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### Pestalozzi—The Influence of his Principles and Practice on Elementary Education.

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Familiar as Pestalozzi's name is to our ears, it will hardly be pretended that he himself is well known amongst us. His life and personal character—the work he did himself, and that which he influenced others to do—his successes and failures as a teacher, form altogether a large subject, which requires, to do it justice, a thoughtful and lengthened study. Parts of the subject have been from time to time brought very prominently before the public, but often in such a way as to throw the rest into shadow, and hinder the appreciation of it as a whole. Though this has been done without any hostile intention, the general effect has been in England to misrepresent, and therefore to under-estimate, a very remarkable man—a man whose principles, slowly but surely operating on the public opinion of Germany, have sufficed, as one of his admirers (Krusi) phrases it, “to turn right round the car of Education, and set it in a completely new direction.”

One of the aspects in which he has been brought before

us—and it deserves every consideration—is that of an earnest, self-sacrificing, enthusiastic philanthropist, endowed with what Richter calls “an almighty love,” whose first and last thought was how he might raise the debased and suffering among his countrymen to a higher level of happiness and knowledge, by bestowing upon them the blessings of education. It is right that he should be thus exhibited to the world, for never did any man better deserve to be enrolled in the noble army of martyrs who have died that others might live, than Pestalozzi. To call him the Howard of educational philanthropists, is only doing scant justice to his devoted character, and under-estimates, rather than over-estimates, the man.

Another aspect in which Pestalozzi is sometimes presented to us is that of an unhandy, unpractical, dreamy theorist; whose views were ever extending beyond the compass of his control; who, like the djinor of the fable, called into being forces which mastered instead of obeying him; whose “unrivalled incapacity for governing” (this is his own confession) made him the victim of circumstances; who was utterly wanting in worldly wisdom; who, knowing man, did not know men; and who, therefore, is to be set down as one who promised much more than he performed. It is impossible to deny that there is substantial truth in such a representation; but this only increases the wonder that, in spite of his disqualifications, he accomplished so much. It is still true that his awakening voice, calling for reform in education, was responded to by hundreds of earnest and intelligent men, who placed themselves under his banner, and were proud to follow whither the Luther of educational reform wished to lead them.

A third view of Pestalozzi presents him to us as merely interested about elementary education—and this appears to many who are engaged in teaching what are called higher subjects a matter in which they have little or no concern. Those, however, who thus look down on Pestalozzi's work, only show, by their indifference, a profound want, both of self-knowledge, and of a knowledge of his principles and purpose. Elementary education, in the sense in which Pestalozzi understands it, is, or ought to be, the concern of every teacher, whatever may