

READINGS IN THE HISTORY OF EDUCATION

A COLLECTION OF SOURCES AND READINGS TO
ILLUSTRATE THE DEVELOPMENT OF EDUCATIONAL
PRACTICE, THEORY, AND ORGANIZATION

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PREFACE

THE Readings which this volume reproduces have been collected, from time to time, by the author in connection with the instruction of university classes in the general history of education, and have been used with students as reading supplemental to a lecture course on the subject. They are now gathered together and organized into the present volume, and made to run parallel with and to supplement the author's textbook on the *History of Education*, published at this same time. The chapter arrangement of the two books is the same, and the different Readings are referred to by cross-reference (**R. 172**, etc.) throughout the *History* volume. At the same time the selections are of such a general nature, have been so organized and arranged, and their importance and significance are so explained in the chapter introductions, that the volume of *Readings* may be used as a reference volume of sources by instructors using other texts on the history of education.

The Readings have been selected and arranged primarily with a view to illustrating the history of educational practice and progress and organization, rather than the history of educational theory, though a number of typical and illustrative selections from the more important writers on educational theory, and particularly modern theory, have been included. They have also been selected with a view to illustrating that aspect of the history of educational progress which conceives of educational development as being a phase of the rise and preservation and spread of our western civilization. The Readings accordingly follow such great main lines as the foundation elements of our civilization, as laid by Greece, Rome, and the Christians; the almost extinction of the new civilization in the barbarian migrations, and the gradual reduction of these new peoples to order and a semblance of civilization; the preservation of the old learning and the foundation of schools during the dark period; the reawakening of scholarship, and the reestablishment of learning in the new universities; the great period of the Revival of Learning, during which that human inquiry which first characterized Greek

thought again arose in the western world; the continuation of this spirit of inquiry into matters of religion and world phenomena, giving rise to the religious revolts and the beginnings of modern science study; the educational consequences of the Protestant Revolts among the different religious sects, and the rise of the vernacular school; character of the schools as evolved by the middle of the eighteenth century; the rise of political inquiry, the formulation of a new individualistic and political theory for the school, and the transition of the school from the control of the Church to that of the State; the rise of modern state-school systems, and the adoption of the school as the great constructive tool of the State; the spread of western civilization and the state-school idea over the world; and some of the more important of the new expansions and conceptions of modern education.

It is hoped that the volume of *Readings* as organized may prove useful to teachers and students of the history of education generally, as well as to those who use the companion volume of Text. It is believed that this one volume will be found to contain sufficient supplemental reading to meet the needs of most classes studying the subject. It could be used as a library reference volume, almost to the exclusion of other collateral reading.

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