

**THE STUDENT'S FROEBEL:
ADAPTED FROM DIE ERZIEHUNG
DER MENSCHHEIT OF F. FROEBEL;
PART I: THEORY OF EDUCATION**

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The Student's Froebel: Adapted from Die Erziehung Der Menschheit of F. Froebel; Part I:
Theory of Education by William H. Herford

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WILLIAM H. HERFORD

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PART I: THEORY OF EDUCATION**

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STUDENT'S FROEBEL

ADAPTED FROM

DIE ERZIEHUNG DER MENSCHHEIT

OF F. FROEBEL

BY

WILLIAM H. HERFORD B.A. LOND.

SOMETIME MEMBER OF THE UNIVERSITIES
BONN BERLIN AND ZÜRICH

AUTHOR OF

The School; Essay towards Humane Education

PART I

THEORY OF EDUCATION

BOSTON, U.S.A.

D. C. HEATH & CO., PUBLISHERS

1894

v

To

Miss Anna Snell

(OF JENA)

WHO AFTER LEARNING AND PRACTISING IN HER OWN LAND

THE ART AND MYSTERY OF THE KINDERGARTEN

UPHELD IN ENGLAND DURING TWENTY-FIVE YEARS WITH

UNWEARIED ZEAL AND PERSISTENCE

THE BANNER OF F. FROBBEL

THIS LITTLE BOOK

DESIGNED TO SERVE THE CAUSE OF HUMAN EDUCATION

IS DEDICATED

BY HER OLD COMRADES AND FRIEND

The Editor

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EDITOR'S PREFACE.

THE purpose of this little book is to give to young people, who are seriously preparing themselves to become educators, a brief yet full account of Froebel's "Theory" of Education; his "Practice," or Plans of Method, being reserved for a second part. The work from which "The Student's Froebel" is adapted—"Die Erziehung der Menschheit"—was published in the maturity of its author's powers (1826), while he was still hoping to effect an actual Reform of the teaching and training of Youth, from Infancy, up to Man- and Woman-hood. Froebel is known over the world as founder of the "Kindergarten" rather than as exponent of a New Education, because experience showed him that a practical Reform of Education must begin at the very beginning. From the centre of Mother's love and Mother's wit, he unfolded in Theory the early training of Man; which, while doing full justice to the immediate needs and tastes of our Little Ones, should prepare for *all* Human Development: because Youth and Maturity are but Man's larger growth. The book in which this is done, "The Education of Humanity,"

was never completed. The first part only, which gives principles and methods for Training and Instruction of Man, from birth up to the end of Boyhood, thus embracing two-thirds of the time fixed by immemorial custom and by law, for pupilage, was published. With marvellous skill in adaptation and invention, Froebel fitted to the former of these periods the beautiful "Means"—Gifts, Songs, Games, Occupations—which give to the Kindergarten, when ruled in his spirit, its preciousness, as true Heaven on Earth for little Children. He left us, his successors, to adapt analogous means for the development of later stages, saying once: if in three hundred years' time his ideas were completely realised, he should rejoice in Heaven. A careful study, even of this little book, will show that Froebel's principles ask to be realised in the education of all ages; that his Motto of Theory—"Harmonious Development"—and his Watchword of Method—"Learn by Doing"—are of universal application in the province of teaching: in a word, that he has drawn the lines upon which "to follow Nature," the necessary aim of all Education, but of doubtful meaning with his forerunners, becomes the Law of Discipline. Two English translations only, both published at New York, are known to the Editor. The former, by Josephine Jarvis (Lovell & Co., 1886) is a monument of faithful pains; yet, through linguistic difficulties is sometimes scarcely intelligible. The latter, by W. N. Hailmann, Superintendent of Public Schools,