College of Preceptors,
INCORPORATED BY ROYAL CHARTER
BLOOMSBURY SQUARE, LONDON, W.C.

21. 7. 1897

Dear President Harper,

The News which I send you by this post is mainly concerned with London, but the problem is one which you are interested in also: and I am venturesome enough to venture to send a copy to myself and one or two other distinguished American teachers whom I met in 1895 in the
College of Teachers

I am to inform you that I am taking the 1st of December for the very short interval before Christmas.

I was not able to ask you about your paper on Psychological Education—my papers are in the Office. We are finding papers on Psychological Education very helpful. When the philosopher will bend down to become as little children—i.e. in their study of Edu. they can do something!  

I hope that you may find time to read it. I send a line of suggestion or criticism in reply to the Dean’s letter.  

With kind regards, 

J. M. Findlay

[Handwritten note: we are finding Papers on Psychological Education very helpful. When the philosopher will bend down to become as little children—in their study of Edu. they can do something!]
My dear Sir,\n
Addely 9. 94.

Pray excuse the delay in my reply to your 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 if 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 two months there.
My plan for the lectures you have kindly offered me would be to incorporate the 1st term in my last will and testament which would give a complete sketch of the development of English literature 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 length I shall have — but I very much want to lecture for you in the University — I will follow any suggestion you may make as to the number of lectures in 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. that 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 and acquaintances from Jena — in the neighborhood of Chicago.
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,

[Signature]

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.
Dear President Harper,

I wish to bring before you the case of Mr. J.T. Findlay, as to whom there are voluminous letters and documents if you have time to examine them, but as you probably have not, I give you the gist 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. He has been head for a time of a well-known school in England (Wesley College, Sheffield), but is now studying at Leipzig, under Prof. Rein, and is being fully posted in the latest pedagogical developments, especially those affecting the universities and 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 Sidgwick; and he will, when required, be no doubt able to add Rein...
I can myself join in these recommendations.

He has a work in pedagogies 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 practiced 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 this
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-
eluded. — — I would willingly ac-
ccept a professorship or lecturership on
Pedagogics 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 talked 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. Finley 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
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 pedagogical subjects, so Mr. Findlay might be used in this way through University Extension.

You are I believe contemplating a department of study in the university on the nature of pedagogies, (whether under this ugly name or not, I do not know): in such a department he might render valuable service.

Could a place be found for him in connection with the Affiliated College, where, if I understand him, he would be much needed 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. (Leipsig),

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 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: $1 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 University Extension, 15th and Chestnut Streets, Philadelphia.
ANNOUNCEMENT OF LECTURES

ENGLISH EDUCATION

Mr. O. F. Euclid, M.A., Ph.D., D.Litt.,
Professor of English, University of California, Berkeley

The Lectures will be given in English and will be based on the following:

1. English Literature
2. English Grammar
3. English Composition
4. English Usage

The Lectures will be given in the evenings from 7:00 to 9:00 p.m.

Address: University Hall, Berkeley

January 15 to February 15, 1923

Note: These Lectures are open to all students of the University of California.