

ESSAYS  
ON  
EDUCATIONAL REFORMERS

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## PREFACE TO EDITION OF 1868.

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*"It is clear that in whatever it is our duty to act, those matters also it is our duty to study."* These words of Dr. Arnold's seem to me incontrovertible. So a sense of duty, as well as fondness for the subject, has led me to devote a period of leisure to the study of *Education*, in the practice of which I have been for some years engaged.

There are countries where it would be considered a truism that a teacher in order to exercise his profession intelligently should know something about the chief authorities in it. Here, however, I suppose such an assertion will seem paradoxical ; but there is a good deal to be said in defence of it. De Quincey has pointed out that a man who takes up any pursuit without knowing what advances others have made in it works at a great disadvantage. He does not apply his strength in the right direction, he troubles himself about small matters and neglects great, he falls into errors that have long since been exploded. An educator is, I think, liable to these dangers if he brings to his task no knowledge but that which he learnt for the trips, and no skill but that which he acquired in the cricket ground or on the river. If his pupils are placed entirely in his hands, his work is one of great difficulty, with heavy penalties attached to all blundering in it ; though here, as in the case

of the ignorant doctor and the careless architect, the penalties, unfortunately, are paid by his victims. If (as more commonly happens) he has simply to give a class prescribed instruction, his smaller scope of action limits proportionally the mischief that may ensue; but even then it is obviously desirable that his teaching should be as good as possible, and he is not likely to employ the best methods if he invents as he goes along, or simply falls back on his remembrance of how he was taught himself, perhaps in very different circumstances. I venture to think, therefore, that practical men in education, as in most other things, may derive benefit from the knowledge of what has already been said and done by the leading men engaged in it, both past and present.

All study of this kind, however, is very much impeded by want of books. "Good books are in German," says Professor Seeley. I have found that on the history of Education, not only *good* books but *all* books are in German or some other foreign language.\* I have, therefore, thought it worth while to publish a few such imperfect sketches as these, with which

\* When the greater part of this volume was already written, Mr. Parker published his sketch of the history of Classical Education (*Essays on a Liberal Education*, edited by Farrar). He seems to me to have been very successful in bringing out the most important features of his subject, but his essay necessarily shows marks of over-compression. Two volumes have also lately appeared on *Christian Schools and Scholars* (Longmans, 1867). Here we have a good deal of information which we want, and also, it seems to me, a good deal which we do not want. The work characteristically opens with a 10th century description of the personal appearance of St. Mark when he landed at Alexandria. The author treats only of the times which preceded the Council of Trent. A very interesting account of early English education has been given by Mr. Furnivall, in the 2nd and 3rd numbers of the *Quarterly Journal of Education* (1867). [I did not then know of Dr. Barnard's works.]

the reader can hardly be less satisfied than the author. They may, however, prove useful till they give place to a better book.

Several of the following essays are nothing more than compilations. Indeed, a hostile critic might assert that I had used the scissors with the energy of Mr. Timbs and without his discretion. The reader, however, will probably agree with me that I have done wisely in putting before him the opinions of great writers in their own language. Where I am simply acting as reporter, the author's own way of expressing himself is obviously the best ; and if, following the example of the gipsies and Sir Fretful Plagiary, I had disfigured other people's offspring to make them pass for my own, success would have been fatal to the purpose I have steadily kept in view. The sources of original ideas in any subject, as the student is well aware, are few, but for irrigation we require troughs as well as water-springs, and these essays are intended to serve in the humbler capacity.

A word about the incomplete handling of my subjects. I have not attempted to treat any subject completely, or even with anything like completeness. In giving a sketch of the opinions of an author one of two methods must be adopted ; we may give an epitome of all that he has said, or by confining ourselves to his more valuable and characteristic opinions, may gain space to give these fully. As I detest epitomes, I have adopted the latter method exclusively, but I may sometimes have failed in selecting an author's most characteristic principles ; and probably no two readers of a book would entirely agree as to what was most valuable in it : so my account must remain, after all, but a poor substitute for the author himself.

For the part of a critic I have at least one qualification—practical acquaintance with the subject. As boy or master,

I have been connected with no less than eleven schools, and my perception of the blunders of other teachers is derived mainly from the remembrance of my own. Some of my mistakes have been brought home to me by reading works on education, even those with which I do not in the main agree. Perhaps there are teachers who on looking through the following pages may meet with a similar experience.

Had the essays been written in the order in which they stand, a good deal of repetition might have been avoided, but this repetition has at least the advantage of bringing out points which seem to me important; and as no one will read the book as carefully as I have done, I hope no one will be so much alive to this and other blemishes in it.

I much regret that in a work which is nothing if it is not practically useful, I have so often neglected to mark the exact place from which quotations are taken. I have myself paid the penalty of this carelessness in the trouble it has cost me to verify passages which seemed inaccurate.

The authority I have had recourse to most frequently is Raumer (*Geschichte der Pädagogik*). In his first two volumes he gives an account of the chief men connected with education, from Dante to Pestalozzi. The third volume contains essays on various parts of education, and the fourth is devoted to German Universities. There is an English translation, published in America, of the fourth volume only. I confess to a great partiality for Raumer—a partiality which is not shared by a Saturday Reviewer and by other competent authorities in this country. But surely a German author who is not profound, and is almost perspicuous, has some claim on the gratitude of English readers, if he gives information which we cannot get in our own language. To Raumer I am indebted for all that I have

written about Ratke, and almost all about Basedow. Elsewhere his history has been used, though not to the same extent.

C. A. Schmid's *Encyclopädie des Erziehungs-und-Unterrichtswesens* is a vast mine of information on everything connected with education. The work is still in progress. The part containing *Rousseau* has only just reached me. I should have been glad of it when I was giving an account of the *Emile*, as Raumer was of little use to me.

Those for whom Schmid is too diffuse and expensive will find Carl Gottlob Hergang's *Pädagogische Realencyclopädie* useful. This is in two thick volumes, and costs, to the best of my memory, about eighteen shillings. It was finished in 1847.

The best sketch I have met with of the general history of education is in the article on *Pädagogik* in *Meyers Conversations-Lexicon*.\* I wish someone would translate this article; and I should be glad to draw the attention of the editor of an educational periodical, say the *Museum* or the *Quarterly Journal of Education*, to it.

I have come upon references to many other works on the history of Education, but of these the only ones I have seen are Theodore Fritz's *Esquisse d'un Système complet d'instruction et d'éducation et de leur histoire* (3 vols., Strasburg, 1843), and Carl Schmidt's *Geschichte der Pädagogik* (4 vols.). The first of these gives only the outline of the subject. The second is, I believe, considered a standard work. It does not seem to me so readable as Raumer's history, but it is much more complete, and comes down to quite recent times.

For my account of the Jesuit schools and of Pestalozzi,

\* This article is omitted in the last edition.

the authorities will be found elsewhere (pp. 34 and 383). In writing about Comenius I have had much assistance from a life of him prefixed to an English translation of his *School of Infancy*, by Daniel Benham (London, 1858). For almost all the information given about Jacotot, I am indebted to Mr. Payne's papers, which I should not have ventured to extract from so freely if they had been before the public in a more permanent form.

I am sorry I cannot refer to any English works on the history of Education, except the essays of Mr. Parker and Mr. Furnivall, and *Christian Schools and Scholars*, which are mentioned above, but we have a very good treatise on the principles of education in Marcel's *Language as a Means of Mental Culture* (2 vols., London, 1853). Edgeworth's *Practical Education* seems falling into undeserved neglect, and Mr. Spencer's recent work is not universally known even by schoolmasters.

If the following pages attract but few readers, it will be some consolation, though rather a melancholy one, that I share the fate of my betters.

R. H. Q.

INGATESTONE, ESSEX, May, 1868.

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## PREFACE TO EDITION OF 1890.

WHEN I was a young man (*i.e.*, nearly forty years ago), I once did what those who know the ground would declare a very risky, indeed, a fool-hardy thing. I was at the highest point of the Gemmi Pass in Switzerland, above the

Rhone Valley; and being in a hurry to get down and overtake my party I ran from the top to the bottom. The path in those days was not so good as it is now, and it is so near the precipice that a few years afterwards a lady in descending lost her head and fell over. No doubt I was in great danger of a drop of a thousand feet or so. But of this I was totally unconscious. I was in a thick mist, and saw the path for a few yards in front of me *and nothing more*. When I think of the way in which this book was written three and twenty years ago I can compare it to nothing but my first descent of the Gemmi. I did a very risky thing without knowing it. My path came into view little by little as I went on. All else was hid from me by a thick mist of ignorance. When I began the book I knew next to nothing of the Reformers, but I studied hard and wrote hard, and I turned out the essays within the year. This feat I now regard with amazement, almost with horror. Since that time I have given more years of work to the subject than I had then given months, and the consequence is I find I can write fast no longer. The mist has in a measure cleared off, and I cannot jog along in comfort as I did when I saw less. At the same time I have no reason to repent of the adventure. Being fortunate in my plan and thoroughly interested by my subject, I succeeded beyond my wildest expectations in getting others to take an interest in it also. The small English edition of 500 copies was, as soon as I reduced the price, sold off immediately, and the book has been, in England, for twenty years "out of print." But no less than three publishing firms in the United States have reprinted it (one quite recently) without my consent, and, except in the edition of Messrs. R. Clarke & Co., Cincinnati, with omissions and additions made without my knowledge. It seems then that the book will live for some years yet,



whether I like it or not ; and while it lives I wish it to be in a form somewhat less defective than at its first appearance. I have therefore in a great measure re-written it, besides filling in a gap here and there with an additional essay. Perhaps some critics will call it a new book with an old title. If they do, they will I trust allow that the new book has at least two merits which went far to secure the success of the old, 1st, a good title, and 2nd, a good plan. My plan in both editions has been to select a few people who seemed specially worth knowing about, and to tell concerning them in some detail just that which seemed to me specially worth knowing. So I have given what I thought very valuable or very interesting, and everything I thought not particularly valuable or interesting I have ruthlessly omitted. I have not attempted a *complete* account of anybody or anything ; and as for what the examiner may "set," I have not once given his questions a thought.

As the book is likely to have more readers in the country of its adoption than in the country of its birth, I have persuaded my friend Dr. Wm. T. Harris, the U.S. Commissioner of Education, to put it into "the International Series" which he edits. So the only authorized editions of the book are the English edition, published by Messrs. Longmans, and the American edition, published by Messrs. Appleton.

R. H. Q.

REDHILL, SURREY, 28th July, 1890.

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