

Contents

Acknowledgments	ix
1 The Educationalization of Social Problems Around 1800	1
1.1 Pestalozzi and the educational turn	2
1.2 The prehistory of the educational turn	4
1.3 Commercial progress vs. classical ideal of virtue	7
1.4 Reformed Protestantism and the educational strengthening of the soul	8
2 Zurich Around 1750: Economic and Cultural Boom and Revolutionary Activities	14
2.1 The political organization of the Republic of Zurich in the eighteenth century	15
2.2 Commercialization of societal life in Zurich around 1750	17
2.3 The fight against corruption and decline	19
2.4 The republican youth movement in Zurich after 1760	21
3 The Development and Early Fate of a Republican Revolutionary	26
3.1 Pestalozzi's childhood and youth	27
3.2 Republican choosing of spouse and occupation	30
3.3 The classical republic of virtue and the opportunities of early industry—Neuhof	33

3.4	Agriculture with or without early industry?	34
4	The Christian Republic, Enlightenment, and Coercive Education	38
4.1	Political reforms and the Christian republic of <i>Lienhard und Gertrud</i> (1781)	39
4.2	The disillusionment of the Swiss republics	42
4.3	The popular Enlightenment and modern natural law	44
4.4	<i>Lienhard und Gertrud</i> , Parts 3 and 4 (1785 and 1787)	46
5	The American and the French Republics, German Idealism, and the Principle of Inwardness	50
5.1	Freedom, property, and social obligations	51
5.2	The French Revolution and Pestalozzi's position	54
5.3	The political consequences in the mid-1790s	56
5.4	Pestalozzi's <i>Meine Nachforschungen</i> (1797) on the eve of the Helvetic Revolution	58
6	The Helvetic Republic and the Discovery of "the Method"	62
6.1	The Helvetic Republic in 1798 and hopes for reestablishment of the old republic of virtue	64
6.2	The experiment in Stans	66
6.3	Burgdorf: "The method"	68
7	Propaganda and Institutional Success	73
7.1	State propaganda for and institutional successes of "the Pestalozzi method"	74
7.2	Period of suffering and redemption	76
7.3	Success abroad and the Pestalozzi cult	78
7.4	Politics or education?	80
8	European Demands for New Education: Political, National, Private	83
8.1	Pestalozzi and the increasing interest in new educational methods	84
8.2	Interest on the part of the political powers	85

8.3	Interest on the part of activists and concerned parents	87
8.4	Pestalozzi and the rise of a wide educational public	90
9	Pestalozzi's Charisma, a Guarantee of Success and a Problem	95
9.1	Growth and success	96
9.2	Internal conflicts and problems	98
9.3	Fichte's <i>Addresses to the German Nation</i> (1808)	100
9.4	Education policy interest in "the method"	103
10	Public Critique, Restoration, Pestalozzi's Lonesome End, and the Beginning of Modern Mass Education	105
10.1	Pestalozzi's fight in vain for official recognition in Switzerland	106
10.2	Troubled years at the institute in Yverdon	109
10.3	<i>An die Unschuld, den Ernst und den Edelmüt</i> (1815)	111
10.4	The new school for the poor	113
11	The Educationalized World and the Internationalization of the Cult of Pestalozzi	117
11.1	The final collapse of the institute in Yverdon	118
11.2	The last new beginning and the end at Neuhof	120
11.3	Death and the start of a cult	123
12	Pestalozzi, or an Ambiguous Legacy in Education	129
12.1	Modernization and school	130
12.2	Influence, reception, effect	132
12.3	Pestalozzi and the moral discourse of teacher education in the United States	136
12.4	History, education, and redemption	139
	References	144
	Index	165