

1. Record Nr.	UNINA9910142529103321
Autore	Black Robert <1946->
Titolo	Humanism and education in medieval and Renaissance Italy : tradition and innovation in Latin schools from the twelfth to the fifteenth century / / Robert Black
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2001
ISBN	1-107-11170-6 0-521-03612-7 0-511-32830-3 0-511-49668-0 0-511-11601-2 1-280-15171-4 0-511-05251-0 0-511-15423-2
Edizione	[1st ed.]
Descrizione fisica	1 online resource (xv, 489 pages) : digital, PDF file(s)
Disciplina	488/.0071/245
Soggetti	Latin language - Study and teaching - Italy - History - To 1500 Latin language, Medieval and modern - Study and teaching - Italy Educational innovations - Italy - History - To 1500 Education, Humanistic - Italy - History - To 1500 Humanism - Italy - History - To 1500 Education, Medieval - Italy Humanists - Italy Italy Intellectual life 1268-1559 Italy Intellectual life To 1268
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di bibliografia	Includes bibliographical references (p. 435-455) and indexes.
Nota di contenuto	Italian Renaissance education: an historiographical perspective -- The elementary school curriculum in medieval and Renaissance Italy: traditional methods and developing texts -- The secondary grammar curriculum -- Latin authors in medieval and Renaissance Italian schools: the story of a canon -- Reading Latin authors in medieval and

Sommario/riassunto

Based on the study of over 500 surviving manuscript school books, this comprehensive 2001 study of the curriculum of school education in medieval and Renaissance Italy contains some surprising conclusions. Robert Black's analysis finds that continuity and conservatism, not innovation, characterize medieval and Renaissance teaching. The study of classical texts in medieval Italian schools reached its height in the twelfth century; this was followed by a collapse in the thirteenth century, an effect on school teaching of the growth of university education. This collapse was only gradually reversed in the two centuries that followed: it was not until the later 1400s that humanists began to have a significant impact on education. Scholars of European history, of Renaissance studies, and of the history of education will find that this deeply researched and broad-ranging book challenges much inherited wisdom about education, humanism and the history of ideas.