

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

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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

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EMILY SHIRREFF

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**FRÖBEL'S
SYSTEM OF EDUCATION**

THE
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Principles of Froebel's System
AND THEIR BEARING ON
THE EDUCATION OF WOMEN

ALSO
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HIGHER EDUCATION OF WOMEN

BY
EMILY SHIRREFF
AUTHOR OF "INTELLECTUAL EDUCATION OF WOMEN"

SECOND EDITION



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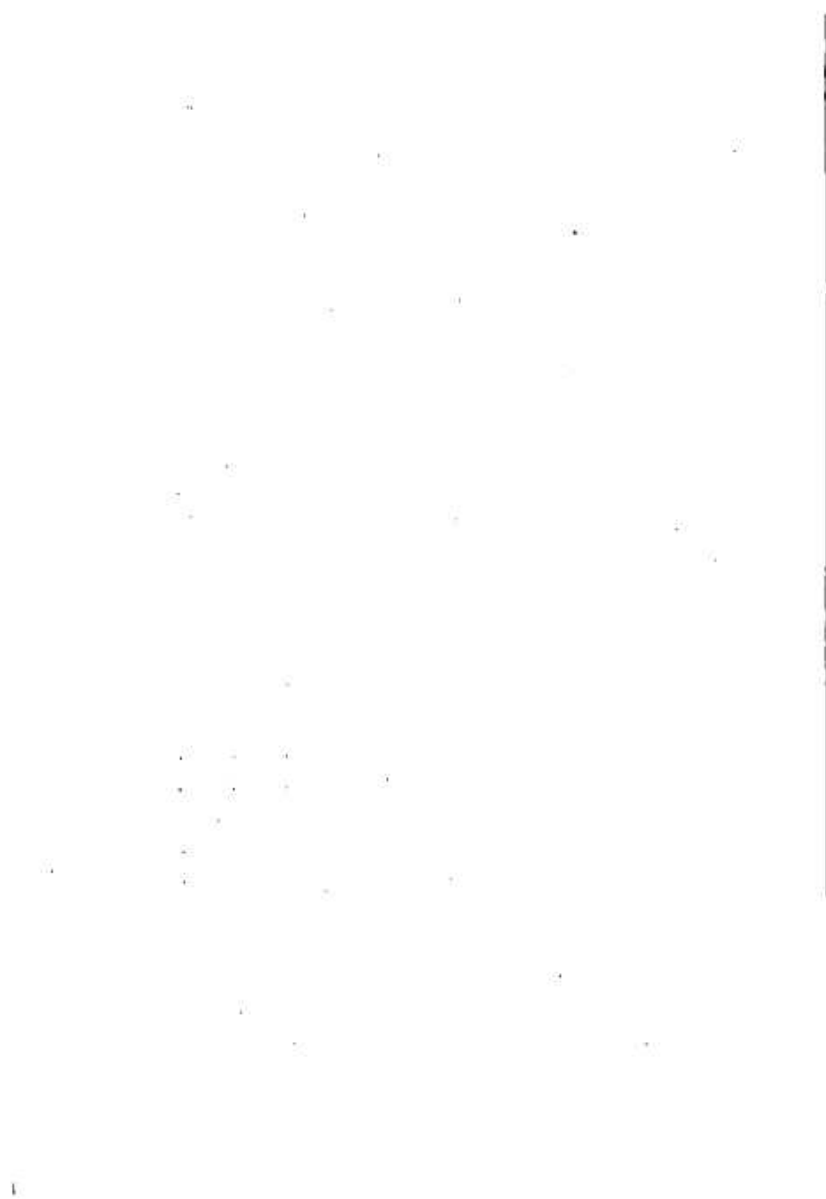
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CONTENTS

	PAGE
Preface	vii
FRÖBEL'S SYSTEM OF EDUCATION—	
Sect. I. General Training for Little Children	1
II. Fröbel's Gifts	7
III. do. (<i>continued</i>)	17
IV. Principles of Fröbel's System	26
V. Fröbel's System in relation to Ordinary Schools	36
VI. Fröbel's System in relation to Industrial Training and the Life of the People	43
VII. Fröbel's Appeal to Women	52
REMARKS ON THE HIGHER EDUCATION OF WOMEN	65
Explanation of term "Higher Education"	65
<i>Essential Studies—</i>	
Physiology	68
Nursing and General Care of Health	70
Mental Philosophy and Application to Education	76
Social Economy	85
Charities—Influence on Politics	87
<i>Subjects open to choice—</i>	
Literature	94
History	95
Science	96
APPENDIX	100



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 asso-

ally 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.