

reluctantly omitted on account of the limitations of this work.

On the other hand, many teachers lack time for exhaustive study of such a subject. This book is designed to furnish all the material that can be reasonably demanded for any state, county, or city teacher's certificate. It also provides sufficient subject-matter for classes in normal schools and colleges and for reading circles. The material offered can be mastered in a half-year's class work, but, by using the references, a full year can be well employed. For those who desire to make a more extended study of particular topics, the author gives such authorities as years of careful research have shown to be most valuable. Every investigator knows the labor involved in finding suitable material. To spare the reader something of that labor, the literature is given at the beginning of each chapter. By following the collateral readings thus suggested, this book will be found suitable for the most advanced classes.

The plan of references embraces three features: (1) literature at the beginning of each chapter; (2) foot references to special citations; and (3) a general bibliography in the Appendix. In the first two, titles are sometimes abbreviated because of their frequent repetition. In case of doubt the reader should refer to the general bibliography, in which all the authorities cited are arranged alphabetically, with full titles.

It is generally conceded that the plan of an historical work should be based upon the evolution of civilization. In common with other recent writers on educational history, the author accepts the general plan of Karl Schmidt in his "*Geschichte der Pädagogik*," the most comprehensive work on this subject that has yet appeared. But the specific plan, which involves the most important and vital