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AIMS AND METHODS.

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EDUCATIONAL  
AIMS AND METHODS

LECTURES AND ADDRESSES

BY

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THOMAS AND MATTHEW ARNOLD AND THEIR INFLUENCE ON ENGLISH  
EDUCATION;  
NOTES ON AMERICAN SCHOOLS AND TRAINING COLLEGES.

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## PREFACE.

THE lectures and addresses collected in this volume have been given at various times within the last few years before different academic audiences in England or America, including the University of Cambridge, the College Association of Pennsylvania, the American Institute of Instruction, the Oxford Conference on University Extension, the College of Preceptors, the Teachers' Guild, and other bodies interested in educational questions.

In my former volume, 'Lectures on Teaching,' an attempt was made to discuss in succession the principles which should be borne in mind in connexion with each of the subjects of ordinary school instruction, and with the methods of teaching and discipline generally. The present volume is more miscellaneous and less systematic in its character. But it deals with some aspects of educational work to which my own attention, during a long official life has been specially directed, and which, though not usually dealt with in formal treatises on pedagogy, deserve and often demand the consideration of those who as teachers, school trustees, or legislators possess influence in determining the goal to be attained in public education, and the processes by which that goal can best be reached.

In forming our ideal of the function of a school, we cannot afford to overlook the border-land which separates its corporate life from the larger life of the family

and the community, nor the light which is shed on educational problems by history, by social and industrial necessities, by religious controversies and by political events. It has become more and more evident of late that the true science of education of the future, must include within its scope the history of former speculations, ideas and experiments, and the reasons why some of them have succeeded and others failed. I have therefore thought it right to include in this volume two or three monographs on the life and work of prominent teachers. These studies may serve to show how varied are the instruments, and how widely different the motive forces which have in successive periods of our history contributed to the establishment of institutions and to the formation of opinion on educational subjects. They will, I hope, leave on the reader's mind a conviction of the great debt we owe to those who, under divers conditions, with more or less imperfect vision of the future, but with an honest desire to meet the intellectual needs of their own times, brought their best powers and resources to bear on the elucidation of the principles, and the improvement of the practice of public instruction. And if this retrospect also leaves on the mind of the reader a strong sense, not only of the value, but of the inadequacy, of what has hitherto been done, and also serves to show how boundless and full of promise is the field which yet lies open to the future worker and explorer, my purpose in consenting to the collective publication of these occasional lectures will have been amply fulfilled.

EASTER, 1900.

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