

Pestalozzi International

To nurture and develop



Pestalozzi's Influence

Summary

Pestalozzi's Influence in Europe (A Summary based on Downs)

Although Pestalozzi's ideas and experiments were known abroad, and his schools in Burgdorf and Yverdon had enthusiastic international students and visitors, **Switzerland** was slow to recognise and honour him. This could have been due to the different languages spoken in different cantons, combined with the conservatism in many cantons, causing the slow exchange and acceptance of new ideas.

Zurich was an exception, and here Pestalozzi's principles received active support from many influential people who had witnessed the results of his work; this led to the publication of literature on Pestalozzi, and to the establishment of institutions including agricultural and industrial schools for teaching vocational skills to poor children.

In **Germany**, where Pestalozzi had the greatest impact, his educational principles began to be seen by many German thinkers as a means to national regeneration when the nation was largely under French control. German teachers were sent to Pestalozzi to be trained and were given positions of responsibility after their return, resulting in the speedy implementation of Pestalozzi's principles in the German educational system. Napoleon, who at that time had control of most areas of Germany, was not interested in propagating Pestalozzi's principles on a national level, but this propagation happened in spite of his disinterest. This was because the process happened on the local level in many places, which had the effect of a national level implementation. The process was made easier because Pestalozzi's language was German. Only in Germany did education absorb the whole spirit of Pestalozzi's approach, later to be spread from Germany to England and America.

In **France**, military affairs were the central concern at the time. Even after Napoleon's rule, the primary schools were under administrations that shared his disinterest in Pestalozzi's ideas. In spite of this, Pestalozzi's ideas did gain some support in France through the efforts of influential individuals in administrative positions, who felt that the French educational system could benefit from Pestalozzi's pedagogy.

In **Spain**, there was favourable response to Pestalozzi. This resulted in many Spanish teachers being trained at Yverdon, and Pestalozzi schools being started in Spain. This, however, did not last due to later political developments in Spain.

Pestalozzi's Early Influence in England, Ireland and Scotland

(A Summary based on Downs and Silber)

1 Three women writers were amongst those who first introduced Pestalozzi's ideas to Britain.

The Scottish **Mrs. Elizabeth Hamilton**'s work included a novel 'The Cottagers of Glenburnie' (1808). The action of the novel takes place in rural Scotland and it looks into education. It is written in a style like that of 'Leonard and Gertrude'.

The Irish novelist **Maria Edgeworth** wrote 'Essays on Professional Education' (1809) with her father. She visited Pestalozzi in 1819/20 and her novels are moralistic and local, like Pestalozzi's.

The famous French-Swiss **Mme de Staël** (author, political thinker and salonnière) spent time at Yverdon and wrote about it in Chapter 9 of her book 'De l'Allemagne' (1810) which was banned in France. It was reprinted in England in 1813 and informed the educated British, who could read French, about German philosophical and literary movements. It was important in publicising Pestalozzi's ideas in England because it includes an appreciative section about Pestalozzi's work at Yverdon, based on her own observation of it.

2 Various other French people caused Pestalozzi's ideas to be introduced to the British.

M. A. Jullien, a general in Bonaparte's army, wrote several books about Pestalozzi which were read in many European countries.

Travel to Switzerland was fashionable for wealthy people after the Napoleonic wars. Educationalists and philanthropists went to Europe looking for information and many visited Pestalozzi at Yverdon. This was partly due to the French-speaking **brothers Pictet** in Geneva who directed foreign visitors to the Yverdon Institute as one of the sights of Switzerland worth seeing.

3 **Joseph Lancaster** and **Andrew Bell** first provided the masses of poor people in Britain with education. The Lancastrian schools taught reading, writing and arithmetic, but the Bell schools taught writing only. Dr. Bell did not want to lift the poor above their station in life. Learning in both school systems was by rote and was superficial. Neither school system developed the potential of the child. In common with Pestalozzi but independent of his ideas, the schools used the more able, quicker learners to teach the others

because of the lack of teachers at the time. This, however, resulted in favouritism and did not work in the positive way it did for Pestalozzi.

Joseph Lancaster's schools were under the 'Royal Lancastrian Society', (later the 'British and Foreign School Society') and were based on religious principles common to all Christian denominations.

Andrew Bell's schools were under the 'National Society for the Education of the Poor according to the Principles of the Church of England' and were under the direction of the Church of England. They had more influence and higher numbers.

The Lancastrian schools tried to combine their method with Pestalozzi's, but the National Society schools did not approve and made sure that Pestalozzi's ideas did not catch on in England at this time. Dr. Bell did visit Pestalozzi in 1816 but dismissed what he saw, saying 'I have got to know your Pestalozzi's method. Believe me, in twelve years' time nobody will speak of it, while mine will have spread all over the earth.' (From Silber)

4 Robert Owen (1771-1858) started a new system of community life and infant education in his cotton mill village of New Lanark in Scotland. He did not know about Pestalozzi when he started but what he did was similar to the ideas for community life that Pestalozzi gives in 'Leonard and Gertrude'. Like Pestalozzi, Owen provided a more humane method of education for the poor, using a similar method of teaching. However Owen and Pestalozzi were also quite different. Owen was an atheist (one who believes that God does not exist) and a utopian (an idealist). He thought that the world could immediately be made into a better place and he tried to impose his ideas on the community. Pestalozzi was religious and recognised not only the moral and religious influences on human nature but also humankind's animal nature and he understood the slow process of change. He only hoped to assist nature's own development.

When Owen visited Pestalozzi in 1818 both men thought their own method was the best and would not accept suggestions from the other.

Although not directly acknowledged, Owen and Pestalozzi both brought about widespread reforms in education in Britain. Owen's ideas drove the socialist and cooperative movement, while Pestalozzi's ideas influenced educational theory and practice.

Owen later moved to America (see 'Pestalozzi's influence in America, 3 New Harmony, Indiana').

5 Henry Brougham (1778-1868), who later became Lord Chancellor, visited Yverdon in 1816. In 1818, in 'Evidence before the Education

6 William Allen (1770-1843) was a scientist and a philanthropist who supported many good causes. He worked to abolish the slave trade with William Wilberforce and to improve the conditions of the poor with Henry Brougham. He visited Pestalozzi in 1816, and when Pestalozzi's friends pushed for his method to be introduced in England, the discussions about it took place in Allen's home. He also appealed for funds for Pestalozzi.

7 The Irishman **John H. Synge** (1788-1845), grandfather of the dramatist John M. Synge, went on a Grand Tour of Europe and visited Yverdon in 1814. He was not at all interested in visiting but was persuaded to do so and ended up staying for three months – ‘the intelligent countenances of the children and the energetic interest which they appeared to take in their studies forcibly attracted his attention’. (From Silber)

Synge’s aim was to familiarise himself with Pestalozzi’s principles of teaching, so that he could bring as much of it home as possible. He recognised that Pestalozzi’s approach could be used in every subject area and with children of every class. In 1815 Synge opened a school based on Pestalozzi’s principles in Roundwood, County Wicklow, Ireland, for the village children and wrote various ‘tracts’ on Pestalozzi’s method.

Synge’s Poor School, a House of Industry, taught children language, number and form, and for the rest of the day the children worked on the land.

Synge also spread Pestalozzi’s method to England where one schoolmaster, who taught according to Pestalozzi’s principles, was so successful that one of the school governors objected saying ‘These [poor] children are to be servants to our sons one of these days, and they must not be cleverer than their masters’ (from Silber). Some mothers also started to follow the example of Pestalozzi’s ‘Gertrude’.

8 John, second Viscount de Vesci of Abbeyleix, Queen’s County, Ireland (1771-1855) was Lord Lieutenant of his county in Ireland and very concerned for the welfare of his people. He started various projects to help the poor, including soup houses. He ran a school for rich children where the teaching followed Pestalozzi’s principles. He financially supported Pestalozzi’s school for poor children in Switzerland.

9 Charles Edward Herbert Orpen (1791-1856), also from Ireland, was a philanthropist who, in 1816, founded a school in Dublin for the deaf who also could not speak, later the ‘National Institution for the Education of the Deaf and Dumb’ at Claremont, near Glasnevin. Orpen visited Yverdon and stayed with Pestalozzi throughout the winter of 1818/19. On returning home he did everything he could to promote Pestalozzi’s ideas in Britain.

Interest in Pestalozzi was growing in Britain and money was collected in England and Ireland to support Pestalozzi’s school for poor children in Switzerland and to have young Englishmen trained in his method. Orpen saw Pestalozzi’s method ‘introduced in no long time into almost every infant school in his native country’ of Ireland, including at Claremont (Le Fanu in Silber). Orpen started a school at Woodside, Birkenhead, and the teacher there was a former pupil of Pestalozzi’s.

10 The Englishman **James Pierrepont Greaves** (1777-1842) was a philanthropist who went to Yverdon after hearing about Pestalozzi from Synge. He went there in 1818 and stayed for about four years. He taught English in Yverdon and Clindly so that Swiss boys would be able to teach in England. In 1819 notices appeared in Swiss and German newspapers offering training to poor boys and girls with a view to their becoming teachers in Great Britain. Some, including J. Heussi and C. F. Reiner, did so.

Pestalozzi wrote his 'Letters on Early Education addressed to J. P. Greaves' (1818-19). Although originally written in German only the English translation now exists.

Greaves was filled with Pestalozzi's loving spirit while staying with him, and returned to England where, to best promote Pestalozzi's ideas, he became secretary to the London Infant School Society and was responsible for training teachers. The Spitalfields' Infant School, with Brougham and Allen on the Committee and Dr Mayo an early subscriber, carried out, thanks to Pestalozzi's influence, what was now recognised to be the important task of educating the infant poor (children aged 18 months to 7 years).

Greaves founded Alcott house in Ham, Surrey, a school which followed Pestalozzi's approach.

11 Dr. Charles Mayo (1792-1846) gave up his job as a headmaster to visit Pestalozzi, having heard about him from Synge. He stayed with Pestalozzi from 1819-1822.

Pestalozzi hoped that through the efforts of his British friends his ideas would spread in Britain. (In 1822, there were over 24 people from Britain at Yverdon, some of them pupils, some adults.)

On returning home, Charles Mayo approached Brougham, Allen and Wilberforce and circulated a letter appealing for funds to support Pestalozzi. A committee consisting of Allen, Mayo and others planned to send English children to be trained at Pestalozzi's Institute but it was found to be simpler to support poor Swiss children to be trained there, if they undertook to later become teachers of the poor in England.

Charles Mayo started a school based on Pestalozzi's principles in Epsom, Surrey, for upper class boys. It grew rapidly and moved to Cheam. Its teachers in the early years had all been educated at Yverdon.

Charles Mayo promoted Pestalozzi by giving lectures on him and by supporting the teachers' training college established at Grays Inn Road, London, by the Home and Colonial School Society. The Society was formed in 1836 to 'show the application of Pestalozzianism to elementary education'. The training college, with its experimental school, soon became 'a Model School for the instruction of infants and a Normal School for the training of teachers.' (From Silber)

12 Elizabeth Mayo (1793 – 1853), sister of Doctor Charles Mayo, directed and supervised the Society's schools, along with J. S. Reynolds. Elizabeth Mayo had learnt and absorbed Pestalozzi's method while helping her brother in Epsom and Cheam. She added the chapter on 'Pestalozzi and his Principles' to Charles Mayo's book. Her practical experience was recorded in pamphlets on 'object teaching'. (For an example of one of Elizabeth Mayo's Object Lessons refer to 'Object Lesson on Glass' in 'The Teaching of Language' in 'The Teaching of Number, Form and Language' in 'Examples of Pestalozzi's Method in Specific Subject Areas' in 'Section 4, Pestalozzi and Education')

As a result of Elizabeth Mayo's training of hundreds of teachers, the Pestalozzi method which she called 'object teaching' spread throughout Britain and overseas. Although there is much of value in object teaching, the influence of the Mayos meant that Pestalozzi's method was distorted. For example, the importance of a loving environment was lost and the object lesson became too mechanical and formal.

13 Pestalozzi's influence in Britain is difficult to gauge because his name is not mentioned in many cases. So, although his influence is very clear, it is anonymous. This lack of mention of Pestalozzi's name is possibly because the implementers were conscious of the strong public opposition to him owing to doubts about his being a true Christian. (For further information, refer to 'Religion and Morality' in 'Morality' in 'Section 4, Pestalozzi and Education') These doubts were caused by Pestalozzi's unorthodox Christianity, which, for example, meant that he did not accept the doctrine of original sin. (Original sin is the tendency towards evil, with which Christians believe everybody is born.) Instead, Pestalozzi believed that everybody has innate goodwill and is basically good.

Thanks to Pestalozzi's influence, the basic principle of instruction of the infant schools became 'love, not fear'. The spirit of the schools became 'reasonable and religious' with children of all denominations being accepted. The method of teaching developed which aimed 'to follow and assist nature', to use natural objects, to awaken the children's interest and understanding, and not to teach words by rote without bringing about an understanding of their meaning.

Pestalozzi also influenced adult education, for example in the teachers' training colleges and in the Mechanics' Institutions. His influence is also seen at London University, founded in 1827, in order to educate more students and to offer a more realistic subject choice with more modern teaching methods than offered by Oxford and Cambridge. The Glasgow Free Press, 24th June 1826, wrote about London University, 'We understand, instead of getting at a language by rules, acquired by rote, and lost in much less time than acquired, the pupil will have the advantage of some of the recent systems of Pestalozzi...' (From Silber)

Via its influence on Infant schools and Teacher Training, Pestalozzi's approach also influenced education generally, so that, '...while the name of Pestalozzi has nearly been forgotten, many if not most of his principles have insensibly been assimilated in the modern system of education.' (From the Genealogical Account of the Mayo Family, 1882, quoted in Silber)

Pestalozzi's Influence in America

(A Summary largely based on Downs and Silber)

1 William Maclure (1763-1840) was born in Scotland and became an American citizen soon after the American War of Independence. He carried out the first geological survey of the United States and prepared the first comprehensive geological map. He became the 'father' and first president of the American Geological Society (1828), and he was influential in the Academy of Natural Sciences (founded in 1812 in Philadelphia); he was its president until his death.

Towards the end of the eighteenth century there was very little education in America, but the new demands for political equality, the new religious freedom, and the fact that the power was now in the hands of the people, meant that there was the need for an education that would be of use to everybody and available to everybody – an education that would enable people to support their freedom and America's democracy.

Maclure visited Burgdorf and Yverdon and decided that Pestalozzi's educational approach would help America. He admired Pestalozzi's methods, because he found that people trained in Pestalozzi's approach were greatly superior to those trained in other approaches. He also admired the delight that Pestalozzi's pupils took in their studying, seeing that learning can be enjoyable instead of boring, and that any occupation can be made pleasurable by early habit.

Maclure is supposed to have tried to persuade Pestalozzi to emigrate to America. Failing to do so, he asked Joseph Naef, a former assistant of Pestalozzi, to go with him. In 1806, Naef emigrated and became the principal teacher of the Pestalozzi schools in America, which Maclure founded, supervised and financially supported. Maclure kept close contact with Pestalozzi, supporting Yverdon financially and sending American pupils there.

2 Joseph Naef (1770-1854) wrote 'Sketch of a Plan and Method of Education' (1808) when first in America. This book was the first comprehensive book on Pestalozzi's method in the English language and 'may be said to be the first strictly pedagogical book written and published in the new world in the English language' (Monroe quoted in Silber). Naef's educational principles are like Pestalozzi's, except that he concentrated on intellectual and physical education, believing that moral education should be carried out in the home.

The first school in America, run on Pestalozzi lines, opened in Philadelphia in 1809. The principal, Naef, following Pestalozzi's approach, included physical education on the curriculum. The instruction was oral and children were taught through sense-impression, with books being used only at a later stage. The method was to develop what lies within the child,

proceeding gradually and without strain from the known to the unknown, from the plain to the complicated. The child's interest gives the motivation for learning, while the child's cooperation results in discipline. There was a close relationship between Naef and his pupils; Naef saying, 'I shall be nothing else but their friend and guide, their school-fellow, playfellow, and messmate,' (Monroe quoted in Silber).

3 New Harmony, Indiana

Influenced by Pestalozzi, Maclure decided to try to educate the people on a large scale. This resulted in his joining Robert Owen, who had moved from Scotland to New Harmony, Indiana, to experiment in cooperative socialism there. Maclure put money into New Harmony and transferred his school in Philadelphia there, with the intention of making New Harmony 'the centre of American education through the introduction of the Pestalozzian system of instruction' (Monroe quoted in Silber).

Maclure was responsible for the education of the colony in New Harmony while Owen carried out his plans for a cooperative society. Maclure hoped to make New Hampshire a centre for American education through the introduction of Pestalozzi's system of instruction. He employed several teachers, including Naef, who had been trained in Pestalozzi's approach.

'It was a characteristic feature of New Harmony education that it began at the age of two, and that girls received the same instruction as boys, though in separate groups. In accordance with Pestalozzi's principles, the teaching at all stages was adapted to the children's level of understanding, and no subject was pursued for too long at a time to avoid fatigue. Thus the infant school was a mere play centre; and beside the boys' school there were workshops for various crafts to be practised as recreation from mental exertion, while the girls were allocated to help alternately in the cotton and wool mills and in cooking, washing, and sewing.' (From Silber)

Like Pestalozzi, Maclure and Owen both believed that the social order could only be improved by the spread of useful knowledge and that morals should be taught by example. However, there was much that Maclure and Owen disagreed over and they fell out with each other, meaning that New Harmony closed after only two years.

However, New Harmony's School of Industry continued and later became 'Schools for the Instruction of Orphans in all useful knowledge as well as in the useful Arts'. New Harmony's scientific programme also continued and published important works on natural science.

Neither the Philadelphia school nor that at New Harmony had much influence on the American education system, perhaps because Naef did not attempt to adapt Pestalozzi's system to America, and also because the experiments were carried out before an interest in educational reform had really developed.

4 Various individual Americans contributed to the spread of Pestalozzi's method in America.

William C. Woodbridge (1794-1845) visited Yverdon and introduced the teaching of music and geography, following Pestalozzi's principles, to the curriculum of New England Schools. He also published many articles on Pestalozzi.

Emma Willard and Woodbridge wrote two geography texts, which followed Pestalozzi's principles and which led to a revolution in the teaching of geography.

Lowell Mason was inspired by Woodbridge and made the teaching of music, following Pestalozzi's methods, a permanent feature of American school curricula.

Warren Colburn published his 'First Lessons in Arithmetic' (1821), which are based on Pestalozzi's approach. The book spread the 'mental arithmetic' method throughout America and led to a general reform of the teaching of mathematics in American schools.

Solyman Brown did not meet Pestalozzi but wrote 'A Comparative View of the Systems of Pestalozzi and Lancaster' (1825) and came down in Pestalozzi's favour.

Amos Brown Alcott (1799-1888) followed the spirit of Pestalozzi, introducing a 'natural' system of instruction which was adapted to the children's needs, and replacing punishment with affection and rigidity with freedom.

Horace Mann, Secretary of the State Board of Education of Massachusetts, in his Seventh Annual Report (1843) praised the success of the Prussian Pestalozzian system of education and urged American reforms to follow the same route. The report led to bitter opposition from conservatives. Nonetheless, the reforms suggested by Mann were largely carried out under the Massachusetts State Board of Education.

Henry Barnard contributed a great deal to American education – for example, he edited the 'American Journal of Education' from 1856 to 1881. He wrote articles on Pestalozzi's method and selected various translated pieces of his writings. These were collected in his book 'Pestalozzi and Pestalozzianism' (1859). This was for a long time the most widely used book on Pestalozzi. Barnard also gave lectures about Pestalozzi.

5 There was little general adoption of Pestalozzi's methods in American schools before 1860, when what has been called a 'second generation of Pestalozzianism' began with the development of the 'Oswego Movement'.

The spread of Pestalozzi's method originated from E. A. Sheldon's Orphan and Free School in Oswego, New York. Here, Sheldon employed Margaret E. M. Jones, who was a trained Pestalozzi teacher and who had worked at Gray's Inn Road Training School, London. Oswego later became one of the 'State Normal Schools' of New York, and it is from here that Pestalozzi's ideas spread through America.

It was the Oswego movement that made Pestalozzi's name known to the American public, but it was in fact the Mayos' interpretation of Pestalozzi's approach (as it had been developed in the Home and Colonial Training College in London and consisting of object teaching), rather than Pestalozzi's own approach that influenced the **Oswego Movement**. Object teaching involved the teaching of school subjects based on the observation of natural objects – it stresses the sensory side of a Pestalozzi education. Object teaching became highly formalised and systemised in a way that was not in accordance with Pestalozzi's approach. The system also failed to look at the child as a whole and did not take into account Pestalozzi's belief that 'life itself teaches'.

Teaching materials and methods of teaching used in Oswego, based on Pestalozzi's principles, were widely advertised, became popular and were also widely imitated.

As a result of the Oswego movement, books were, to a great extent, no longer used in elementary schools. The teacher became an active instructor of groups of children, and children were taught to express themselves orally. Such methods were new to elementary schools at the time.

The National Teachers Association, meeting in Chicago in 1863, appointed a committee to investigate the principles of object teaching in general and the Oswego system in particular. It concluded that the method was very successful at the elementary level, but nonetheless warned that object lessons should not replace books in higher instruction.

6 Hermann Krüsi Junior (1817-1903) succeeded Miss Jones at Oswego. He had been taught by his father, who was Pestalozzi's first assistant, and had then worked in Cheam in Surrey and in the Home and Colonial Training College, London. He then went on to teach the Pestalozzi method to several generations of prospective teachers at Oswego.

In 1853, Krüsi presented an essay on Pestalozzi's method to the American Institute of Instruction, for which he received an Honorary Degree of Master of Arts at Yale College. In 1875, he published 'Pestalozzi: His Life, Work and Influence'.

7 William T. Harris, superintendent of the St. Louis public schools, (1868-1880) was inspired by Pestalozzi's theories and introduced object teaching to the teaching of the natural sciences in the school curriculum. The syllabus he developed, which introduced scientific instruction to all grades of the district schools, was reprinted for use elsewhere in America, and some form of natural science was soon incorporated into the curriculum of Common Schools throughout the country.

8 During the last four decades of the nineteenth century Pestalozzi's approach reached all parts of America.

Pestalozzi's beliefs resulted in the spread of the provision of free education, firstly in New England and, after about 1840, in other states. Other major nineteenth century advances in education in America, that originate from Pestalozzi, are: the object teaching schemes which started to be generally used throughout American schools; the reduction of corporal punishment; less reliance on memorising by rote, especially less reliance on the memorising of words that have not been understood; the introduction of music, drawing, geography, science and nature study to schools; and the general improvement of teaching and teacher training.

9 (With information on educational approaches summarised from 'Informal Education and Lifelong Learning', <http://www.infed.org>) **John Dewey** (1859-1952) was an American philosopher, psychologist and educational reformer. His ideas have had great influence in the United States of America and around the world. It is argued that he made the most significant contribution to the development of educational thinking in the twentieth century.

Dewey was one of the founders of the philosophical school of Pragmatism (an approach that evaluates theories or beliefs in terms of the success of their practical application).

He was a leading representative of the progressive movement in U.S. education during the first half of the 20th century (the progressive education movement believes that education must be based on the fact that humans are social animals who learn best in real-life activities with other people).

John Dewey incorporated many of the ideas of Rousseau, Pestalozzi and Froebel into his system of education and made them common knowledge amongst all Americans interested in education. Some examples follow:

- Education should be democratic and for everyone
- Education should involve learning by doing, and provide real-world experiences and activities that centre on the real life of the students. For example, at a school run by Dewey, children learned much of their early chemistry, physics, and biology by investigating the natural processes which went into cooking breakfast – an activity they did in their classes
- Greater emphasis should be placed on the broadening of intellect and development of problem solving and critical thinking skills, rather than simply on the memorisation of lessons and the learning of abstract information
- The skills and knowledge which students learn should be fully integrated into their lives as citizens and human beings
- The mind and its formation is a communal process; the individual is only a meaningful concept when regarded as an inextricable part of his or her society, and the society has no meaning apart from its realization in the lives of its individual members

Pestalozzi's Continuing Influence

(With information on educational approaches summarised from 'Informal Education and Lifelong Learning', <http://www.infed.org>)

In addition to the general influence Pestalozzi has had on modern education, there are today many other important educational approaches, which show the specific influence of Pestalozzi.

Some examples follow:

The Kindergarten System of Education

Fredrich Froebel (Fröbel) (1782-1852) was the founder of the Kindergarten system of education. Kindertgartens are nursery schools where children below the age of compulsory education play and learn. The German, Froebel, introduced kindertgartens throughout Germany, developed educational materials such as wooden bricks and balls and created training courses for kindertgarten teachers. Kindergarten education has since spread throughout the world.

Froebel spent more than a year with Pestalozzi at Yverdon and came into teaching via a school run on Pestalozzi's principles. His work shows the influence of Pestalozzi; for example he believed that:

- Education cannot in itself make a child intelligent
- The child has innate powers and is basically a productive and creative individual – fulfilment comes through the development of these powers in harmony with the world and with God
- Education should develop the child's innate abilities, guiding the child so that he or she can, by choice, become a conscious, thinking and perceptive individual, in God's image
- A child's innate powers and understanding are developed by use, through practical work and activity. Froebel was against the over-reliance on books in education
- The teacher's role is to arouse the child's interest
- Education during the early years and education at home are very important

The Scout Association

Robert Baden-Powell (1857-1941) was the founder of the Scout Association. The Scout Movement was founded in 1907 with the aim of 'developing young people physically, spiritually and mentally so that youth may take a constructive place in society'.

The Englishman, Powell, shows the influence of Pestalozzi in the importance he put on:

- Developing character, creating good citizens who: are useful members of the society and unselfishly do good for others; are friends to all, no matter what their social class; are self-sufficient, show independence of character and take personal responsibility

- Learning through doing, encouraging children to learn for themselves with emphasis on the powers of observation. Powell also shared with Pestalozzi an antipathy towards rote learning and abstract ideas unconnected to practical expression
- People's physical health, with emphasis on physical activity, games and being in the open air and an appreciation of the beauty of nature
- People's mental health, wanting children to be brought up as cheerfully and happily as possible, and valuing patience and good temper
- The abolition of extreme poverty and misery

The Montessori Method of Education

Maria Montessori (1870-1952) was an Italian educationalist who developed the Montessori Method of Education. The Montessori Method is a child-centred approach to education which developed out of Montessori's success in teaching children with learning disabilities to read and write. The system of education is for young children and aims at developing their natural interests and activities rather than use formal teaching methods. Many Montessori schools now exist. Montessori argued for the development of training for teachers based on the ideas of Rousseau, Pestalozzi and Froebel.

Montessori shows the influence of Pestalozzi in her belief that:

- Education of the senses should come before education of the intellect
- An educational task should create such interest in the child that it engages his or her whole personality
- The child, rather than the teacher, should be the centre of the educational experience
- The environment should be a stimulating one in which children can learn to take responsibility
- Children gain self-realisation through independent activity

The Atlantic College (the first of the United World Colleges), Outward Bound and the Duke of Edinburgh Award

Kurt Hahn (1886-1974) was the German-born and German-educated founder of the Atlantic College (the first of the United World Colleges), Outward Bound and the Duke of Edinburgh Award in Britain.

- The Atlantic College is for 16-18 year olds. Its mission is to enable its students 'to become positive agents of change through action and life choice, fulfilling individual potential and recognising individual responsibilities as global citizens'
- Outward Bound aims to foster the personal growth and social skills of participants by using challenging expeditions in the outdoors
- The Duke of Edinburgh Award Scheme is a personal achievement award for 14-25 year olds for participation and progress in a service, a skill, physical recreation and an expedition

- Kurt Hahn shows the influence of Pestalozzi in the importance he puts on:
- Active experience in order to develop
- Development of a well-rounded character by providing opportunities for self-discovery
- Outdoor activity
- Individuals helping others through active service
- Individuals having a sense of responsibility to humanity

Pestalozzi Organisations Today

Directly inspired by the work of Johann Heinrich Pestalozzi, various Pestalozzi organisations work in many countries of the world to further his aims. Please refer to *Organisations Working in the Name of Pestalozzi Today*.

Sources

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