

Pestalozzi's methods were more popular among writers upon educational topics than among teachers. Of the German writers who adopted Pestalozzi's principles, Tillich was perhaps the most outstanding. He corrected his master's omission of due emphasis upon 10 as the base upon which all subsequent numbers are related. Another follower, Turk, stressed the doctrine of mental training, but would delay number until the tenth year of age. This was a radical departure from what the master had advocated.

The over-emphasis upon the formal culture afforded by the teaching of arithmetic, thus giving to the subject a place of supreme importance among school studies, led to a reaction, especially in Germany. Among the more moderate followers of Pestalozzi should be mentioned Kraneke, who adopted a "concentric circle" treatment of numbers throughout the grades, and endeavoured to supply more interesting problems in applied numbers, thus eliminating some of the formalism which attended a strict adherence to Pestalozzian methods.

The methods introduced by Pestalozzi received much currency throughout England, through the writings of the Mayos. Readers of Dickens will remember how these methods are satirized. In the United States the methods became popular through the agency of the Oswego movement and through the efforts of Soldan and Seeley, who translated Grube's works, and thus indirectly helped to spread the reform advocated by the great Swiss teacher. A more direct influence was through Colburn's Arithmetic, the first edition of which appeared in 1821. This arithmetic remained the authority in primary methods for over a generation.

The follower of Pestalozzi who perhaps interests us the most in this study is Grube (1816-1884). His work in arithmetic appeared in 1842 fifteen years after the death of Pestalozzi. Writers attribute very little originality to Grube, and maintain that he was content to copy the good points that occurred to him in the writings of his predecessors. In any event, his work in arithmetic was a thoroughly developed system of number teaching, finding its germ in the unsystematic teachings of Pestalozzi. This book marked