

## TRANSLATORS' PREFACE

WE have attempted to present Froebel's chief works on education in as intelligible a form as possible. Our rendering seeks to give his exact meaning, but not his own phraseology, which is often confused and unnecessarily prolix. We believe that the true art of translation is to express the author's thought as precisely as possible in the idiom of the new language. This we hope we have succeeded in doing.

We have made some re-arrangement, especially in *The Education of Human Nature*, so as to bring together all the author had to say on the same subject. Thus, the earlier and later portions of that work have been amalgamated, and in places summarized, according to the topics treated. We have preferred to translate *Menschen-Erziehung* as *Education of Human Nature* rather than as *Education of Man*, because that seems to us more consonant with the spirit and meaning of the book. Although we have condensed this greatest of Froebel's works we have omitted little, and, we believe, nothing of permanent value. The chief omission is of much of the treatment of crystallography, which is now recognized as of little practical worth.

The second part of our book consists of extracts from Froebel's writings on the Kindergarten, so chosen as to show their spirit and general method. But the detailed

working out of the plays and occupations has only been briefly indicated. We have adopted this plan both because it is impossible to give such details except at very great length, and because modern kindergarten practice has departed somewhat widely from Froebel's own scheme.

We have not translated the *Mutter- und Kose-Lieder*, because it seemed impossible to make a useful and representative selection. The principles which underlie the songs are contained in what we have given, and English practice needs an analogous set of verses related to English life rather than a rendering of the original German songs.

The text used is that edited by Friedrich Seidel, published in 1888, except in the Introduction, where the extracts from the *Autobiographie* are translated from the edition of Dr. Wichard Lange, published in 1862.

In the Introduction we have attempted to show the relation of Froebel to the general stream of educational thought, and to discriminate between the vital truth in his doctrines and the excrescences due to his time and personality. The value of Froebel to the educators of to-day lies in his spirit and in his general conception of the educative process, and that we believe we have presented fully and fairly. That our efforts may assist our fellow-workers is our earnest hope.

S. S. F. F.  
J. W.

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