

religious feelings which maternal piety had early and effectually impressed upon his mind, naturally led him to select the church as a profession.

Among other speculations, the subject of education did not escape him ; and his ingenious and discerning mind soon led him to discover the defects and errors of the prevailing systems. He held, and held truly, that the end of all education is, to prepare and adapt mankind for their respective duties and peculiar pursuits in life : and comparing this principle with the facts around him, he could not avoid concluding that the prevailing systems of education, not only of the people, but of their guides and rulers also, were radically erroneous. His views on this subject he published in a pamphlet on the bearing which education ought to have upon our respective callings in life.

After qualifying himself under the direction of Tschiffeli for conducting an agricultural establishment, he expended the small patrimony which his father had left him in the purchase of a tract of waste land in the neighbourhood of Lenzburg, in the Canton of Berne, on which he erected a dwelling-house with the necessary out-buildings. To this establishment he gave the name of Newhof—that is, the *new farm*. With all the vigour and energy of a young man of twenty-two, Pestalozzi applied himself to the cultivation of his estate—which indeed to deserve that name required years of persevering industry and prudent management.

This may be regarded as the happiest period of his life. His agricultural enterprise succeeded to his entire satisfaction ; and his happiness was completed by his marriage with Anne Schulthess, a young lady as distinguished for her beauty as she was for her accomplishments and talents.

This marriage put Pestalozzi into possession of a large share of an extensive cotton manufactory, of which the father of his wife had been the principal partner. Pestalozzi, as might be expected, applied himself with diligence and zeal to the management of a business which was expected to prove a source of national prosperity. This connexion brought him into contact with the *manufacturing classes* ; and this led his active and inquiring mind to compare their condition with that of the *agricultural* portion of society, with which his previous occupation had made him perfectly acquainted. The errors of the prevailing systems of education he had previously pointed out in the essay which he had given to the public : and now that his means enabled him, he determined to put into practice the reforms he had recommended. With this view he converted his establishment into an asylum for the reception of fifty destitute children ; and to enhance the value of the results which he hoped to obtain, he selected them from the very dregs of the people. His object was to lay the foundation of a reform in the education, and consequently in the character and condition of the people at large. Such was his benevolent intension ; but he unfortunately failed to carry it into execution.

But even this failure was productive of much good. More than one hundred children were rescued by it from ignorance, degradation, and vice. It also supplied Pestalozzi with a rich store of experience, which was of the greatest service to him in his future plans and operations.

During his residence at Newhof, he published several interesting works on popular education. The first, "*Leonarde and Gertrude*," a kind of novel for the people, was written with a view to deposit in it the knowledge he had acquired of the condition of the lower classes, and the experience he had gained in attempting their improvement. As a *novel* this book was very generally read and admired, but the *moral* of it was disregarded. Even those who entered most into the author's meaning, said—"Indeed, if there were many mothers like Gertrude, many schoolmasters like Gluelphi, and many magistrates like Arnheim, the world would be in far better case!"—and there the matter ended.

As this work exemplifies the system of Pestalozzi, we take from it copious and interesting extracts. Gluelphi, a reduced officer, under the patronage of Arnheim, the lord of the manor, undertakes the re-organization of the village-school ; and having been introduced to the villagers as their new schoolmaster by Arnheim and the pastor on Sunday, after sermon, he announced his intension of opening the school on the following morning.

"The minister had sent on Sunday evening to all the houses, to say that all the children were to be at the school-room precisely at eight o'clock ; yet at half-past nine there were still a great many

wanting, from the disorderly families, and from the houses of some of the magistrates. With the exception of those whom their parents accompanied from curiosity, the children of Gertrude, and those of another orderly family who came with her, were the only ones that arrived quite in time. Meanwhile, the whole village was in the greatest suspense, till they should know what new fashions Gluelphi was going to introduce into the school, and for several days past this had been the great topic of their discussions. This was the reason, too, why the brawlers were so unwilling to leave the school-room. There was nothing extraordinary, however, in this general excitement, considering that a lathe, a carpenter's bench, a small forge with an anvil, a great number of work-boxes, and a variety of other articles of the same kind, intended for the school, had been sent from the castle and the parsonage house. Indeed, it had been Gluelphi's plan to connect, at the very outset, all his instruction with different sorts of manual employment ; but Gertrude soon convinced him that it was impossible, at first, to take anything in hand, except what the children had been accustomed to, however little it might be, and however badly learned. The lathe, bench, work-boxes, &c., had accordingly been left, for the present, in the parsonage house, and Gluelphi began his operations by examining the children in what they knew already. In giving him this advice, Gertrude added, that such a proceeding would afford him at the same time the best opportunity of finding out *what* they knew, and *how* they knew it, and thereby of forming an estimate of their capacities, their acquirements, and their dispositions. This he found actually to be the case.

"Such absence of all feeling among the children was more than Gluelphi could endure ; particularly, as he saw that some of them were instigated to behave with insolence. But even from those who were not, it was *impossible to elicit one idea or feeling on the subjects contained in their books*. There was not even the slightest glimmer of a wish to understand *what they repeated*, and the greater and more sacred the import of what ran from their lips, the more unfeeling and stupid were their looks. It was in Gertrude's children only that he discovered a corresponding impression of the mind in the recital of their texts. They were the only children in the school that possessed the power of expressing their thoughts. All these observations together began to ruffle his temper, in spite of all the resolutions he had formed. After the first half-hour of the examination, he stood before the children with a wry face and a cross look, and he began himself to have ill bodings of his success. To say one word in that spirit of maternal solicitude and kindness by which Gertrude encouraged her children, seemed with such a mass almost impossible, and yet he knew that without this he could never produce any effect. He felt not at all at home in the school-room, and began to be fidgety and uneasy ; and the more he saw that the children had been set against him, the more unpleasant did his feelings become. Gertrude too felt more uncomfortable that morning than she had ever felt in her own room. She was pained to see Gluelphi so bewildered, but she was herself at a loss what to do ; and when the clock struck twelve, they both left the school, evidently vexed at the ill success of their first morning.

"The afternoon was less trying ; for Gluelphi had collected himself in the interval, and finding that by giving way to the impressions he had received, he had incapacitated himself for the right performance of his duty in the morning, he made a serious effort to arm himself better against any unpleasant occurrences that might await him. He had some conversation too with Gertrude, the result of which was that she proposed the introduction of another volunteer assistant, whose presence, even for a few days, she thought would be of great service. The person whom Gertrude had in view was 'Cotton Mary,' the daughter of a master-spinner in Bonnal.

The point being settled, Mary seated herself behind a desk, and said, 'What should you say, children, if I were to stop a few days, and help the lieutenant to keep school ?'

"All the children knowing her, exclaimed—'Oh, that would be very nice indeed !'

"*Mary*.—'But how is it ? Will you promise to be obedient ?'

"'Oh yes ! Oh yes !' exclaimed the children ; and some added, 'Oh, we know you, and you need only make us a sign, we shall understand at once what you mean.'

"*Mary*.—'But don't you understand the master as well, if he makes you a sign ?'