first name), *Patronymic* (if available: e.g. Dominici, “son of Dominicus”, Peres, “son of Peter”), *Surname* (if available; only common in the late-fifteenth century), *Place_name*

Global_ID#	Fusion_Code	Date	Document_Latin	Document_Castilian	Document_Italian	Document_Portuguese	Document_Otherlang
2700	0781	1288-03-05	TRUE	FALSE	FALSE	FALSE	FALSE
5729	1881	1291-10-25	FALSE	FALSE	FALSE	TRUE	FALSE
6431	1930	1291-10-25	FALSE	FALSE	FALSE	TRUE	FALSE
5787	1710	1296-01-30	TRUE	FALSE	FALSE	FALSE	FALSE
6241	1836	1301-02-07	FALSE	FALSE	FALSE	TRUE	FALSE
177	0088	1301-02-07	FALSE	FALSE	FALSE	TRUE	FALSE
1424	0349	1301-02-07	FALSE	FALSE	FALSE	TRUE	FALSE
1423	0349	1301-02-07	FALSE	FALSE	FALSE	TRUE	FALSE
176	0088	1301-02-07	FALSE	FALSE	FALSE	TRUE	FALSE
6240	1836	1301-02-07	FALSE	FALSE	FALSE	TRUE	FALSE
4971	1522	1301-02-07	FALSE	FALSE	FALSE	TRUE	FALSE
5192	1565	1301-02-07	FALSE	FALSE	FALSE	TRUE	FALSE
5193	1565	1301-02-07	FALSE	FALSE	FALSE	TRUE	FALSE
4972	1522	1301-02-07	FALSE	FALSE	FALSE	TRUE	FALSE
3720	1105 a	1309-07-01	FALSE	FALSE	FALSE	TRUE	FALSE
3719	1105 a	1309-07-01	FALSE	FALSE	FALSE	TRUE	FALSE
3731	1105	1309-11-27	FALSE	FALSE	FALSE	TRUE	FALSE
3734	1105	1310-01-19	FALSE	FALSE	FALSE	TRUE	FALSE
3659	1302	1310-09-03	FALSE	FALSE	FALSE	TRUE	FALSE
4850	1481	1310-09-03	FALSE	FALSE	FALSE	TRUE	FALSE
4844	1486	1310-09-16	FALSE	FALSE	FALSE	TRUE	FALSE
436	0106	1310-09-16	FALSE	FALSE	FALSE	TRUE	FALSE

Fig. 7. ID and Document groups.

Given_name	Patronymic	Surname	Place_name	Other_names	Title	Name_in_full
Franciscus	Dominici					Francisco Domingues
Vasco	Martijnz					Vasco Martins
Vicente	Martijnz					Vicente Martins
Raymundus	Laurentij					Raimundo Lourenço
Steuam					Magister	Mestre Estêvão
Affonso	Paaez					Afonso Pais
Bartolomeu					Mestre	Mestre Bartolomeu
Bartolomeu					Mestre	Mestre Bartolomeu
Affonso	Paaez					Afonso Pais
Steuam					Mestre	Mestre Estêvão
Meendo					Maestre	Mestre Mendo
Pedro				dicto Cardeal		Pedro, dito Cardeal
Pedro				dicto Cardeal		Pedro, dito Cardeal
Meendo					Mestre	Mestre Mendo
Johane					Mestre	Mestre João
Johane					Mestre	Mestre João
Johane				das Leis		João das Leis
Johane				das Leis		João das Leis
Joham			de Sintra			João de Sintra
Martinh	annes					Martinho Anes
Martim	Lourenco					Martim Lourenço
Afonso	Reymondo					Afonso Raimundo
Pedro					Mestre	Mestre Pedro

Fig. 8. Name group.

(if a given individual was known by his place of birth or residence, e.g. João de Sintra, “John of Sintra”), *Other_names* (if available, for instance “dicto Cardeal”, the so-called Cardinal, or “Hispanus”, from Hispania), *Title* (if only a given name is provided: for instance, *Magister Johannes*, *mestre Pedro das Leys*, etc. – a situation quite common in the records of the twelfth and thirteenth centuries) and *Name_in_Full* (providing a full name of the scholar, in Modern Portuguese, for indexation purposes), as shown on Fig. 8.

The group “personal data” includes seven fields, to be filled if relevant information is provided: *Date_of_birth*; *Place_of_birth*; *Diocesan_identification* (most of the times these men identified themselves regarding their diocesan origins instead of their birth town); *Date_of_death*; *Place_of_death*; *Place_of_burial* and *Will*.

The group “family data” includes eight related to kinship (*Son*; *Father*; *Grandfather*; *Grandson*; *Brother*; *Uncle*; *Nephew*; *Cousin*), in addition to other five fields regarding the legitimacy (*Legitimate*, *Illegitimate*, *Legitimised*) or the ancestry (*Noble*, *Royal*).

Cod	Academic_degree	Cod	Academic_field
Bac	Bacharel	Ars	Liberal arts
Lic	Licenciado	Can	Canon Law
Mag	Mestre	Civ	Civil Law
Doc	Doutor	Utr	Utriusque iuris
Sch	Escolar	Med	Medicine
Std	Estudante	Teo	Theology

Fig. 9. Academic degree and academic field groups.

doctor) and the *Academic_field* (liberal arts, civil law, canon law, both laws, medicine, theology), as seen on Fig. 9.

The group “academic genealogy” refers to the relations of mentorship between scholars, expressed by the formulas *Disciple of*, *Master of* and *Influenced*.

The group “academic production” allows one to describe the treatises and books written by a scholar referred in the database.

The group “attended universities” includes a list of various *studia generalia* to be chosen from a set: *Aix-en-Provence*; *Angers*; *Bologna*; *Bordeaux*; *Cambridge*; *Coimbra*; *Ferrara*; *Leuven*, *Lisbon*; *Lleida*; *Montpellier*; *Nantes*; *Oxford*; *Padua*; *Paris*; *Pavia*; *Perugia*; *Pisa*; *Roma*; *Salamanca*; *Siena*; *Toulouse* (Fig. 10).

In the group “academic service” one should refer to the position of a given individual in the academia: *Student*; *Professor* (including, if available, the hours of the lectures – prime, sext, vespers, or the status as substitute professor); *Rector*; *Councillor*; *Deputy*; *Bedel*; *Chancellor*; *Guardian*; *Inspector of weights and measurements*; *Receiver of the Rents* and so forth.

The group “royal service” includes the following positions: *Chancellor*; *Councillor*; *Judge* (“desembargador”), *Cleric*, while the group “ecclesiastical service” groups the following categories: *Pope*; *Cardinal*; *Archbishop*, *Bishop*, *Dean*, *Cantor*, *Schoolmaster*, *Archdeacon*, *Treasurer*, *Canon*, *Abbot*, *Rector* and *Priest*, also including the name of a given parish, bishopric or archbishopric.

The group “benefices” includes the reference to churches, collegiates, monasteries, abbeys from which the ecclesiastical revenues came; one must refer to the places, values of the revenues and units of account (livres Tournois, gold ducats, etc.)

The group “patronage/clients” includes several positions regarding dependency or professions: *Attorney*, *Cleric*, *Chaplain*, *Confessor*, *Physician*.

The group “academic data” includes information related with *Academic_degree* (student, scholar, bachelor, licentiate, master,

Cod	Studium
AIX	Aix-en-Provence
ANG	Angers
BOL	Bologna
BOR	Bordeaux
CAM	Cambridge
COI	Coimbra
FER	Ferrara
LEU	Leuven
LIS	Lisboa
LLE	Lleida
MON	Montpellier
NAN	Nantes
OXF	Oxford
PAD	Padua
PAR	Paris
PAV	Pavia
PER	Perugia
PIS	Pisa
ROM	Rome
SAL	Salamanca
SIE	Siena
TOU	Toulouse

Fig. 10. Attended universities field.

A group of “observations”, to be freely filled with other information unable to be sorted out in the other fields, is also available.

Finally, a group of “sources and studies” includes two different fields: *Sources*, intended for the original documents and the archival records, and *Studies*, for the bibliography.

Following the completion of this database, our purpose will be to determine an accurate corpus of the Portuguese scholars that attended universities outside Portugal, in order for the conclusions to be comprehensive and understood their mobility, the integration of these men in an “European” and “transnational” network, the preference by a given field of knowledge or the preponderance of a *studium* above the others regarding the Portuguese *pergrinatio*, thus allowing to reconstruct some major trends on the mobility of Portuguese students during the Middle Ages. In addition, it will also focus on the careers of those who attended *studia generalia* and later worked in the royal, ecclesiastical or academic spheres. The final goal of the database will be the production of digital humanities, such as cartographic data based on the use of GIS, and the future online availability.

Final remarks

All these strands are designed to converge into the international networks dedicated to the history of universities, for data exchange, management of scientific events and publication of studies in a comparative perspective. In this sense we aim to contribute both to establish a corpus of scholars at a European level and at the same time assess the impact of a small and peripheral *studium* at the Atlantic border, in the making of a European university network. This is particularly sensitive since the kingdom ceases to be peripheral between the fifteenth and the eighteenth centuries to become one of the centres in a global multi-centred economy, a fact whose repercussions on financing university and defining the social status of scholars are still to be measured. We hope some answers to these major issues will derive from the data basis on scholars and *Æconomia Studii*.

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