

**LECTURES IN THE
TRAINING SCHOOLS
FOR KINDERGARTNERS**

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Lectures in the Training Schools for Kindergartners by Elizabeth P. Peabody

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ELIZABETH P. PEABODY

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LECTURES TO KINDERGARTNERS.

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IN THE
TRAINING SCHOOLS
FOR
KINDERGARTNERS.

BY
ELIZABETH P. PEABODY.

*Come, let us live *with* our children."—FROEBEL.

BOSTON, U.S.A. :
D. C. HEATH & COMPANY.
1893.

PREFACE.

THE introductory lecture is the one which first interested the Boston public in kindergarten education. The seven others are those which, for nine or ten successive years, I have addressed to the training classes for kindergartners in Boston and other cities. They unfold the idea which, though old as Plato and Aristotle, and set forth more or less practically from Comenius to Pestalozzi, was for the first time embodied in an adequate system by Frœbel. The second lecture deals with the natural exemplification of this idea in the nursery, and is followed by two lectures on how the nursery opens up into the kindergarten through the proper use of language and conversation with children, and finally develops into equipoise the child's relations to his fellows, to nature, and to God. I have drawn many illustrations from my own psychological observations of child-life, from which kindergartners may learn how to study childhood for themselves.

ELIZABETH P. PEABODY.



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LECTURE I.

THE KINDERGARTNER.

WHOEVER proposes to become a kindergartner according to the idea of Frœbel, must at once dismiss from her mind the notion that it requires less ability and culture to educate children of three, than those of ten or fifteen years of age. It demands more; for, is it not plain that to superintend and guide accurately the *formation* of the human understanding itself, requires a finer ability and a profounder insight than to listen to recitations from books ever so learned and scientific? To form the human understanding is a work of time, demanding a knowledge of the laws of thought, will, and feeling, in their interaction upon the threshold of consciousness, which can be acquired only by the study of children themselves in their every act of life—a study to be pursued in the spirit that reveals what Jesus Christ *meant*, when he said: “He that receiveth a little child in my name, receiveth *me*, and *Him that sent me*;” “Woe unto him who offends one of these little ones, for their spirits behold the face of my Father who is in heaven.”

Not till children who have been themselves educated according to Frœbel's principles, grow up, will there be found any adult persons who can keep kindergartens without devoting themselves to a special study of child-nature in the spirit of devout humility. For we are all suffering the ignorance and injury inevitable from having begun our own lives in the confusions of accidental and disorderly impressions, without having had the clue of reason put into our hands by that human providence of education, which, to be true, must