

International Education Series

EDITED BY

WILLIAM T. HARRIS, A. M., LL. D.

VOLUME XIV.

INTERNATIONAL EDUCATION SERIES.

EDITED BY W. T. HARRIS.

It is proposed to publish, under the above title, a library for teachers and school managers, and text-books for normal classes. The aim will be to provide works of a useful practical character in the broadest sense. The following conspectus will show the ground to be covered by the series:

I.—History of Education. (A.) Original systems as expounded by their founders. (B.) Critical histories which set forth the customs of the past and point out their advantages and defects, explaining the grounds of their adoption, and also of their final disuse.

II.—Educational Criticism. (A.) The noteworthy arraignments which educational reformers have put forth against existing systems: these compose the classics of pedagogy. (B.) The critical histories above mentioned.

III.—Systematic Treatises on the Theory of Education. (A.) Works written from the historical standpoint; these, for the most part, show a tendency to justify the traditional course of study and to defend the prevailing methods of instruction. (B.) Works written from critical standpoints, and to a greater or less degree revolutionary in their tendency.

IV.—The Art of Education. (A.) Works on instruction and discipline, and the practical details of the school-room. (B.) Works on the organization and supervision of schools.

Practical insight into the educational methods in vogue can not be attained without a knowledge of the process by which they have come to be established. For this reason it is proposed to give special prominence to the history of the systems that have prevailed.

Again, since history is incompetent to furnish the ideal of the future, it is necessary to devote large space to works of educational criticism. Criticism is the purifying process by which ideals are rendered clear and potent, so that progress becomes possible.

History and criticism combined make possible a theory of the whole. For, with an ideal toward which the entire movement tends, and an account of the phases that have appeared in time, the connected development of the whole can be shown, and all united into one system.

Lastly, after the science, comes the practice. The art of education is treated in special works devoted to the devices and technical details useful in the school-room.

It is believed that the teacher does not need authority so much as insight in matters of education. When he understands the theory of education and the history of its growth, and has matured his own point of view by careful study of the critical literature of education, then he is competent to select or invent such practical devices as are best adapted to his own wants.

The series will contain works from European as well as American authors, and will be under the editorship of W. T. HARRIS, A. M., LL. D.

- A
- Vol. I. The Philosophy of Education.** By Johann Karl Friedrich Rosenkranz. \$1.50.
- Vol. II. A History of Education.** By Prof. F. V. N. Painter, of Roanoke, Virginia. \$1.50.
- Vol. III. The Rise and Early Constitution of Universities.** With a Survey of Mediæval Education. By S. S. Laurie, LL. D., Professor of the Institutes and History of Education in the University of Edinburgh. \$1.50.
- Vol. IV. The Ventilation and Warming of School Buildings.** By Gilbert B. Morrison, Teacher of Physics and Chemistry in Kansas City High School. 75 cents.
- Vol. V. The Education of Man.** By Friedrich Froebel. Translated from the German and annotated by W. N. Hailmann, Superintendent of Public Schools at La Porte, Indiana. \$1.50.
- Vol. VI. Elementary Psychology and Education.** By Joseph Baldwin, Principal of the Sam Houston State Normal School, Huntsville, Texas. \$1.50.
- Vol. VII. The Senses and the Will.** Observations concerning the Mental Development of the Human Being in the First Years of Life. By W. Preyer, Professor of Physiology in Jena. Translated from the original German, by H. W. Brown, Teacher in the State Normal School at Worcester, Mass. Part I of **THE MIND OF THE CHILD.** \$1.50.
- Vol. VIII. Memory.** What it is and how to improve it. By David Kay, F. R. G. S. \$1.50.
- Vol. IX. The Development of the Intellect.** Observations concerning the Mental Development of the Human Being in the First Years of Life. By W. Preyer, Professor of Physiology in Jena. Translated from the original German, by H. W. Brown, Teacher in the State Normal School at Worcester, Mass. Part II of **THE MIND OF THE CHILD.** \$1.50.
- Vol. X. How to Study Geography.** By Francis W. Parker. Prepared for the Professional Training Class of the Cook County Normal School. \$1.50.
- Vol. XI. Education in the United States.** Its History from the Earliest Settlements. By Richard G. Boone, A. M., Professor of Pedagogy in Indiana University. \$1.50.
- Vol. XII. European Schools.** Or what I Saw in the Schools of Germany, France, Austria, and Switzerland. By L. R. Klemm, Ph. D., Author of "Chips from a Teacher's Workshop"; and numerous school-books. \$2.00.
- Vol. XIII. Practical Hints for the Teachers of Public Schools.** By George Howland, Superintendent of the Chicago Schools. \$1.00.
- Vol. XIV. Pestalozzi: His Life and Work.** By Roger De Guimps. Authorized translation from the second French edition, by J. Russell, B. A., Assistant Master in University College School, London. With an Introduction by Rev. R. H. Quick, M. A.
- Vol. XV. School Supervision.** By J. L. Pickard, LL. D.
- A

INTERNATIONAL EDUCATION SERIES

W 196
455

PESTALOZZI

HIS LIFE AND WORK

BY
ROGER DE GUIMPS

AUTHORIZED TRANSLATION FROM THE SECOND FRENCH EDITION

By J. RUSSELL, B. A.

ASSISTANT MASTER IN UNIVERSITY COLLEGE SCHOOL, LONDON

WITH AN INTRODUCTION

By Rev. R. H. QUICK, M. A.

3215

NEW YORK
D. APPLETON AND COMPANY
1890

COPYRIGHT, 1890,
By D. APPLETON AND COMPANY.

Authorized edition.

