

**THE KINDER-GARTEN: PRINCIPLES
OF FRÖBEL'S SYSTEM AND THEIR
BEARING ON THE EDUCATION OF
WOMEN. ALSO, REMARKS ON THE
HIGHER EDUCATION OF WOMEN**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649622085

The Kinder-Garten: Principles of FröBel's System and Their Bearing on the Education of Women. Also, Remarks on the Higher Education of Women by Emily Shirreff

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

EMILY SHIRREFF

**THE KINDER-GARTEN: PRINCIPLES
OF FRÖBEL'S SYSTEM AND THEIR
BEARING ON THE EDUCATION OF
WOMEN. ALSO, REMARKS ON THE
HIGHER EDUCATION OF WOMEN**

THE
KINDER-GARTEN:
Principles of Fröbel's System,
AND THEIR BEARING ON
THE EDUCATION OF WOMEN.

ALSO,
REMARKS ON THE
HIGHER EDUCATION OF WOMEN.

BY
EMILY SHIRREFF,
AUTHOR OF "INTELLECTUAL EDUCATION OF WOMEN."



London :
CHAPMAN AND HALL, 193, PICCADILLY.

—
1876.

260. g. 338

CONTENTS.

	PAGE
Preface	vii
FROBEL'S SYSTEM OF EDUCATION—	
Sect. I. General Training for Little Children . . .	1
II. Fröbel's Gifts	7
III. do. (<i>continued</i>)	16
IV. Principles of Fröbel's System	25
V. Fröbel's System in relation to Ordinary Schools	85
VI. Fröbel's System in relation to Industrial Training and the Life of the People . . .	42
VII. Fröbel's Appeal to Women	51
REMARKS ON THE HIGHER EDUCATION OF WOMEN . .	63
Explanation of term "Higher Education" . . .	63
<i>Essential Studies</i>	66
Physiology	68
Nursing and General Care of Health . . .	70
Mental Philosophy and Application to Education	74
Social Economy	83
Charities—Influence on Politics	85
<i>Subjects open to choice—</i>	
Literature	90
History	92
Science	93
APPENDIX	95

20 19

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

PREFACE.

THE short papers here given to the public were originally published in the "Women's Education Journal" in two distinct series, which are now reprinted together, because they bear ultimately upon the same important subject—the duty laid upon women to fit themselves to be the educators of the race. It were vain to lay down the Kinder-garten System, if women are not ready to practice it; the philosophy of Fröbel must remain a dead letter as regards all practical influence on society, if women are not capable of understanding and acting upon its principles. The Kinder-garten System presents itself, therefore, to those who are anxious to forward the education of women under an aspect of twofold importance—that which it ostensibly claims as a means of developing childish faculty, and that which it indirectly possesses by its imperative claim on the exercise of the highest faculties in women. Family life, few will deny, is the centre of national welfare; and Nature herself has placed women as the central power of family life. Any wide, moral, and intellectual reform must then begin here. We touch the surface only by all educational labour that leaves out of sight the associations of home, and these are moulded by women. We touch

one side of human nature only, and that which least effects the will, and therefore least concerns action, when we stimulate the intellect, and make no appeal to the heart or the imagination : and this wide region, too much neglected by educators, is that wherein women exercise their most powerful sway. The latter will be one-sided also, and therefore more or less fraught with danger, till moral, intellectual, and æsthetic culture, proceeding hand in hand, have restored the due balance in the feminine mind. Harmonious development is what the welfare of society as of the individual demands, but society cannot attain this advantage until the effects of the long neglect of women's mental capacity has been recognised and remedied.

The more direct importance of the Kinder-garten as training young children is better appreciated than its influence over the education of women ; yet even this is very imperfectly recognised, it is too generally an ignorant and half mistaken view that is taken of its value. It is very commonly considered as a system of mere childish amusements, or means of keeping troublesome little hands and feet quiet ; or, at best, as a way of teaching something before the children are old enough to learn to read. Its intrinsic value as the most philosophical system of real education, that is, of drawing out the faculties of the child, of following step by step Nature's own order of development, and step by step also cultivating the use of all the instruments by which

knowledge shall hereafter be gained, and active life be directed—this, the great power of Fröbel's method, is as yet apprehended by few in England; and it is for this reason that in the following papers I have sought to dwell more on principles than on practice. I am well aware that of the many imperfections of this little book, the most imperfect part is that relating to the various games and exercises. It is so impossible to make this really good without illustrations, that I have attempted no more than what was necessary to make principles intelligible.

Next to my desire to bring out the theory of Fröbel's method, has been that of showing how this early training can be carried on gradually to the ordinary book learning of later schools, and what influence it will have on the pupil's aptitude for the latter. Especially would I dwell upon the fact of the valuable amount of school time saved by the early training of the pupil's faculties in the right direction, the difference it must make to come to work with working habits ready formed, with senses and hands trained to accuracy and delicacy; instead of coming, as children usually do, with some small scraps of book learning acquired by rote, but without the least idea of exercising their own intelligence. What is required is to rouse mothers to the importance of giving this preparation, and gradually to urge schools to exact it. Teachers will probably not be slow to do so when once they have recognised the

assistance thus given to their own labour. The commonest complaint from all schools is of the state of unfitness in which the children are sent to them. One of the most constant arguments used in favour of better education for women has been the schoolmaster's argument, that if mothers could educate their children before school-time the work of school would be very different from what it is.

The additions made to the sections on Higher Education for Women are considerable, because the extremely narrow limits of the Journal at the time they were first written had made brevity a principal consideration. An outline only of the subject can be presented even here, but I have endeavoured to make it somewhat less imperfect.

EMILY SHIRREFF.