

Medieval Education

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At the end of this lesson, you should be able to:

1. Recognize the significant contributions of the Medieval period to education; and
2. Explain its impact to the present educational system; and
3. Express personal opinion to the information gained.

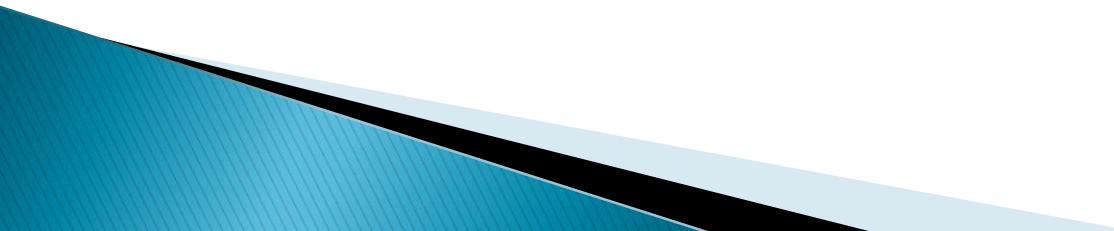
Jesus Christ, His Educational Attitudes and Practices

- ▶ Jesus as a teacher, one of the greatest teachers, the other two being Socrates and Gautama

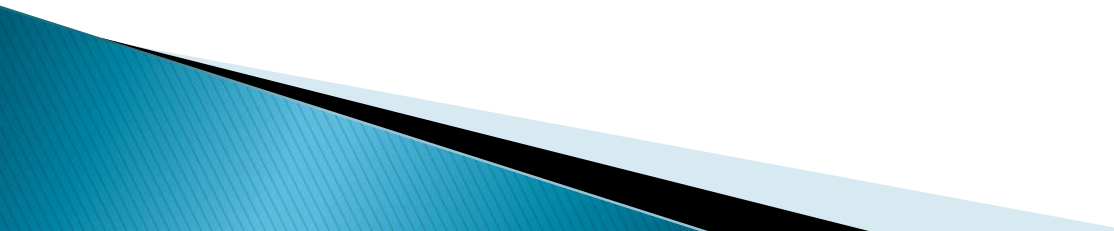
Aims

- Summed up by his words “Seek ye first the kingdom of God and his righteousness and all these things shall be added unto you.”
- Taught new principles to govern human relationship based on universal brotherhood
- Taught the concept of patriotism and family ties

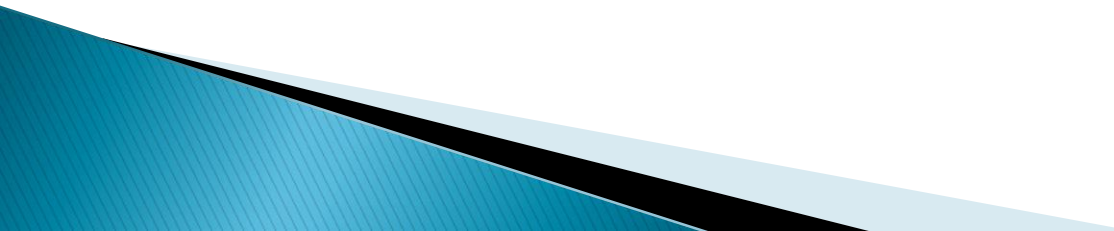
Continuation

- ▶ Taught to renounce the personal privileges and advantages that come riches and selfishness of private ambition
 - ▶ Taught not only a moral revolution in the individual but also a revolution in society as well
 - ▶ Taught that his kingdom is the heart of man
 - ▶ Aimed at the highest ethical education
 - ▶ Concerned with religious training
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Types

- Education based on the teachings of Jesus
 - Removed education from the clutches of national limits and racial prejudice
 - Removed all distinctions of class and caste which paved the way for a universal and common education for every man, woman and child
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Content

- Emphasized the development of the individual and social behavior that was based on the principles of human relationships
 - Dealt with fundamental universal truths
 - His life was his curriculum
 - No school or any social institution; no textbooks
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Methods

1. The conversational method

- usually informal and intimate
- direct, natural and familiar
- questions were asked and answered and difficulties proposed and removed

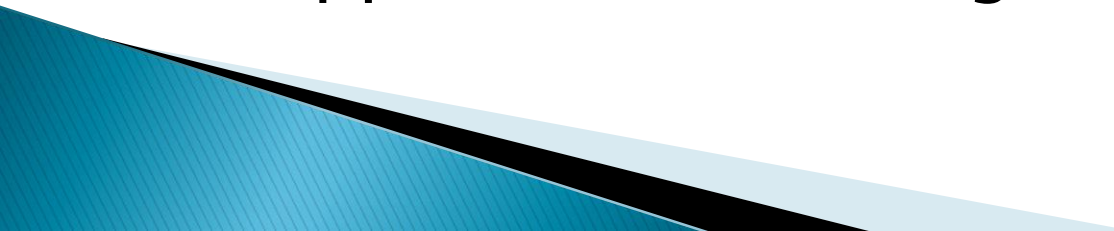
2. The gnostic method

- Jesus frequently resorted to the use of gnomes or proverbs.
- He never delivered the analytical addresses common today.

3. The parables

- a kind of comparison or an analogy
- the language was picturesque and dramatic
- provided food for thought for young and old, learned or not (Eby and Arrowwood)

Methods that Jesus introduced and we still use today:

1. Adjusted lessons to the experiences of the students
 2. Used concrete everyday incidents for his examples
 3. Used the simplest language to teach the most profound truths
 4. Recognized what Dewey later popularized – learn to do by doing
 5. Encouraged the students to question
 6. Appealed to the imagination
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7. Stimulated thinking by power of suggestion

8. Recognized individual differences and adjusted his teaching methods to the needs and capacities of the learners

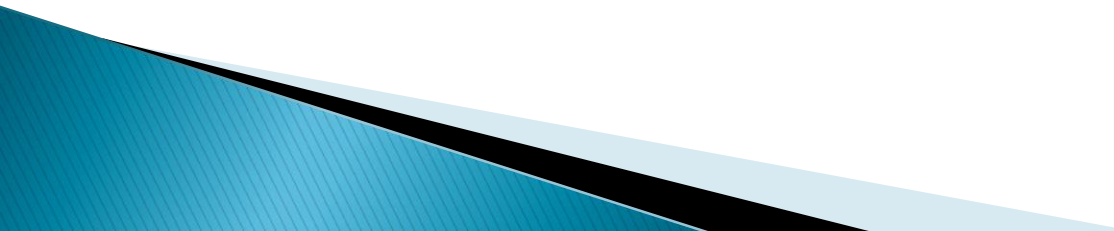
Agencies and Organizations

- Home
- Synagogue school

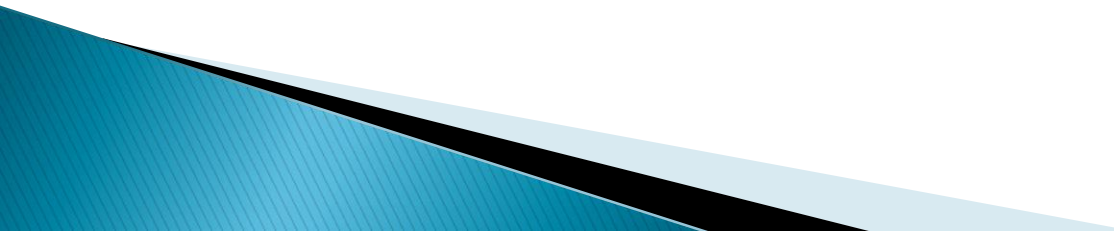
The Early Christian Church

- ▶ The Christian Church (Roman Catholic) rose to power because of the force of its high moral and ethical doctrines and the intensity of the faith of its adherents.

Aims

- Moral regeneration of the individual
 - Training of converts, clergy and the children because the church realized that the reform of society could only happen through the transformation of the individuals.
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Types

- Moral
 - Religious training
 - No physical or aesthetic training
 - Only musical training in relation to church services
 - No intellectual education, but later on, the converts among the educated class were trained to meet opponents and heretics
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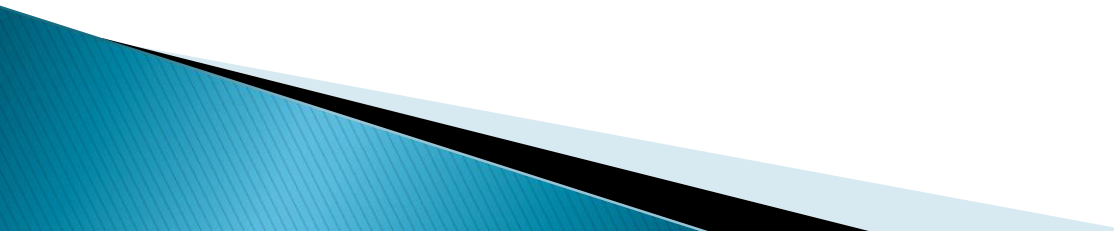
Contents

- Basic instruction to fit candidates for baptism
- Basic elements of church doctrine
- Church rituals and moral virtues of Christlike living
- No physical training, art, science, literature and rhetoric (origins were pagan full of vices and corruption)

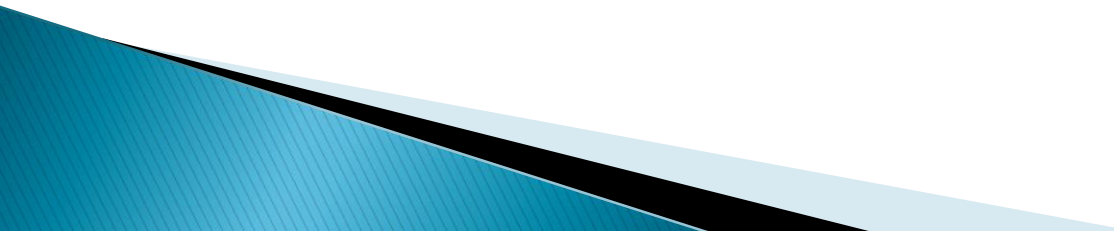
Agencies

- Church (catechumenal schools –for the instruction of those who desired to become members of the church but lacked the knowledge of church doctrine)

Continuation


- The organization was informal
 - Teachers were the more able members
 - Boys and girls were admitted to instruction and given the sacrament of baptism and communion after several years of training.
 - Catechetical schools (used the catechetical question and answer method)
 - Cathedral schools (the higher schools of Christian learning)
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Methods

- Impromptu, exposition and exhortation was a common method of spreading the gospel
 - The method of example was used in the home.
 - Later on, catechetical method was practiced.
 - Rote recitation (pupils memorized answers to questions)
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Monasticism

Aims

- The salvation of individual souls
 - A kind of moral and physical discipline based on bodily mortification and worldly renunciation for the sake of moral improvement
 - Imposed the 3 vows of chastity, poverty and obedience
 - Renounced the 3 aspects of social organizations– domestic home, the economic structure and the political state
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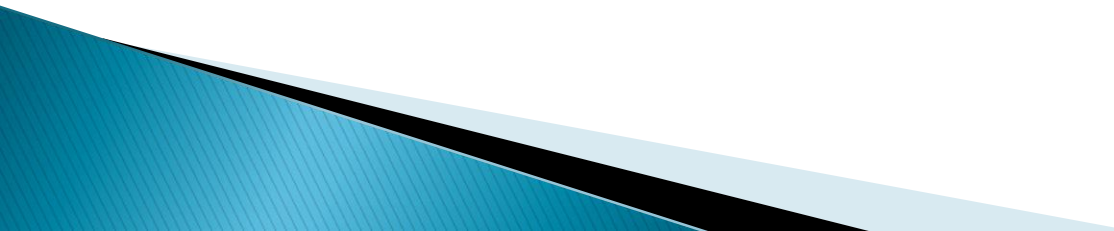
Types

- Confined itself to literacy activities (two hours of reading sacred literature daily and copied manuscripts and produced original writings of a religious or moral nature)
- Manual training (seven hours of manual work thus, Monks became skilled artisans in wood, leather and metal, skilled farmers trained in agriculture and horticulture)

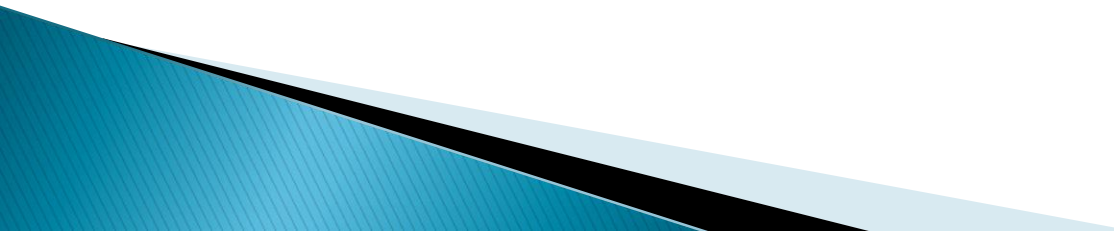
Content

- Reading, writing and arithmetic (the Three R's)
- - Later on, Trivium (grammar, rhetoric and dialectic) and Quadrivium (Arithmetic, geometry, astronomy and music)

Agencies and Organization

- Palace schools for the sons of the nobility in the hope of producing more leaders of the church and the state
 - Parish schools for a better educated clergy
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Method

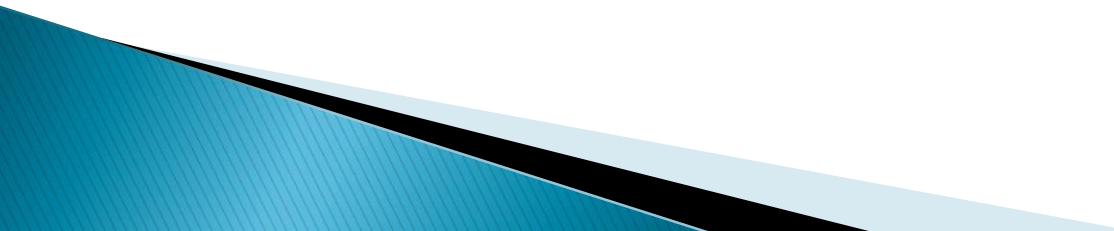
- used the catechetical method
 - Dictation was used and pupils were made to memorize everything
 - Latin was used as language of instruction, as there was no instruction in the vernacular.
 - Emphasized meditation(highest knowledge came from divine inspiration)
 - Discipline was severe.
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Scholasticism

Aims

- Support the doctrines of the church by rational argument
- Intellectual discipline
- Limited to religious and intellectual education


Types

- Theology and religious philosophy
 - A new system of philosophy about theology
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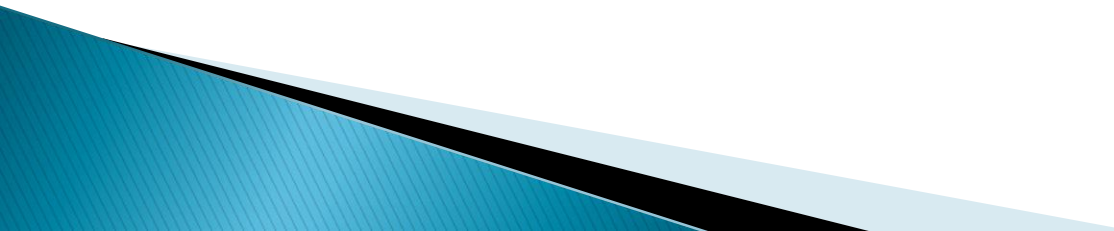
Agencies

- Monastic schools
- Cathedral schools
- Palace schools

Organization

- Medieval University (began as an association of teachers)
 - Three features:
 1. its corporate character;
 2. its special privileges and immunities; and
 3. the protection which teaching and scholarship enjoyed by its right to grant to its graduates the license to teach
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Methods

- Lecture
 - Repetition
 - Disputation
 - Examination
 - Logical analysis
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Chivalric Education

- ▶ The age chivalry extended from the beginning of the 9th to the 16th centuries. A complicated system of political and personal relationships called **feudalism** characterized the early period of the middle ages and grew among the nobility.


Aims

- Aimed to teach the best ideals
- Provided a system of training to inculcate gallantry toward women, protection of the weak, honesty in everything, courage at all times

Types

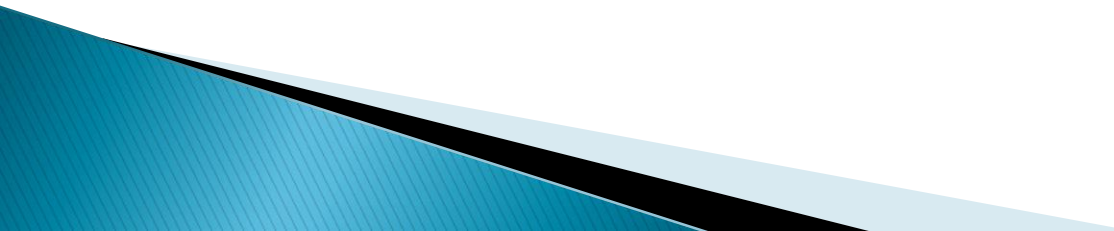
- A form of social training
- Military training and social discipline
- A class education for entrance into aristocracy

Content

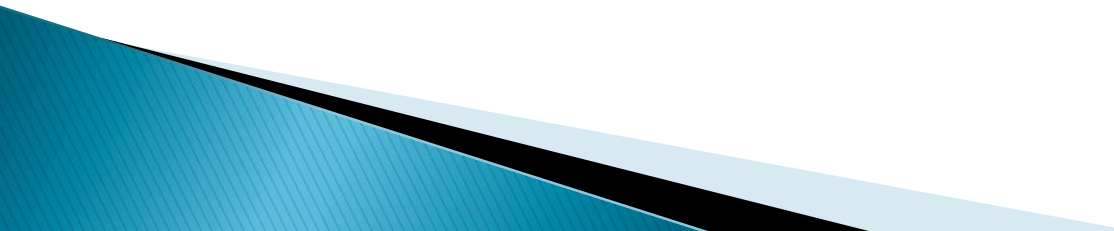
- Curriculum consisted of physical, social, military and religious activities.
 - Early training was given in reading and writing, health instruction, training in etiquette, obedience to superiors, [laying musical instruments, riding and jousting, singing and playing chess.
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- Girls were also educated in religious faith and ceremonies, dancing and singing, courtesy, handicraft and management of the household servants.

Agencies

- Home was responsible for the earliest education.
 - Later, the lords and ladies of the castle were the teachers.
 - Fields of battle were the schools of education for the boys, the courts were the schools for the girls.
 - Troubadours, ministers, gazetteers served as agents of education and providers of entertainment.
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Methods

- Imitation
 - Example
 - Learning by doing
 - Discipline was maintained through the ideals of obedience and sincere adherence to moral and social standards.
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The Guild Approach to Education

- ▶ Closely related to the development of commerce was the strengthening of the **guilds**, an organization composed of persons with common interests and mutual needs for protection and welfare.
- ▶ Two Types of Guilds
 1. Merchant guild (residents who had the monopoly of retail trade in their towns)
 2. Craft guild (skilled workers, manufacturers and artisans)

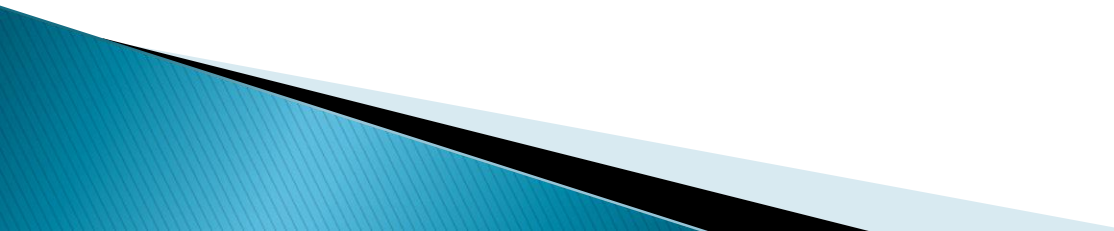
Aims

- Emphasized vocational training to prepare the children for the requisites of commerce and industry

Content

- Elementary instruction in reading and writing in the vernacular and arithmetic were required as preparation for commerce and industry of the guilds.
- Masters were required to teach their apprentices their crafts and also provide adequate religious instruction.

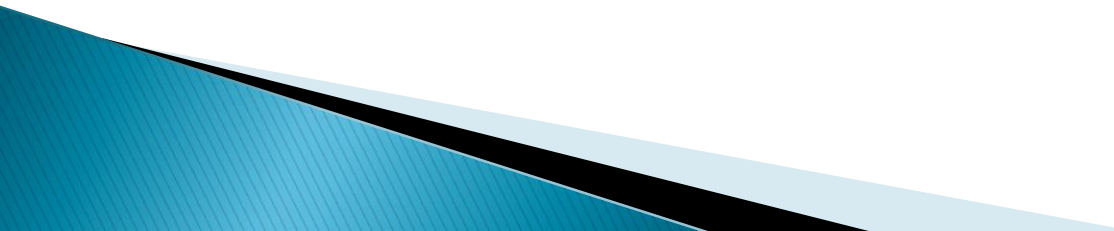
Agencies

- Burgher schools which were supported and controlled by the cities and often taught by priests and lay teachers
 - Chantry schools which were supported by wealthy merchants for the instruction of the children of the city
 - Guild schools for the children of the craftsmen
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Organization

- 3 Stages for the Craftsmen
 1. apprentice
 2. journeyman
 3. master craftsman

Methods

- Example, imitation and practice
 - Dictation, memorization and catechetical method
 - Discipline was severe and harsh
 - Education was strictly preparation for work.
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Saracenic Approach to Education

Aims


- Search for knowledge and an application of scientific facts to the affairs of daily life
- Development of individual initiative and social welfare– liberal education in its truest sense
- All education began with religious education
- Devote itself to the improvement of life

Types

- Vocational education was stressed.
 - Intellectual training in the sciences was the basis for the professions.
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- Education was universal although not entirely democratic.
- Elementary education was open to all boys and girls.
- Higher education was open to rich and poor, but the wealthy had some advantages.
- Financial aid was provided to needy students.

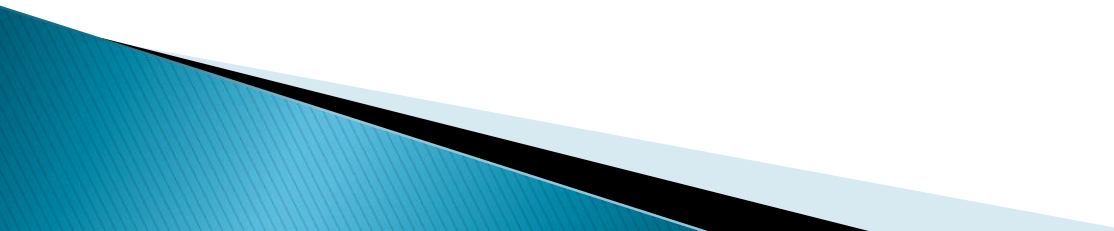
Content

- Elementary level: reading, writing, arithmetic, religion, grammar and science
 - Higher level: algebra, geometry, trigonometry, physics, chemistry, geography, astronomy, pharmacy, medicine, surgery, philology, history, literature, logic, metaphysics, and law
 - Koran was taught in all levels.
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Agencies and Organization

- Each mosque established an elementary school.
- The rich muslims donated large sums of money for education.
- Both universities and libraries were well endorsed and were made available to all.

Methods

- Scientific method(also used repetition and drill)
 - Catechetical method, memorization and lecture
 - Higher schools emphasized travel and explanation.
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END OF PRESENTATION