

**THE SCHOOLS OF CHARLES
THE GREAT AND THE
RESTORATION OF EDUCATION
IN THE NINTH CENTURY**

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The schools of Charles the Great and the restoration of education in the ninth century by J. Bass Mullinger

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BY

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FELLOW OF PETERHOUSE

THIS VOLUME
IS
GRATEFULLY INSCRIBED

PREFACE.

THE PERIOD and the subject to which this volume is devoted have both no ordinary claim on the attention of the student,—the former, as representing the era wherein, by the common consent of the most eminent authorities, we may find the true boundary line between ancient and modern history,—the latter, as containing the key to those traditions which have ever since prevailed in European education and can scarcely even yet be regarded as superseded or effete.

The present work is restricted to an attempt to place in a clearer light the character of the learning and the theory of education which mediaeval Europe inherited from a combination of pagan science and Christian theology, before that learning and that education were, in turn, modified by the teaching of the Schoolmen. The following pages accordingly represent but a very limited field of enquiry in the wide province of Carolingian history; but that field, though narrow, is not unimportant. That it is altogether erroneous to look upon the influences trans-

mitted by the reforms and policy of Charles the Great as of no greater permanence than the fabric of the Empire itself, is now generally conceded, and in no respect have those influences had a more enduring effect than in connexion with the history of mental culture in Europe. It is indeed not a little remarkable, that in this somewhat unduly neglected ninth century we may discern, as in miniature, all those contending principles—the conservative, the progressive, and the speculative—which, save in the darkest times, have rarely since ceased to be apparent in the great centres of our higher education.

While the author has freely availed himself of whatever aids or suggestions might be afforded by modern contributions to the literature of the subject, it has throughout been his endeavour, as far as practicable, to rely mainly on original research, and the references to his authorities have been systematically given.¹ The valuable corrections of the chronology and text of Alcuin's letters contained in Dümmler's *Alcuiniana* have been carefully noted, but it has been thought better, as a rule, to refer in the notes to the text of Migne's *Patrologia* (vols. c and ci), as more generally available.

Two volumes treating on the same subject—Dr. Karl Werner's *Alcuin und sein Jahrhundert* (1876) and M.

¹ With the view of rendering these references more concise, a List of the Principal Authorities referred to has been prefixed, in which the title of each work is given in full, together with the edition used—the references in the text being limited to the name and the page.

Vétault's *Charlemagne* (1877)—have appeared too late to enable the author to profit by any additional light that these writers may have thrown upon the period.

In conclusion, his thanks are due to the two adjudicators of the Prize—his lordship, the bishop of Truro, and professor Edwin Palmer, of Oxford—for their kind permission to append an additional chapter, which serves to illustrate more fully the connexion of the present subject with the commencement of the University of Paris and of European university history at large.

February, 1877.

