

a thousand young ones to torture suffering humanity.

Charlie says it is another of the advantages of South Africa—"a man can always indulge in a good scratch." Next day we pitched our tent on High Street, Canvas Town, and were enrolled as two of its citizens. We found there were three distinct camps, Upper Albany, Lower Albany, and the Methodists. I am sorry to say that the young men, and a good many of the old ones for that, would visit the latter camp when it was wrapped in slumber, exchange the dishes around, swap the clothing, fill the coffee kettles with sea water, etc., and then get round early in the morning to borrow a little milk, and incidentally take in the remarks bandied about camp.

The program every day would open with a general scamper along the beach at sunrise and in two minutes 200 shouting, uproarious beings would be rolling around in the surf, playing all kinds of tricks on each other, each man seemingly doing his best to down his neighbor; then breakfast and the day's doings mapped out. Some would go hunting in the sand hills for small game, others fishing, the majority flirting. One day was devoted to athletic sports between the rival camps. Yet another in rifle shooting and dynamiting fish in the sea. A sheltered hole amongst the rocks is selected so the swimmers won't be beaten on the rocks by the surf. A heavy charge of dynamite is thrown in, off it goes, a column of water is blown in the air together with some fish; in go twenty or thirty men and boys. There is no fear of sharks; all the fish that survive the blast have pressing appointments elsewhere, the fun is fast and furious, boys diving and bringing up fish or getting them on the surface, treading water and throwing them ashore until the atmosphere is black with them; now and again some big fish will be half stunned and there will be a go as you please wrestle in the water. We had the gall to try and capture a four foot shark one morning, but he snapped his jaws in such an inhospitable manner that we made way for him. I counted no less than 620 fish from one blast, all edible, varying in size from six inches to three feet long. But the evening was the time when we put on our best duds and promenaded to the music of Canvas Town band (what's in a name?). Each boy had his best girl, and mighty sentimental some of them waxed under the combined influence of the moonlight, and the sad sea waves, whilst the old farmers sat around told snake stories, backed their off ox against someone else's leader, or maybe talked of old times and native rebellions over their pipes and grog.

GEORGE E. CARPENTER.

PESTALOZZI.

Among the great educational reformers, the name of John Henry Pestalozzi holds an ever memorable place. Reared under the instruction of a pious mother, there was inculcated in his mind and heart those truths that laid the foundation for his noble and self-denying career, the development of which has made him famous as an educator. The example of his grandfather, a devout man, also had much to do with shaping his future in a life which,

in its devotion to the cause of humanity, is seldom surpassed.

In his early school life he began to develop in a marked degree a thirst for knowledge. He had become satisfied through the teachings of Rousseau that the educational methods of the past, and particularly those of the renaissance, were radically wrong, and that the threefold nature of the child should be harmoniously developed. His aim was to psychologize educational methods, that the child should be brought into contact with nature, that there should be a sequence in the plan of instruction, and that instruction should be subservient to development. In his college career he found his ardor checked by imprisonment for a statement of his views through the medium of the college paper. He took strong grounds in favor of an educational system which should extend its beneficence to the poor as well as to the rich. As this theory came in direct opposition to the views of the privileged class, his freedom was for a time denied him, and the paper suppressed.

Doubtless, through the nobleness of life as exemplified in the character of his grandfather, he turned his attention to theology, but soon abandoned that and for a time studied law, which in turn he gave up, and became a farmer. During the time thus engaged, he seems to have turned his attention entirely to his duties, but soon upbraided himself for withdrawing his energies from his life's work, and this pursuit, also, was permanently abandoned. At the age of nineteen he thus expresses himself relative to the educational reforms he would institute: "I would that some one would draw up in a simple manner a few principles of education intelligible to everybody; that some generous people would then share the expense of printing, so that the pamphlet might be given to the public for nothing, or next to nothing. I would then have clergymen distribute it to all fathers and mothers, so that they might bring up their children in a rational and Christian manner. But," he adds, "perhaps this is asking too much at a time."

No better idea can be gained of the magnanimity of the man than from the fact of his taking a number of poor children under his care, and while educating them, furnishing them with manual labor, thus developing their physical organizations. While the experiment proved a failure from a financial standpoint, the effect upon the children by being brought into contact with his personality was marvelous. One of his weak points, which he himself confesses, was his inability to look upon the affairs of life from a practical point of view. He was so much imbued with his desire to raise mankind to a higher plane, that the practicability of his plans was overlooked, and through his want of foresight he was reduced to poverty, in which he lived for a period of eighteen years. But the good he had done was not to be lost, as he was gradually attracting to him those who saw his true greatness. These years had a depressing effect upon his mind, but he did not give up his cherished hopes. Through the influence of friends he was aided in the publication of a number of works, the most popular of which was Leonard and Gertrude. This brought him into public favor, it being widely

read; but in attempting to add continuations, the prestige was in a considerable degree affected.

During a long and eventful career, fortune seemed now to smile, now to frown. Notwithstanding the fact that he was opposed by those afraid of his power as a thinker and reformer, as well as by those who misunderstood him, he attracted such minds in Germany as Goethe, Wieland, Herder and Fichte; and in America, Washington and Madison, as well as other leading men of his time. Wherever his theories were put into practice, excellent benefits followed. Pupils looked upon him as a father, and entered into their work with unusual enthusiasm. The associate teachers as a rule entered into the spirit of the great teacher, and materially seconded his efforts.

When quite advanced in years he is found struggling with a school of seventy pupils, of all ages, capacities and conditions. To the irksome duties of his position he gave the same zeal as in former years; although the failures of his life brought sorrow to his countenance; but he did not falter. His term ended, he was obliged to go to the mountains for rest and recuperation. One of the most significant indorsements of Pestalozzianism was the acceptance by the Prussian government of his system, by the establishment of a school wherein not only the youth should be taught, but where teachers should be trained in the theory and art of teaching as formulated by its author. Eminent success, for a time at least, crowned his efforts in his institute at Yverdon. The efficiency of the school drew to it teachers from all quarters, many being sent by the governments of the countries to which they belonged to become initiated into the Pestalozzian system. Its popularity, however, waned, but the seeds sown were not to be destroyed.

The last school established by him was at Clindly, a small place near Yverdon. Although old and broken down in health and spirit, he secured as in former years the respect and affection of his pupils, and the fame of his school became celebrated, and lasted for a period of twenty years. The last years of his life were spent at Neuhot, where he died in 1827, at the advanced age of eighty-one years.

One of the utterances of the great educator is: "The essential principle of education is not teaching, it is love. The child loves and believes before it thinks and acts. The forces of the heart—faith and love—are in the formation of immortal man what the root is for the tree." On another occasion he says: "If the religious element does not run through education, this element will have little influence on the life; it remains formal or isolated. The child accustomed from his earliest years to pray, to think, and to work, is already more than half educated. First the child must pray with faith and love. Next he must think."

The main features of Pestalozzianism as summed up by Morf, may not be devoid of interest: (1) Instruction must be based on the learner's own experience. (2) What the learner experiences and observes must be connected with language. (3) The time for learning is not the time for judging, not the time for criticism. (4) In every department instruction must begin with the simplest elements, and starting from these must