

something of his life, and of the causes that led to his formulating this great inheritance that he has bequeathed to all those who are willing to receive it.

Friederick Froebel was born in Oberweissbach, a village in the Thuringian forest, on the 21st of April, 1783. He lived seventy years and died in Marienthau in 1852. He was neglected in his youth, and the remembrance of his own early sufferings made him in after life the more eager in promoting the happiness of children. He lost his mother in infancy, and his father, the pastor of Oberweissbach, attended to his parish but not to his family. Friederick soon had a step-mother and neglect was succeeded by the traditional step-motherly attention. He was prepared to lavish on her unlimited love and devotion, and at first she met him in the same spirit and the affection bestowed on him caused his nature to expand, but the advent of a child of her own quite reversed this desirable state of affairs. The injustice of the treatment he received dwarfed his geniality and developed in him habits of introspection. The memory of it was influential in urging him to impress on teachers and parents the risk they run when they misinterpret the actions of a child and suppress its love.

His uncle came to the rescue and took Friederick to his home at Staat Ilm, where kindness and confiding love prevailed everywhere, and under its influence his whole nature expanded. Here he went to the village school, but, like many other thoughtful boys, he passed for a dunce. He found himself unable to take part in athletic games with boys of his own age, owing to the neglect of his physical education, and the memory of this explains the importance he attached to the development of the body, when he became an educator.

Throughout life he was always seeking hidden connections and an underlying unity in all things. But nothing of this unity was to be perceived in the piecemeal studies of the school at Staat Ilm, so Froebel's mind, busy for himself, could not work for his master, or along uncongenial lines. Consequently his step-mother decided that he should not devote his life to study; his half-brother she thought more worthy of a university career. Froebel was therefore educated with a view to his filling a business position. This, he mentions in his autobiography, he considered a mistake, namely, that only sufficient education