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City University - Ways of Formation and Prospects

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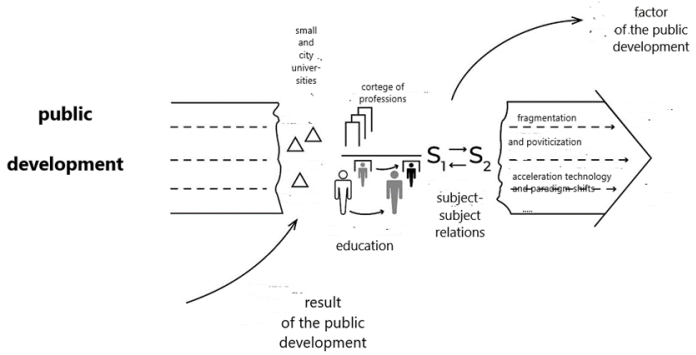
Abstract

The history of the formation of urban universities is traced, including the modern and promising stages of this history, the role of the most important processes: education, vocational training and scientific research. The functional and genetic typology of small universities is presented, as well as a diagram of the place of these universities in the process and flow of social development.

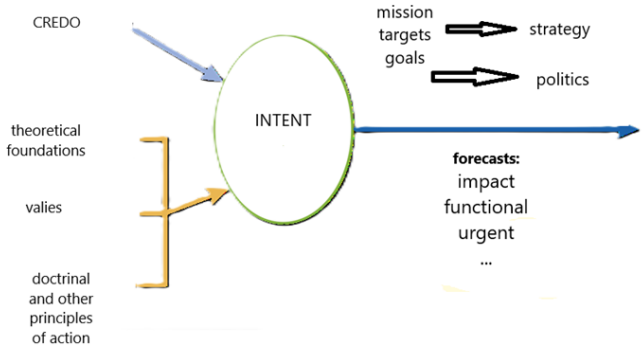
Keywords: City University; Small university; Education; Professional\vocational training; Science

Introduction

The vast majority of universities arose as small ones (with the exception of such examples as Stanford), for the needs of cities (medicine, commerce, law) and as an intellectual guarantee of the sovereignty of urban communes and municipalities. Science as an independent sphere was formed in universities in the 16th and 17th centuries as an intellectual force excessive for these cities (Table 1).



The peak of the genesis of universities in Europe occurred in the 16th century, which formed the basis for the origin and development of science. It took decades and even centuries for university education to become a noticeable social phenomenon, the number of educated people reached a certain point of crystallization of rather random activities into scientific activities, methodologically designed and gained authority. The war of town contra gown, "the city against the mantle", ended with a convincing victory for education and science.



At the same time, cities, in conditions of an almost unchanged socio-cultural situation, could quite articulately submit a request for certain professions, while only universities themselves, elite "city fathers", as well as the highest nobility and clergy could formulate an educational request. In this regard, the early history of Moscow University is instructive and indicative. It should be recalled that Moscow University opened on January 25, 1755 in one of the rooms of the pharmacy at the Iversky Gate at 11 students. In 1809 (Speransky's educational reform), half a century later, two faculties of the Moscow Imperial University, Medical (Medical, 248 students) and Law (Political, 222 students), focused on professional training, and the other two, Mathematical (natural

sciences – physics, chemistry, biology, geography, etc.) are concentrated here - 37 students and Literature - 153 students have a general educational character. Nevertheless, the task of forming "centaurs" - educated professionals as an intellectual elite - was urgent for Europe, Russia, and the United States. Unfortunately, in our country we have gone through and continue to go through so many reforms, transformations, perestroika and reshaping of education, including university education, that we have completely lost the fundamental, conceptual differences between education and vocational training, which neither at the student level, nor at the teacher level, nor at the public and state level, we can no longer articulate, what we do in universities.

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The development of small universities can be characterized by a number of stages in their life cycle:

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1. The emergence of an educational idea or the emergence/consciousness of an educational request/target group.
2. Formation of the content of education based on the educational idea itself, opportunities and request of participants and target audience. At this stage there is formation of norms of activity, fixation of values and organizational structures of the university.
3. Presumably, small universities, having passed the stage of formalization of educational content and internal structure, can develop variably:

- in this state they can function for a long time, working for their target group;
- may be transformed in the future into another organization, including a state educational institution or an institution of additional education, if this was not done initially, or become part of another educational structure;
- Can end its existence if the educational request has been fulfilled, and the leader and his followers are absent at the moment.

The logic of development of small universities as a mobile academic community of professionals and learners seems to be as follows: from the realization of the educational idea and acquisition of the target group through the development of content and internal structure to a new status or liquidation.

In the framework of the study “Small University” [3] a functional-genetic typology of small universities was developed:

The functional-genetic typology is not exhaustive, but it sets a conceptual space for describing all possible variants of small and urban universities. For a more complete description it is necessary to introduce a historical vector: the already past real history of the university and the upcoming alternative perspectives.

The general matrix of the typology is presented below (Table 2):

However, not all types of universities are real: Possible functional and genetic types of mini-universities (Table 3).

Thus, out of 36 theoretically possible, only 13 are actually possible, but they create a rather motley and complex picture of small universities.

The theoretical model of a small university can be formulated in the following scheme (Figure1):

One of the results of social development is a set of required and or promising professions, the most important factor of social development is the educational frontier.

Modern small universities differ from their predecessors in conceptuality - the elaboration and detail of their concept, from which unfolds the organizational project of the university and its basic processes: scientific and project activities, educational and professional training. In general, the concept can be presented as follows (of course, each concept is unique in content) [3] (Figure 2).

As an example, the concept of the Invisible University is proposed, targeting residents of Ukraine and Ukrainian refugees in Europe [2]. This concept was proposed in October 2023.

Theoretical Foundations

Here are some episodes of world history: The 16th century, the “Little Glaciation” in Europe (84 bad and unproductive years) and - the heyday of European universities, Galileo, Durer, Bruno, Kepler, da Vinci, Copernicus, Nostradamus, Paracelsus, Brahe, Hobbes, Comenius: what a pleiad!

The Great Depression - and decisive advances in science, engineering and education: nuclear physics, radio engineering, television, aviation, biology and agronomy, technical universities and institutes in Europe, USA and USSR.

40s (World War II) – breakthrough in the military-industrial complex and in engineering and officer education, emergence of adult schools for pensioners and schools for the adaptation of World War II veterans in Great Britain and the USA.

the deepest crisis of the 90s in Russia and the former USSR countries – and the formation of new networks of universities, the emergence of a “second breath” in education, the restructuring of the entire system and organization of science.

The theory "economic crisis and war is an educational boom" is verified by the course of all new and recent history.

Table 1: *Dynamics of the formation of a network of European universities.*

Century	Number	Universities
11	2	Bologna (1088), Oxford (1096)
12	1	Modena (1175)
13	19	Paris-Sorbonne (early 13), Montpellier (early 13), Cambridge (1209), Valencia (1212), Arezzo (1215), Salamanca (1218), Padua (1222), Naples (1224), Toulouse (1229), Salerno (1231), Orleans (1235), Valladolid (1241), Siena (1246), Remuer (1250), Murcia (1272), Macerata (1290), Lisbon (1290), Madrid (1293), Leda (1300)
14	24	Avignon (1303), Rome (1303), Coimbra (1308), Perugia (1308), Cahors (1332), Camerino (1336), Grenoble (1339), Pisa (1343), Prague-Charles (1347), Florence (1349), Perpignan (1350), Huesca (1354), Pavia (1361), Krakow (1364), Orange (1365), Vienna (1365), Pest (1367), Lucca (1369), Heidelberg (1386), Cologne (1388), Erfurt (1389), Ferrara (1391), Budapest (1395), Zadar (1396)
15	39	Wurzburg (1402), Turin (1404), Leipzig (1409), Aix-en-Provence (1409), Parma (1412), St. Andrews (1413), Rostock (1419), Allocat (1422), Leuven (1425), Pointy (1431), Cayenne (1432), Catania (1434), Bordeaux (1441), Barcelona (1450), Glasgow (1451), Valence (1452), Istanbul (1453), Trier (1454), Greifswald (1456), Freiburg (1457), Basel (1459), Ingolstadt (1459), Nantes (1460), Bourges (1464), Bratislava (1465), Venice (1470), Genoa (1471), Zaragoza (1474), Mainz (1476), Tubingen (1476), Uppsala (1477), Copenhagen 1479), Palma de Mallorca (1483), Siguenza (1489), Aberdeen (1495), Frankfurt an der Oder (1498), Alcala de Henares (1499), Valencia (1500)
16	64	Wittenberg (1502), Seville (1505), Frankfurt (1506), Seville-Santa Tomas (1516), Toledo (1521), Santiago de Compastela (1526), Marburg (1527), Granada (1531), Sahagun (1534), Lausanne (1537), Nims (1539), Maserata (1540), Onyate (1540), Baeza (1542), Koenigsberg (1544), Gandia (1547), Reims (1548), Messina (1548), Tournon (1548), Osuna (1548), Irache (1550), Almagro (1550), Tortosa (1551), Orihuella (1552), Dillingen (1553), Burgo de Osma (1555), Milan (1556), Prague-Clementinum (1556), Rome– Gregorian (1556), Jena (1557), Evora (1558), Geneva (1559), Pasmal (1559), Douai (1559), Mondovi (1560), Ancona (1562), Estella (1565), Braunsberg (1568), Olomouc (1570), Pont-a-Monsoon (1572), Oviedo (1574), Tarragona (1574), Leiden (1575), Helmsted (1575), Avila (1576), Rome-Angelicum (1577), Palermo (1578), Vilnius (1579), Cluj (1581), Edinburgh (1582), Orthez (1583), Fermo (1585), Franeker (1585), Graz (1585), Escorial (1587), Girona (1587), Malta (1592), Dublin (1592), Marischal (1593), Zamosch (1594), Saumur (1596), Montauban (1598), Vic (1599), Sedan (1599)
17	38	Dee (1601), Royal Bourbon College (1603), Giessen (1607), Groningen (1612), Colson (1614), Palerborn (1614), Sassari (1617), Molsheim (1617), Pamplona (1619), Rinteln (1620), Salzburg (1620), Sagliari (1620), Strasbourg (1621), Altdorf (1622), Mantua (1625), Ostabrück (1629), Tartu (1632), Kessel (1633), Trnava (1635), Utrecht (1636), Turku (1640), Hardervik (1647), Bamberg (1648), Kiel (1652), Duisburg (1654), Nijmegen (1665), Kosice (1657), Lemberg (1661), Presov (1665), Lund (1668), Innsbruck (1668), Zagreb (1669), Urbino (1671), Montbellard (1671), Linz (1674), Strasbourg (1685), Besancon (1691), Halle (1693)
18	28	La Laguna (1701), Breslau (1702), Charite (1710), Cervera (1714), Dijon (1722), Pau (1722), St. Petersburg (1724), Camerino (1727), Fulda (1732), Gottingen (1733), Rennes (1735), Ergangen (1742), Braunschweig (1745), Altamura (1748), Moscow (1755), Byutzov (1760), Korte (1765), Freiberg (1765), Nancy (1768), Malta (1769), Berlin (1770), Munster 91771), Modena (1772), Istanbul Technical University (1773), Clausthal (1775), Bonn (1777), Stuttgart (1781), Budapest University of Technology and Economics (1782)

Table 2: *Functional-genetic typology of mini-universities.*

Function Initiative	Enlighten Ment	Education	Professional Training	Social	Spiritual	Poli-Functional University
State Initiative						
Municipal Initiative						
Confessional Initiative						
Business Initiative						
Public Initiative						
Private Initiative						

Table 3: *Functional and genetic types of universities.*

Function Initiative	Enlighten Ment	Education	Professional Training	Social	Spiritual	Poli-Functional University
State Initiative	Universities of penicirate and correctional system					
Municipal Initiative	Overcoming the katakombic and slum bottom of the poorest neighborhoods			Entrepre neurship develop ment	Creativity develop ment	Intellectual development of new and revitalized settlements and territories
Confessional Initiative				Formation of a new image of urban and local life	Missionary Activities	Monastic universities
Business Initiative			Micro-adjustment of professions ephemeral universities in the transition from one cycle of corporate life to another			
Public Initiative	Intellectual support for immigrants, refugees and guest workers ensuring their intellectual advancement			Formation of ethno-cultural communities, enclaves and minorities		
Private Initiative					University-Legacy	Named Universities

Values

The welfare, well-being and happiness of any nation and any country are based not on favorable natural conditions and wealth of natural resources, but on the diligence of people, on the level and quality of their education.

- The era of humanization of science and education is coming, and the humanization of science implies the thesis: “humanistic truth is true if there are other, no less true truths”, and the slogan of humanistic education is “man is a god to man”.

Doctrinal and Other Principles of Action

In the conditions of war and growing totalitarianism, the university, like the University of Jamnia at the time of the Jewish War, must be compact to the point of miniaturization and ephemeral (=have a mission fulfilled by one generation and shorter) - that is why it has spontaneously acquired the name of Invisible, above all for the state machine and repressive state constraints (border, legislation, management and control systems, institution and education system). It is useless and dangerous to fight the state - it is necessary to create and exist in a parallel reality, without touching state interests and foundations.

- It should be built on the principles of self-education and mutual education.
- It should exist in combination with scientific and project activity and the formation of each participant's personality.

Intent (outline)

The Invisible University is virtual and exists in the Internet space. It is quite open (access to it is by recommendation, invitation or self-application with the presentation of intellectual identification), but it is not a passageway for everyone.

- The University is not accredited anywhere and retains its sovereignty.
- The university operates programmatically, in agile technology: topics and forms of work change as participant’s progress.

The last statement of the concept means, among other things, that ontologically the concept can change as it is realized and as the university itself matures:

- Instead of departments and faculties there are workshops (educational structures) and laboratories (design and research structures)
- There appeared a procedure for introducing new participants, very reminiscent of the procedure for inviting and recommending them to a club.
- The idea of diplomas - for graduates of workshops who completed final assignments, certificates for graduates of laboratories who completed individual or group final assignments, and certificates of participation - for all others.

The modern era can be characterized as a time of public confusion and disorientation. We find ourselves at a crossroads and will not choose a mainstream, moreover, we even seem to have accepted the fact that we are moving in different directions and are now unlikely to meet the people with whom we started the road to the future. This means, among other things, that the wave of new universities will be represented mainly by compact and ephemeral organizations, where the main results will be research and projects, and professional training and education will be optional extras. Actually, these new universities will become the motors of urban and social development, the main content of urban and social life. Moreover, not only the appearance of cities, their layout and functions are changing, but also the ontology of the city and its place in the system of intellectual communications and organization of space in the Oikumene are changing. Cities are no longer a clutter of people, architecture and infrastructures, they are more and more centers of generation of ideas, projects and other intellectual products.

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