

The peculiarities of Western historiography of higher education development on the territory of Ukraine in the studied period, in comparison with the domestic one, are determined according to a number of criteria: methodological (polyparadigmality), thematic (breadth of problem-thematic range), stylistic (originality of the author's style), evaluative (lack of categorical conclusions), which are conditioned primarily by continuity of scientific research freedom realization in Western Europe and America.

It is determined that Soviet science ignores the European and national discourses of higher education development on the territory of Ukraine in the XIX – early XX centuries. Instead, in the modern historiography, much attention is paid to the Ukrainian dimension of educational phenomena, the state of higher education in Ukraine is compared with the processes in the European and world educational space.

It is confirmed that under the influence of foreign historiography for Ukrainian science at the beginning of the XXI century it is important to shift the emphasis from the study of official documents and government policy in higher education, typical of imperial and Soviet historiography, to the study of the possibilities of self-realization of intellectuals aimed at reproducing the spiritual atmosphere of a certain era.

The study shows the specifics of generalizing, specialized and narrowly explored works on the higher education development in Ukraine in the XIX – early XX century.

Key words: *historiography, history of higher education, methodological base, scientific approaches, author's interpretation, history of pedagogy, intellectual history.*

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DEVELOPMENT OF UKRAINIAN MEDICAL EDUCATION IN THE 15TH – 17TH CENTURIES: REPRESENTATIVES AND EVENTS

The article focuses on prominent Ukrainian representatives and significant events of the 15th – 17th centuries, which influenced the development of domestic medical education. Thus, Yurii Drohobych was a legendary representative of the 15th century both for Ukraine and Europe. Moreover, we found out that, according to Yu. Drohobych, medical science and education should be based on medical experience. Besides, in the late 1570s, the Ostroh Academy was founded and opened with a hospital and a medical class on the territory of modern Volhynia. Moreover, in 1593 the Zamoyski Academy was founded in Zamostia, which aimed to be a powerful center of medical education, and an educational institution for the inhabitants of the Ukrainian lands. Lviv residents S. Byrkovsky, M. Stefanides, Yan Ursyn and others worked in the academy.

Key words: *medical education, territories of modern Ukraine, Yurii Drohobych, Ostroh Academy, Zamoyski Academy, Yan Ursyn, Symon Byrkovsky.*

Introduction. Although almost two centuries passed after the Tatar-Mongol invasion, the 15th century was utterly difficult for the Ukrainian people. There were many rulers, a lack of territorial unity, moral and physical exhaustion. In this regard, Ya. Isaievych noted that «the Galicia-Volhynia principality, bloodless in a heavy struggle with the Tatar-Mongols, was captured by Poland, Transcarpathia was ruled by the Kingdom of Hungary, Bukovyna belonged to the Moldavian

master, and the Tatars were in Crimea. The largest part of Ukraine was captured by the Grand Duchy of Lithuania» (Isaievych, 1972), and, besides, most of the Ukrainian lands went to the Russian state. Therefore, Ukraine was at a crossroads. However, despite that circumstances, the Ukrainian people continued to live and glorify the land with outstanding representatives and events, which, as a result, acquired important historical and cultural significance for the development of domestic medical education.

Analysis of relevant research. This article appeals to such prominent personalities as Yurii Drohobych, Yan Ursyn, and Symon Byrkovskyi. Also, we describe educational institutions of the 16th and 17th centuries, namely the Ostroh Academy and the Zamoyski Academy. Therefore, we have dealt with the following domestic and foreign analytical and critical historical and pedagogical sources of the 19th – 21st written by V. Bondaruk, H. Gmiterek, Ya. Hanitkevych, Ya. Isaievych, K. Kharlampovych, Ye. Kolesnykova, J. Kochanowski, B. Kryshchop, S. Łempicki, O. Potymko, S. Verkhatskyi and others. However, the lack of a comprehensive study of this problem has led to our scientific research.

The study aims to address prominent Ukrainian representatives and cover the key events of the 15th – 17th centuries, which influenced the development of domestic medical education.

In the research, we have used the following **methods**: analysis, synthesis, systematization, and generalization.

Results. Because in the 15th century doctors were trained mostly at the University of Cracow, in the western lands of modern Ukraine medical care was provided mainly by foreign doctors who had the degree of doctor of medicine. One of the famous Ukrainians who received a medical education in Italy and was an important figure in the 15th century for Ukraine and the whole world, became Yurii Kotermak ((1448?) 1450 – 1494), in the history also known as Drohobych.

Ya. Isaievych noted that «in different sources, he was called differently. These names were Yurii (in Latin documents Georgius, Jeorius) from Drohobych, Yurii from Lviv, Yurii from Rus, Yurii Drohobych from Rus» (Isaievych, 2014).

He had a passion for knowledge and science when he went to literacy classes at the local church. In the church, he met the old monk Yevtymii, who from time to time gave Yurii books about the lives of Kyiv-Pechersk saints (Isaievych, 1972), some of them were known to be healers, and, therefore, popularized monastic medicine after the baptism of Kyivan Rus. From acquaintances, Yurii heard about universities, including Italian ones.

European universities of the 15th century usually consisted of the following four faculties: theology, law, medicine, and the humanities (liberal arts). The faculty of liberal arts was preparing students to enter the other three faculties. The faculty of theology and medicine were popular among the students.

Therefore, Yurii's goal was to enter the university. After moving to Krakow, in late 1468 or early 1469, he entered the University of Krakow, where he studied grammar, logic, rhetoric, arithmetic, geometry, music, and philosophy (Isaievych, 1972; Isaievych, 2014)

Ya. Isaievych pointed out that «it could not be considered accidental that a young man from Ukraine chose Krakow to continue his studies. The fact was that the then capital of Poland had long maintained close ties with the Ukrainian lands» (Isaievych, 2014). During his studies, Yurii Drohobych «liked the lectures by doctor of medicine and astronomy, royal physician Petro Hashovets» (Isaievych, 1972). In 1470, he received a bachelor's degree in liberal arts and continued his studies, mastering astrological theories. At that time, astrological predictions were popular among the local people, and those who did not know how to make such predictions were not considered medical experts (Isaievych, 1972; Isaievych, 2014).

After receiving his master's degree in 1473, Yurii Drohobych had a new goal – to obtain a doctorate in medicine in Italy. His compatriot Martyn from Zhyravytsa, who received his doctorate in medicine from the University of Bologna in 1449, inspired him to travel to Italy even more. Ya. Matviishyn stated that «after the recognition of his talents in medical practice, he was honorably called the king (Rex) /physicians or in medicine/, and, therefore, in recent years in some documents he was listed as Martyn the King (from Zhyravytsa or Przemyśl; Martinus Rex de Premislia)» (Matviishyn, 2015).

After entering the University of Bologna and joining the cohort of «physicians and artists», where the humanistic worldview prevailed, Yurii Drohobych (Giorgio da Leopoli) studied disciplines familiar from the University of Krakow. In 1478, after receiving the degree of doctor of philosophy and the position of professor at the University of Bologna, Yurii Drohobych continued his studies, entering a four-year course of medicine (Isaievych, 1972).

Note that the study of medicine in European universities in the 15th century was closely associated with mathematics, physics, astronomy. Because, according to medieval beliefs, doctors had to know astronomy well to determine the date of the operation, the time when the medicine worked best, etc. Yurii Drohobych received the right to attend dissections for his successful activity during the third year of his studies. In 1481, he became a rector of the Bologna University. Among the responsibilities, there were lectures on medicine on holidays and attending

dissections. It was also important that the rector appointed special professors to perform dissections. Yurii Drohobych received the degree of doctor of medicine being the rector. After the end of his term, he devoted more time to medical practice. He was preparing drugs, prescribing them to patients, giving recommendations on certain aspects of hygiene and diet, etc (Isaievych, 1972; Isaievych, 2014).

Returning to Krakow in the late 1480s, Yurii Drohobych passed the examination for the right to practice medicine and teach. Moreover, he pointed out that medical science and education should be based on medical experience. During the lectures, Drohobych stressed the importance of combining theory with practice and from time to time took students to examine his patients. Besides, Yurii Drohobych received the title of a royal physician. Arriving in Lviv, he helped patients from all nearby cities. In the 1490s, Yuri Drohobych became a dean of the medical faculty of the University of Cracow (Isaievych, 1972). Until his death, he continued to teach, treat people and write scientific papers. In the 15th – 16th centuries, his fame as a doctor and scientist spread not only in Western Ukraine but also around the world.

Yurii Drohobych inspired his compatriots to receive general education and then enter universities to obtain medical degrees. However, in most cases, the clergy became doctors, who had more opportunities to turn to the historical and cultural heritage. Usually, these were books about the lives of saints, in particular the times of the Kyivan Rus, translations of ancient authors, etc. Besides, as O. Potymko noted, «the widespread of medical science had good reason among the clergy. The point was that in medieval society, the highest clerical titles could be awarded only to representatives of the nobility or those persons of non-noble origin, who were protected by the title of doctor (law, philosophy, medicine)» (Potymko, 2012).

According to S. Łempicki, in the late 15th century «the discovery of the New World and its unknown, strange nature with an impressive impact on the human body undoubtedly contributed to the intensification of independent scientific and medical research» (Łempicki, 1921). Moreover, in the 15th century – 16th centuries, the works of ancient physicians received a new life. They served as the basis of medicine, and made people reconsider numerous postulates. All this dealt with anthropocentrism and the human desire not only to take care of the spiritual body but also the physical one – to prolong the earthly life as long as possible, paying more attention to own health.

In the work «Western Russian orthodox schools of the 16th and early 17th centuries, their attitude to non-Orthodox, their religious education and their merits in defending the Orthodox faith and the church» (1898) K. Kharlampovych

pointed out that «the date noted by various historians for the establishment of the Ostroh school, was so volatile that it varied throughout the century – from 1498 to 1593 (5)» (Kharlampovich, 1898). However, the author believed that the founder was K. K. Ostrozhskyi, not his father K. I. Ostrozhskyi, «probably it was opened in connection with the printing house, and, therefore, not earlier than 1576 – 1580» (Kharlampovich, 1898).

In the «Ukrainian Medical Calendar» by Ya. Hanitkevych we can find that «in 1577, in Ostroh, Prince Kostiantyn Ostrozkyi, Ukrainian magnate and philanthropist, founded the Ostroh Academy – Greek-Slavic-Latin College, *the first higher school in Ukraine* (italics is our. – A. K.), which was called «Ostroh Athens», it had a hospital with a medical class, so-called a prototype of the medical faculty» (Hanitkevych, 2016). Moreover, Yan Zamoyski invited some teachers of the Ostroh Academy to work at the Zamoyski Academy (Kharlampovich, 1898), which was opened about 20 years later. Besides, due to many testimonies, K. Kharlampovych considered the question of the status of this educational debatable and noted that «the Ostroh school in its program and case was a high school, but not lower» (Kharlampovich, 1898). Among the teaching staff, there were representatives of popular sciences of that time, namely medicine, astronomy, astrology, philosophy, and others (Kharlampovich, 1898). Although, the late 16th – early 17th century, the Ostroh Academy was an educational institution of religious orientation, where much attention was paid to education on Christian principles and the study of the Holy Scripture (Ostroh Academy ..., 2011).

One of the famous teachers of the Ostroh Academy was Yan Liatosh, a graduate of the University of Padua. He taught mathematics and treated patients, including the nobility (Shpizel, 2011). In the process of treatment, Yan Liatosh turned to the analysis of the position of stars and planets, considering this process scientific, because due to their location it was possible to predict the spread of diseases and methods of treatment, as well as natural disasters or destiny (Zhukovskiy, Makhliuk, 2016).

V. Pliushch noted that «the first medical higher school in the current sense of the word, which was founded on Ukrainian lands, should be considered the Zamoyski Academy» (Pliushch et al. (eds.), 1975).

V. Bondaruk pointed out that «the Zamoyski Academy is practically outside the Ukrainian research attention, although it successfully functioned in ethnic Ukrainian lands during 1594 – 1784. According to the plan of its founder Yan Zamoyskyi, it was focused primarily on residents of Lviv, Kholmshchyna (Chełm Land), Belz, Volhynia, Podilia and during 23 years (1636 – 1659) it was the only university (Bondaruk, 2016). on the territory of modern Ukraine.

Therefore, it was obvious that the founding of the Zamoyski Academy at the end of 1593 on the initiative of the Polish Hetman Yan Zamoyskyi became an important event for Ukrainians. Founded in Zamostia (Zamość) and based on the experience of the best European medieval universities, the institution of higher education aimed to train qualified professionals for the people's needs. According to K. Kharlampovych, «pupils of the Lviv Brotherhood School» (Kharlampovich, 1898) and residents of other Ukrainian lands studied at the Zamoyski Academy.

There was an assumption that the Zamoyski Academy appeared as an alternative to the Ostroh Academy, a so-called attempt to «keep up with its political competitor, the Ukrainian orthodox prince-magnate K. Ostrozkyi» (Bondaruk, 2016).

Yan Zamoyskyi always had friendly relations with the people of Lviv, so he invited educated people to teach at the Zamoyski Academy, in particular, S. Byrkovskyi, M. Stefanides, and Yan Ursyn (Łempicki, 1921).

In 1594, Pope Clement VIII granted the new academy all the privileges that other European educational institutions had, including the right to award degrees of doctor of philosophy, law, and medicine. The first enrollment of students was on March 15, 1595. Initially, the Zamoyski Academy consisted of eight classes. Natural history, physics, and medicine were studied in the 4th grade (Kharlampovich, 1898).

J. Kochanowski, a Polish historian, noted that «a professor of natural philosophy and medicine had early, at about 8 o'clock, to teach both parts of the general physics of Jacob Carpentarius, then medical science, based on the works by Galen...» (Kochanowski, 1900).

In the autumn of 1599, rector W. Starnigel addressed his colleagues from the University of Padua. The letter referred to a mysterious disease, which was called Polish plait (plica Polonica, morbus cirrhorum, helotis) (Gmiterek, 1976; Kochanowski, 1900). It was «a disease common at that time in Galicia, especially among the Hutsuls who inhabited the mountainous regions of the Carpathians» (Verkh ratskyi, Zabludovskyi, 1991). Unfortunately, folk medicine did not help. The description of the disease resembled other diseases, including syphilis, rheumatism, scarring, arthritis, etc. The letter, probably edited by Sh. Shymovych, which dealt with Polish plait, was taken by Yan Ursyn to Padua in 1599 (Gmiterek, 1976; Kochanowski, 1900).

This request received a lively discussion in Padua: the issue was analyzed at a special conference by medical professors. Paduan scientists rightly considered the main cause of the disease to be poor living conditions and the

low general culture of the population (Verkhtskyi, Zabudovskyi, 1991). Thus, we can see a clear example of European cooperation between two educational institutions in the form of consulting and exchange of experience. It should be noted that such activities were innovative for the turn of the 16th – 17th centuries, especially in medical education.

Therefore, signing in 1600, a document on the founding of the Zamoyski Academy, Yan Zamoyskyi stressed that he would also like to have a department of physics and medicine at the Academy (Łempicki, 1921).

Yan Ursyn (Nedzvetskyi), a native of Lviv, was a teacher of medicine at the Zamoyski Academy (Kolesnikova et al., 2014). However, K. Kharlampovych noted that «in the Academy, he taught not medicine but physics, and after the death of Yan Zamoyskyi he was a teacher of mathematics to his son» (T. Zamoyskyi, the only son of the founder. – A. K.) (Kharlampovich, 1898). S. Łempicki pointed out that «perhaps, at first, he was instructed to teach subjects that corresponded to his philological and grammatical tendencies... <...> In 1596, Ursyn taught mathematics, geography, and astronomy. <...> It should be assumed that Yan Zamoyskyi made him study medicine. <...> Probably in October 1598 Ursyn moved from Zamostia to Italy. He also had a letter from Zamoyskyi, where there were questions on medical issues» (Łempicki, 1921).

During his studies at the University of Padua, Yan Ursyn proved to be a conscientious student who was interested in surgical operations. As a result, in 1603, Yan Ursyn received the degree of doctor of medicine, returned to Zamostia, and in 1606 – 1607 he was a doctor of philosophy and medicine, professor of physics. Nothing was known for sure about his educational activity, but he was a city doctor (Łempicki, 1921). Although as a professor at the Zamoyski Academy, he wrote a fundamental work on descriptive anatomy «On the bones of the human body» (Kharlampovich, 1898), where the first book was devoted to the names of bones, the second one – on the development and origin of bones, the third one – on joints of bones (Łempicki, 1921). In 1606, he became a rector of the Zamoyski Academy (Kochanowski, 1900). Under his tenure, many students came to the academy both from Poland and «ancient but broad Rus, Podolia, Volhynia...» (Kochanowski, 1900).

Another Lviv resident, Symon Byrkovsky, taught at the Zamoyski Academy and left manuscripts devoted to comments concerning medical works by Galen, numerous provisions of anatomy, and syphilidology (Kharlampovich, 1898). However, the fact was that the love for medicine was forced. He had to be interested in medical issues, to read the works of classical physicians. It was known that S. Byrkovsky went to study at the University of Padua in 1604,

where he probably successfully mastered the course of medicine and returned to the Zamoyski Academy (Łempicki, 1921). At the same time, in 1609 – 1610, S. Byrkovsky was a rector of the Zamoyski Academy (Kochanowski, 1900).

J. Kochanowski had some doubts about the appropriate teaching of medicine at the Zamoyski Academy, as Yan Zamoyskyi planned (Kochanowski, 1900).

An interesting fact was that, in 1653, professor of physics, a rector of the Zamoyski Academy, doctor of philosophy and medicine G. Schultz (Solskyi) wrote a will, according to which 17,000 zloty were allocated for the department of practical medicine, which he founded; 5,000 zloty – for three medical students; 3,000 zloty – for the maintenance of a professor of medicine, someone who was a relative of Solskyi. In another care, the task was to invite the natives of Lviv or, finally, the inhabitants of Zamostia. In 1664, a professor of physics and medicine was the second in terms of salary after a professor of civil law, receiving 115 zloty (Gmiterek, 1976; Kochanowski, 1900).

According to the will, the curriculum of lectures on medicine was to be at the European level or even higher than other fields taught at the Zamoyski Academy. The course of practical medicine should last for four years, which was a year longer than in all other sciences. According to the plan, during the first and second years of study lectures would be devoted to internal diseases of the human body, on the third one – to tissues and skin diseases, and on the fourth one – to the works by Hippocrates (Kochanowski, 1900).

Among well-known graduates of the Zamoyski Academy, there were Kasian Sakovych, a rector of the Kyiv Brotherhood School, Sylvester Kossov, and Isaiia Trofymovych, a rector and a prefect of the Kyiv-Mohyla Academy, respectively (Kharlampovich, 1898).

Thus, B. Kryshchyn and M. Diachenko emphasize that «in the Ostroh and the Zamoyski academies medicine was mastered as a specialty, and the Zamoyski academy also had the right to award the degree of doctor of medicine» (Kryshchyn, Dyachenko, 2000).

Conclusions. In the late Middle Ages, despite the spiritual crisis of mankind, interest gradually arose both in ancient sources, including medical ones, and in a person as he Earth creature with his/her needs. At that time, Ukrainian lands belonged to different owners. However, the people did not give up hope for the right to be free and educated. Yurii Drohobych was a legendary personality of the 15th century both in Ukraine and Europe. A graduate of the Universities of Cracow and Bologna, a professor of these universities, the rector of the latter, Yu. Drohobych, thanks to his hard work, confidently achieved his goal – successfully mastered the medical profession.

One of his significant ideas, even for today, is the need for medical science and education to be based on medical experience.

At the end of the 1570s, on the territory of modern Volhynia, the Ostroh Academy was founded and opened with a hospital and a medical class. Yan Liatosh was involved in the development of the medical field at the Ostroh Academy. In 1593, the Zamoyski Academy appeared in Zamostia, which, according to the plan of the Polish Hetman and patron Yan Zamoyskyi, was to be a powerful center of medical education and an educational institution for the residents from the Ukrainian lands. Such Lviv residents as S. Byrkovskyi, M. Stefanides, and Yan Ursyn also worked at the academy. In the middle of the 17th century, considerable funds were directed to the development of medical education at the Zamoyski Academy, and a new curriculum was proposed for the medical profession.

As for the further research, it will deal with the Kyiv Brotherhood School and the Kyiv-Mohyla Academy, their significance for Ukrainian medical education.

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РЕЗЮМЕ

Куличенко Алла. Развитие украинского медицинского образования в XV – XVII вв.: представители и события.

В статье сосредоточено внимание на известных украинских представителях и знаменательных событиях XV – XVII веков, которые повлияли на развитие отечественного медицинского образования. Таким образом, Юрий Дрогобыч был выдающимся представителем XV в. как для Украины, так и для Европы. Более того,

мы выяснили, что, по мнению Ю. Дрогобыча, медицинская наука и образование должны опираться на медицинский опыт. Кроме того, в конце 1570-х гг. на территории современной Волыни была основана и открылась Острожская академия с госпиталем и медицинским классом. Более того, в 1593 году в Замостьи была основана Замойская академия, которая должна была стать мощным центром медицинского просвещения и учебным заведением для жителей украинских земель. В академии работали львовяне С. Бирковский, М. Стефанидес, Ян Урсин и др.

Ключевые слова: медицинское образование, территории современной Украины, Юрий Дрогобыч, Острожская академия, Замойская академия, Ян Урсин, Симон Бирковский.

АНОТАЦІЯ

Куліченко Алла. Розвиток української медичної освіти у XV – XVII ст.: представники та події.

У статті зосереджено увагу на видатних українських представниках та ключових подіях XV – XVII ст., що вплинули на розвиток вітчизняної медичної освіти. Для досягнення мети було використано такі методи: аналіз, синтез, систематизація, узагальнення. У добу пізнього середньовіччя, попри духовну кризу людства, поступово виникав інтерес до античних джерел, зокрема медичних, та до людини як земної істоти з її потребами. У цей час українські землі належали різним господарям. Однак, народ не полишав надію на право бути вільним й освіченим. Юрій Дрогобич був легендарною особистістю XV ст. як для України, так і Європи. Випускник Краківського та Болонського університетів, професор цих університетів, ректор останнього, Ю. Дрогобич завдяки копіткій наполегливій праці успішно опанував медичний фах. Однією з актуальних тез Ю. Дрогобича є необхідність медичної науки й освіти базуватися на лікарському досвіді. З'ясовано, що наприкінці 1570-х рр. на території сучасної Волині було засновано й відкрито Острозьку академію з лікарнею та медичним класом. Я. Лятош був причетним до розвитку медичного напрямку в Острозькій академії. Встановлено, що у 1593 р. у м. Замостя засновано Замойську академію, що за задумом польського гетьмана й мецената Я. Замойського мала б бути потужним осередком медичної освіти та освітнім закладом для жителів українських земель. В академії працювали й львів'яни С. Бирковський, М. Стефанідес, Я. Урсин та ін. Вказано, що розширенню співпраці Замойської академії з європейськими університетами, де викладали медицину, сприяли консультуванню щодо різних хвороб та здобуття ступенів медицини, зокрема такі відносини були з Падуанським університетом. У середині XVII ст. на розвиток медичної освіти у Замойській академії буди спрямовані чималі кошти та запропоновано новий навчальний план для медичного фаху. Подальшими перспективними науковими пошуками є звернення до досвіду Київської братської школи та Києво-Могилянської академії, актуалізації його значення для української медичної освіти.

Ключові слова: медична освіта, території сучасної України, Юрій Дрогобич, Острозька академія, Замойська академія, Ян Урсин, Симон Бирковський.