

**A HISTORY OF EDUCATION
DURING THE MIDDLE AGES
AND THE TRANSITION TO
MODERN TIMES**

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A History of Education During the Middle Ages and the Transition to Modern Times by Frank
Pierrepont Graves

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FRANK PIERREPONT GRAVES

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BY

FRANK PIERREPONT GRAVES
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PREFACE

THIS book is a continuation of my *History of Education before the Middle Ages*, and holds in general to the same point of view and method of approach. It may, however, be used quite independently of that volume as a textbook or a work of reference upon educational history between the sixth and the eighteenth centuries. In either case, it is hoped that a sufficiently clear and detailed account is given to afford an accurate picture of the period covered, and to interest students in some of the more important origins of modern educational procedure. The extensive quotation of the sources and the selected lists of supplementary reading should contribute materially to these ends.

No apology is necessary, I trust, for continuing to view the educational process from the standpoint of the development of individualism. The period of the Middle Ages and the subsequent four centuries of reaction lend themselves to this method of interpretation with engaging facility. Nevertheless, I have striven never in the interest of this method to slur the facts nor force their construction, and have deferred all serious attempts at generalization until after the data have been presented. As in the former volume, I have also undertaken to furnish a background and a perspective for the history of education by interweaving a liberal measure of political material. Although this part of the narra-

tive is, because of the growing complexity of the times under consideration, necessarily less connected than in my work upon ancient education, such an historical setting may tend to acquit me of the charge of pedagogical aeroplaning. At any rate, a life-line of general history is sadly needed by the average student of education.

In making this work accurate, I have received aid from several quarters. I am much indebted to my colleagues, Professors E. H. McNeal and Clarence Perkins, for the pains they have expended in checking up the descriptions of an historical layman, and to my former colleague, Professor J. H. Coursault, of the University of Missouri, for his frank but kindly criticism of the educational facts in the book and of my method of presenting them. I owe an even larger debt to my colleague, Professor A. E. Davies, who has throughout the preparation of this treatise been ever at my service as a critic and guide, and has found time in a very busy life to make many suggestions and improvements.

F. P. G.

JULY 1, 1910.

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