

# Kindergarten journeys concerning the arts of weaving

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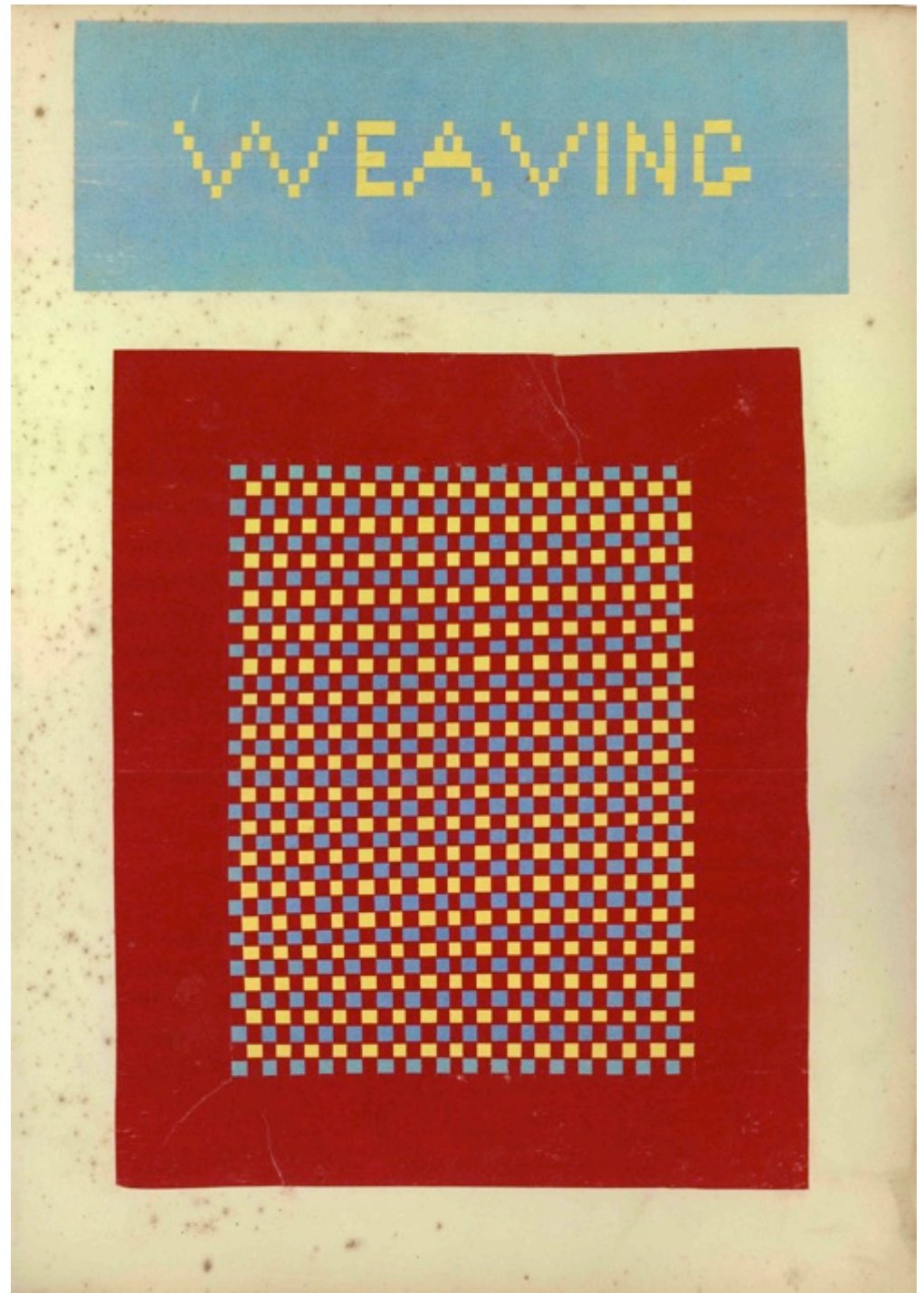
Colonial Objects Conference 11-13<sup>th</sup> February 2013  
Centre for Research on Colonial Culture  
University of Otago

# The object

Example of kindergarten weaving from Miss Florence Brickell's Workbook of Kindergarten Occupations, 1899

Dunedin Free Kindergarten Association Collection

AG 287, Hocken Collections, University of Otago

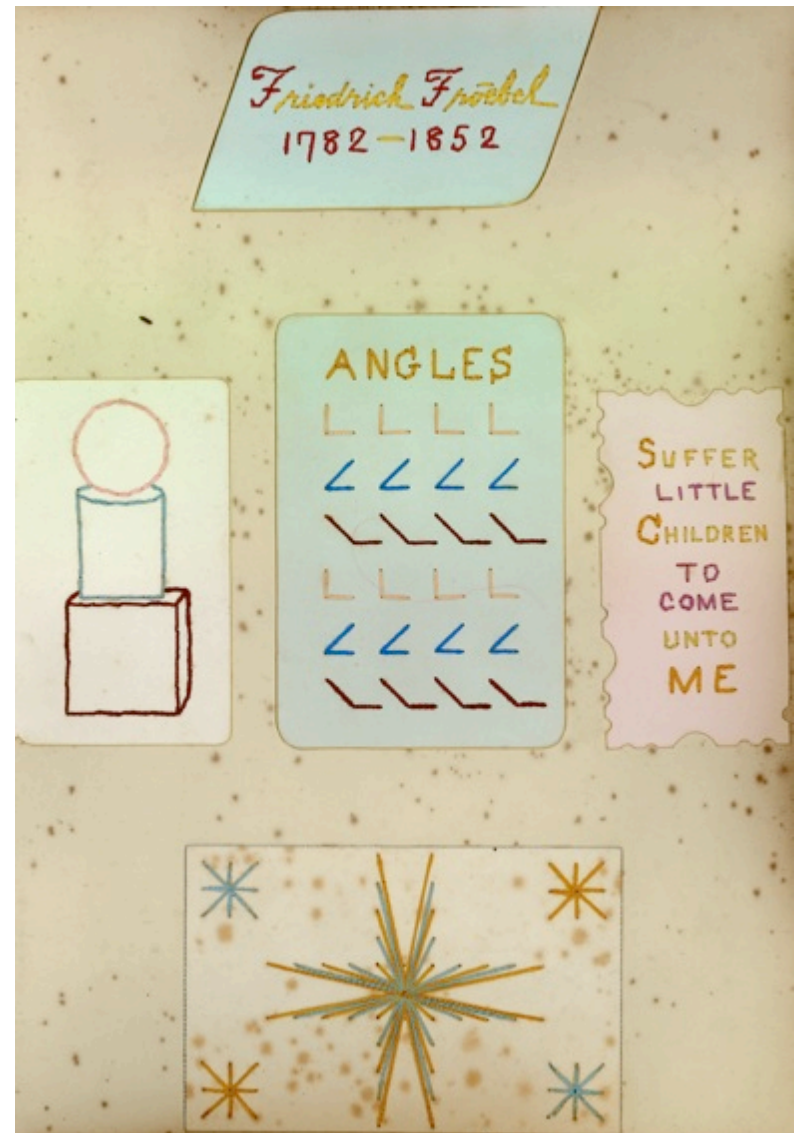
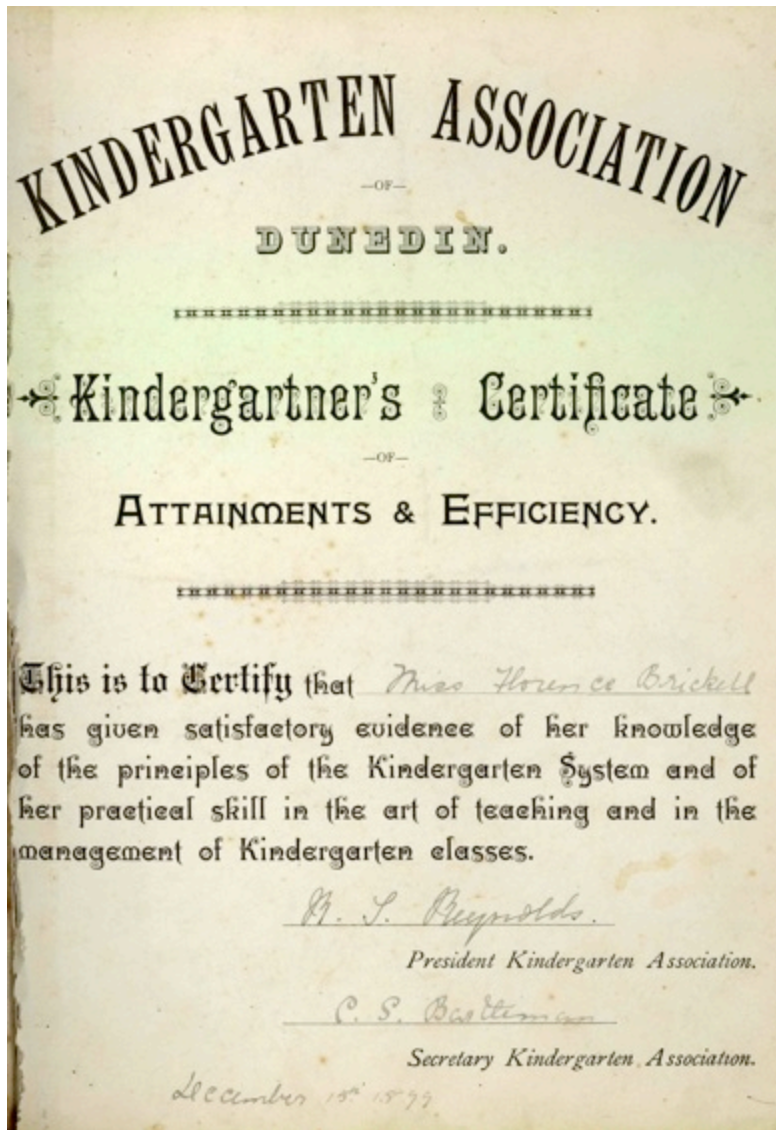




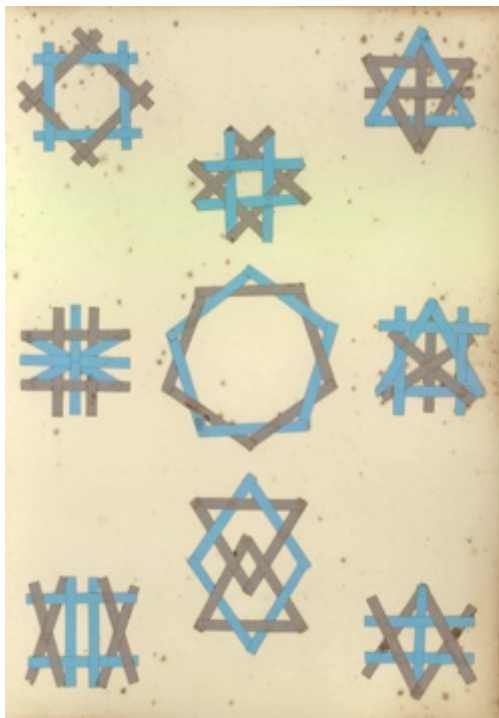
# Colonial journeys: ideas, artifacts, people and pedagogy

- Maori arts and artifacts journey into European collections
- From a radical German institution that was banned and consequently relocated into the Anglo-World to become an established aspect of education systems for young children
- Kindergarteners become global travellers
- Refashioning the kindergarten as a symbol of the Antipodean colonial empire
- Kindergarten becomes a Kiwi icon
- Introducing *Te Whāriki* in Germany

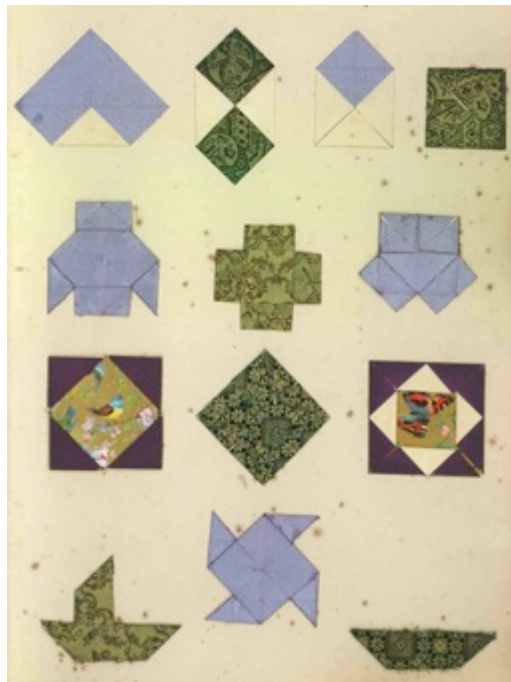
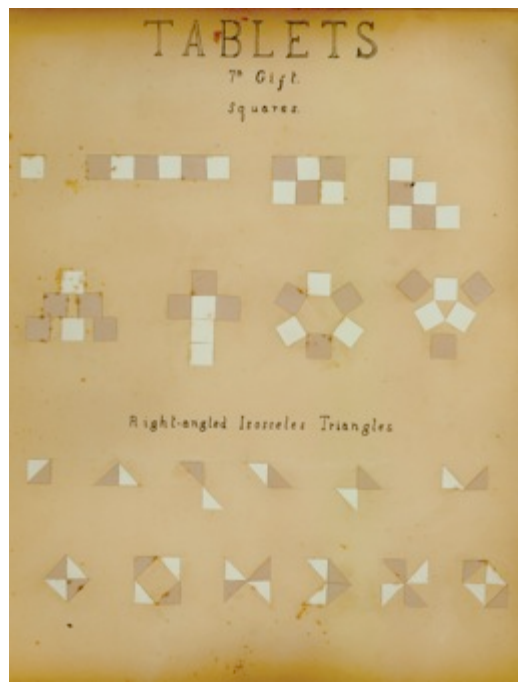
# Miss Florence Brickell's Workbook







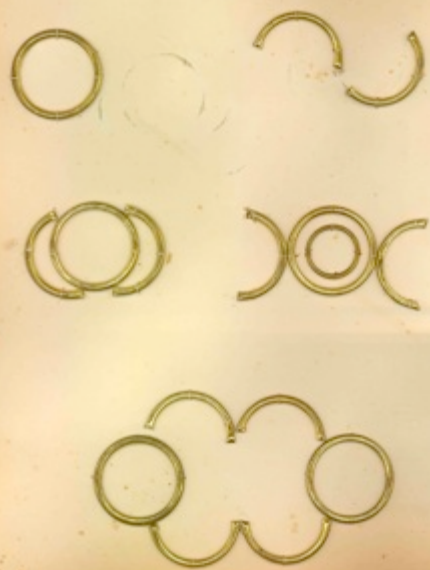
3 TIMES ARE		
1		3
2	-----	6
3	-----	9
4	-----	12
5	-----	15
6	-----	18
7	-----	21
8	-----	24
9	-----	27
10	-----	30
11	-----	33
12	-----	36



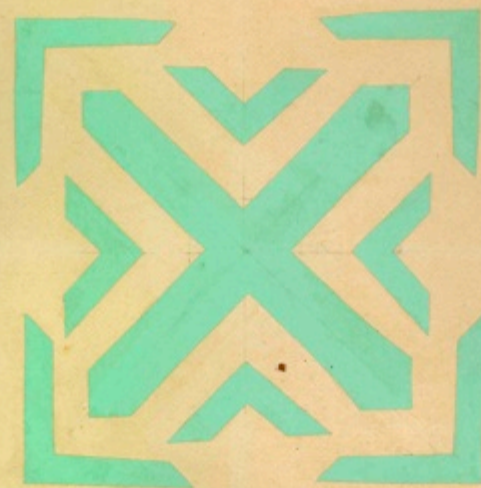


RINGS.

1<sup>st</sup> Gift.



PAPER CUTTING.





# Friedrich Froebel 1782-1852



‘It becomes clear that, from the earliest childhood, man should be trained in productive activity, since the development of both mind and body demands it.’

‘Play is the highest phase of child development - of human development at this period...It holds the sources of all that is good. Child that plays thoroughly, with self active determination... will surely be a thoroughly determined man...

**The plays of childhood are the germinal leaves of all later life;**  
...The whole later life of man... has its source in the period of childhood.’

Friedrich Froebel (1826) *The Education of Man*



- 1837: Opened institution at Blankenburg for children from ages 3-7 called ‘child nurture and activity centre’
- 1840: Coined term ‘kindergarten’ as a place where the child’s capacities could be ‘cultivated, unfolded and ripened’
- Developed a curriculum of songs, outdoor games, gardening and activities with blocks (gifts) and crafts (occupations)
- Valued and trained women as teachers





Kerry Bethel and Helen May  
'in the footsteps of Froebel'  
around Keilhau and Bad Blankenburg,  
Thuringia, Germany 2006, 2010

# 1845 DEVELOPED THEORY OF 'GIFTS'



Froebel intended  
the ball to be the  
catalyst for the  
child's first learning  
experience

GIFT ONE

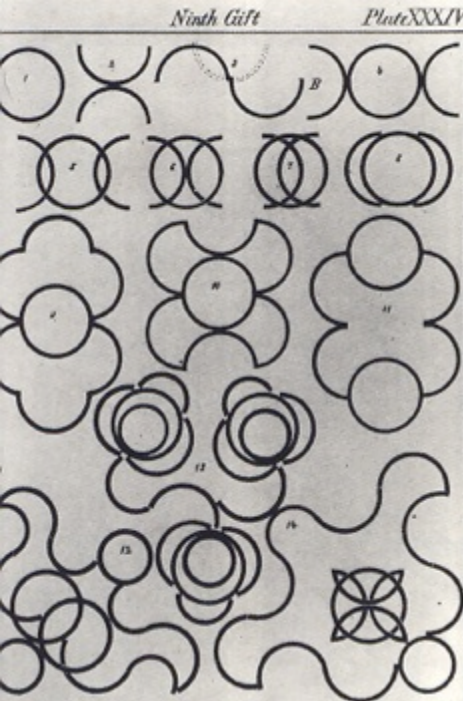




# GIFTS 3, 4, 5, 6

# BOXES OF BLOCKS

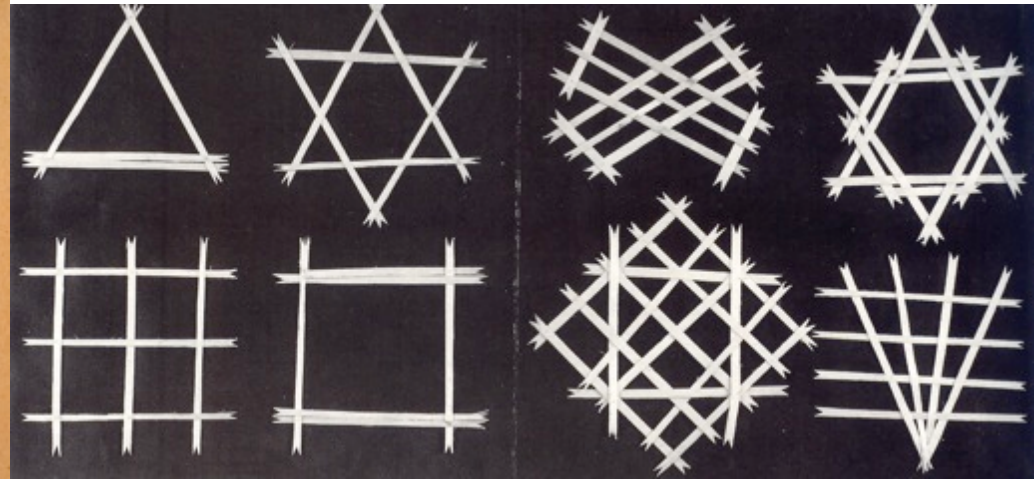
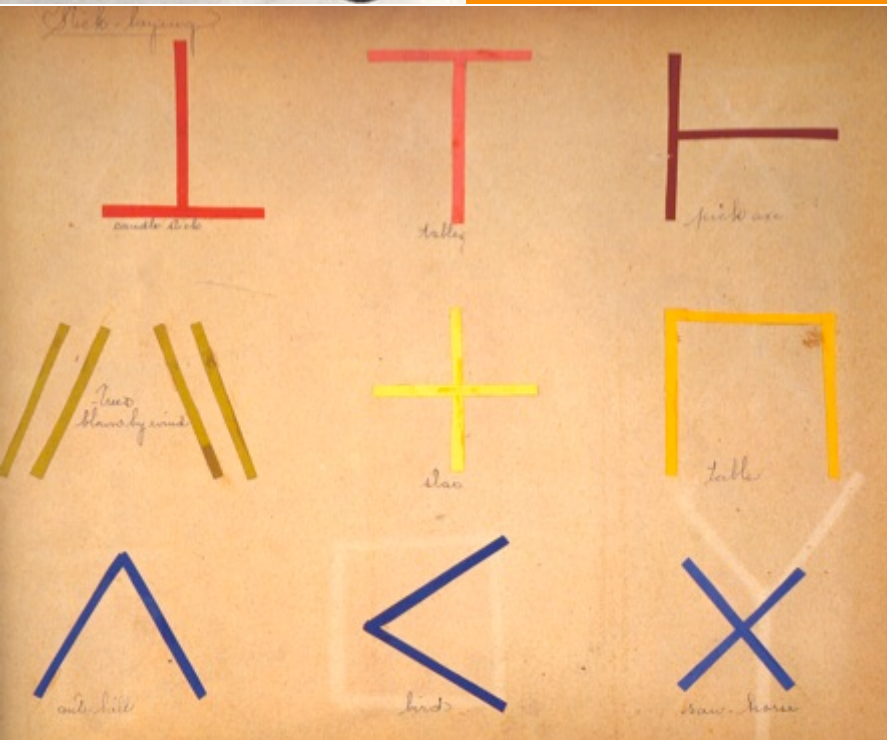




# OCCUPATIONS

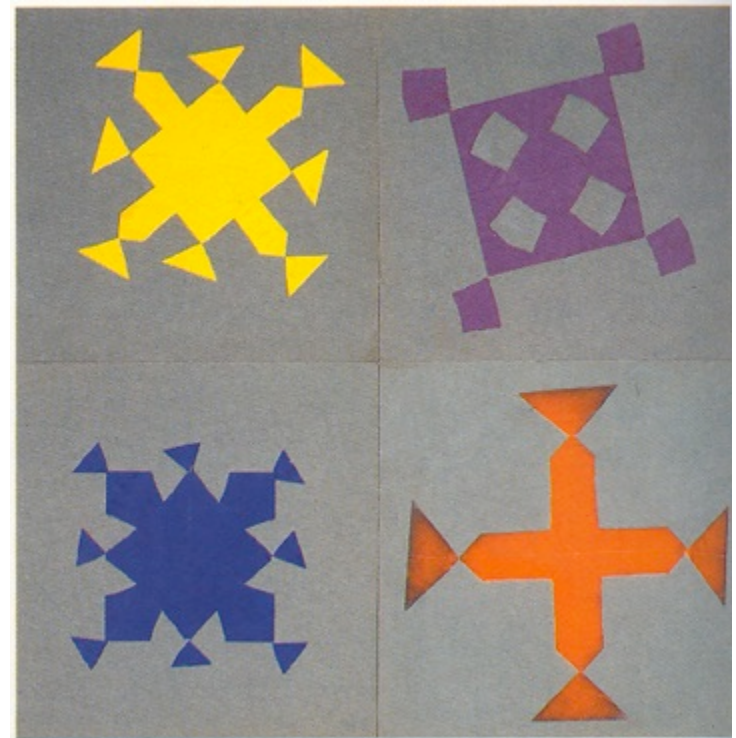
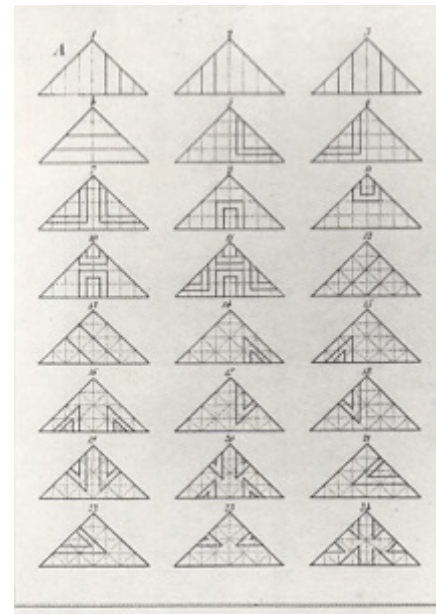
## Handcrafts

## Sticks, rings, slats

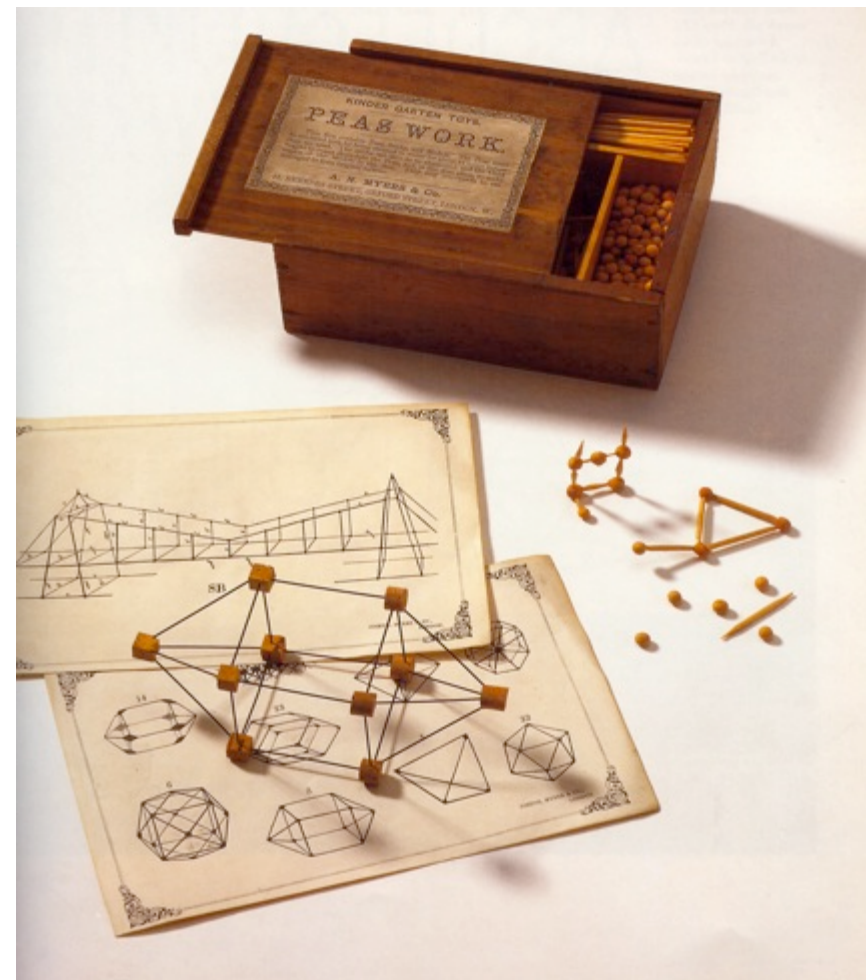
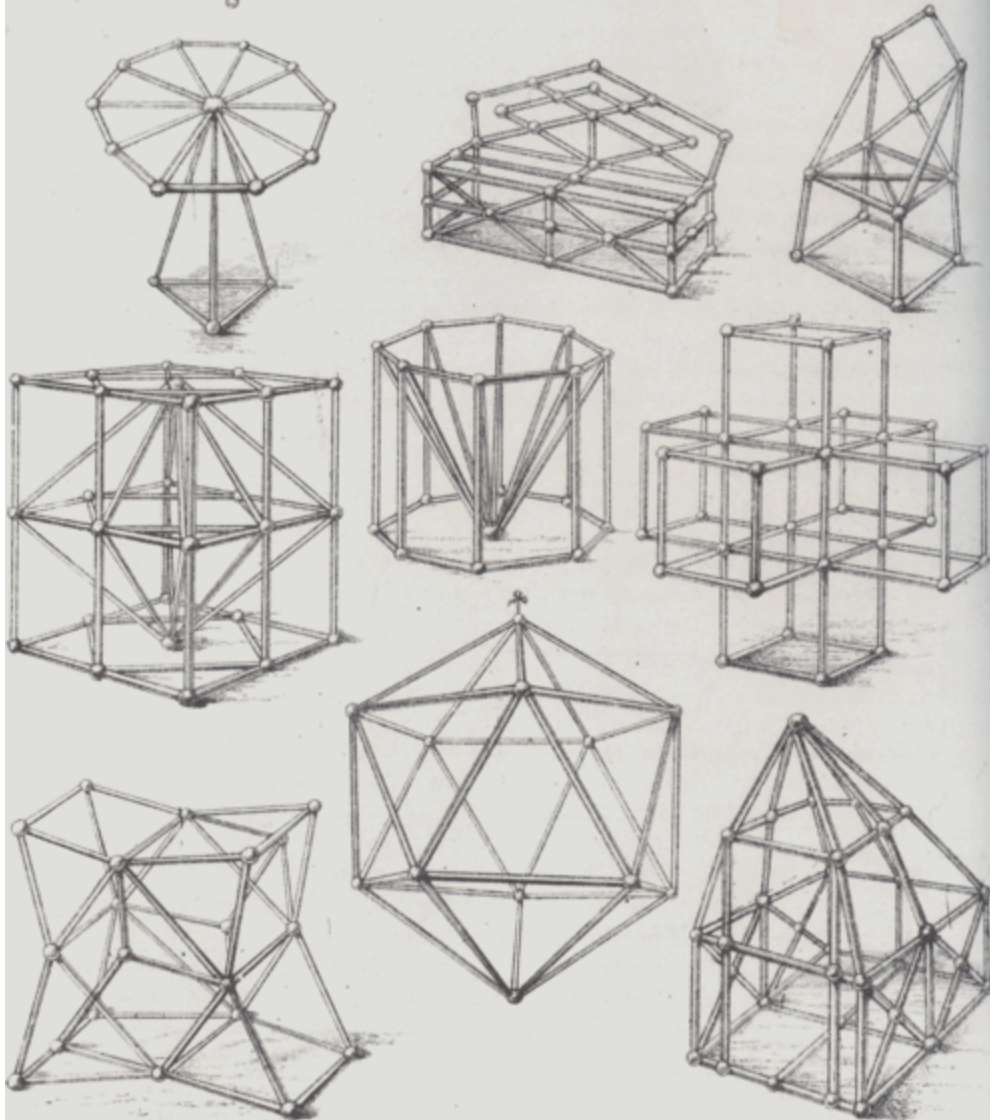




# CUTTING AND FOLDING



ABCDEFGHIJKLMNOPQRSTUVWXYZ



PEA WORK





# CLAY WORK

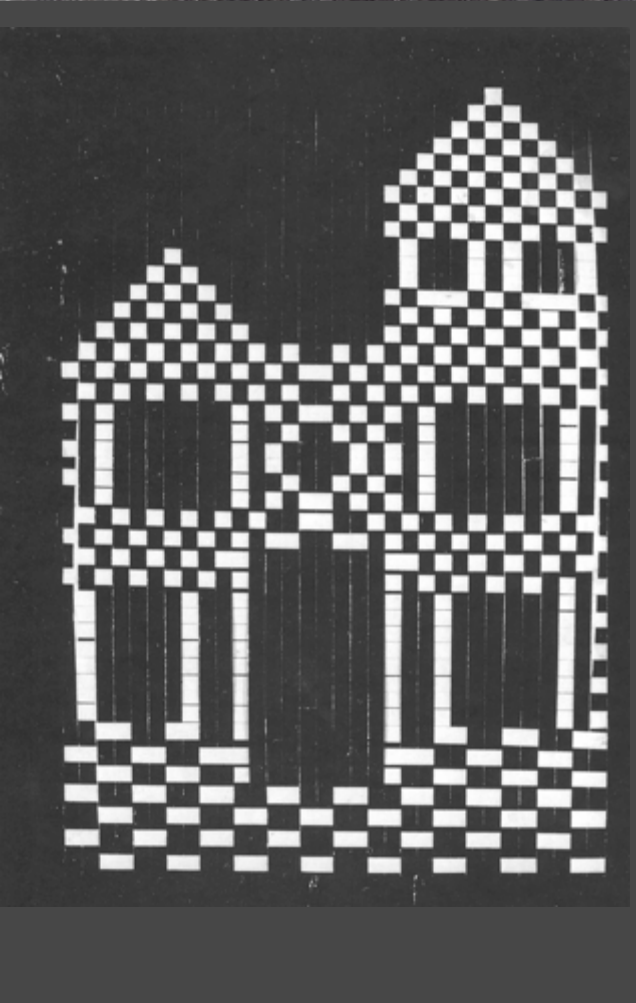


DRAWN BY OTTO H. BACHER





# WEAVING







# KINDERGARTEN VERBOT

1851 - 1860

**Prussian court closed all 49 kindergartens fearful of popular uprising in wake of failed 1848 revolution**

**1852 Froebel died. Sympathisers fled Germany and spread the idea. Baroness traveled to France and Britain to demonstrate kindergarten activities**

**Baroness von Marenholtz Bulow**

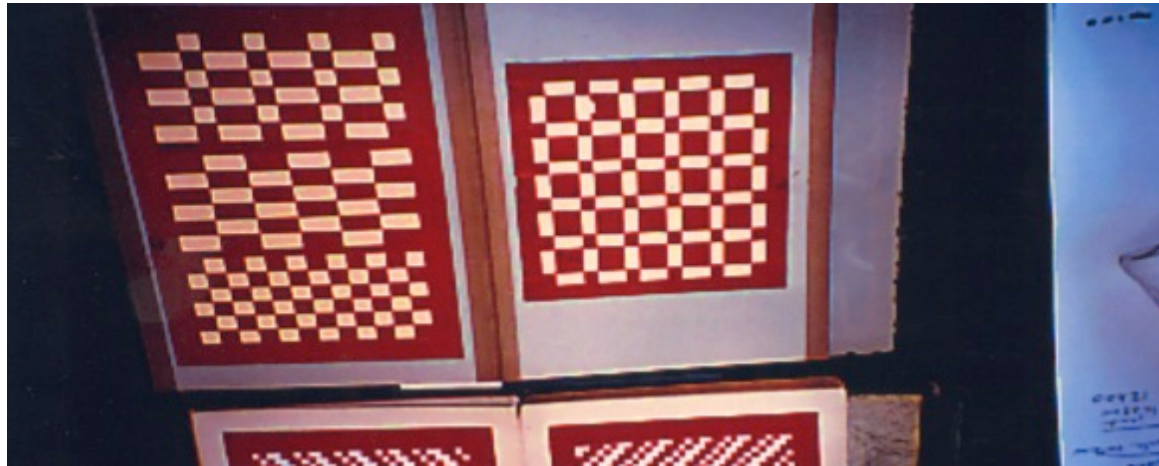
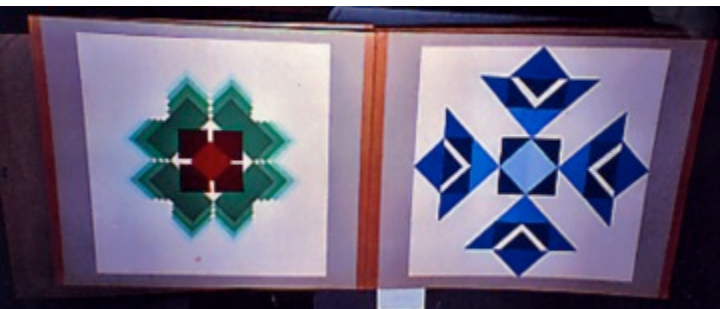
- Wealthy patron
- Interceded unsuccessfully with Monarchy on behalf of Froebel



- 1851: First kindergarten opened in London by Bertha Ronge, a German refugee
- 1854: Baroness Marenholtz Bulow visits London and demonstrates kindergarten activities
- 1855: The Baroness Marenholtz Bulow's book translated into English as *Frobel's System of Infant Gardens*
- 1855: Ronge Kindergarten at Tavistock Place London, kindergarten features in *The Lady's Newspaper*, 13 October 1855



## 19<sup>th</sup> C Trainee handwork, Montreal Museum of Architecture



Standardising the kindergarten product

## 19<sup>th</sup> C Trainee handwork, Froebel Museum Bad Blankenburg



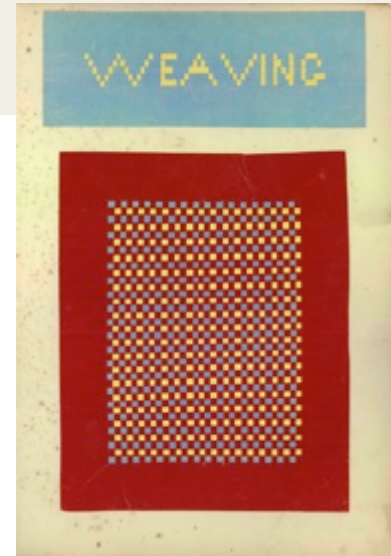
Baroness von Marenholtz Bulow (1872)

*The kindergarten and the importance of children's play*, p.xviii

Kindergarten promoted as a conduit to higher levels of civilisation

Durch „Flechten“ werden Webereien gemacht, nicht unähnlich den aus Schilf und Bast geflochtenen Mänteln der Neuseeländer, und in allmäliger Entwicklung steigen die „Muster“ auf zu den Kunstwebereien der Jetztzeit.

*By plaiting, a tissue is produced not unlike those plaited mantles the **New Zealanders** make of sedge and bast, and by a progressive development the patterns rise to the level of the artistic products of the modern loom*



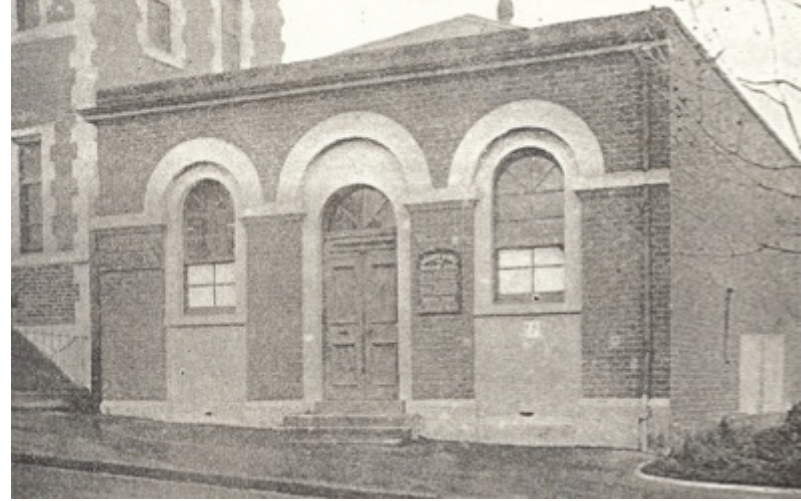
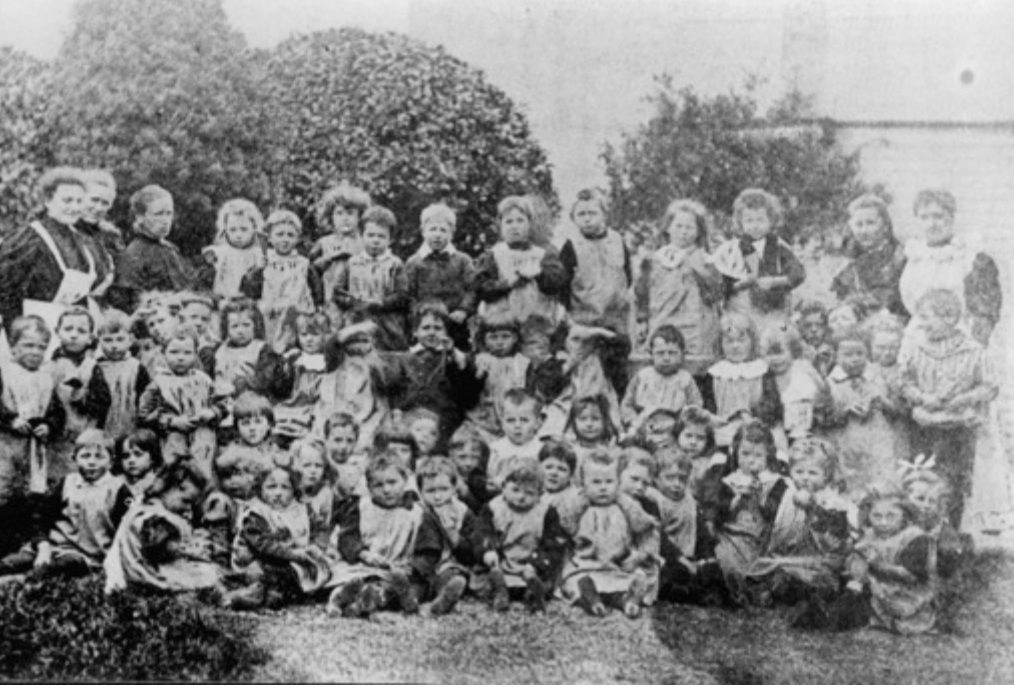
22. Joseph Morrell, *Hoko and His Wife Harata, with Four Attendants*, c. 1846, watercolour, 285 x 225 mm, Alexander Turnbull Library, Wellington.



7. George Argus, *The New Zealanders Illustrated*, 1847, Plate 11, Hongi Hongi.

Eleonore Heerwart likens the stages of development in the occupations to those of the barbarous tribes who afterwards excelled in arts and industries





The colonial Kindergarten

Walker St: 'Devil's Half Acre'

Dunedin Free Kindergarten  
Association established  
1889

*Otago Witness*, December, 1895

(Right) Miss Wilhelmina  
Wieneke [Wienike], who has  
German origins is the first  
kindergarten at Walker St.



## Kindergarten in action at High Street School Kindergarten, Dunedin:

**Free-building in the youngest class**  
(*Otago Witness*, 24<sup>th</sup> December 1902)

**Children doing paper folding, 1906**  
(Hocken Collections S10-164)



FREE-BUILDING IN THE YOUNGEST CLASS.

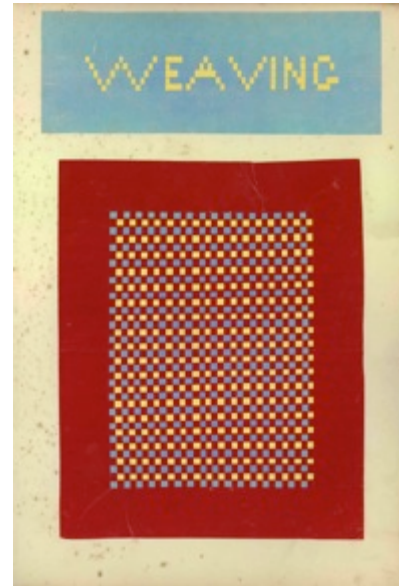




# Disciplining the ‘plays of childhood’

All 4 occupations taught in 27 schools; 3 occupations in 18 schools, 2 occupations in 8 schools, 1 occupation in 6 schools and none in 26 schools. Apathy is displayed by their teachers which we hope to overcome. Some have promised to make a start. ***Mat plaiting is most generally and most successfully taught.*** (Inspector Robert Lee's stocktake, 1893)

These lessons are most useful to encourage the inventive faculties of our little folk and to teach their hands to do what their eyes can see. They are also a great aid to discipline as each child must attend practically to its its own work. (Mrs Francis, 1894, Mt Cook Infant School, Wellington).



# KINDERGARTEN ACTIVIES IN NATIVE SCHOOLS



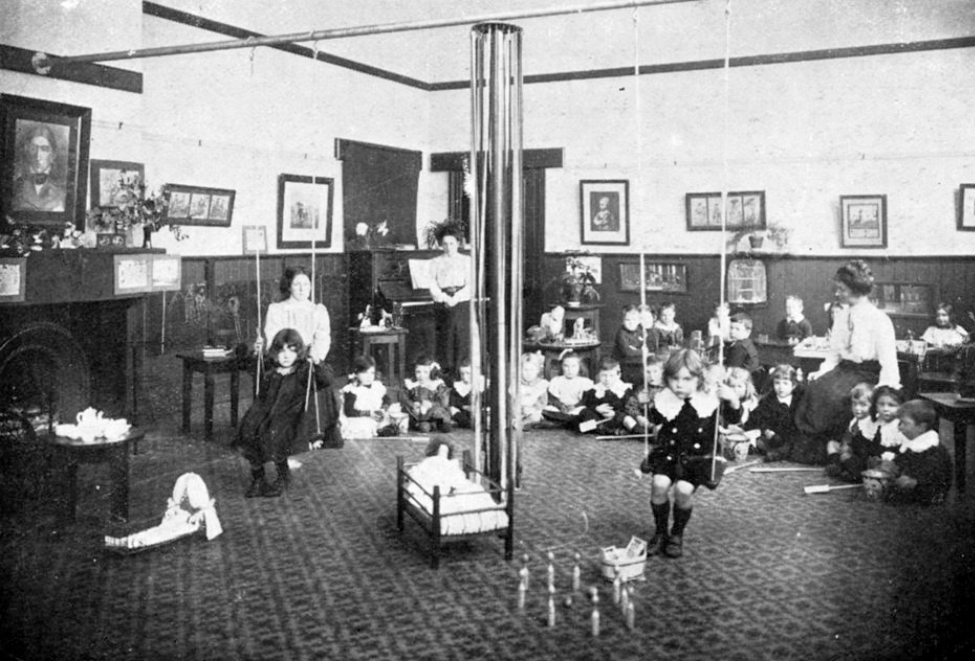
1902 'technical work'  
introduced into primary  
schools



AJHR 1903-1906







## The colonial kindergarten becomes an institution of the British empire

‘Under the gaze of Froebel’  
Kindergarten teachers and  
children at George Street model  
school, Dunedin Teacher’s  
College’

*(Otago Witness August 24, 1910)*

‘Kindergarten play  
beneath Britain’s flag’  
Rachel Reynold’s  
Kindergarten, c.1930s,

Hocken Collections,  
University of Otago, ex MS  
1149, S10-164a  
S10-164b



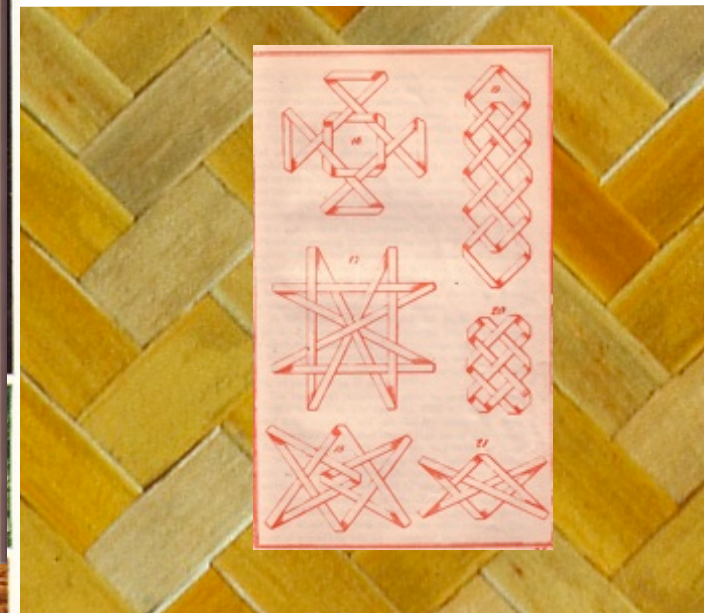
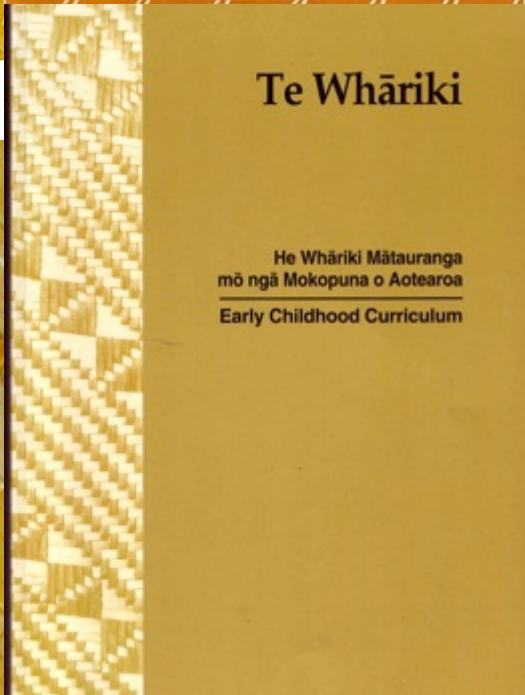
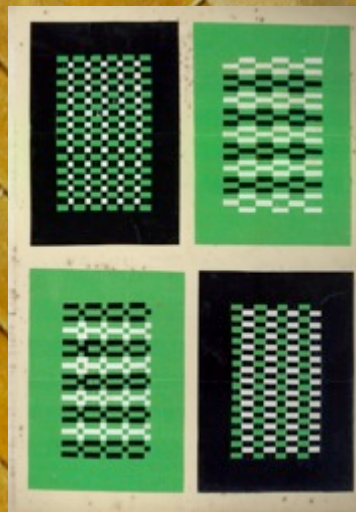
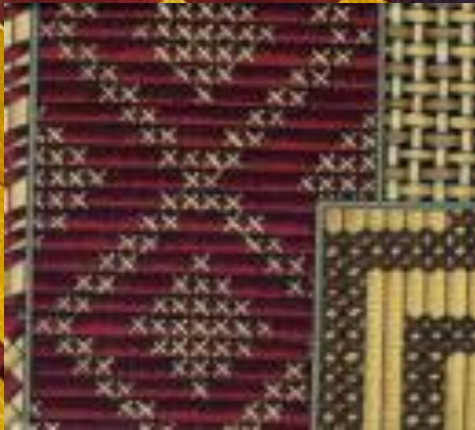
# The 'colonial' kindergarten becomes a NZ icon

'Kindergarten arguably is as as 'New Zealand'  
as 'kiwi fruit' 'pavlova' and buzzy-bee'

(Judith Duncan, 'Aotearoa /NZ kindergarten parents reflecting on kindergarten 2006-7, *The Open Education Journal*, 2009, 2 1-10)







Te whāriki: ‘a mat for all to stand on’



# Exporting Te Whāriki

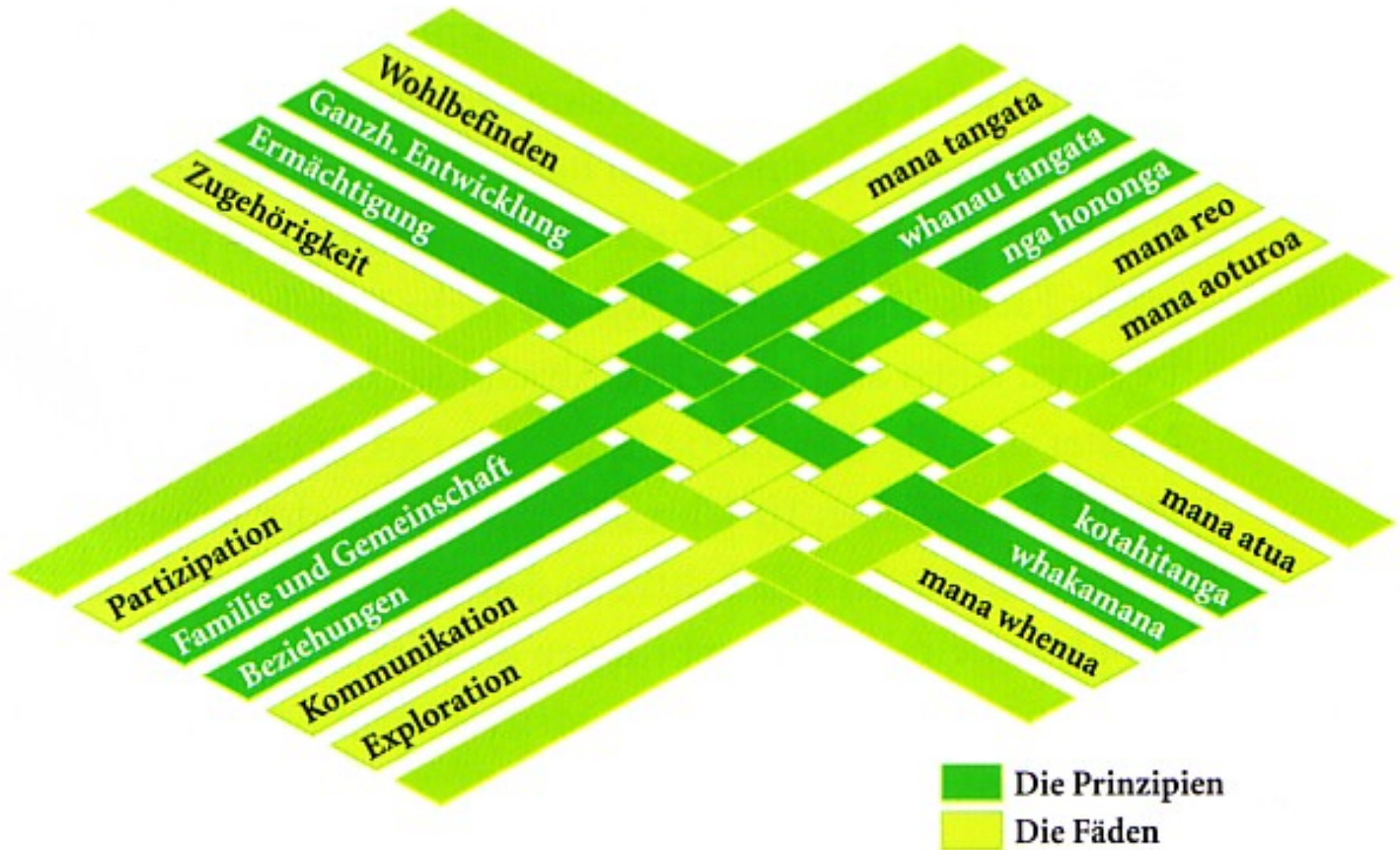


Abb. der Grundprinzipien und Fäden