

THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

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No. 10.

OCTOBER, 1885.

VOL. V.

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FRIEDRICH FRÖBEL'S DEVELOPING SYSTEM OF  
EDUCATION.

BY KARL FRÖBEL.

*[A lecture given at the opening of the School for Kindergartners in Manchester, England.]*

Modern education was commenced by Comenius, early in the 17th century, was more fully indicated by Rosseau, in the 18th century, was experimentally applied by Pestalozzi, and in one sense completed in our century by Friedrich Fröbel, whose merit is by no means confined to the conversion of infant schools into infant gardens. He undertook the reform of the whole system of education. The most expressive term for this reform is the developing system of education.

It is the opinion of several propagators of the kindergarten, and also mine, that the system will be fully appreciated only by its results in primary schools. What a kindergarten has to show are happy, healthy, good-natured children; no proficiency in learning of any kind, no precocity; but just children in their normal state. The kindergarten rejects reading, writing, ciphering, spelling. But it teaches the little children to do things much more clever than those useful accomplishments. In it children under six, build, plait, fold, model, sing, act; in short, they learn, in play, to work, to construct, to invent, to relate, and speak correctly, and—what is best of all—to love each other, to be kind