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Gertrude.' The world began to acknowledge his existence. A journey to Germany in 1792 gave him a chance of meeting Klopstock, Wieland, Herder, Goethe and other famous writers.

When violent revolts against the French conquerors broke out in Central Switzerland in 1798, Heinrich Pestalozzi was entrusted by the Helvetic Directory with the duty of gathering together the orphans at Stans. However, this work too was destroyed in the confusion caused by the war of the following year. The training-college for teachers he founded in 1800 in Burgdorf Castle only lasted a short time. Although Pestalozzi had already attained a considerable reputation in Switzerland and abroad even the institute in Münchenbuchsee did not succeed in achieving stability.

At last, however, the opening of the academy and training-college for teachers at Yverdon on the Lake of Neuchâtel made Heinrich Pestalozzi famous. Pupils flocked to him from neighbouring countries and from Spain, Russia and even North America. Teachers who had graduated from his school taught in Naples, St-Petersburg and Madrid. In the course of time, however, such severe attacks were made against the master himself and the direction of his institute that he was obliged to give up this undertaking, too, to which he had devoted twenty years of his life. At the age of eighty he returned to his beloved Neuhof where he wrote his "Swansong" and "Life's Vicissitudes." The untiring old man was still full of great plans, but a libel written by one of his former collaborators gave him the coup de grâce. The great child lover and philanthropist died at Brugg on February 17th, 1827.

But the world did not forget him. In him "we honour the people's teacher, who filled hearts with enthusiasm for the sacred rights and duties of the family and the mother and pointed out the way to all efforts towards social reform." (Hunziker).

* * *

The following appreciation appeared in the Educational Supplement of "The Times," January 12th :

"If we no longer believe that education is synonymous with knowledge and that only through books, facts and figures can a child grow into an educated human being, we owe it to the courage and wisdom of a few great men who have seen deeply into the spiritual life of man during an age of enlightenment. None has reached the height of Johann Heinrich Pestalozzi, born 200 years ago in Zürich, whose influence spread all over Europe.

The schools and institutes which he inspired became models for the age of liberalism then dawning, and his ideas have been studied and at least partially accepted by almost every educationist in the succeeding centuries. He published numerous books and articles, in part scholarly treatises, in part novels and symbolical stories, and in part pamphlets in which he engaged in the philosophical and political controversies of his time.

Influenced by Rousseau, Fichte and Kant, his approach to education was that of a philosopher and sociologist, his approach to society that of an educationist. Man was to Pestalozzi the product of many factors which it was the function of a true and healthy education to promote. Learning was but one of them. A loving family circle, friends, above all, work and a secure social standing with an assured income — these he recognized not only for their creative influence

upon adults but for their formative importance to the child. This combination of educationist and sociologist is of obvious relevance to modern times and has not yet found its final form and expression. Equally modern are the many psychological and sociological observations to be found in Pestalozzi's writings. He is deeply aware of the changing structure of society, of the rise of new social groups, and of the consequent dilemma between a new equality and the permanent need for social and political differentiation. He recognizes the constant presence of ruling groups and struggling minorities, and he is at one with us in seeking a solution compatible with our ideal of freedom. The essence of Pestalozzi's teaching — that the educationist cannot afford to neglect political, social or religious affairs any more than the politician and social reformer can neglect the educational implications of his actions — is equally applicable to-day.

If we recognize the importance of Pestalozzi's teaching to modern conditions its significance becomes overwhelming on a continent where, in many countries, education has to be restarted almost from the beginning. Here Pestalozzi's writings, with their clear recognition that school books alone will never suffice, become inescapable. Only in the right political and social conditions can a free democracy arise and the schoolmaster exercise to the full his true vocation."

USEFUL ADDRESSES FOR TRAVELLERS TO SWITZERLAND.

In London:

SWISS LEGATION, 18, Montagu Place, Bryanston Square, W.1. Tel : PADdington 0701.
CONSULAT GÉNÉRAL DE FRANCE, (visas), 58, Knightsbridge, S.W.1. Tel : SLOane 5261.

Information :

SWISS FEDERAL RAILWAYS, 11B, Regent Street, S.W.1. Tel : WHItehall 9851.
CONTINENTAL ENQUIRIES OFFICE, S.W.1, 1st Floor, Victoria Station. Tel : WATerloo 5100.

Exchange Offices :

SWISS BANK CORPORATION, 99, Gresham Street, E.C.2. Tel : CLERkenwell 4961.
SWISS BANK CORPORATION, 11c, Regent Street, S.W.1. Tel : WHItehall 8083.

Departure (per train) :

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In Paris:

LÉGATION DE SUISSE, Rue de Grenelle 142, Paris 7^e. Tel : Opéra 63.30.
CHEMINS DE FER FÉDÉRAUX, Boulevard des Capucines 37, Paris 2^e. Tel : Opéra 63.30.

The first private air charter since the war is reported by Lep Air Services Ltd. A twin-engine De Havilland aircraft left Croydon for Zurich on January 21st carrying a London specialist and his wife to the bedside of their daughter, critically ill with peritonitis.