

tance "*object teaching*" were accepted by the most advanced thinkers of the age in which he lived, notably, in many respects, by John Milton, and Oxenstein, of Sweden. Comenius conceived the idea that teachers should follow nature, instead of forcing it against its bent; should take full advantage of the innate desire for activity and growth; that languages should be taught as the mother-tongue is taught, by conversations on ordinary topics; that pictures and object lessons should be freely used; and that teaching should go hand in hand with a happy life. He included in his course the teaching of the mother tongue, singing, physical geography, and a knowledge of the handicrafts. But the principle upon which he most insisted was, "*that the teaching of words and things must go hand in hand.*" He was, also, one of the first advocates of the teaching of science in the higher schools.

The writings and teachings of Rousseau, about the same time, found practical expression in the celebrated Philanthropic of Dessau, a school founded by John Bernhard Basedow, a friend of Goethe, in which the principles of teaching was very much those of Comenius—the combination of words and things. Basedow published a book about 1730, entitled, "An Elementary Book of Human Knowledge," in four volumes, with a hundred plates; and its plan comprised: 1st, Elementary instruction in words and things; 2d, A method of teaching children to read without weariness or loss of time, [a phonic method]; 3d, Natural knowledge; 4th, The knowledge of morals—the mind and reasoning; 5th, Natural religion; 6th, A knowledge of social duties, commerce, &c.

Basedow is said to have been a man of coarse manners, of little culture, of violent temper, and in the latter years of his life, grossly intemperate. But some of his assistants, among whom were Wolke, Coupe and Solzman, taught very successfully on his system, and the school at Schrepenthal, founded by Solzman in 1784, is, I believe, still in existence.

Notwithstanding these facts, Pestalozzi, who was born at Zurich in 1746, is regarded by the advocates of object teaching as the originator of the system. Pestalozzi, though a human and generous man, is said to have had little originality, a meagre and desultory education, and no tact. He set an example, however, of great self-abnegation, devoting his time entirely to the education of the children under his charge by living sleeping playing and lating with them in order to gain their entire confidence and affection.

His method was, to proceed from the simplest to the more difficult subjects; to begin with observation; to pass from observation to consciousness; from consciousness, to speech; then to measuring, drawing, writing, and so on, to reckoning. He illustrated the truth of the principles of Comenius and of Rousseau, by the union of training with information in a natural way. The system of Pestalozzi has undoubtedly made a very decided impression on all branches of education since his time.

Froebel, the founder of the Kindergarten, teaches young children upon the same principles—simply by playing with them and amusing them with objects of instruction.

Various objections have been urged against the system of Pestalozzi; some of the most important, alleged as practical defects, were: (1), that the intellect was quickened, but very little positive knowledge imparted, while the child almost inevitably gained the impression that he had made wonderful attainments; (2), that too high a place was given to languages; (3), that the mathematical and intuitive studies were given

more than their proper share of attention, while other equally important studies were neglected; (4), that the process of simplification was carried too far, and continued too long; (5), that repetitions were continued until they became wearisome; (6), that historic truth and testimony, as a source of knowledge, received too little attention, especially in religious matters; and (7), that religious knowledge was regarded rather as innate than revealed. But, as I have said, his system, notwithstanding the opposition and objections against it, has had a marked influence on the system of instruction since his day. Several assistants, and quite a number of pupils of Pestalozzi, established schools subsequently, and improved upon his system. The most distinguished were Neidener, Schmid, Krusi, Zeller and Fellenberg, whose influence recommended the system so highly that in the early part of the present century it was adopted extensively in Prussia and the smaller German States, as well as in France, Great Britain and the United States.

As early as 1818 Doctor Mayo, of London, visited Pestalozzi's institute at Yverdon, and was so favorably impressed with the system of instruction that he determined to introduce it into Great Britain. With the aid of several others "*The Home and Colonial School Society*" was founded in 1836, for the promotion of schools conducted on this system, and a few years later "*Model and Training Schools*" were established, from which about three thousand teachers, a majority of them females, have been sent out. Doctor Mayo and his daughter, Elizabeth Mayo, prepared books of instruction for the teachers of "*The Home and Colonial Training Schools*," detailing with great minuteness the process of instruction in all branches taught on the Pestalozzian system.

"A manual of Elementary Instruction" in two volumes was published by Miss Mayo as late as 1861.

Previous to this time it had been introduced into the "*Normal and Model Schools*" at Toronto, Canada, and attention had been called to the system by the publication of Henry Bernard in his "*American Journal of Education*" of "A Sketch of the Home and Colonial Schools Society's Operations," with examples of their mode of teaching. Several eminent teachers and friends of education visited Toronto about this time [1860] and spent some time at the "*Model Schools*," witnessing the exercises of the primary classes trained under this system. The most prominent were A. E. Sheldon, superintendent of city schools at Oswego, New York, and N. A. Calkins, of New York city. Prof. Sheldon procured a volume of instruction on the methods of object teaching, and also obtained from the "*Home and Colonial Society*" the service of a teacher, Miss M. E. M. Jones, an experienced instructress. Professor Calkins, having also devoted great attention to the methods of the society, gave instruction in object teaching of the Teacher's Institute in New York city, and elsewhere.

Since that time, the system of object teaching has been introduced into the model schools of New York, New Jersey, Michigan, and a portion of the primary schools of Syracuse, New York, Paterson, New Jersey, Chicago, Illinois, Toledo and Cincinnati, Ohio, and other cities in our country. Sheldon and Calkins have both published treatises on the subject; as well as Barnard of Hartford, Willson of New York, Welch of Michigan, and others of more recent date. I can only take the book of Sheldon, as it is condensed from the "*Manual of the Home and Training Schools*," with the assistance of the former teachers of those schools [Miss Jones and Professor Krusi, a son of Pestalozzi's associate] which invests the book with a degree of authority