

## THE MEDIEVAL ORIGINS OF STUDENT DISCONTENT

IT IS ALMOST IMPOSSIBLE TO PICK UP A PAPER IN ANY PART OF THE WORLD TODAY WITHOUT SOME REFERENCE TO STUDENT RIOTS, DEMONSTRATIONS, DEMANDS AND VARIOUS OTHER METHODS OF EXPRESSION OF DISCONTENT. FEW SUBJECTS HAVE OCCUPIED THE ATTENTION OF COMMENTATORS AND JOURNALISTS AS MUCH AS THE EXPLANATION, EVALUATION AND CRITICISM OF STUDENTS. PRACTICALLY EVERY COMMENCEMENT SPEAKER IN THE LAST TWO YEARS HAS ALLUDED TO THE STUDENT PROBLEM AND YOU ARE PROBABLY WELL AWARE OF THE DISRUPTIONS THAT HAVE OCCURRED ON CAMPUSES FROM PARIS TO BERKELEY, FROM COLUMBIA TO TOKYO.

THE REASONS FOR THE DISCONTENT OF THE STUDENTS OF TODAY IS COMPLEX AND MY OBJECT IS NOT TO DEFEND OR CONDEMN THE MODERN STUDENT, ALTHOUGH PERSONALLY I FEEL THAT THE VAST MAJORITY OF THE STUDENT DEMANDS ARE VALID AND THAT STUDENTS INDEED ARE "REBELS WITH A CAUSE."

MY BRIEF TALK TONIGHT IS DESIGNED TO SHOW THAT STUDENTS WERE OFTEN DISCONTENT WITH THE SITUATION THEY FOUND THEMSELVES TO BE IN AND IN FACT STUDENT ACTIVISM, DISCONTENT WAS VERY MUCH PART OF THE HISTORY OF UNIVERSITIES FROM THE EARLIEST BEGINNING OF THAT INSTITUTION OF HIGHER EDUCATION, IN OTHER WORDS STUDENT DISCONTENT IS AS OLD AS THE IDEA AND INSTITUTION OF THE UNIVERSITY ITSELF. IF I MIGHT BE BOLD ENOUGH TO PREDICT THE FUTURE, ALWAYS

HAZARDOUS FOR THE HISTORIAN, STUDENT DISCONTENT WILL EXIST AS LONG AS UNIVERSITIES CONTINUE TO FLOURISH. MAY BOTH HAVE A LONG FUTURE.

LET US THEREFORE TURN TO A FASCINATING CHAPTER OF WESTERN INTELLECTUAL HISTORY, NAMELY THE RISE OF THE UNIVERSITIES. THE INSTITUTION OF UNIVERSITIES IS ONE OF THE GREAT CONTRIBUTIONS OF THE MIDDLE AGES TO OUR CIVILIZATION. ALTHOUGH SCHOOLS OF ADVANCED STUDY HAD EXISTED IN THE ANCIENT WORLD, THE UNIVERSITY HAS ITS BEGINNING IN THE TWELFTH CENTURY. ITS ORIGINS ARE HUMBLE AND IT GREW OUT OF A NEED. WITH THE RISE OF A MORE HIGHLY SPECIALIZED URBAN CULTURE IN WESTERN EUROPE FROM THE ELEVENTH CENTURY ON, THERE IS A CORRESPONDING RISE OF INTEREST IN THE INTELLECTUAL ASPECTS OF THE WESTERN HERITAGE. TEACHERS IN TOWNS SUCH AS PARIS, ORLEANS, COLOGNE, BOLOGNA, AND PADUA WERE IN GREAT DEMAND AND SOON STUDENTS FROM FAR AWAY CAME TO SIT AT THE FEET OF A GREAT MASTER AND HEAR FROM HIM THE WISDOM THAT THE TEACHER HAD TO IMPART. THERE WE HAVE THE NUCLEUS OF THE UNIVERSITY FOR WE HAVE THE TWO MAIN ELEMENTS PRESENT: THE TEACHER, WHO IS WILLING TO SHARE HIS KNOWLEDGE AND THE STUDENT WHO IS READY TO PAY FOR THIS WISDOM. THE EARLIEST UNIVERSITIES THUS BECAME SIMPLY ASSOCIATIONS OF STUDENTS OR STUDENTS AND TEACHERS FOR THE PURPOSE OF SEEKING KNOWLEDGE TOGETHER.<sup>\*</sup> THE ASSOCIATION OR THE UNIVERSITAS WAS TO BENEFIT AND PROTECT THE MEMBERS OF THIS GUILD. I USE THE WORD GUILD BECAUSE THE UNIVERSITAS

WAS VERY SIMILAR TO THE GUILD SYSTEM WHICH REGULATED THE ECONOMY AND LABOR FORCE OF THE MIDDLE AGES.

THE FACT THAT STUDENTS FLOCKED TO A MASTER TO HEAR HIS LECTURES WILL LEAD TO A MAJOR DEVELOPMENT IN THE CONCEPT OF THE UNIVERSITY. IN MOST SOUTHERN EUROPEAN CITIES THE STUDENTS WILL ORGANIZE THEMSELVES INTO A BODY TO PROTECT THEMSELVES AGAINST THE TEACHERS AND THE TOWNSPEOPLE AND THUS THE STUDENTS WILL CONSTITUTE THE UNIVERSITY. THE MOST FAMOUS EXAMPLE OF THIS IS THE UNIVERSITY OF BOLOGNA. IN MOST NORTHERN EUROPEAN CENTERS OF LEARNING IT WILL BE THE STUDENTS AND MASTERS OR TEACHERS TOGETHER FORMING THE UNIVERSITY, ORGANIZED TO PROTECT THEIR COLLECTIVE INTERESTS FROM THE ~~EXPLORATION~~ OF THE TOWNSPEOPLE OR THE LOCAL ECCLESIASTICAL AUTHORITIES. THE PRIME EXAMPLE OF THIS ORGANIZATIONAL PATTERN IS PARIS, WHERE THE UNIVERSITY IS CALLED "UNIVERSITAS MAGISTORUM ET SCHOLARUM" - UNIVERSITY OF MASTERS AND STUDENTS. AT PARIS, HOWEVER, THE POWER IS IN THE HANDS OF THE MASTERS AND NOT THE SCHOLARS AND THIS SYSTEM WAS COPIED BY ALMOST ALL OF THE UNIVERSITIES FOUNDED NORTH OF THE ALPS.

THE EXACT DATE OF ORIGIN OF THE TWO GREATEST UNIVERSITIES, PARIS AND BOLOGNA, ~~ARE~~ UNCERTAIN BECAUSE THEY WERE NEVER REALLY "FOUNDED." THEY EMERGED BY THE END OF THE 12TH CENTURY IN FULL BLOOM. THE ORIGIN OF OTHER

UNIVERSITIES IS MUCH EASIER TO DETERMINE SINCE THEY WERE USUALLY GRANTED A CHARTER OR BILL OF FOUNDATION BY EITHER THE POPE OR KING, OR BOTH. OXFORD PROBABLY STARTED AROUND 1167-69. CAMBRIDGE WAS THE RESULT OF A BRAWL BETWEEN STUDENTS AND TOWNSPEOPLE IN OXFORD IN 1209 AND THE UNIVERSITY FOR A WHILE LEFT OXFORD TO THE TOWN OF CAMBRIDGE. WHEN THE DISPUTE WAS OVER, SOME TEACHERS AND STUDENTS REMAINED BEHIND AND THUS CAMBRIDGE CAME INTO BEING. BESIDE PARIS, THE OTHER FAMOUS UNIVERSITIES OF FRANCE WERE MONTPELLIER, (END OF 12TH CENTURY), ORLEANS 1229, (MIGRATION FROM PARIS), TOULOUSE, AND A LARGE NUMBER OF SCHOOLS FOUNDED IN THE COURSE OF THE FOURTEENTH AND FIFTEENTH CENTURY. SPAIN'S MOST IMPORTANT UNIVERSITY WAS SALAMANCA WHILE PORTUGAL HAD LISBON-COIMBRA, WHERE THE STUDENTS LEFT LISBON FOR COIMBRA THREE TIMES BEFORE FINALLY RETURNING TO LISBON.

BESIDES BOLOGNA THE GREATEST <sup>UNIVERSITY</sup> MINORITY OF ITALY WAS PADUA, THE RESULT OF A STUDENT MIGRATION FROM BOLOGNA IN 1220. AFTER A QUARREL WITH AUTHORITIES, THE STUDENTS PACKED UP AND LEFT BOLOGNA FOR A MORE HOSPITABLE TOWN AND THUS WAS BORN PADUA) MANY OF THE GREAT CENTERS OF WESTERN LEARNING WERE FOUNDED BY DISCONTENTED STUDENTS AND MASTERS WHO MIGRATED TO NEW TOWNS AND ESTABLISHED NEW INSTITUTIONS.

PADUA, LATER OUTSHONE ITS "MOTHER" BOLOGNA AND WAS GREAT A CENTER OF LAW AND MEDICINE. IT HAS YET ANOTHER CLAIM TO

FAME, <sup>For</sup> IN AN AGE OF INTOLERANCE TOWARD JEWS, THE SCHOOL OF MEDICINE OF THE UNIVERSITY OF PADUA WAS TOLERANT ENOUGH TO GRANT A JEW THE DEGREE OF DOCTOR MEDICINAE.

SIENA WAS THE RESULT OF ANOTHER STUDENT MIGRATION IN 1246 FROM BOLOGNA AND PISA OWES ITS ORIGIN TO AN EXODUS IN 1338. NAPLES WAS THE FIRST FULLY SECULAR FOUNDATION, ESTABLISHED BY THE EMPEROR FREDERICK II IN 1224.

THE SPREAD OF UNIVERSITIES TO THE CENTRAL AND EASTERN EUROPEAN REGIONS WAS SLOW. ONLY IN THE FOURTEENTH CENTURY DO WE HAVE THE RISE OF INSTITUTIONS OF LEARNING IN GERMANIC AND SLAVIC LANDS. THE FIRST OF THESE INSTITUTIONS WAS THE UNIVERSITY OF PRAGUE IN 1348, FOLLOWED BY CRACOW IN 1364, VIENNA IN 1365, PÉCS 1367, HEIDELBERG 1385, COLOGNE 1388, BUDAPEST 1395. LEIPZIG WAS ESTABLISHED IN 1409 AS A RESULT OF MIGRATION OF STUDENTS FROM PRAGUE DUE TO THE HUSSITE CONTROVERSY.

BY THE END OF THE MIDDLE AGES THERE WERE ABOUT 100 UNIVERSITIES THROUGHOUT EUROPE.

A FEW WORDS ABOUT THEIR ORGANIZATION. TO BE CONSIDERED A STUDIUM GENERALE, AN INSTITUTION HAD TO HAVE FOUR FACULTIES: ARTS, MEDICINE, LAW, THEOLOGY. THE STUDENTS WERE OFTEN DIVIDED INTO NATIONS. PARIS HAD 4 NATIONS, FRENCH, PICARD, NORMAN AND ENGLISH-GERMAN. BOLOGNA STUDENTS WERE ORGANIZED INTO TWO GROUPS, THE TRANSMONTANI AND THE CISMONTANI. VIENNA AND PRAGUE ALSO HAD FOUR NATIONS EACH.

AS I POINTED OUT, THERE ARE TWO ARCH TYPES OF UNIVERSITIES AFTER WHICH THE REST OF THE INSTITUTIONS PATTERNED THEMSELVES WITH MINOR MODIFICATIONS. THESE ARE PARIS AND BOLOGNA.

LET US SEE THE ORGANIZATION OF BOLOGNA FOR IT HAS MUCH TO TELL THE MODERN STUDENT AND ADMINISTRATOR ABOUT STUDENT POWER. BOLOGNA IS A STUDENT-DOMINATED UNIVERSITY. IT IS THE STUDENTS WHO FORM THE MOST IMPORTANT GUILD. BOLOGNA WAS A LAW UNIVERSITY PRIMARILY, ITS STUDENTS WERE DRAWN FROM ALL OF EUROPE. THE PROFESSORS WERE USUALLY NATIVES OF THE CITY AND THUS WERE DOUBLY SUSPECTED BY THE STUDENTS. SO THE STUDENTS ORGANIZE THEMSELVES TO PROTECT THEIR INTEREST AGAINST THE RAPACIOUS TOWNSPEOPLE AND THE TEACHERS. THIS PRESENTS A SITUATION UNPARALLELED IN THE HISTORY OF EDUCATION. IT WAS THE STUDENTS WHO HIRED AND FIRED THE PROFESSORS, FINED THEM FOR NEGLECT OF DUTY OR INEFFICIENT INSTRUCTION. THE DOCTORS WERE COMPELLED TO SWEAR OBEDIANCE TO THE RECTOR, A STUDENT, AND TO OBEY ALL REGULATIONS OF THE UNIVERSITY IE. THE STUDENTS. THE POOR PROFESSOR COULD NOT EVEN LEAVE THE CITY WITHOUT SIGNING A BOND, INSURING THAT HE WILL RETURN AND NOT DEFRAUD THE STUDENTS. IF HE WAS LATE FOR LECTURE HE WAS FIRED, IF HE LECTURED OVER THE TIME ESTABLISHED BY RULES, HE PAID A FINE. THE STUDENTS WANTED THEIR MONEY'S WORTH AND EVEN PRESCRIBED HOW MANY PAGES OF LAW TEXTS THE PROFESSOR HAD TO COVER IN A COURSE. THE EXECUTIVE AUTHORITY WAS IN THE HANDS OF THE

RECTOR, ELECTED FOR TWO YEARS BY THE STUDENTS. THE RECTOR HAD TO BE A STUDENT HIMSELF. ~~H~~IS TITLE WAS RECTOR MAGNIFICUS AND WAS A MOST POWERFUL PERSONAGE. HIS DIGNITY GAVE HIM PRECEDENCE OVER BISHOPS, ARCHBISHOPS AND CARDINALS. THIS STUDENT HAD TWO LIVERIED SERVANTS AND WAS EXPECTED TO ENTERTAIN LAVISHLY. THIS WAS STUDENT POWER AS EVEN ITS MOST ARDENT ADVOCATES TODAY WOULD NEVER DREAM OF ATTAINING. YET ON THE WHOLE IT WORKED AND BOLOGNA FLOURISHED! IT MUST BE KEPT IN MIND HOWEVER THAT MOST OF THE STUDENTS AT BOLOGNA WERE LAW STUDENTS, OLDER AND MORE DEDICATED THAN THE USUAL STUDENT BODY OF UNIVERSITIES SUCH AS PARIS, WHERE THE FACULTY OF ARTS WAS MOST POWERFUL.

LET US NOW BRIEFLY TURN TO THE SECOND ARCH-TYPE OF UNIVERSITY, THE PARISIAN. WHILE MOST OF THE ITALIAN, SOUTHERN FRENCH AND SPANISH INSTITUTIONS FOLLOWED THE BOLOGNA OR STUDENT ORIENTED ORGANIZATION, PARIS WAS THE MODEL FOR THE REST OF EUROPE AND ITS INFLUENCE IS STILL WITH US. PARIS WAS DOMINATED BY THE FACULTY ALTHOUGH OFFICIALLY IT WAS A "UNIVERSITAS MAGISTRONUM ET SCHOLARUM. YET IF WE EXAMINE THE STRUCTURE OF ORGANIZATION OF PARIS WE FIND THAT TO A LARGE DEGREE PARIS TOO WAS RUN BY YOUNG PEOPLE 20-24. THE MOST POWERFUL GROUP WITHIN THE UNIVERSITY WERE THE PROFESSORS OF THE ARTS FACULTY, HOWEVER MANY OF THESE WERE VERY YOUNG, IN FACT OFTEN THE SAME AGE AS THE BOLOGNA LAW STUDENTS.



WE ARE FACED HERE WITH A MOST INTERESTING AND UNUSUAL PHENOMONA, WHERE THE UNIVERSITIES OF EUROPE ARE DOMINATED, LED AND ADMINISTERED BY PEOPLE WHO TODAY WOULD FALL IN THE CATEGORY OF UNDERGRADUATE AND GRADUATE STUDENTS. ~~WOULD NEVER DREAM OF ATTAINING.~~ YET ON THE WHOLE IT WORKED AND BOLOGNA FLOURISHED! IT MUST BE KEPT IN MIND, HOWEVER, THAT MOST OF THE STUDENT BODY OF UNIVERSITIES SUCH AS PARIS WHERE THE FACULTY OF ARTS WAS MOST POWERFUL.

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A FEW WORDS ABOUT THE MEDIEVAL STUDENT, FOR ~~THE~~ WILL THROW LIGHT ON HIS MODERN DESCENDANT. THE MEDIEVAL STUDENT RECEIVED



THE FUNDAMENTALS OF HIS EDUCATION FROM THE LOCAL TEACHER OR PRIEST OF HIS VILLAGE OR TOWN AND AT THE AGE OF 14-18 ENTERED THE UNIVERSITY. TO BE A STUDENT BROUGHT WITH IT EXTENSIVE PRIVILEGES, THE MOST IMPORTANT OF WHICH WAS FREEDOM OF PROSECUTION BY CIVIL AUTHORITIES, FREEDOM FROM TAXATION AND FREEDOM OF MOVEMENT. THE STUDENT HAD CLERICAL STATUS ALTHOUGH HE WAS NOT A PRIEST IN MOST INSTANCES.

THE QUESTION ARISES HOWEVER: WHY WAS THERE DISCONTENT AMONG STUDENTS IN AN INSTITUTION WHERE THEY HAD MORE POWER THAN EVER BEFORE OR SINCE. IT IS INTERESTING TO NOTE THAT THE STORY OF MEDIEVAL UNIVERSITIES IS FULL OF INSTANCES OF RIOTS, ARMED ENCOUNTERS AND VIOLENT UPHEAVALS, INFACCT PROFESSOR JAQUES BARZUN WARNED IN A RECENT ARTICLE THAT WE MUST SOLVE THE PROBLEM OF THE UNIVERSITIES OR WE WILL REVERT BACK TO MEDIEVAL CHAOS. I FEEL THAT PROFESSOR BARZUN IS OVER CRITICAL OF THE MEDIEVAL UNIVERSITY BUT IT IS IMPORTANT TO EXAMINE WHAT LED STUDENTS TO VIOLENCE 700 YEARS AGO.

THE REASON FOR STUDENT RIOTS CAN BE CLASSIFIED INTO THREE CATEGORIES: STUDENTS AGAINST THE TOWN, STUDENTS AGAINST AUTHORITY (BISHOP, CHANCELLORS, POLICE) AND STUDENTS AGAINST STUDENTS.

THE MOST FREQUENT EXAMPLES WERE THE SO-CALLED TOWN-GOWN FIGHTS WHERE STUDENTS RIGHTLY OR WRONGLY BATTLE THE LOCAL TOWNS-PEOPLE OVER INJURIES OR SUPPOSED INJURIES. THESE FIGHTS ARE UNIVERSAL IN OCCURENCE AND WE HEAR OF THEM AT ALL UNIVERSITIES. MOST OF THE FIGHTS BEGIN IN A TOWN AND SPREAD UNTIL MANY STUDENTS AS WELL AS TOWNSPEOPLE ARE INVOLVED. THE CAUSES ARE NOT HARD TO SEE: STUDENTS ARE DISCONTENTED BECAUSE OF HIGH RENTS, POOR

FOOD, WATERED WINE, HIGH PRICES FOR ALL PRODUCTS AND POOR QUALITY MERCHANDISE. THE TOWN-GOWN FIGHTS OFTEN RESULTED IN PITCHED BATTLES BETWEEN THE SCHOLARS AND THE TOWN FOLK AND WE HEAR OF CASUALTIES, SEVERAL PEOPLE ON BOTH SIDES DEAD ON THE STREETS. CONSIDERING THE FACT THAT THE STUDENTS, AS CLERKS, WERE NOT ALLOWED TO SPILL BLOOD OR CARRY WEAPONS, IT IS MOST INTERESTING TO SEE THAT IN CASE OF AN EMERGENCY THE UNIVERSITY BECAME AN ARMED CAMP IN MINUTES WITH SWORDS, DAGGERS, AND BOWS AND ARROWS AND EVEN CROSSBOWS. CLERICAL-ACADEMIC DRESS DID HAVE ONE GREAT ADVANTAGE, IT WAS FULL AND VOLUMINOUS AND COULD HIDE A GREAT NUMBER OF WEAPONS WITHOUT DETECTION. WHAT WERE THE RESULTS OF THESE RIOTS? USUALLY THE UNIVERSITY AND THE SCHOLARS CAME OUT OF THESE FIGHTS MORE POWERFUL THAN BEFORE. THE KING AND POPE USUALLY SIDED WITH THE STUDENTS AGAINST THE BURGHERS AND THE UNIVERSITY RECEIVED MORE EXTENSIVE PRIVILEGES THAN BEFORE. IT COULD IMPOSE PRICE CONTROLS ON FOOD, DRINK, AND LODGING AND TOWNSPEOPLE WHO WERE INVOLVED IN THE RIOT WERE OFTEN SEVERELY PUNISHED, EVEN WHEN THE STUDENTS SEEM TO HAVE PROVOKED THE RIOT. BUT THE STUDENTS AND TEACHERS OF THE MEDIEVAL UNIVERSITY HAD A TREMENDOUS POWER IN THEIR HANDS WITH WHICH THEY WERE ABLE TO FORCE THEIR DEMANDS: THIS WAS CESSATIONS, IN OTHER WORDS THE UNIVERSITY, WHICH YOU MUST REMEMBER IS JUST A GUILD OR ASSOCIATION DECIDES TO MOVE TO ANOTHER TOWN. IN THIS LIES THE TREMENDOUS POWER OF THE UNIVERSITY. IF A TOWN OR PRINCE DID NOT TREAT THEM WITH THE HONOR THAT THE UNIVERSITY BELIEVED WAS DUE TO IT, THE STUDENTS AND PROFESSORS WOULD PACK UP THEIR BELONGINGS AND MOVE TO A MORE HOSPITABLE TOWN. WHAT THE EFFECT OF THE DEPARTURE OF

SEVERAL THOUSAND STUDENTS FROM A TOWN HAS ON ITS ECONOMY WAS NOT HARD TO SEE. CESSATIONS WERE THE WEAPONS MOST COMMONLY USED BY THE UNIVERSITIES AND AT THE SAME TIME IT IS CESSATIONS WHICH RESULTED IN THE ESTABLISHMENT OF SOME MAJOR INSTITUTIONS OF LEARNING SUCH AS CAMBRIDGE, PADUA, SIENA, ORLEANS, COIMBRA. WHEN THE MAIN BODY OF STUDENTS AND TEACHERS ENDED THEIR CESSATION OTHERS OFTEN REMAINED IN THE CITY AND ESTABLISHED THEIR NEW UNIVERSITY.

THE MAIN STRENGTH OF THE UNIVERSITY IS THAT UNTIL RATHER LATE IN THE 15TH CENTURY THE INSTITUTIONS HAD NO REAL BUILDINGS AND THUS WERE NOT TIED DOWN TO ANY PARTICULAR TOWN. WHERE STUDENTS AND TEACHERS ASSEMBLED - THAT IS WHERE THE UNIVERSITY WAS.

THE SECOND TYPE OR DISORDER WAS BETWEEN STUDENTS AND LOCAL OR ECCLESIASTICAL AUTHORITIES. THE MOST COMMON OF THE ENCOUNTERS WAS BETWEEN STUDENTS AND THE POLICE FORCE. THE CRIME WAS USUALLY PETTY, SUCH AS A STUDENT STEALING FOOD AND MERCHANDISE OR ASSULTING CITIZENS. THE STUDENTS CLAIMED IMMUNITY FROM CIVIL PROSECUTION BUT OFTEN THE SHERIFF AND THEIR SOLDIERS SET UPON THE STUDENTS, SOMETIMES CAPTURED THE WRONG ONES AND EVEN HANGED <sup>some</sup> A FEW SCHOLARS. THIS RESULTED IN BLOODY RIOTS AND CESSATIONS. STUDENTS ALSO HAD QUARRELS WITH THE LOCAL BISHOP OR IN SOME INSTANCES THE POPE IF THEY FELT THEIR PRIVILEGES AND EXEMPTIONS THREATENED. PARIS EVEN CONDEMNED THE POPE JOHN XXII AS A PREACHER OF HERESY AND TOLD THE PONTIFF TO RECAT.

FINALLY THE THIRD TYPE OF DISORDER WE SEE IN THE MEDIEVAL UNIVERSITY IS THE FIGHTING BETWEEN STUDENTS. THIS AGAIN HAS A MULTIPLICITY OF CAUSES. STUDENTS QUARRELED OVER GIRLS, WINE, LODGING, POLITICS AND MONEY. FRENCH STUDENTS BEAT UP ENGLISH, CISMONTANI FOUGHT TRANSMONTANI, IRISH BEAT THE SCOTTS, THE

HUNGARIANS FOUGHT THE AUSTRIANS. POOR STUDENTS OFTEN ROBBED THE RICH AND WE EVEN HEAR OF A GROUP OF ARMED EX STUDENTS WHO LIVED IN THE WOODS AROUND OXFORD ~~AND~~ WERE HIGHWAYMEN ~~AND~~ <sup>WAS</sup> MADE THEIR LIVING BY RELIEVING STUDENTS OF THEIR TUITION MONEY AS THEY MADE THEIR WAY TO THE CITY OF OXFORD.

WHAT WAS THE REACTION TO UNIVERSITIES AND THEIR POWER ON THE PART OF THE PEOPLE IN THE 13TH TO 15TH CENTURY. ON THE WHOLE FAVORABLE. THEN AS NOW MOST PEOPLE FOUND UNIVERSITIES TO BE A GREAT ASSET TO THE REALM AND SUPPORTED THEIR AIMS. MANY PIOUS ECCLESIASTICS AND LAYMEN SHOWED THIS SUPPORT BY ESTABLISHING COLLEGES, WHICH WERE IN ESSENCE ENDOWED RESIDENCE HALLS. THE PAPACY ON THE WHOLE SUPPORTED THE UNIVERSITIES AND CALLED THEM "OUR FAIREST DAUGHTER." KINGS WERE PROUD TO HAVE THEM WITHIN THEIR BOUNDARIES FOR THEY ADDED PRESTIGE AND TRAINED ADMINISTRATORS AS WELL AS INTELLECTUALS TO THE COUNTRY. TO MANY BURGHERS THE UNIVERSITY WAS A LIVELIHOOD.

YET THERE WERE THOSE WHO SAW IN THE UNIVERSITY, THEN AS NOW, ONLY THE EVIL. UNIVERSITIES WERE DENOUNCED AS BEING THE BREEDING PLACES OF HERESY, PAGANISM AND WORLDLINESS. A PREACHER DENOUNCED STUDENTS BY SAYING THAT:

"YOUNG MEN SEEK THEOLOGY AT PARIS, LAW AT BOLOGNA, MEDICINE AT MONTPELLIER, BUT NOWHERE A LIFE PLEASING TO GOD".

STUDENTS BROUGHT SOME OF THIS UPON THEMSELVES WHEN THEY PLAYED DICE ON THE ALTAR OF THE CATHEDRAL OF NOTRE DAME IN PARIS.

A PROCLAMATION IN 1269 DENOUNCES THE STUDENTS OF PARIS IN A VIOLENT MANNER:

"BY DAY AND NIGHT (STUDENTS) ATROCIOUSLY WOUND AND SLAY MANY, CARRY OFF WOMEN, RAVISH VIRGINS, AND BREAK INTO HOUSES; OVER AND OVER AGAIN (THEY COMMIT) ROBBERIES AND MANY OTHER ENORMITIES HATEFUL TO GOD".

WE HEAR OF STUDENTS ABDUCTING GIRLS, BURNING DOWN HOUSES, QUARRELLING OVER DOGS AND WOMEN. THEY PLAYED GUITARS, DRUMS AND OTHER "MUSICAL INSTRUMENTS" TO THE ANNOYANCE OF THE NEIGHBORHOOD. THEY SANG BAWDY VERSES, HISSED, CLAPPED, SHOUTED OUT OF THEIR WINDOWS, MADE REMARKS ABOUT EVERYBODY, THREW GARBAGE, WATER, ITCHING POWDER ON PASSERS-BY AND STUCK OUT THEIR TONGUES AT PEOPLE WITH AUTHORITY.

THE GREAT ROGER BACON REMARKED: "WHENEVER (STUDENT) MEET, AS IN PARIS AND OXFORD, THEY SHOCK THE WORLD WITH THEIR FEUDS, THEIR CONTENTIONS AND THEIR VICES."

EVEN SOME OF THE STUDENTS THEMSELVES FELT AN OUTRAGE ~~OF~~ THE RADICALISM OF <sup>THEIR</sup> STUDENTS. SAVONAROLA, A DOMINICAN FRIAR WROTE HOME FROM BOLOGNA SAYING:

"TO BE CONSIDERED A MAN HERE, YOU MUST DEFILE YOUR MOUTH WITH THE MOST FILTHY, BRUTAL, AND HORRIBLE BLASPHEMIES..... IF YOU STUDY PHILOSOPHY OR THE ARTS YOU ARE CONSIDERED A DREAMER; IF YOU LIVE CHASTELY AND MODESTLY YOU ARE CALLED A FOOL; IF YOU ARE PIOUS, A HYPOCRITE AND IF YOU BELIEVE IN GOD, AN IMBECILE."

HOW VERY MODERN! THIS LETTER COULD HAVE BEEN WRITTEN BY SOMEBODY AT BERKELEY LAST WEEK!

LET US HOWEVER NOT LOOSE OUR HISTORICAL PERSPECTIVE. JUST AS THE MOST VIOLENT RIOTS OF TODAY ARE NOT REPRESENTATIVE OF THE VAST MAJORITY OF STUDENTS TODAY, IN THE SAME FASHION THE HIGHWAY ROBBER STUDENTS AND THOSE WHO RAPED, BURNED AND GAMBLLED ON THE ALTAR ARE NOT REPRESENTATIVE EITHER.

UNFORTUNATELY THE STUDENT, WHO IS DEVOTED TO THE PURSUIT OF LEARNING, WHO ATTENDS LECTURES REGULARLY AND BECOMES A PRODUCTIVE

MEMBER OF SOCIETY AFTER LEAVING THE UNIVERSITY, ~~HE~~ IS NOT EXCITING.  
THEN AND NOW THESE WERE THE VAST MAJORITY.

WHAT CAN WE LEARN FROM THE UNIVERSITY OF THE MIDDLE AGES?

I THINK A GREAT DEAL. WE CAN LEARN TO HAVE GREATER FAITH IN THE ABILITIES OF OUR YOUNG PEOPLE. IF THE RECTOR MAGNIFICUS OF BOLOGNA COULD BE A STUDENT OF 20 OR 24 WHY ARE WE SO AFRAID OF A FEW STUDENTS ON THE BOARD OF TRUSTEES OF OUR UNIVERSITIES. IF FACULTY AT PARIS COULD ELECT THEIR DEANS AND PROCTOR WHY CAN'T THE MODERN UNIVERSITY HAVE THE SAME FAITH IN ITS FACULTY. THE PARISIAN MASTERS WERE OFTEN 20-24 YEARS OLD.

IF MODERN STUDENTS, FACULTY AND ADMINISTRATORS ~~WOULD~~ <sup>LEARNING</sup> BE MORE FAMILIAR WITH THE PAST OF THE GREAT INSTITUTIONS OF THE WESTERN WORLD MAYBE THEY WOULD SEE THEIR RESPECTIVE PROBLEMS IN A ~~MORE~~ CLEARER LIGHT AND THIS MIGHT PROMOTE A BETTER UNDERSTANDING OF THE PRESENT. ~~THE~~ <sup>MEDIEVAL</sup> UNIVERSITY WITH ALL ITS YOUTHFUL VIGOR CAN TEACH OUR YOUTH ORIENTED SOCIETY A GREAT DEAL, FOR THE MEDIEVAL UNIVERSITY WAS THE SCHOOL OF THE MODERN SPIRIT.