

**THE KINDERGARTEN SYSTEM;  
ITS ORIGIN AND  
DEVELOPMENT AS SEEN IN THE  
LIFE OF FRIEDRICH FROEBEL**

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The kindergarten system; its origin and development as seen in the life of Friedrich Froebel by  
Fanny Franks

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**FANNY FRANKS**

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ITS ORIGIN AND  
DEVELOPMENT AS SEEN IN THE  
LIFE OF FRIEDRICH FROEBEL**



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THE  
0 KINDERGARTEN SYSTEM.

*Its Origin and Development*

AS SEEN IN THE LIFE OF FRIEDRICH FROEBEL.

TRANSLATED AND ADAPTED FROM THE WORK OF  
ALEXANDER BRUNO HANSCHMANN //

For the use of English Kindergarten Students

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FANNY FRANKS  
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WITH AN APPENDIX ON "THE EDUCATION OF MAN"



LONDON  
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1897

KINDERGARTEN ALUMNI  
LOS ANGELES STATE NORMAL S.

UNIVERSITY OF CALIFORNIA



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Library

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**Dedicated**  
TO  
**ENGLISH MOTHERS**

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## PREFACE

I HAVE often wished to hand on to other students the benefit I myself derived from the reading of Hanschmann's *Life of Froebel*, for I know no other piece of Froebel literature that presents so complete an account of the progress and development of Froebel's educational thought.

I think it is a good thing for the student to see how, in his search for a scientific basis for the education of man, Froebel turns from the unpreparedness of the school-boy back to the earliest period of infancy, thence to the mother, and finally to the maiden, some day to become a mother.

It is also an excellent lesson for the young teacher to watch the care and conscientiousness with which this born educator prepares himself for his office.

It was my sense of its value that led me to obtain Mr. Hanschmann's permission to translate the book. The task has been a difficult one, however; for, in order to make the book practically serviceable for the Kindergarten student, I have had to recast, transpose, or shorten some passages, and omit others, which would either distract attention from the matter

of main interest, or encroach on ground already covered by translations.

The chief omissions are the chapter on "The Education of Man," already published in English as a complete work, and certain passages that seemed to me to be too metaphysical or speculative for the probable reader of the book.

The curtailments consist chiefly in making as short as possible the account of certain periods of Froebel's life already in the hands of the English reader, and in giving here and there a summary, rather than the actual contents of a passage. These alterations, it is true, prevent my offering the book to the public as a translation pure and simple; on the other hand, I trust they do not obscure Mr. Hanschmann's view of the great educator, nor, what is still more important, Froebel's inner history and scientific theory of education.

Out of a large book I have made a small one, which, though far from being all I could wish, will, I think, fill up a little gap in the accounts we already possess of Froebel's life and work.

I should like here to acknowledge my obligations to Mr. Hanschmann for having allowed me to modify the book in this way, and also to those of my friends who have contributed notes and criticisms.

FANNY FRANKS.

13, YORK PLACE, W.

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