

## PRESENTATION

# The foundation of the University of Salamanca and the rise of European universities in the 13<sup>th</sup> century

La fundación de la Universidad de Salamanca y el auge de las universidades europeas en el siglo XIII

Nathalie Gorochov  
*Université Paris-Est Créteil*

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2018, the 800<sup>th</sup> anniversary of the creation of the University of Salamanca, founded by King Alfonso IX of Leon in 1218 or 1219, gives us an excellent opportunity to present here recent research conducted on universities founded in Europe in the thirteenth century. By 1300, fifteen or sixteen universities had appeared, and they have developed with varying degrees of success: Palencia, Bologna, Oxford, Cambridge, Paris, Salamanca, Montpellier, Padova, Naples, Vercelli, Toulouse, Sevilla, Valladolid, Alcala, Lerida and Coimbra. 2018 also coincides with the one hundred and sixtieth anniversary of the birth of the English historian Hastings Rashdall (1858 - † 1924), author of the monumental work *The Universities of Europe in the Middle Ages*, comprising 1500 pages in three volumes published in Oxford in 1895<sup>1</sup>. This collection of articles entitled "The foundation of the University of Salamanca and the rise of European universities in the 13<sup>th</sup> century" is dedicated to this major historian of medieval universities.

Hastings Rashdall correctly distinguished three types of medieval universities: universities born spontaneously from pre-existing schools (Bologna, Paris, Oxford, Montpellier before 1300), universities born by migration

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<sup>1</sup> Hastings Rashdall, *The Universities of Europe in the Middle Ages* (Oxford: The Clarendon Press, 1895).

from these first universities (Cambridge, Padua), and finally universities created by imperial, royal, pontifical or communal power (Palencia, Salamanca, Naples, Vercelli, Toulouse, Seville, Valladolid, Alcalá, Lerida and Coimbra)<sup>2</sup>. According to Rashdall, all the universities founded in the 13<sup>th</sup> century had followed one of two archetypal models: Parisian masters university, Bolognese university of students, and some of them borrowed from both models<sup>3</sup>. Rashdall's book, mainly based on the study of the normative sources of universities (statutes, letters of foundation, royal charters), still constitutes an excellent reference on the institutional history and the hazards of the first universities of Europe. For instance, Rashdall showed that some of them disappeared quickly, such as the university of Vercelli<sup>4</sup>, while others began to attract students and to offer regular teaching only after decades, such as the university of Salamanca<sup>5</sup>.

Of course, for a century, historiography has advanced our knowledge about medieval universities. An essential step was taken when teachers and students burst into the field of the history of universities, which until then remained exclusively institutional. From the 1950s, Sven Stelling-Michaud in Switzerland<sup>6</sup>, Jacques Le Goff in France<sup>7</sup>, and later Antonio Ivan Pini<sup>8</sup> in Italy inaugurated a social history of universities, "shifting the attention of institutions towards men"<sup>9</sup>. The study of men who worked and taught in schools and universities became integral to the study of the institutions.

In the wake of Stelling-Michaud, Le Goff and Pini, many works have been published on universities, masters and students in the fourteenth and fifteenth centuries<sup>10</sup>, but much less on the thirteenth century which remains

<sup>2</sup> Rashdall, *The Universities*, vol. 1, 15-16.

<sup>3</sup> Rashdall, *The Universities*, vol. 1, 17.

<sup>4</sup> Rashdall, *The Universities*, vol. 2, 28.

<sup>5</sup> Rashdall, *The Universities*, vol. 2, 76.

<sup>6</sup> Sven Stelling-Michaud, *L'université de Bologne et la pénétration des droits romain et canonique en Suisse aux XIII<sup>e</sup> et XIV<sup>e</sup> siècles* (Genève: Droz, 1955) ; *Les juristes suisses à Bologne (1255-1330). Notes biographiques et registes des actes bolonais* (Genève : Droz, 1960).

<sup>7</sup> Jacques Le Goff, *Les intellectuels au Moyen Age* (Paris: Le Seuil, 1957).

<sup>8</sup> Among several publications, mention can be made of : Antonio Ivan Pini, "Per una storia sociale dell'università : I bidelli bolognesi nel XIII secolo", *Annali di Storia delle Università Italiane* 1 (1997): 43-75.

<sup>9</sup> Le Goff, *Les intellectuels*, 1 : "l'intérêt est de déplacer l'attention des institutions vers les hommes".

<sup>10</sup> A lot of these works are mentioned in the two important synthesis of the 1990s: *Le università dell'Europa. Gli uomini e i luoghi. Secoli XII-XVIII*, ed. Gian Paolo Brizzi et Jacques Verger (Balsamo: Silvana, 1993); *A History of the University in Europe. Volume 1: Universities in the Middle Ages*, ed. Hilde de Ridder-Symoens (Cambridge: Cambridge University Press, 1992).

difficult to study because the preserved documentation is rather unequal and poor. Because of the absence of lists of students, the historian must have recourse to various other sources in order to gather prosopographic data: not only the texts of foundation and statutes –which have not always survived–, but also chronicles, ecclesiastical archives and epistolary collections. Above all, in order to reconstitute the organization and the content of the teaching, to enlighten the schools and the relations between professors and students, to understand the local projects that led to institutional and intellectual rise of universities before 1300, historians cannot ignore doctrinal sources such as legal, theological, philosophical and medical works of the masters. Texts and contexts illuminate each other.

Here are collected six essays about the foundation of the University of Salamanca and the rise of European universities in the 13<sup>th</sup> century. First, Adeline Rucquoi presents the rise of the University of Salamanca and of other Iberian universities (Palencia, Valladolid, Coimbra, Alcala de Henares), whose foundation is linked to royal power. François-Olivier Touati describes the beginnings of the medical teaching at Montpellier. Fulvio delle Donne is studying another royal foundation, that of the University of Naples, and the political project of Frederick II, which is closely associated with it. Nathalie Gorochoff's paper sheds light on the role played by Parisian masters and students in the other *studia* of Europe, notably Oxford, during the great dispersion of 1229-1231. Tommaso Duranti studies the rise of the medical faculty of Bologna during the thirteenth century. Finally, in addition and as a counterpoint, Manuel Casado Arboniès's paper takes the study of the University of Alcala beyond the 13<sup>th</sup> century, until the 15<sup>th</sup> century.