## PREFACE

THE importance of a knowledge of the history of education was never so fully recognized as at the present Normal schools and teachers' colleges give this time. subject a prominent place in their professional courses, superintendents require candidates for certificates to pass examination in it, and familiarity with it is an essential part of the equipment of every well-informed teacher. The history of education portrays the theories and methods of the past, warns of error and indicates established truth, shows difficulties surmounted, and encourages the teacher of to-day by examples of heroism and consecration on the part of educators whose labors for their fellow-men we discuss. To the teacher this study is a constant help in the schoolroom, the trials of which are met with the added strength and inspiration from contact with great teachers of the past.

No text-book can be said to contain the last word upon any subject. Least of all can such a claim be made for a history of education, which aims to trace the intellectual development of the human race and to indicate the means and processes of that evolution. Any individuals or factors materially contributing thereto deserve a place in educational history. As to which of these factors is the most important, that is a question of choice, upon which, doubtless, many will differ with the author. Some educators, whose claims to consideration are unquestioned, have been

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