

"intestina," and told the children it was part of the body. Then the guessing began, one guessed caput, another nasus, another os, another manus, pes, digiti, pectus, and so forth for a long time, but one of them hits at last. Next Herr Wolke wrote the name of a beast or quadruped, then came the guesses, leo, ursus, camelus, elephas, and so on, till one guessed right; it was mus. Then a town was written, and they guessed Lisbon, Madrid, Paris, London, till a child won with St. Petersburg. They had another game which was this. Herr Wolke gave the command in Latin, and they imitated the noises of different animals, and made the visitors laugh till they were tired. They roared like lions, crowed like cocks, mewed like cats, just as they were bid. Yet Kant found a great deal to praise in this school, and spoke of its influence as one of the best hopes of the future, and as "the only school where the teachers had liberty to act according to their own methods and schemes, and where they were in free communication both among themselves and with all learned men throughout Germany."

A more successful labourer in the same school was Salzmann, who bought the property of Schnepfenthal near Gotha in 1784, and established a school there, which still exists as a flourishing institution. He gave full scope to the doctrines of the philanthropists; the limits of learning were enlarged; study became a pleasure instead of a pain; scope was given for healthy exercise; the school became light, airy and cheerful. A charge of superficiality and weakness was brought against this method of instruction; but the gratitude which our generation of teachers owes to the unbounded love and faith of these devoted men cannot be denied or refused. The end of the 18th century saw a great development given to

classical studies. The names of Cellarius, Gesner, Ernesti, and Heyne are perhaps more celebrated as scholars than as schoolmasters. To them we owe the great importance attached to the study of the classics, both on the Continent and in England. They brought into the schools the philology which F. A. Wolf had organized for the universities. Pestalozzi, on the other hand, was completely and entirely devoted to education. His greatest merit is that he set an example of absolute self-abnegation, that he lived with his pupils, played, starved, and suffered with them, and clung to their minds and hearts with an affectionate sympathy which revealed to him every minute difference of character and disposition. Pestalozzi was born at Zurich in 1746. His father died when he was young, and he was brought up by his mother. His earliest years were spent in schemes for improving the condition of the people. The death of his friend Bluntschli turned him from political schemes, and induced him to devote himself to education. He married at 23, and bought a piece of waste land in Aargau, where he attempted the cultivation of madder. Pestalozzi knew nothing of business, and the plan failed. Before this he had opened his farm-house as a school; but in 1780 he had to give this up also. His first book published at this time was *The Evening Hours of a Hermit*, a series of aphorisms and reflections. This was followed by his masterpiece, *Leonard and Gertrude*, an account of the gradual reformation, first of a household, and then of a whole village, by the efforts of a good and devoted woman. It was read with avidity in Germany, and the name of Pestalozzi was rescued from obscurity. His attempts to follow up this first literary success were failures. The French invasion of Switzerland in 1798 brought into relief his truly heroic