

THE EDUCATIONAL IDEAS OF PESTALOZZI

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649568529

The Educational Ideas of Pestalozzi by J. A. Green

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Cover @ 2017

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BY

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LONDON: W. B. CLIVE,
University Tutorial Press Ltd.
(University Correspondence College Press),
167 DRURY LANE, W.C.
1905.

LB628
G7
1905

PREFACE.

IN this attempt to expound the fundamental doctrines of Pestalozzi, I have been chiefly indebted to two admirable articles by Wegel in the XXIII and XXIV *Jahrbücher des Vereins für wissenschaftliche Pädagogik*, entitled "Pestalozzi und Herbart." In the vast extent of German Pestalozzian literature, these articles are generally acknowledged to be the most satisfactory critical account of Pestalozzi's doctrines. I have, however, also found the articles relating to the subject in Rein's *Encyclopädisches Handbuch der Pädagogik* very helpful.

In addition, I have made considerable use of Schmid's *Geschichte der Erziehung*, Vol. IV., Part 2; Schmid's *Geschichte der Pädagogik*, Vol. IV., by Dr. Richard Lange; Hunziker's *Geschichte der Schweizerischen Volksschule*, 3 Vols.; and Scherer's *Die Pestalozzische Pädagogik*.

The biographical facts are based chiefly upon Morf, *Zur Biographie Pestalozzis*, 4 Vols., and the biography prefixed to Mann's edition of Pestalozzi's selected works (*Ausgewählte Werke*, 4 Vols.). In these chapters I have tried especially to bring out the gradual development of Pestalozzi's pedagogical views.

References to Pestalozzi's own writings, which are of course the final authority for his opinions, are chiefly to Mann's edition (referred to in the notes as M.). Writings not included in this edition are usually quoted from Seyffarth's collected edition of the whole of Pestalozzi's works. In the case of *How Gertrude teaches her Children*, references are to the paragraphs as numbered in Mann's edition.

The bibliographical appendix is based upon Volume XXV. of the *Momumenta Germaniæ Pedagogica*, which gives an almost exhaustive bibliography of the literature of the subject. How vast that is may be judged from the fact that the bibliography contains nearly eight hundred pages! It is, however, not quite complete; for example the "Letters on Early Education," written by Pestalozzi to J. R. Greaves and published in English in 1827, are not included.

I have to thank several friends who have helped me in various ways, and, in particular, my wife and Mr. J. A. Lumsden; the latter was good enough to read through the book in MS.

If this little book does no more than indicate the extent of Pestalozzi's work and the far-seeing character of many of his intuitions, and if it thus serves to pave the way for more exhaustive and original treatment of the subject, it will perhaps have justified its existence. So wide are the topics which Pestalozzi from time to time touched upon, that the study of his work ought to form a good introduction to the scientific study of educational problems. History suggests that this should be so. Pestalozzi was the forerunner of Herbart, and Herbart's own work is easier to understand when Pestalozzi's more concrete point of view is properly appreciated. In this respect, too, the book may perhaps be useful.

J. A. G.

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