

CONTENTS

CHAPTER I

ORIGINS

Two-fold origin of public education: Survival of Roman rhetorical instruction: the Christian Church as Educator: Episcopal and Feudal Courts as places of learning. The Seven Liberal Arts. Text-books: the Donat, Aelfric's *Colloquy*: Priscian: the Compilers of encyclopedias: Boethius. School organization. Education of girls and women pp. 1–24

CHAPTER II

THE RISE OF UNIVERSITIES

John of Salisbury's education. Study of Aristotle and of Law. Bologna. Scholasticism at Paris: Abelard. Oxford. University society. First Statutes of Paris. University Courses and Teaching. Humanism: the method of Bernard of Chartres. The Mendicant Orders as educators. Rise of Colleges at Paris and Oxford pp. 25–48

CHAPTER III

THE EDUCATION OF CHIVALRY

Chivalry. The knightly education; child, damoiseau, squire. Reading and writing. Education of the damoiselle and the dame. Compulsory military service pp. 49–58

CHAPTER IV

THE GREAT PESTILENCE

The Black Death. William of Wykeham's two colleges. The "Pious Founder": "poor and indigent scholars." Public Schools. Organization and teaching at Winchester. John of Trevisa, Walter de Bibelesworthe. The *Doctrinale* of Alexander de Villa Dei pp. 59–72

CHAPTER V

THE BEGINNING OF POPULAR INSTRUCTION

True elementary schools lacking in the early Middle Ages: elementary instruction. Private teaching. Education and the Poor. Commercial and Industrial Origin of Elementary Education. Fifteenth-century England: reading, writing, manners. Chantries. Colleges at Acaster and Rotherham . . . pp. 73–88

CHAPTER VI

THE NEW LEARNING

The New Learning in Italy. "Plutarch," *On the Guidance of Children*. Quintilian, *Institutio Oratoria*: Cicero and Imitation. English students in Italy: the Canterbury Monks. Grammar reform at Magdalen College School: Anwykyll, Stanbridge, Holt. Verse-making. The Brethren of the Common Life . . . pp. 89–106

CHAPTER VII

HUMANISM

Opposition to Humanism: *Antibarbari* of Erasmus: the Old Learning: Orthodoxy and Humanism. Christianity and Humanism. *Pietas Litterata*: Colet and St Paul's School. Lily's Grammar: Uniformity in grammar teaching. Ciceronianism and Imitation. The Erasmian pronunciation. *Qui mihi discipulus* . . . pp. 107–132

CHAPTER VIII

THE REFORMATION

The ferment of the sixteenth century. The ecclesiastical revolution and education: Orthodoxy and Education: Depression of universities and schools: Latimer's Sermons. Dissolution of chantries and monasteries: Lever's Sermons: Christ's Hospital. The Universities and the ecclesiastical changes. Revival of Universities and Schools: Scottish Universities, Trinity College, Dublin, Gresham College: the Public Schools. Elementary Education . . . pp. 133–154

CHAPTER IX

LUTHER, STURM, CORDIER

Martin Luther's educational tracts: his effective work for education. Melancthon. Johann Sturm: *De litterarum ludis recte aperiendis*: the Report of Dasypodius: Strasbourg and the English schools: *Epistolae Classicae*: Stage Plays: Sturm's influence on European education: his last years. Spoken Latin: the dialogues: Cordier's *Scholastic Colloquies* . . . pp. 155–170

CONTENTS

ix

CHAPTER X

THE MAN OF ACTION AND THE NEW PHILOSOPHER

The doctrine of courtesy: foreign academies: *Il Cortegiano*: *The Boke named the Governour*: The Inns of Court: *Queene Elizabethes Achademy*: Montaigne: The French Oratorians of Julliy: Projected English Academies: later foreign academies: private tuition. The New Philosophy: Comenius: William Petty. John Wallis's education. The Universities in the seventeenth century
 pp. 171–187

CHAPTER XI

ECCLESIASTICAL POLITICS AND PUBLIC EDUCATION

The policy of uniformity in education: the Canons of 1604: the Universities. The Long Parliament and education. Act of Uniformity, 1662. The Non-conformist Academies: Archbishop Secker's education: the Schism Act, 1714. Elementary instruction: the Charity Schools: early success: reasons for their decline pp. 188–203

CHAPTER XII

EIGHTEENTH-CENTURY THEORY

Essay concerning Human Understanding: the Age of Reason. *The Conduct of the Understanding*: *Some Thoughts concerning Education*. The cult of sentiment. *Émile*: Child Study: Sense Experience: Education of Girls. La Chalotais: *Essai d'Éducation Nationale*: the lay school, civic and moral instruction. Education and Politics: Sheridan, *British Education*: John Brown, *Thoughts on Civil Liberty*: Priestley, *Essay on the First Principles of Government*: William Godwin, *Enquiry concerning Political Justice*. Basedow: Undenominationalism
 pp. 204–218

CHAPTER XIII

EIGHTEENTH-CENTURY PRACTICE

Depression of the Public Schools and Universities: actual practice better than formal regulations imply: agitation against religious tests. Thomas James describes Eton and Rugby: Eldon on grammar schools: V. Knox on grammar-school teaching: private reading at the Public Schools: school staffs. The Industrial Revolution: Private schools and Modern studies: Girls' education. Instruction of the Poor: the Brothers of the Christian Schools: Sunday Schools: Mrs Trimmer and the Schools of Industry: the Mores in Somerset. Reforms in Germany and Austria: Frederick the Great and Popular Education: The Abiturientenexamen: Rochow's reforms. Revolutionary France. English education and political liberty. Pestalozzi. George Birkbeck in Glasgow pp. 219–241

CHAPTER XIV

THE VOLUNTARY SYSTEM OF ELEMENTARY EDUCATION

State control of education: Peel's Act, 1802: Whitbread's Bill. The Monitorial, Madras or Mutual System: Andrew Bell, *An Experiment in Education*: Joseph Lancaster: *Improvements in Education*: "general Christian principles": a profession of teachers: Sarah Trimmer, *A Comparative View*: an alleged national system of education. Popularity of the Monitorial System. The National Society: the British and Foreign School Society. Extensions of the Monitorial System abroad. Training of teachers under the system. Robert Owen's educational work: Factory Schools: Infant Schools: Oberlin. Brougham and the "education-mad" party; the Select Committee, 1816. Birkbeck and the Mechanics' Institutes: Dr Arnold on Mechanics' Institutes: Society for Diffusion of Useful Knowledge. First Government Grant, 1833
 pp. 242–265

CHAPTER XV

SECONDARY AND HIGHER EDUCATION, 1800–60

Samuel Butler at Shrewsbury: Thomas Arnold at Rugby: Rugby School, 1834–5. The modernization of the curriculum: Vicesimus Knox and Dr Arnold on private schools: Hill Top, Hazelwood and Bruce Castle: self-government by the pupils. The proprietary colleges: College of Preceptors. Oxford and Cambridge and their Colleges. University reform from within. The "University of London": the religious difficulty: King's College, London: University College, London: University of London founded. University of Durham. Owens College, Manchester. The Queen's Colleges, Ireland. Oxford and Cambridge University Commissions. The College of Preceptors: the University "Locals." Popularity of examinations. University functions: University life
 pp. 266–285

CHAPTER XVI

THE ESTABLISHMENT OF A NATIONAL ELEMENTARY SYSTEM

Elementary Schools, *temp.* William IV: The training of teachers: David Stow and his "Training System": British students of foreign education. The Committee of the Privy Council on Education: Kay-Shuttleworth; proposed National Normal School: Inspection of schools: Conscience Clause: Stow and the Glasgow Normal Seminary: English training colleges established. The Pupil-Teacher system. Political unrest: the Religious Question: attempted legislation: the Education and the Science and Art Departments instituted. W. J. Fox on "Payment by Results," 1853. The Newcastle Commission: dissatisfaction with teaching: Kay-Shuttleworth on the Report: The Code: Lowe's Revised Code. The "Schoolless Multitude." The Elementary Education Act, 1870: the Act a compromise: a national elementary system created pp. 286–312

CONTENTS

xi

CHAPTER XVII

"ORGANIZE YOUR SECONDARY EDUCATION!"

The Public Schools (Clarendon) Commission: inadequate provision for modern studies. The Schools Inquiry (Taunton) Commission: the Argyll Commission: Endowed Schools Act. Education of Girls and Women: Governesses' Benevolent Institution: Queen's College: Bedford Square College: Miss Davies's Committee: Miss Buss and Miss Beale on girls' education: Cambridge Higher Local Examinations. Newnham. Girton. Maria Grey and the National Union. Girls' Public Day School Company: the High Schools. Spencer's *Education: Essays on a Liberal Education*: J. S. Mill's St Andrews Inaugural Address: Huxley's *A Liberal Education* pp. 313–326

CHAPTER XVIII

A NATIONAL SYSTEM OF EDUCATION FOUNDED

The Universities. University Extension: the Working Men's College: W.E.A. Women and the Universities: the University Colleges: Seven new universities created: London University Commissions. Instruction in public elementary schools. Technical Instruction Commission and Act. The Cross Commission: Abolition of "Payment by Results": Day Training Colleges instituted: Overlapping of elementary and secondary education: Chaos in educational administration. Evening Schools. The Bryce Commission: What is Secondary Education? Recommendations. The Cockerton Judgment: Strain on the Voluntary System: Education Acts of 1902–3. Edward Thring at Uppingham. The Boy Scouts: the Boys' Brigade. Experimental Pedagogy. Signorina Montessori. Courses of instruction, elementary and secondary: the new curriculum pp. 327–354

INDEX pp. 355–371