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B

MONTESORI and FROEBEL

(B) D I F F E R E N C E S

MONTESSORI AND FROEBEL

(b) DIFFERENCES

Having considered the many resemblances between M. and F. what about the differences? Looking on the matter in the broadest outline we should express the situation thus - Both F. and M. are aiming at the same thing - the education of the child through self-activity - but M. has been more successful in obtaining it.

THE UNIT OF EACH SYSTEM COMPARED

Coming now to differences in detail let us first look at the sphere of practice. All who have had experience both of M. schools and F. Kindergartens are in agreement as to one fundamental practical difference. It relates to what ~~we~~ might call the Teaching Unit. In her attractive little book "Teaching in the Infant School" Miss Hume states the matter ~~xxxxxxxx~~ succinctly as follows:- "In the Frobelian School the unit of teaching is the group of 8 to 10 children; in the M. School the unit of teaching is the individual child." In the preceding paragraph Miss Hume has asked the pertinent question, "Why the Frobelian ideas, which were not understood by the great body of teachers of young children in the nineteenth century, should have been accepted with enthusiasm when expounded by Montessori?" She finds the answer "principally in the fact that M. was able to demonstrate how her principles