

**THE REPUBLIC OF  
CHILDHOOD. FROEBEL'S  
OCCUPATIONS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649589173

The Republic of Childhood. Froebel's Occupations by Kate Douglas Wiggin & Nora Archibald Smith

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**KATE DOUGLAS WIGGIN & NORA ARCHIBALD SMITH**

**THE REPUBLIC OF  
CHILDHOOD. FROEBEL'S  
OCCUPATIONS**



# The Republic of Childhood

*The Kindergarten is the free republic of childhood.* — FROEBEL.

## FROEBEL'S OCCUPATIONS

BY

KATE DOUGLAS WIGGIN

AND

NORA ARCHIBALD SMITH

Properly thou hast no other knowledge but what thou hast got by working. — CARLYLE

The entire object of true education is to make people not merely *do* the right things, but *enjoy* them — not merely industrious, but to love industry. — RUSKIN



BOSTON AND NEW YORK  
HOUGHTON, MIFFLIN AND COMPANY  
The Riverside Press, Cambridge

1900

Copyright, 1896,  
By KATE DOUGLAS RIGGS  
AND  
NORA ARCHIBALD SMITH.

*All rights reserved.*

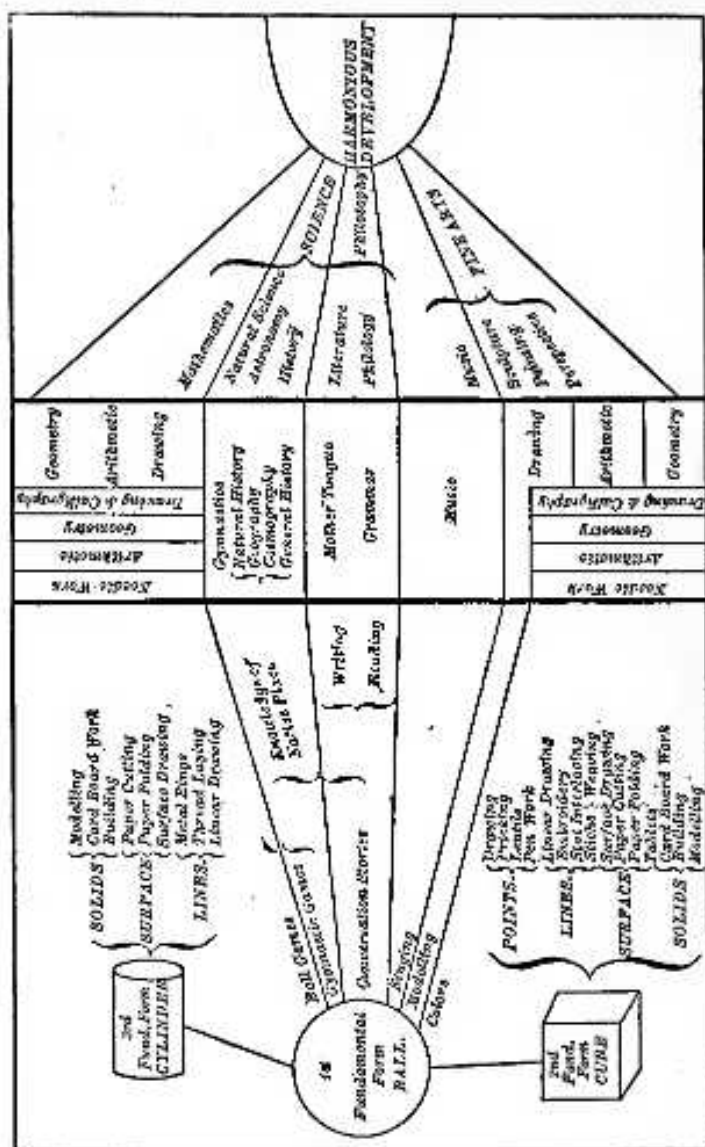
*The Riverside Press, Cambridge, Mass., U. S. A.*  
Electrotyped and Printed by H. O. Houghton and Company.

LB 1163  
W 582

## CONTENTS

	PAGE
THE KINDERGARTEN GIFTS AND OCCUPATIONS CON- SIDERED AS A WHOLE . . . . .	1
PERFORATING . . . . .	24
SEWING . . . . .	40
DRAWING . . . . .	62
LINEAR DRAWING . . . . .	68
A HANDFUL OF SIMILES ON DICTATION VERSUS IN- VENTION . . . . .	89
OBJECTIONS TO LINEAR DRAWING . . . . .	91
OUTLINE DRAWING . . . . .	98
CIRCULAR DRAWING . . . . .	111
FREEHAND AND NATURE DRAWING . . . . .	125
THE THREAD GAME . . . . .	141
PAPER INTERLACING . . . . .	148
SLAT INTERLACING . . . . .	156
WEAVING . . . . .	168
PAPER CUTTING . . . . .	192
PAPER FOLDING . . . . .	214
PEAS WORK . . . . .	241
CLAY MODELING . . . . .	258
MISCELLANEOUS OCCUPATIONS . . . . .	273
SAND WORK . . . . .	290
GENERAL REMARKS ON THE OCCUPATIONS . . . . .	309

M535269



SYNOPTICAL TABLE OF THE GIFTS AND OCCUPATIONS SHOWING THE CONNECTION BETWEEN THE KINDERGARTEN AND SCHOOL.

[Mme. A. de Portugal.]



## FROEBEL'S OCCUPATIONS

---

### THE KINDERGARTEN GIFTS AND OCCUPATIONS CONSIDERED AS A WHOLE

"These employments aim at and produce, first of all, in man, an all-sided development and presentation of his nature; they are, in general, the needful food for the spirit; they are the ether in which the spirit breathes and lives that it may gain power, strength, and, I might add, extent, because the spiritual qualities given by God to man, which proceed from his spirit in all directions with irresistible necessity, necessarily appear as manifoldness, and must be satisfied as such, and met in manifold directions."<sup>1</sup>

THE gifts, occupations, and recreative exercises of the kindergarten were devised by Froebel to satisfy what he terms the eight instinctive activities of the child, "for play, for producing, for shaping, for knowledge, for society, and for cultivating the ground." Professor William James, with somewhat differing insight, divides the instincts of children into four, which he considers fundamental, namely, "construction, imitation, emula-

Tools of the Kindergarten satisfy instincts of Childhood.

<sup>1</sup> Froebel's *Education of Man*, page 209 (tr. by J. Jarvis).

## 2 KINDERGARTEN GIFTS AND OCCUPATIONS

tion, and ownership." These also are satisfied in the kindergarten, though we endeavor to translate emulation into aspiration, and overweening desire for private ownership into a willingness and an ability to use all possessions for the common good.

It cannot but be seen that although the gifts and occupations of the kindergarten appeal to numberless minor needs and desires of the child, their dominant purpose is the development of creative self-activity, and that while they serve to interpret the external world to him, they at the same time give adequate expression to his internal world. It is in his conception of the value of creative activity, of the essential relation of impression and expression, of the beauty and spiritual meaning of true work, of production, that Froebel differentiates himself from all other educators.

In that wonderful volume of his letters, which discloses on every page his lofty enthusiasm, his devotion, patience, courage, self-sacrifice, single-mindedness, — his inspiration, in fact, for such indeed it was, — are the following words in relation to the instrumentalities of the kindergarten, and we give them entire as a commentary upon the man and his work: —

"I mean that we shall be borne onward into the very heart of practical Christianity through these games and occupations of little children,

which we are contriving with such attention, loving care, inward watchfulness, and outward work. In the first place, we thus avoid all those sad consequences which arise from the neglect of children in their earliest years. For the great friend of children has said: 'Whoso shall offend one of these little ones which believe in me, it were better for him that a millstone were hanged about his neck, and that he were drowned in the depth of the sea.' And how many, many children, often very tiny ones, are there not who are 'offended' in Jesus' sense of the word by the weariness which comes of doing nothing, or by being forced into unsuitable occupations! In the second place, also, we are fulfilling one of the weightiest commands of Jesus, which he puts into the words, 'Whosoever shall not receive the kingdom of God as a little child, shall in no wise enter therein.' Now the kingdom of God is the kingdom of unity, of union, of unification, of unison, of concord, of love, of peace, of law, of introspection, of perception of the inner essence which underlies outer manifestations. It is the kingdom of social union, of trustfulness, of belief, of hope; it is that province of the observation of the small which concerns it as member and part of the large, of the near as germ of the far, etc. And all this will be, by means of these games and occupations, early awakened, nourished, cared for, and developed in the child.