Studies in the history of educational opinion from the renaissance

Laurie Simon Somerville
Title: Studies in the history of educational opinion from the renaissance

Author: Laurie Simon Somerville

This is an exact replica of a book. The book reprint was manually improved by a team of professionals, as opposed to automatic/OCR processes used by some companies. However, the book may still have imperfections such as missing pages, poor pictures, errant marks, etc. that were a part of the original text. We appreciate your understanding of the imperfections which can not be improved, and hope you will enjoy reading this book.
Studies in the History of Educational Opinion from the Renaissance
Studies in the History of Educational Opinion from the Renaissance

By

S. S. LAURIE, A.M., LL.D.
Professor of the Institutes and
History of Education, University of Edinburgh.

CAMBRIDGE:
at the University Press.
1905
First Edition 1903. Reprinted 1904, 1905
I VENTURE to issue these Lectures in the conviction that the study of the History of Education in the writings of the most distinguished representatives of various schools of thought is an important part of the general preparation of those who adopt the profession of Schoolmaster. To present a general historical outline of opinion I have found in practice to be unimpressive as compared with an analytic exposition of the doctrines of eminent writers themselves. At the same time, the leading characteristics of the historical development have to be indicated.

To deal with the whole question of education during the period of transition from the scholastic philosophy and monastic and cathedral schools down to these times or even to 1600, which may be regarded as the beginning of the Modern period, is beyond my power. And even if I had the necessary learning, I doubt if by so doing I would serve the purpose I have in view so well as by selecting representative
men and interesting students of education in their methods. For my purpose is the education of those who mean to devote their lives to education.

The student, who adds to a study of this volume the accounts of Rousseau, Pestalozzi and Froebel in Quick's Educational Biographies and some good exposition of Herbart, will have a very fair acquaintance with the main lines of educational opinion since the Renaissance.

I would apologise for the large space I give to Locke, did I not think that his *Thoughts* read along with his *Conduct of the Understanding* is, spite of some obvious faults, the best treatise on education which has ever appeared with the (doubtful) exception of Quintilian.

S. S. L.

**University of Edinburgh,**

*December 1902.*

**Note.** Four of the sixteen chapters of this volume have appeared in books now for some time out of print.
CONTENTS.

CHAPTER                      PAGE
I.  The Renaissance, 1320-1600 3
II. The Renaissance and the School—First Period (1320-1450). Vittorino da Feltre, 1378-1446 18
III. The Second Period of the Renaissance (1450-1600). Trotzendorf; Sturm; Neander 24
IV. Universities 31
V. “The Governour,” by Sir Thomas Elyot; ?1490-1546 38
VI. Rabelais: Monk, Physician, Curé of Meudon. 1483(?)-1553. Note on Erasmus; 1466-1536 (p. 55) 46
VII. Roger Ascham, the Humanist; 1515-1568 58
VIII. The Jesuits. Order founded 1534 86
IX. Montaigne, the French Rationalist, 1533-1592 94

THE MODERN PERIOD, FROM 1600 A.D.

X. Francis Bacon, 1561-1626 119
XI. Comenius, the Sense-Encyclopaedist and Founder of Method; 1592-1671 138
XII. John Milton, the Classical Encyclopaedist; 1608-1674 159
XIII. John Locke, the English Rationalist; 1632-1704 181
XIV. John Locke—continued 208
XV. John Locke—concluded. “The Conduct of the Understanding” 222
XVI. Herbert Spencer, the modern Sense-Realist 235
"THE RENAISSANCE AND THE SCHOOL."