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CALL FOR PAPERS

Universities, Schools, and the Transfer of Knowledge
in Late Medieval Central and Eastern Europe

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The dynamic demographic growth and economic prosperity during the Twelfth Century Reformation stimulated urbanization processes, and provided a strong impetus for the development of universities and schools of various levels. These developments took place in Central Europe with some delay, and their pace varied from region to region. The establishment of the first universities in this part of Latin Europe (Prague, Krakow, Vienna, Heidelberg) occurred mainly in the second half of the fourteenth century. Their development reflected the needs of both the dynamically developing urban centers and church institutions, and at the same time was associated with the initiative of the monarchs, who intended to establish new learning centers within their domains, educating intellectuals and training officials. The new universities in Central Europe modeled their organization on the older *studia generalia* of Western Europe (Paris, Bologna), and also drew heavily on their programmes and teaching models.

Strong ties between European universities enabled the transfer of scholars and students, as well as the flow of writings, programmes and ideas. The newly established universities actively participated in the disputes in the fields of philosophy and theology (especially ecclesiology), and thanks to their engagement scholars from Bologna, Paris and Oxford could develop their concepts. The development of universities was closely linked to the socio-cultural changes taking place in the late Middle Ages. On the one hand, the stabilizing parish network and the parish school system created a natural recruitment base for students, as the preserved matriculation registers demonstrate. On the other hand, the growing group of university students and graduates taking up positions in church and secular administration had an increasing impact on schools in towns and villages. This resulted in the growing literacy, especially among the burghers, and also (although to a lesser extent) among the nobility. The needs of scholars and students influenced the increase in the production of books and in their significance as teaching materials. The dynamic development of the school network and the growth of universities created favorable conditions for the mobility of scholars and students, inspired textual exchange, thus stimulating the transfer of knowledge at various social levels and in various cultural interactions.

In the third volume of *Acta Mediaevalia. Series Nova*, we would like to have a closer look at these problems and welcome papers papers addressing the following issues:

- Networks of parish, chapter and cathedral schools;
- Learning within monastery walls;
- Rise and growth of universities;
- Teaching programmes and students' curricula;
- Intellectuals and the challenges of their times;
- Circulation of books (Latin and vernacular), book producers and book consumers;
- Literacy and communication

SUBMISSION GUIDELINES FOR AUTHORS:

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