

Findlay

College of Preceptors,

INCORPORATED BY ROYAL CHARTER

BLOOMSBURY SQUARE, LONDON, W.C.

21. 7. 1897

Dear President Harper,

The Memo. which
I send you by this post is ~~mainly~~
concerned with London, but the
problem is one which you are
interested in also: - & I am
venturing to send a copy to
yourself & one or two other
distinguished American teachers
whom I met in '95, in the

hope that you may find time
to read it & send a line of
suggestion or criticism in
reply to the Dean's letter.
With kind regards,

Sincerely yours,

J. H. Hildes

We are finding Professor Dewey's
papers on Psych Educⁿ very
helpful. When the philosophers
will bend down & become as
"little children" - in their study
of Edu. they can do something!

hope that you are fine
to read it and a fine
suggestion in criticism in
with this regard

Yours. J. M.
H. H. H.

are as follows: Professor
Professor of English
Professor of English
will send down to become an
little children in their
of them they can do something!

Lindley

ROYAL COMMISSION ON SECONDARY
EDUCATION.

6, OLD PALACE YARD, S.W.



(5)

Admitted 9. 94.

My dear Sir,
Pray excuse the delay
in my reply to yours of last month. It
arose from the uncertainty of my plans.
Last week I fortunately got this
appointment as Assistant Commissioner.
and, as you will see from the circular I
have printed. I shall be in Chicago during
the latter half of November and I
can stay on until late in December if
I can get work to do in lecturing. I
have a sister who has just gone to take

charge of the High School at Montreal
and I intend to spend Xmas with her.
My plan for the lectures you have
kindly offered me would be to
incorporate the 1st two in my list with
other matter which would give a
complete sketch of the development
of English educⁿ from 1550, but I
doubt whether I shall have material
for more than 4 or 5 lectures - for
I do not know what time or strength
I shall have: - but I very much
want to lecture for you in the
University & will follow any suggestion
you may make as to no. of lectures



& time, as far as possible. I hope
that the time at which I am coming
will be suitable to you. I could not
arrange to be in Chicago in October.
I am advised by Professor James
of Philad^a whom I met in Oxford
the other day that I may ask 40-50
dollars for a single lecture, but I do not
expect that you will have so much as
that for me and must leave it to you
to name a sum that you think you
can spare. I have one or two friends
- acquaintances from Jena - in the
neighbourhood of Chicago & perhaps

They will ask me for one or two of the
single lectures - but I do not propose
to give a course anywhere except
with you.

Sincerely yours,

J. F. Fuldlay.

I am hoping to put the last touches
to my report in Chicago after seeing
something of the organization of your
grammar high schools - contrasting
them with the Eastern States as
well as with English customs.

Findlay.

20 April

The Practice
16 Feb 93

Dear President Harper

I wish to bring before you the case of Mr. J. J. Findlay, as to whom I have voluminous letters & documents if you have time to examine them, but as you probably have not, I give you the pith of the matter.

Mr. Findlay is a distinguished graduate of Oxford (in History) who has since devoted himself to higher pedagogical questions with a special view to the training of teachers in secondary schools, has been head for a time of a well known school in England (Wesley College, Sheffield), but is now studying at Jena, under Prof. Rein, and is being fully posted in the latest pedagogical developments, especially those affecting the universities & the training of secondary teachers.

He is highly recommended by some of our best English educators, notably Dr. Percival of Rugby, Bishop Stubbs (the historian), Arthur S. F. W. ; and he will when required be no doubt able to add Rein

I can myself join in these recommendations.

He has a work in pedagogy seeking publication, besides articles which I can show you if you desire

In London Journal of Education

In School & College N.Y.

(on Herbartian Lit.

In our own University Extension
World: on "University Extension
& the problem of Secondary Training"

He is a practised lecturer: including 'elo-
cution'.

In September next he must find re-
munerative work, for he has a wife
& child. [From my recollection of him
I should say he is about 30.] As to his
purpose he writes:

"I wish to undertake the training of sec-
ondary teachers, who in my opinion ought
to spend a year of apprenticeship in train-
ing after their academic studies are con-
cluded. . . . I would willingly ac-
cept a professorship or lectureship on
Pedagogy with very scanty means, so
long as they would suffice to provide a
classroom, with 12 or 15 little boys or girls
of the same age and one competent teach-
er. As the students increased we should need

other classes & more teachers. The advantages of associating with the University are obvious, as for medical or theological students. ----- of course, while the above represents the special kind of work I want to do, I must be content with what I can get. If there is no 'academic' training to be done, I must be content with 'normal'.

I enclose the whole letter of which the above is an extract. The strong points of the case are (1) That he is a strong man fully posted in the latest developments of pedagogy in Germany & England (2) that he is not seeking a great position, but a chance of working up a position: only as a married man without means he needs something remunerative to fall back upon.

I have balked the matter over many times with Mr. Henderson, and he feels with me that there are all manner of possibilities here in Chicago for a man like Mr. Friday both to work out what he wants and to assist other movements. (1) His actual proposal of a seminar in connection with the University for practical training of secondary teachers is worth thinking

of - (2) Again, I might remind you of the strong terms in which Col. Parker has urged upon us that the public are well prepared for simple lectures on pedagogic subjects, & Mr. Findlay might be used in this way through University Extension. (3) You are I believe contemplating a department of study in the university ~~under this name~~ of the nature of pedagogics, (whether under this ugly name or not - I do not know): in such a department he might render valuable service. (4) Could a place be found for him in connection with the Affiliated Colleges, where, if I understand him & them, he would be much exactly in place?

At all events, could you advise with Mr. Henderson & myself on the subject, - if possible, soon: as I have let the matter rest a long time from fear of overburdening you with matters in which I am interested.

Sincerely

R. G. Moulton

ANNOUNCEMENT OF LECTURES
ON
ENGLISH EDUCATION,

By J. J. FINDLAY, M.A., (Oxford), PH. D. (Leipzig),
formerly Principal of Wesley College, Sheffield.

MR. FINDLAY proposes to visit several of the Eastern States and will extend his journey to Ontario in Canada, and to Illinois; he will be prepared to give two or three lectures in each week on the subjects described opposite.

Mr. Findlay has also been appointed an Assistant Commissioner to the

Royal Commission on Secondary Education

now sitting in London, in order to prepare a Report on certain topics embraced in the scope of the Commission, on which it is believed American experience and methods of organization may be helpful.

Dates:

- From Sept. 24 to Oct. 10 in Washington and Philadelphia.
- From Oct. 11 to 18 in New York City.
- From Oct. 19 to Nov. 2 in New England.
- From Nov. 3 to 10 in Toronto and thence to
Nov. 12 to 26 in Chicago and neighbourhood.

This is a general outline of the ground which Mr. Findlay hopes to cover, but he may find it advisable for the purposes of his Report to spend more time in some of these centres than in others.

Single Lectures are offered either upon

I. Arnold of Rugby.

Mr. Findlay's association with Rugby School has enabled him to gain a close acquaintance with the distinctive features of English "Public School" life, which offers, in his opinion, the most valuable contribution which England has so far made to the science of Education.

or II. Present-Day Problems in English Education.

Exhibiting the forces that have been at work in Primary and Secondary Education, particularly since 1870, and which among other results have led to the appointment of the present Royal Commission.

If preferred, either of the two following are offered in place of the above. They are subjects to which the Lecturer gave special attention while studying Pedagogy in Germany.

III. The Herbartian Curriculum adapted to Modern needs.

This Lecture includes an account of some experimental work in Modern Language Instruction, conducted in Professor Rein's Seminar at Jena by Mr. Findlay and others.

IV. The Higher Training of Teachers.

The nature and aims of pedagogic study are at present engaging the attention of the foremost educators in Germany and France, as well as in England.

Fee for each lecture: dollars.

Syllabus. If it is desired to provide the audience at a lecture with a printed Syllabus (on the Extension plan), Mr. Findlay will forward a copy beforehand from which printed copies may be struck off.

Address in America. Correspondence may be addressed, care of

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15th and Chestnut Streets,
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