

character. A number of children were left in Canton Unterwalden on the shores of the Lake of Lucerne, without parents, home, food or shelter. Pestalozzi collected a number of them into a deserted convent, and spent his energies in reclaiming them. "I was," he says, "from morning till evening, almost alone in their midst. Everything which was done for their body or soul proceeded from my hand. Every assistance, every help in time of need, every teaching which they received, came immediately from me. My hand lay in their hand, my eye rested on their eye, my tears flowed with theirs, and my laughter accompanied theirs. They were out of the world, they were out of Stanz; they were with me, and I was with them. Their sup was mine, their drink was mine. I had nothing, I had no housekeeping, no friend, no servants around me; I had them alone. Were they well, I stood in their midst; were they ill, I was at their side. I slept in the middle of them. I was the last who went to bed at night, the first who rose in the morning. Even in bed I prayed and taught with them until they were asleep,—they wished it to be so." Thus he passed the winter, but in June, 1799, the building was required by the French for a hospital, and the children were dispersed. We have dwelt especially on this episode of Pestalozzi's life, because in this devotion lay his strength. In 1801 he gave an exposition of his ideas on education in the book *How Gertrude teaches her Children*. His method is to proceed from the easier to the more difficult. To begin with observation, to pass from observation to consciousness, from consciousness to speech. Then come measuring, drawing, writing, numbers, and so reckoning. In 1799 he had been enabled to establish a school at Burgdorf, where he remained till 1804. In 1802, he went as deputy to Paris, and did his best to

interest Napoleon in a scheme of national education; but the great conqueror said that he could not trouble himself about the alphabet. In 1805 he removed to Yverdon on the Lake of Neuchâtel, and for twenty years worked steadily at his task. He was visited by all who took interest in education, Talleyrand, Capo d'Istria, and Madame de Stael. He was praised by Wilhelm von Humboldt and by Fichte. His pupils included Ramsauer, Delbrück, Blochmann, Carl Ritter, Fröbel, and Zeller. About 1815 dissensions broke out among the teachers of the school, and Pestalozzi's last ten years were chequered by weariness and sorrow. In 1825 he retired to Neuhof, the home of his youth; and after writing the adventures of his life, and his last work, the *Swan's Song*, he died in 1827. As he said himself, the real work of his life did not lie in Burgdorf or in Yverdon, the products rather of his weakness than of his strength. It lay in the principles of education which he practised, the development of his observation, the training of the whole man, the sympathetic application of the teacher to the taught, of which he left an example in his six months' labours at Stanz. He showed what truth there was in the principles of Comenius and Rousseau, in the union of training with information, and the submissive following of nature; he has had the deepest effect on all branches of education since his time; and his influence is far from being exhausted.

The *Emile* of Rousseau was the point of departure for an awakened interest in educational theories which has continued unto the present day. Few thinkers of eminence during the past hundred years have failed to offer their contributions more or less directly on this subject. Poets like Richter, Herder, and Goethe, philosophers such as Kant, Fichte, Hegel, Schleier-