# CONTRIBUTIONS TO THE HISTORY OF EDUCATION

## Studies in Education

during

the Age of the Renaissance

1400-1600

by

WILLIAM HARRISON WOODWARD
Professor of Education in the University of Liverpool

CAMBRIDGE: at the University Press 1906

#### Cambridge:

PRINTED BY JOHN CLAY, M.A. AT THE UNIVERSITY PRESS.

#### PREFATORY NOTE.

THE present volume, it is hoped, may serve a double purpose. Its subject appeals to all those who are concerned in classical education and desire to make acquaintance with the achievements of the great scholars and teachers who laid the foundation of higher education for the modern world. To many such readers it will come as a surprise to find how problems thought peculiarly modern and solutions propounded as original and profound were commonplaces with their predecessors three centuries ago. The book may prove useful, also, to students of another type, to those, namely, who are taking up systematic enquiry into the history of education as a subject of post-graduate reading. To them these *Studies* point the way to wider enquiry, and, in particular, to examination of sources.

The author has, intentionally, made choice of certain writers on the ground that, although of high educational interest, they have not hitherto been treated, in English at least, from this special standpoint. The theme of the book viewed as a whole will be seen to be the origin

and development of the idea of a liberal education—embracing character, manners and instruction—during the two important formative centuries of modern Europe. The history of classical scholarship, in the strict sense, lies outside the scope of these *Studies*. Most opportunely, the Cambridge University Press is on the point of issuing the second volume of Dr J. S. Sandys' *History of Classical Scholarship*, which as covering the period treated in the present work may with much advantage be read along with it.

Particular recognition is due of the kindness of Mr P. S. Allen of C.C.C. Oxford in rendering valuable help in determining difficult points in connection with the chronology of events in the lives of Agricola, Erasmus and Vives. The appearance of the first volume of his edition of the correspondence of Erasmus is an important land-mark in the history of humanism. To Dr Sandys, also, who has kindly read the proofs of a large part of the book, I gratefully acknowledge my indebtedness for valuable criticisms.

LIVERPOOL, October, 1906.

#### CHRONOLOGICAL TABLE.

- 1374 Death of Petrarch. Birth of Guarino da Verona.
- 1378 Birth of Vittorino da Feltre.
- 1386 University of Heidelberg founded.
- 1392 University of Erfurt founded. Conversino teaches Latin at Padua.
- 1396 Invitation from the Florentine Studium to Chrysoloras. Vittorino goes to Padua.
- 1400 Chrysoloras removes to Pavia.
- 1403 Guarino goes to Constantinople.
- 1404 The tract of Dominici, Regola del Governo di Cura Familiare. Vergerius, De Ingenuis Moribus.
- 1405 Padua absorbed into the Venetian State.
- 1407 G. Barzizza professes Latin at Padua.
- 1408 Return of Guarino: he teaches Greek at Florence.
- 1414 Guarino quits Florence for Venice.
- 1415 Vittorino goes to Venice. Death of Manuel Chrysoloras at Constance.
- 1416 Discovery of the complete text of Quintilian, De Institutione Oratoria.
- 1417 L. Valla teaches Greek at Florence.
- 1422 Vittorino succeeds Barzizza as Professor of Latin at Padua. Birth of Frederick of Urbino. Discovery of complete text of Cicero, De Oratore.
- 1423 Vittorino invited to Mantua. Aurispa returns from Constantinople.
- 1429 Guarino invited to Ferrara.
- 1433 L. B. Alberti composes the Cura della Famiglia.
- 1434 Return of Cosimo de' Medici to Florence.
- 1435 Matteo Palmieri composes La Vita Civile.
- 1444 The *Elegantiae* of L. Valla first circulated. Birth of R. Agricola.

- 1445 The Greek grammar of Theodore Gaza circulated.
- 1446 Death of Vittorino da Feltre.
- 1447 Nicholas V, Pope.
- 1449 William Gray returns to England from Ferrara.
- 1450 Aeneas Sylvius: De Liberorum Educatione.
- 1453 Capture of Constantinople.
- 1455 Issue of first book printed with movable types, Biblia Latina, at Mainz.
- 1457 Death of L. Valla.
- 1459 B. Guarino: De Ordine docendi.
- 1460 Death of Guarino da Verona.
- 1465 First Italian press, at Subiaco.
- 1466 Birth of Erasmus.
- 1467 First Roman Press.
- 1468 Edd. Princ. of Cicero, De Oratore, of Vergil, Livy, etc.
- 1469 First Venetian Press. Agricola goes to Pavia.
- 1470 First Press set up in Paris.
- 1471 Sixtus IV founds a museum of antiquities on the Capitol.
- 1474 First Spanish Press.
- 1475 Agricola at Ferrara. Erasmus goes to Deventer school.
- 1476 First Greek Press set up, at Milan.
- 1477 Caxton sets up his press at Westminster.
- 1481 Death of F. Filelfo.
- 1482 Reuchlin at Rome.
- 1483 Hegius headmaster of Deventer.
- 1485 Accession of Henry VII. Agricola in Rome; his death.

  Linacre goes to Italy.
- 1487 Erasmus enters the monastery at Stein.
- 1488 Ed. Princ. of Homer, printed at Florence.
- 1491 Grocyn teaches Greek at Oxford.
- 1492 Death of Lorenzo de' Medici. Discovery of America.
- 1494 Death of Poliziano: invasion of Italy by Charles VIII: the Aldine Press set up at Venice.
- 1495 Erasmus a student at Paris.
- 1496 Colet returns from Italy to lecture at Oxford.
- 1497 Birth of Melanchthon. C. Celtis teaches at Vienna. Wimpheling's Isidoneus Germanicus published.
- 1498 Ed. Princ. of Aristophanes (Aldus). Execution of Savonarola.
- 1499 Erasmus' first visit to England: his residence at Oxford.

- 1501 Ed. Princ. of Sophocles (Aldus).
- 1502 Ed. Princ. of Thucydides (Aldus). Foundation of University of Wittenberg.
- 1503 Death of Pope Alexander VI.
- 1505 Erasmus again in England.
- 1506 Erasmus leaves England for Italy. Reuchlin's De Rudimentis Hebraicis appears.
- 1508 Erasmus leaves Venice for Padua. Guicciardini completes his *Historia Florentina*.
- 1509 Accession of Henry VIII. The Reuchlin controversy begins. J. L. Vives goes to Paris. Melanchthon goes to Heidelberg. Erasmus returns (from Rome) to England.
- 1510 Colet's foundation of St Paul's.
- 1511 Erasmus at Cambridge—De Ratione Studii and De Copia.
- 1512 W. Lily made High Master of St Paul's. Melanchthon goes to Tübingen.
- 1513 Death of Julius II. Accession of Leo X. Machiavelli completes Il Principe.
- 1514 Erasmus leaves England.
- 1515 Epistolae obscurorum virorum. Accession of Francis I. Budé composes L'Institution du Prince.
- 1516 Erasmus: Novum Instrumentum and Institutio Principis
  Christiani; More's Utopia; Castiglione's Il Cortegiano
  finished. Christ's College, Cambridge, opened.
- 1517 Collegium Trilingue at Louvain opened. Corpus Christi College, Oxford, opened. Luther's *Theses* at Wittenberg.
- 1518 Melanchthon: Institutiones Grammaticae Graecae; he teaches Greek at Wittenberg. Universities of Erfurt and Leipsic come under humanist control. Establishment of public Lectureships in Oxford by Wolsey.
- 1521 Death of Leo X.
- 1522 Erasmus settles at Basel.
- 1523 Vives appointed lecturer at Oxford: publishes De Tradendis Disciplinis.
- 1524 Foundation of the humanist school at Zürich through Zwingli's influence.
- 1525 School at Eisleben established. Luther's appeal to German States. Bembo: Della Volgar Lingua.
- 1526 The "Obere Schule" of Nuremberg established. Royal Press of France set up at Paris.

- 1527 Erasmus: Ciceronianus. Sack of Rome. Death of Froben.
- 1528 Vives settles at Bruges. Schul-Ordnung of Elector of Saxony. Il Cortegiano published.
- 1529 Erasmus quits Basel for Freiburg. De Pueris instituendis. Budaeus publishes his Commentarii Linguae Graecae.
- 1530 Beginnings of Collége de France. Coronation of Charles V at Bologna. Diet of Augsburg. End of the Florentine Republic.
- 1531 Sadoleto: De Liberis recte instituendis. Elyot's Governour. The First Oration of Julius Caesar Scaliger Against Erasmus, in defence of M. T. Cicero, circulated. Death of Zwingli.
- 1533 The Pantagruel of Rabelais published.
- 1534 Foundation of the Collége de Guyenne, and of the Society of Jesus.
- 1535 Reform of the University of Wittenberg. The Gargantua of Rabelais first (?) published. De Ciceroniana imitatione of Dolet.
- 1536 Cordier goes to Geneva. Death of Erasmus at Basel.
- 1538 Sturm's *De litterarum ludis*: foundation of the Gymnasium of Strassburg.
- 1540 Society of Jesus formally recognised by Paul III. Death of Vives.
- 1549 First Jesuit school in South Germany set up at Ingolstadt.
- 1551 Shrewsbury School founded.
- 1555 Institucion of a Gentleman.
- 1556 The Jesuit school opened at Cologne. Élie Vinet principal of the Collége de Guyenne.
- 1559 Amyot's translation of Plutarch's Lives.
- 1560 Death of Melanchthon. Westminster School founded.
- 1561 Hoby's translation of The Courtyer.
- 1564 Cordier's Colloquia published.
- 1567 Rugby School founded.
- 1570 Ascham's Scholemaster.
- 1572 Gilbert's Queene Elizabethe's Achademy composed.
- 1579 Montaigne writes the Essay On the Education of Children.
- 1580 First edition of Montaigne's Essays.
- 1598 Edict of Nantes. Bodley's Foundation at Oxford.
- 1599 The Jesuit Ratio Studii issued in its final form.

### CONTENTS.

										PAGE
PREFAT	ORY NOTE .				•.		• •			v
CONTEN	rs									vii
CHRONG	DLOGICAL TA	ABLE	•	•	•	•	•		•	xvii
снар.										
I. 7	THE QUATT HUMANIS				THE	BEG	INNI	NGS	OF	
	The histo	rical me	thod	in t	he stu	dy of	Edu	catio	on .	I
	The Italia	ın Rena	issan	ce a	nd the	clas	sical	revi	val	3
	The motiv	ves to h	uman	ist e	nthus	iasm				4
	The new	educatio	n							7
	The influ	ence of	Quint	tiliar	in th	e fifte	eenth	cen	tury	8
	Vittorino	and the	Man	ituai	scho	ol				10
	His aims									12
	Relation (	of huma	nist o	cultu	re to (	Chris	tianii	y.		13
	His conce	ept of lil	beral	trair	ning			٠.		14
	The instr	uments	of ins	truc	tion					14
	Latin lite	rature, a	ınd c	omp	osition	١.				14
	History a	nd its p	lace i	n hi	gher e	duca	tion			16
	The place	of Gre	ek							17
	The place	of mus	ic							19
	Girls' edu	cation a	ıt La	Gio	cosa					20
	Study of	individu	ality							21
	Physical 1	training								22
	Position a	and pers	onal	chai	racteri	stics	of V	ittor	no	23

CHAP.	Guarino da Verona, 1374-1460.			P	AGE
11.	· • · · ·				,
	Early life of Guarino		•	•	26
	His residence at Constantinople, 1403-	-8	•	٠	28
	Holds chair of Greek at Florence.	•	•	•	30
	Characteristics of Florentine Society	•	•	•	30
	Guarino at Venice and Verona, 1414-2	29	•	•	31
	Invited by Niccolò d'Este to Ferrara	•	•	•	32
	Professor of Rhetoric in the new	Un	iversi	ty,	
	1442-60	•	•	•	33
	His work as student and as teacher	•	•	•	33
	The method of Guarino			•	36
	Physical training				37
	Three stages of instruction in letters			٠	37
	Regulae Guarini				38
	Function of History				43
	The teaching of Rhetoric				45
	Vittorino and Guarino compared .		•	•	46
III.	LEO BATTISTA ALBERTI AND La Cura D	ella	Fam	iglia	<i>t</i> .
	Alberti as typifying the Florentine Re	nais	sance		48
	His life and characteristics				49
	His interest in training of youth .				50
	The importance of the Family in Flor	<b>e</b> nti	ne Ci	vic	-
			•	•	50
	The Trattato della Cura della Famigi	ra	•	•	51
	The educational end	•	•	•	52
	Development of individuality	•	•	•	53
	The meaning of proportion and rhythi	m	•	•	57
	The Home and the first steps in train		•	•	58
	Physical disciplines				60
	Function of Letters, of the sciences,	an	a or i	ne	
	arts	•	٠	•	61
	Originality of Alberti	٠	•	٠	62
	He typifies the earlier Renaissance	•	•	•	63
IV.	MATTEO PALMIERI, 1406-1475.				
	Characteristics of Palmieri				65
	The dialogue Della Vita Civile .				66

#### Contents

CHAP.			1	PAGE
	Its humanist tendency			66
	Its contents			68
	The educational aim according to Palmieri			69
	His psychological analysis			70
	The curriculum			70
	Importance of environment			71
	Importance of oratorical gifts			72
	The place of the vernacular			74
	First steps in instruction			74
	Eloquence			75
	Moral Philosophy			76
	Punishments and discipline			76
	Punishments and discipline Giovanni Rucellai and civic pride .		•	77
v.	RUDOLPH AGRICOLA, 1444-1485.			
	The repute of Agricola			79
	His early life	•	•	81
	The Brethren of the Common Life .	•	•	82
	Their relation to schools	•	•	83
	Hegius at Deventer	•	·	84
	His claims to renown	·	·	84
	Humanist activity at Deventer	•	•	85
	The school at Liège	:	·	86
	Agricola in Germany, Paris, and Italy .		į	87
	Goes to Ferrara	·	·	88
	His scholarly interests	·	-	89
	•	·		91
	His nersonality		•	92
	His love of music and of drawing	•	•	92
	His credit at Ferrara	•	٠	93
	Returns to Germany	•	•	93
	His occupations there		•	93
	His correspondence			
	Invitation to Heidelberg	•	٠	94
	His residence there	•		
	Final visit to Italy and death	•		98
	His residence there Final visit to Italy, and death The letter De Formando Studio	•		-
	Agricola and Fine Art	•	٠	99
	Agricola and Fine Art	•	•	103

CHAP.						1	PAGE
VI.	Erasmus, 1466–1536.						
	The problem of the northern						104
	Facts of the life of Erasmus					•	105
	Humanism at Oxford .			•			107
	Erasmus in Italy		•				108
	At Cambridge						109
	At Louvain and Basel .				•		110
	The Reformation		•	•	•		110
	Death of Erasmus . His attitude to Antiquity						111
	His attitude to Antiquity				•		III
	The function of classical stu	dy ir	ı moc	iern s			
	as viewed by Erasmus				•		114
	The consequent importance of	of a r	iew e	ducat	tion		115
	His psychological doctrine				•		
	The educational end .						116
	An "order of the learned"		•	•			117
	The place of the home in train	ining	yout	h			118
	Public versus private instruct	ion					119
	Grammar, authors, rhetoric						I 20
	History in education .						122
	The place of Greek .	•					122
	Natural and mathematical sc	ienc	es				123
	The education of girls .						124
	Moral education					•	125
VII	GUILLAUME BUDÉ: L'Institutio	n du	Prin	ıce.			
	The Renaissance in France a	ınd t	he wa	ars in	Ital	v	127
	The University of Paris.					,	128
							129
	Life of Budé			-	-		130
	The Collége de France.						131
	The "ideal Prince" of Budé	•	•	•	•	•	
	Humanism: eloquence.						
	History					•	
	Conflict with the University	•	•	•	•	•	137
	The new school at Bordeaux	•	•	•	•	•	138
	The new school at Dordeaux	•	•	•	•	•	۰,50

CHAP. VIII.	Le Collége de Guyenne. Mathurin Cordier.	PAGE							
	Humanism at Bordeaux	139							
	André Gouvéa principal of the re-organised school								
	The school and the Reform	140							
	Mathurin Cordier	140							
	Élie Vinet	141							
	The Jesuits at Bordeaux	142							
	The Jesuits at Bordeaux	143							
	The aim of the School	144							
	Its organisation by classes	144							
	Its hours and studies; promotion	145							
	French as an instrument of instruction	147							
	Despautère	148							
	Cicero's Letters	149							
	The Readers in Philosophy	151							
	The Reader in Greek	151							
	The Reader in Greek	152							
	Disputations	153							
	Catholicism and the school	154							
	Cordier at Paris	155							
	His work De Corrupti Sermonis Emendatione .								
	Conversational Latin	157							
	His departure for Geneva	159							
	Joins Calvin's school there	159							
	Its curriculum	159							
	Cordier's Colloquies	160							
	The light they throw upon school life	161							
	Their evangelical temper	162							
	Popularity of the Colloquies	166							
IX.	CARDINAL SADOLETO, 1477-1547: De Liberis recte instituendis.								
	The aim of the treatise	167							
	Life of Sadoleto	168							
	He realises the importance of education in the								
	modern state	169							
	Factors of education	169							
	Influence of home example								

				_
CHAP.				PAGE
	Need for simplicity			170
	Weakness of woman's control			170
	Power of unconscious absorption			172
	Religious and moral teaching			172
	Learning a pleasant process			172
	Place of Greek			173
	Of grammar			173
	Of composition			173
	Of history			174
	Choice of authors			174
	Music			174
	Gymnastic			175
	Mathematics			176
	"Philosophia"			177
	The ideal end of a liberal education			178
	Sadoleto and Erasmus			179
	Place of Vives in educational history His life and training His English experience His writings The De Tradendis Disciplinis Vives' contributions to psychology Association The obligation of education The first stage		•	180 181 182 183 184 185 188
	The choice of school		•	190
	Vives' views upon qualifications of mast	ers .		191
			•	192
	Their relations with parents of boys		•	193
	Observation of the mental and moral	capaci	ty of	
	the pupil		•	193
	Huarte's Examination of Men's Wits		•	195
	School curriculum			196
	The vernacular tongues			197
	Latin grammar and classical authors			197
	History			199

CHAP.										PAGE
	Rhetoric	•	•	•	•	•	•	•	•	200
	Imitation	• •	•	•	•	•	٠	•		201
	Logic .	•	•	•	•	•		•	•	202
	The place of					•		•	•	202
		•				•		•	•	203
	General scor	e of t	he cu							204
	Education of				•			•		205
	Its aim and	meth	ods	not i	denti	cal w	ith	those	of	
	Italian hu	manis	ts			•				206
	Relation of	Vive	s to	Eras	smus	and	to	Engl	ish	
	scholars		•		•			•		209
XI.	Melanchtho	n, Pr	RECE	PTOR	OF (	Gern	IAN	Y, 149	97-	
	1 560.									
	Early years									210
	His humani	sm ty	pica	l of	the	<b>Feuto</b>	nic	Rena	is-	
	sance.	•	•					•	•	213
	Becomes Pro	ofesso	r of (	Greek	at V	Vitte	nbe	rg .		214
	Influence of	Luthe	er up	on hi	m	•				214
	The position	n of	Mel	ancht	hon	at t	he	head	of	
	Protestant				•					215
	His first-har	ıd kn	owle	dge o	of sch	iools	and	l univ	er-	
	sities .						•	•		215
	The De Mise	eriis p	aeda	gogoi	rum				-	217
	His "Schola	priva	ıta"		•			•		218
	His scheme	for Ei	islebe	n ·				•		219
	The curricul	um of	the	schoo	ol					219
	Importance	of eva	ngel	ical r	eligio	us tra	aini	ng.		222
	The invitation	on to :	Nure	mber	g			٠.		223
	Earlier effor	ts at e	duca	tiona	l refo	rm tl	here			223
	Melanchthor	ı's Ad	dres	on t	he op	enin	g of	the n	ew	Ū
	school				•	•				224
	The aim of								•	224
	The Latin as							•		225
	The failure of	of the	High	scho	ool to	meet	l lo	cal ne	eds	226
	Melanchtho	n and	Univ	versit	y refo	orm				227
	The humani	st and	l the	medi	aeval	scho	lar			228
	Wittenberg	and it	s fac	ulties						230

СНАР.		PAGE
	The student's course	232
	The Prince and the University in Protestant	_
	Germany	232
	Melanchthon and criticism	234
	His view of eloquence	237
	His view of scientific studies	240
	The function of the German humanist schools .	242
XII.	THE DOCTRINE OF COURTESY.	
	The new standard of manners	245
	The Italian concept of personality	245
		246
	Palmieri and "temperantia"	247
	Il Cortegiano of B. Castiglione	248
	His life	249
	The courts of Mantua and Urbino	249
	The scene of the dialogue	250
	The Courtier as the ideal of humanist training .	252
	The gifts of the Courtier	255
	His skill, his social qualities, his conversation .	
	His sincerity	
	His prowess in arms and taste for Letters and art	
	The Courtier's Academie of Romei	259
	The Venetian ideal	260
	Three notes of the ideal personality of the Renais-	
	=	261
	sance	263
	Her tastes and acquirements	
	The position of women and the training demanded	
	by it in society	264
XIII.	THE RENAISSANCE AND EDUCATION IN ENGLAND.	
	I There I The Delegant de Comme	
	I. Thomas Elyot and The Boke named the Gover	
	nour (1531)	268
	Life of Elyot	269
	F	<b>2</b> 69
	His reading	. 270