



FROEBEL TRUST



SOCIAL AND CONCEPTUAL SPACES, FROEBELIAN GEOGRAPHIES

Resources of the Froebel Archive Collection
at the University of Roehampton

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INTRODUCTION

FROEBEL'S EDUCATIONAL PHILOSOPHY

Friedrich Froebel is considered to be one of the pioneers of child centered education (Aspin, 1983). Though Rousseau and Pestalozzi had initiated the idea of child-centered education, Froebel was the first to apply it on a practical level with children educated in infant schools (Stewart and McCann, 1967). His philosophy of education has played a determinative part in the development of what might be later called 'Froebelian' thinking (Aspin, 1983). Froebel was against the idea of looking at a young child as if he was a piece of wax or a lump of clay that needed to be molded, instead he used the well-known metaphor of the gardener in order to explain the idea underlying his educational philosophy (Darling, 1983). Young animals and plants develop in accordance with the laws of nature, they are allowed rest and interference with their growth is avoided so as not to disturb their development, the teachers is seen as a gardener helping children to fully grow and develop their full potential in accordance with the laws of nature (Darling, 1983).

Although Froebel's pedagogical innovations covered all stages of childhood he is especially recognised for the ideas that have mostly influenced education for children aged 0-7 years old (Brehony, unpublished). It is mostly after Froebel's death that his ideas and practices did spread to many places and have been institutionalised in private schools and colleges (Brehony, unpublished). Froebel considered play to be the foundation of his pedagogy; the games found in his kindergarten were considered by Froebel, as a means to develop a healthy body, which he believed to be essential for a healthy mind (Liebschner, 1992). Froebel refers to play as aiding children's learning: 'because the child learns easily through play it must not be left to chance, but has to be an integral part of the curriculum.'(Froebel, 1833 in Liebschner, 1992:54). Active and creative work, such as the one stimulated from the blocks or the nature studies, can be a process of obtaining knowledge but also essential to the development of the child's play: children's play, in Froebel's eyes was far from being a trivial activity, it represented great symbolic significance (Darling, 1994).

FROEBEL'S NATURE STUDY AND THE GIFTS

When Froebel was in Frankfurt it was custom for the teacher to take the pupils for a walk outdoors, Froebel took this responsibility forward by using his walks for botany and geography, making an environmental survey of the area with his pupils (Lawrence, 1969). The use of the garden for children in the kindergarten aims to let the children care for the garden to educate them about relations in the family and in society but also to learn about plants and animals (Froebel, 1899). Froebel suggested that educators guide children to experience nature at its best and to teach nature as a living whole, teachers and pupils should be fellow-inquirers in the study of nature (Froebel, 1912). The aim of nature study is to present living things in the most natural setting possible, to present specimens at the wrong time of season will take away some of the naturalness of the studies according to Von Wyss (1908). From these brief introductory sentences to the study of nature both by Froebel and by others who have reviewed his ideas later on, we can understand the importance that was placed on the study of nature as an holistic experience that encompassed the child's life and was not only a brief part of the daily schedule in kindergartens.

On Froebel's return to Keilhau in 1837 he began working on the Gifts and Occupations; the purpose of the gifts was to provide children with playful experiences but also to train their dexterity and movement (Lawrence, 1969). The gifts were to be presented to children following a precise order, this supports the idea that all development begins with something simple for them growing into more complicated forms of existence (Goldammer, 1882).

A Froebelian approach to education can form the basis for an opposition to resurgence of methods of education which are not child-centred and prescriptive in the education of young children (Aspin, 1983). Furthermore, the social and political importance of the kindergarten movement for women has to be considered as being very significant, this issue has constituted part of the revival of the academic interest in Froebel and the kindergarten movement over the last twenty-five years (Brehony, unpublished). The feminist perspective on Froebel and the kindergarten movement stemmed from the evidence that most of the workforce comprised young women and this is an important factor when considering the influence that the kindergarten movement has had on practice with young children today.

The bibliographic lists created are meant to enhance the accessibility of the Froebel Early Childhood Archive Collection and enable better utilization both by students and academics of the School of Education, Centre for early Childhood Studies and Research, and the Department of Humanities as well as other interested groups such as Mathematics, Geography, History, Dance and Movement and Visual Art. The resource list below can be used as an integral part of the learning and teaching program but also be of interest to visiting scholars and practitioners based both in the UK and internationally as well as other networks who are interested in Froebelian education. The resources on this list can be searched through the library catalogue for access and some digitalised version of archival material is available on the Roehampton Digital Library in the Froebel Archive Digital Collection section <http://urweb.roehampton.ac.uk/digital-collection/froebel-archive/>. The archival material is also available on the archives catalogue page <http://calmview.roehampton.ac.uk/> where artefacts and rare books held by three repositories at the University of Roehampton are searchable.

BIBLIOGRAPHIC LIST

NATURE STUDY

A Child Life (1891) London: George Philip.

SUMMARY: This journal represents a significant source for researchers interested in the Froebel Society and the other organizations making up the Froebel Movement. In addition to providing data on the Froebelian organizations which, significantly were almost wholly women's organizations and thus of interest to feminist researchers, the journal provides a wealth of material on Froebelian pedagogy and curricula and on the education of young children in general. This resource provides copious material on the way Froebel's original conception of the kindergarten was revised in the light of the rise of the sciences of education, child study and psychoanalysis. The subject of nature study, being one of Froebel's main principles, is often mentioned in the publications. One example of how nature study was intended can be seen in volume one of the journal in a piece called 'Why blackboard drawing is essential to teachers' by Mrs Rowland Hill. In this piece the utility of blackboard drawing is discussed looking at children's representations of nature. Blackboard drawing as a mean for teaching is illustrated and entwined with the study of nature, even though the study of nature should be the start of blackboard drawing Mrs Hill describes how, children's propensity for representation can also be used for other means of education such as shapes and numbers. In this article it is interesting to see how, even though nature study is at the basis of blackboard drawing discussion, the author tries to extend the use of blackboard teaching to other disciplines.

Association for Childhood Education International. Committee on Equipment and Supplies (1944) Portfolio on Materials for Work and Play, Washington, D.C. : Association for Childhood Education International. (Pamphlet)

SUMMARY: This pamphlet describes different material that can be used for children's work and play such as drawing and painting materials, clay, blocks, textiles for sewing and weaving, puppets, musical instruments, books and many others. The authors illustrate how knowledge acquired through eye and ear is greatly strengthened by all the materials listed above. The chapter titled 'Materials for Science' describes how, together with the materials that should be purchased for science study, the school has to consider the children's interests when introducing the subject in schools. Live animals and insects can be brought to the classroom for children to observe and to create their own insect cage. In this we can see how Froebel's ideas about the study of nature are still been valued and followed when children approach the subject of science in schools. This is an interesting resource for the reader wanting to explore how some of Froebel's ideas have been replicated in different methods of education and how they have been adapted to the context and historical period.

Athey, C. (2007) Extending Thought in Young Children 2nd Edition, Sage: London.

SUMMARY: The book describes analyses and gives detailed results of a five-year 'Early Education Project' carried out at the Froebel Institute, Roehampton. The findings provide support for the efficiency of early education as supporting and promoting children's development, furthermore they show that early learning has its own recognisable and valid characteristics. The study also provides evidence that curriculum content offered to children is selectively assimilated by them to developing forms of thought. The second edition of the book illustrates how the finding of the 'Early Education Project' have influenced practitioners and academics to advance a pedagogy based on the identification of the positive aspects of cognition in young children. Although this book does not directly make links with Froebel's nature study it constitutes an essential reading in order to understand how Froebel's philosophy has influenced many generations of practitioners in considering what children can do rather than what they cannot do as the start of their pedagogy.

BBC Broadcast to schools, Nature Study (1960)

SUMMARY: This series is intended to supplement the teacher's Nature Study scheme. The programme is about mainly animals with some references to plants. The report includes a group of naturalists from different parts of the United Kingdom who will compare observations made in their areas. This resource will be of interest to the reader wanting to explore how Froebel's nature study is been updated and transported into the modern curriculum for young children.

Available to view by appointment.

Board of Education (1922) Suggestions for the consideration of teachers and others concerned in the work of public elementary schools, the teaching of gardening, London : HMSO. (Pamphlet)

SUMMARY: This booklet offers suggestions to teachers about curriculum and methods of instruction for young children; it is not aimed at imposing regulations or a code of rules for the teachers to follow. The teaching of gardening is defined as being practical; it is a manual occupation that can train hands, mind and character of the child. Through gardening children will learn patience and the joys that successful craftsmanship can bring; in the school garden respect for nature and appreciation of it can be taught at a basic level being a skill that the child can use outside the school as well. Children are encouraged to experiment when gardening in order to fully understand their mistakes when some gardening activities are not performed well, the role of the teacher is of a facilitator striking a balance between doing too much or too little for the pupils. This booklet presents the reader with both practical and theoretical advice over the teaching of gardening to primary school children. After the art of gardening is explored and illustrated some questions are presented and answered to show how an ideal environment for gardening should be kept and the tools needed for the children. In this pamphlet we can see much of Froebel's ideas on nature play being adapted to the more modern context without losing the Froebelian philosophy behind them.

Bruce, T. (2012) Early Childhood Practice, Froebel Today, London: Sage.

SUMMARY: In this book, edited by Tina Bruce, the authors explore and reflect on the ways in which Froebel continues to be a resource for practitioners today. To Froebel the garden was both literal and metaphorical, it was seen as a garden where children could flourish like flowers and plants that have been appropriately nurtured but also as a physical space where children could learn from first hand experiences and from nature. A rich outdoor area offers infinite possibilities for adventure and challenge and gives children the chance to create alternative worlds to their own nurturing fantasy and pretence. Outdoor play also allows children to feel secure about taking reasonable risks in order to taste their boundaries and abilities, while playing outdoors, children's efforts in caring for plants and flowers will be rewarded when those grow and flourish under their care encouraging observation and study of the natural world. This is an interesting resource that shows how much Froebel's educational philosophy is still very much alive in early year's education today; it encourages the reader to draw parallels to consider where Froebel's education touches the curriculum provided for young children today.

Child Education Journals (1929-1946 and 1952, 1958-1966 and 1972)

SUMMARY: The journals in this box are each dedicated to a specific subject (a full list can be found in the box), specific to this bibliographic list are the issues of 1932, 1934, 1935, 1941, 1945 and 1965 as they all, in different ways illustrate the benefits of nature play for children's development. Through the issues we can see how nature was included and encouraged in the curriculum for young children. Nature is explored both by celebrating its wilderness but also in connection with jobs and fun days out such as visits to the farm or to the seaside. In the issue from 1935 children's gardens are explored and various activities are suggested for the children. This is an interesting resource for the reader wanting to explore how nature studies have been promoted for young children's education at various periods in time through a journal specifically aimed at teachers and practitioners.

Available to view by appointment.

Child Education Journals (1955-1956)

SUMMARY: The journals in this box are each dedicated to a specific subject (a full list can be found in the box). Through the issues we can see how nature was included and encouraged in the curriculum for young children. Nature is explored, in the issues of 1955, by presenting detailed observations of birds in different seasons, illustrating to children which birds can be seen in which part of the year. The issues from 1956 concentrate more on observations of flora presenting a flower alphabet in each issue which illustrates to children the different flowers that can be observed at different times of the year. This is an interesting resource for the reader wanting to explore how nature studies have been promoted for young children's education at various periods in time through a journal specifically aimed at teachers and practitioners.

Available to view by appointment.

Comenius, J. (1832) *Neuer orbis pictus für die Jugend: oder Schauplatz der Natur, der kunst und des Menschenlebens in 316 lithographirten Ubbildungen mit genauer Erläuterung in deutscher, lateinischer, französischer und Sprache nach der früheren Unlage des Comenius, Stuttgart : Löflund. (Text in Latin, German, and French in 3 parallel columns).*

SUMMARY: The text is in German, Latin and French, at the time of publication it was considered to be the first encyclopaedia for children. It includes beautiful pictures of nature, animals and plants that would help the reader to illustrate the points made in the text. The book covers inanimate nature, botanic, zoology, religion and humans and their activities. Although this could be seen as a very challenging text for the reader that can't read any of the languages in which the book is presented in, it is a precious resource in terms of its illustrations and the purpose with which it was written.

Dudek, M. (2000) *Kindergarten Architecture, London: Spoon Press.*

SUMMARY: Through a combination of historical and contemporary analyses the book explores a diverse range to the design of kindergartens assessed on the basis of practical and theoretical criteria. According to Froebel children were like budding lilacs and the kindergarten (garden of children) was designed to nurture children as you would nurture flowers in a garden. The analogy with nature in the last sentence is very common in Froebel's philosophy and it makes the reader understand the importance of nature in his educational philosophy. According to Froebel, the garden and the buildings together should be representative symbols of the natural world that surrounds the child. This volume is an interesting resource for the reader wanting to understand the kindergarten from an architectural perspective, Dudek (2000) clearly shows the links between the design of the environment and the importance of nature as seen by Froebel.

Early Childhood Practice: The journal for multi-professional partnerships (1999-2010).

SUMMARY: This journal aims to help early year's workers to develop their practice with young children and their families. The basic principle guiding the journal is Froebelian and illustrates how theory and practice need to be interwoven in order to develop evidence based practice and also practice that sees the child as being part of different contexts such as home, school and society. Of particular interest is an article by Milchem (2010) 'An urban forest school: reconnecting with nature through a Froebelian pedagogy' in volume 11. In this piece she describes how a Froebelian approach to practice has awoken her senses and made her more receptive to the stimuli provided by nature around her. It also describes how the author took this new sensory element to her practice with the children she was working with at the time and outlines the changes that she could observe in the children. This is only one example of the types of articles that can be found in the journal, different volumes consider different issues but they all are in keep with a Froebelian approach to education. This journal is a very valuable resource for the reader considering the effect that Froebelian tradition had on different aspects of young children's education in different contexts and countries. While being an academic journal it is still extremely practical and appeals to a wide range of professionals.

FA/1.1 Annual Reports. (1903-1904, 1918-1919) Birmingham People's Kindergarten Association

SUMMARY: At the start of the report Miss Julia Lloyd provides an introduction by describing one of the kindergarten's class's daily observations. She notes how the garden was arranged so that each child could have a garden of his own due to the garden being divided in small patches so that each child could have a patch to care for.

Available to view by appointment.

FA/5.1 Map of the play area for small children in Blankenburg [Date unknown]

SUMMARY: The map shows a play area for small children in Blankenburg, each child had a plot of land which can be seen in the centre beds assigned. The vegetables and flower beds that can be seen in the map were the shared responsibility of all the children. On either side of the flower and vegetables beds we can see a play area and visiting parents and friends of the children benefit from a reserved area in view of the garden but without access to it.

Available to view by appointment.

FA/7.1 Conran, R.J. (1980) 'Nature Study: its rehabilitation' in *Education*, 8(2) pp.3-13.

SUMMARY: This article, written by Conran a trained primary teacher at the Froebel institute, explores nature study as a convenient, fruitful and often neglected introduction to scientific work with young children. In the article it is illustrated how a study of conkers or leaves can provide children with the basic tools for collecting and observing natural specimens. These abilities will later form the basis for more complex scientific study as the children grown older. This article will be of interest to the reader wanting to explore how Froebel's nature study has progressed with the changing times and society.

Available to view by appointment.

FA/7.1 Lulham (1932) Notes on Nature Study at the Froebel Institute.

SUMMARY: In these notes a reflection is carried out on how the equipment of the nature study in the Froebel College has progressed from 1901 when a 'one glass bell jar which was kept in the basement room and into this jar each week were introduced a fresh inhabitant, first a toad, then newts and perhaps a snake'. The improvements being described are largely due to the work of Miss Lulham in the College. At the time of writing, in 1932, there are separate Botany and Zoology rooms, botanical gardens and the vast college grounds to explore and observe. She writes that the students now 'live in a paradise for nature work' with 'more time to stand and stare'. This is an interesting resource for the reader investigating how Froebel's nature study was taken and developed through the years in the College. In the same file there are some student's notes about nature study in the college.

Available to view by appointment.

FA/7.2 Froebel Educational Institute Syllabus of courses (1961-1962).

SUMMARY: This file contains the syllabus for the Froebel College between 1961 and 1962. The subjects thought to the students are explained in detail and of particular interest for this list is the course on Natural Science and Biology. In the Natural Science course students are expected, through the study of plants and animals in the College grounds, to learn simple identification and to practice observation and record keeping of the flora and fauna in the grounds. The students are also expected to gain an understanding of the environment in which plants and animals live by performing simple experiments to illustrate the appropriate qualities of air and water. The course is also aimed at giving students the skills to introduce a scientific approach to the nature study in the primary school. The Biology course presents students with the essential features of living organisms and their ways of life as individuals and in communities. The work is to be carried in a practical way as far as it is possible. An advanced version of this course was also available to students. This is a useful resource for the reader tracing Froebel's Nature Study ideas during the years, the document presents a good insight in how Nature Study has been incorporated and adapted to the modern day requirements of an educational curriculum.

Available to view by appointment.

FA/7.2 Practice of Education, College Curriculum, Froebel Educational Institute (1901-1902).

SUMMARY: This file contains the syllabus for the Froebel College between 1901 and 1902. The subjects thought to the students are detailed and of particular interest for this list is how the Nature Studies were incorporated in the curriculum. We first see some nature study in the Blackboard Drawing section, where students in the junior division are expected to draw simple natural forms such as leaves, buds, seeds, flowers and shells. The senior students are expected to draw natural forms such as flowers, compound leaves, sprays of simple leaves, shells, stuffed birds and living animals; a very interesting note reads that students are required to complete some home-work assignments that will require them to visit the Zoological Gardens or the Natural History Museum. Nature studies are again heavily featured in the Science and natural history course. In this course the animals are studied alive and the students are expected to make out the main points in the external structure and life histories of the animals from their own observations. There is also an elementary course in botany lasting for three terms; the course concerns the study of the structure of selected plants and also the physiology of them. As well as the basic courses the college offered also additional courses in Zoology and Botany. This would be an interesting resource for the reader researching how Froebel's educational philosophy, and in particular Nature Studies have been integrated and adapted to a more modern curriculum for students of the Froebel College.

Available to view by appointment.

FA/7.2 College and demonstration school curriculum (1902-1903).

SUMMARY: This file contains the plans and schedule for a Froebel school for children. The children are divided by ages in kindergarten, lower transition, upper transition and forms I to IV. The average age of the kindergarten class is 4 years of age while the average age for the students in form IV is 13 years. In the kindergarten class children are thought basic care of flowers plants and birds and are done before and after school hours. In the lower transition class where children are aged 5 on average we see the nature studies being taught. The children are instructed on animal life, common sea-side objects and plant life. In the upper transition class for children aged 6 years, nature talks are introduced connected with the stories that are being read at school. From form I and onwards the nature studies are taught in relation to both flora and fauna the lesson plan features some outdoor visits for observations of live plants and animals. This would be an interesting resource for the reader wanting to explore how nature studies change with the age of the children being adapted to their growing abilities and knowledge. It is also very interesting to see how nature studies permeate the curriculum from the kindergarten right through when pupils are aged 13 years on average.

Available to view by appointment.

FA/9.5 Student Work. Unknown Student [CB?] (circa 1920s)

SUMMARY: This book describes the nature studies conducted by the student. It is beautifully illustrated and both observations and drawings are arranged according to season. With the changing of the season the student concentrates on mushrooms in the autumn and seeds in spring for the finishing the book with studies on germination. This resource shows the reader with extreme clarity the seasonal character of the nature studies.

Available to view by appointment.

FA/9.5 Student Work. Julian, P. (1960s)

SUMMARY: This book was made by a Froebel College student in the 1960s. It depicts the geographic and demographic characteristics of Cornwall. The student starts with a geographical description of the county for then giving a brief history of the origins of the people of Cornwall. The points raised are illustrated with maps and photographs. In the final part of the nature book Miss Julian embarks on a travel from St. Ives to Penzance, then from Penzance to Saint Michael's mount, Penzance to Land's End and finally from Land's End to St. Ives. The sections are beautifully illustrated with drawings and pictures of the places she visited. In the text she gives information about history, flora and fauna observed during her travels. This is a fascinating resource for any historian trying to trace the history and folklore of the Cornish peninsula or for the reader interested in seeing Froebel's nature study in practice.

Available to view by appointment.

FA/9.5 Student Work. Colenso, P. (1925-1928)

SUMMARY: This book contains the notes that Miss Colenso took during Zoology lessons. In this book she describes various animals and details their reproductive system and principal characteristics. The student also represents the different animals with drawings and pictures of the animals concerned in the various chapters. This would be an interesting resource for the reader wanting to understand how Zoology was thought at the time in the Froebel College.

Available to view by appointment.

FA/9.5 Student Work. Yule, M. (1930-1933)

SUMMARY: Box 12 contains the coursework for Miss Yule. There are various booklets with lesson notes on psychology, history of education, music and mathematics amongst the many. One particular booklet can be of interest for this list, Miss Yule's book of trees. In this booklet the students presents observation of trees in various seasons and details the features of the different trees by writing and drawing specific interesting parts of the trees. She also includes pictures of the trees observed during various seasons and sketches of how the trees change according to the season. This would be an interesting resource for the reader wanting to understand how the nature study was thought and practiced by the students of the Froebel College.

Available to view by appointment.

FA/9.5 Student Work. Walton Smith, K. (1912-15)

SUMMARY: This notebook containing the student's work details the investigations and observations of seeds found in the Froebel College's grounds, the student also presents drawings to further illustrate the points made and to bring a high level of detail of the structure of the seeds observed. The observations of seeds are organised by seasons and some study on butterflies is also present in the notebook complete with drawings of different species observed and their characteristics. After a brief study on butterflies Walton Smith moves onto observing spiders and mushrooms illustrating the observations with beautiful watercolour drawings. At the change of the season to spring new blossoms are studied together with snails, water mussels and worms. Because of the season various bulbs are observed and drawn and the different types of seeds' germination are explored. The life circle of frogs is also detailed including dates in which the spawn is been observed to have changed to the next stage. The student has also included some sketches of birds drawn in the natural history museum and presents some live observation of different birds in the ground of the college. With the changing seasons various insects and flowers are observed. This notebook is an example on how nature studies were linked to the changing seasons and the lessons imparted to the students concerned elements with which the students could identify with. All the insects, animals and plants observed were found in the college grounds so that the students could see how the theoretical lessons would apply to observing the animals and plants directly from nature. Although this method of teaching science could seem too restrictive to the environment around the students, in another booklet by Miss Walton Smith, we can see her notes on Geography. The lessons went well beyond the college grounds giving the students a very in depth and rounded knowledge of other areas of the world that might not be directly observable. In the same box containing Miss Walton Smith's work there are plenty more examples on how the nature studies were taught in the Froebel College and on how these will then translate into practice once the students became their teaching practice. In the box there is material detailing the student's observations on trees and lakes, on plants and animals and a booklet containing notes about practical botany. This collection of Miss Walton Smith's work would be an interesting resource to the reader wanting to trace and understand Froebel College students' nature study through the seasons and the years that they spent learning at the college.

Available to view by appointment.

FA/9.5 Student Work. Lewis, M. (1932-1935)

SUMMARY: The teaching practice notes made by Lewis are interesting for many reasons. In the Nature Study lesson plan we see that the subject to be taught is zoology and geography. The aim of the lesson is for the children to look at various pictures of elephants and to glue them to set backgrounds and settings in order to collect information about the elephant and to compare and contrast the Indian and African elephant. The interesting feature of this lesson plan is that, although Froebel's ideas about the study of nature have been included in the curriculum, they have somewhat lost its purpose. Froebel's idea was for the children to experience and explore nature and be taught about animals and plants that are local to them. As we can see in this lesson plan the children have no practical experience of seeing an elephant and the lesson is only carried on indoors. This resource will be interesting to the reader wanting to explore how the national curriculum has influenced Froebelian teaching in schools.

Available to view by appointment.

FA/9.5 Student Work. Densham, D. Short Stories and picture causeries (1918-1919)

SUMMARY: In this book Miss Densham presents a collection of short stories for children. The theme of nature runs through the stories and an element of nature is always present, in one of the stories there is a boy observing a pond with his father. The boy asks his father questions on the fishes in the pond and his father replies giving the boy a lesson on nature and fishes reproducing. Through the stories the student shows a deep understanding of the processes of nature and incorporates those in easy to read stories for children that, when taught, will encourage curiosity and wonder about how nature works in the children. Although this is not material from the student's course it is interesting to note this source because it makes the reader see how nature was an ever present element in the student's formation at the college. Even when writing some short stories nature is a fundamental element in the plot and the knowledge acquired during the nature studies course is applied to storytelling for young children.

Available to view by appointment.

FA/9.5 Student Work. Knight, H. (1944-1974)

SUMMARY: This is a collection of Miss Knight's work, in one of the notebooks there are details about the visits that the student made to Burleigh farm and Node Model Farm. The nature studies here are represented with a maps of the grounds, detailing the use of the fields, and maps of the buildings. Miss Knight also details the machinery and tools in use in the farms using drawings and photographs. The purpose and method of various activities such as ploughing and milking the cows is detailed presenting an in depth account of life on the farms. Daily observations carried on during the visit and personal accounts are presented and explored in Miss Knight's diary entries. In another notebook also written by Miss Knight we see a tree book. The book details the different types of trees observed and it details the uses of different kinds of wood. Pictures, diagrams and drawings are used to illustrate the different properties and appearances of the trees. Within the collection of Miss Knight's work we also have a bird book, a mammal book and a botany book. The same strategies of observations coupled with drawings, photographs and diagrams are used in order to illustrate what Miss Knight has been observing. The collection of the work clearly shows the entirety of Miss Knight's nature studies and the reader can see how the nature study has been taught in the college and applied by the student through her work. This is a valuable resource that shows the reader how Froebel's nature studies were incorporated in the students' curriculum and brings to light how the nature studies were practised by the students.

Available to view by appointment.

FA/9.5 Student Work. Winskill, M. (date unknown)

SUMMARY: These two booklets contain Winskill's work on spiders, snails, silkworms and butterflies. The biological characteristics of the species are described in detail and drawings are included to illustrate the anatomical characteristics of all the insects observed. The student also illustrates some of her observations in the college grounds and details some of the external visits to observe silk worms and butterflies. In another booklet the student describes in detail life in the pond by exploring the different flora and fauna observed in the pond bringing detailed drawings to illustrate the different species that populate the pond. This student's work is an interesting resource to shed some light over how the nature study was experienced by the students of the Froebel College.

Available to view by appointment.

FA/9.5 Student Work. Hill, S. (1957)

SUMMARY: This student's work details the observation made in the grounds of the Froebel College. The student illustrates her observation with some beautiful drawings at the footer of the page bringing to life her nature observations of the grounds. This is an interesting resource for the reader wanting to understand and explore nature at the time as observed by a student of the Froebel's college.

Available to view by appointment.

FA/9.5 Student Work. Hawarth, Nature Method and Practical Experimental Botany (date unknown)

SUMMARY: This booklet describes the Nature Method as being thought in the Froebel College. The student first gives some general information about the importance of nature and the role of nature in human development as seen by Froebel, she then goes on to explaining how some of the lessons for children can be planned and carried on. Record keeping is explained and gardening with children is explored in detail including some information on how to make the ideal soil for plants growing. The work also illustrates how to analyse soil to understand the best plants to grow in it. This is an interesting resource because together with Froebel's ideas on nature study we also find some chemistry and advanced biology being taught in order to deepen nature's understanding in the students. This will be an interesting resource for the reader looking to explore how Froebel's nature study has evolved in the curriculum incorporating new knowledge and scientific discoveries.

Available to view by appointment.

FA/9.5 Student Work. Densham, D. (1915-1918)

SUMMARY: In Densham's art drawing book we can see some of her drawings about plants and trees that she probably has observed during the time spent at the college. Some of the drawings were later used as patterns for sewing classes or represented her observation of the environment around her. This is an example about how much nature and observations of the environment featured heavily in the student's life during the time spent learning at the college.

Available to view by appointment.

FA/ 9.5 Student Course work, Coates, D. (1915)

SUMMARY: The students' coursework books include lecture notes, teaching practice notes, handwork, samples and special studies. The book selected for this summary is been written by Miss D. Coates (1915), the book starts with a study about trees and is introduced with a short poem talking about how it must feel being a tree, it is very interesting to see how nature studies permeated students' lives. With a high level of detail including drawings coupled with photographs and writings the observations of the environment by Miss Coates are described and chronologically annotated. This is a very useful resource for anyone wanting to know more about how Froebel's nature studies have been incorporated in the curriculum for students. . The material detailed here is only a selection more students' work books are available upon request.

Available to view by appointment.

Notes: Shown at the presentation "Froebel and Nature" – exploration of the connection between nature and the Froebel College based on early FEI curriculum.

FA/ 9.5 Student Course work, Millar, H. (1922)

SUMMARY: This material is a diary about the nature life on the grounds of the Froebel College. There is also a mix between a detailed chronological inventory of all the fauna and flora on the grounds including insects and birds which gives the reader a feel for how life must really have been in the Froebel College at the times. There is a very detailed and interesting map of birds' migration destinations from the UK to other countries created by the students. Reading this material the reader will get a feeling not only of the curriculum for the Froebel students but also a feel for the enjoyment that the students felt during their explorations of the grounds and of the neighbouring area. The material detailed here is only a selection more students' work books are available upon request.

Available to view by appointment.

FA/9.6 Special Collections.

SUMMARY: This box contains resources donated by Jean Conran, a former student of the college. It includes pamphlets and journals from School Nature Study Union, School Natural Science Society, various leaflets, book and pamphlets on science/ natures study for children and games for children to play. Of particular interest for this list are the School Nature Study Union Journals, the School Natural Science Society and the book and pamphlets on science/ natures study for children. In these we can see the nature study being explained and illustrated to teachers and professionals. Advice is given over how to best provide children in classrooms with opportunities to observe flora and fauna in order to conduct some nature studies. The journals also deal with explaining to professionals the benefit of nature study for children's learning while giving practical advice on how to set and carry out various experiments in the classroom. The care insects, amphibians and reptiles is explored together with the equipment and livestock required for an aquarium in the classroom. This resource will be of use to the reader wanting to explore how Froebel's ideas on nature study have been adopted in modern education and adapted to the context.

Available to view by appointment.

FA/9.7.2 Natural History Club/ Guild of St. Francis, Nature Magazine (1915)

SUMMARY: In the foreword for the magazine we can see a statement that highlights the utter respect and admiration that the students in the college had for nature. The magazine was published in occasion of the College's 21st anniversary and was intended as a gift to nature and as a celebration in which all the students wanted to participate by writing a short piece about their observation, a short story about nature or a play. The students have contributed to the material published and this was the first number of the Nature Magazine. Inside we can see reports on the students' spring festival of 1915, a short play about nature and some short stories, poems and illustrations that celebrate the beauty of nature at its fullest. This is an invaluable resource that brings the reader deeper into the study of nature. In this case it is shown as an extension of the educational philosophy of Froebel and applied to the everyday life of the students. From this material it is clear just how much nature was part of the lives of the students living and studying in the Froebel College at the time of publication.

Available to view by appointment.

FA/9.7.2 Natural History Club/ Guild of St. Francis, Froebel Institute Minute Book (1909) and Natural History Club Minute Book (1907) St. Francis Guild Minute Book (1927-1932)

SUMMARY: These books of minutes from the meetings shed some more light over how nature study was organized and taught in the College. Details of the organization of spring festivals are held together with discussions concerning the curriculum of the students. There are also records of meetings held by Miss Lulham over the day to day running of the lessons for the students. This is a very interesting resource for the reader wanting a deeper understanding of how the college and lessons for the students were organised while keeping Froebel's principles in mind.

Available to view by appointment.

FA/9.7.2 Natural History Club/ Guild of St. Francis, School Natural Science Society, Nature Tracking (leaflet n.3) (date unknown)

SUMMARY: This leaflet explains the method of nature tracking in order to observe animals in their living habitats. It shows to the reader how to follow clues in the environment in order to track and hopefully be able to observe live animals while in their environment by observing the leftover food left by the animals such as an opened walnut left by a squirrel or a hazelnut opened by a filed mouse. It then moves on to describing the method of following and interpreting foot tracks to understand which kind of animals can be spotted in the vicinities. After explaining the method the leaflet goes on to describe the habits of birds and mammals in order to make it easier for the reader to track some of them in specific environments. This leaflets shows how the study of zoology and biology has been combined to Froebel's nature study in order to bring a new method to observe and study the flora and fauna in the students' environments.

Available to view by appointment.

FA/9.7.2 Natural History Club/ Guild of St. Francis, Quayle, N. (1972) Foundations of Nature Study, Upminster: School Natural Science Society.

SUMMARY: This booklet aims to highlight to teachers how to interest and involve children under 7 years of age into the study of nature. The author explains that the study of nature it is not a subject that is possible to teach 'in cold blood' to children but it needs to be communicated instead. Nature study must not only be taught outdoors but the teacher must pass on her passion and respect for nature to the children if she wants the children to be passionate and respectful about nature. Nature study must not be seen only as another subject to teach but has to be accepted and embedded in the teacher's life before it can be taught to the children she cares for. After some philosophical considerations about the study of nature the author moves on to giving some practical advices for the teaching of nature study with young children. The author proposes the use of a nature study table in order to display elements that have been collected prior to the lesson and that children can observe and study, growing cress in the class and keeping small animals such as snails, caterpillars, an aquarium or a wormery so that the children can observe living creatures in the class. She also suggests to have a flower table and a weather chart in class and to then bring all the teachings outdoors so that the children are able to fully experience what they have observed in class. This booklet is an interesting material that shows the reader how nature study was taught in schools with young children and gives few suggestions that will be of use nowadays as well in order to bring back the passion for nature in modern classrooms. This is a timeless book with suggestions that are as true at the time of publication as they are today.

Available to view by appointment.

FA/9.7.2 Natural History Club/ Guild of St. Francis, Allen, G. (1972) Nature Study in Town Schools, Upminster: School Natural Science Society.

SUMMARY: This booklet gives some practical advices to teachers on how to teach nature studies in town schools where the access to green spaces is limited and the space is crowded. The author highlights that children have to observe material with which they can identify, it is useful to collect resources to show after holidays or visits to places of interest. The interest table is suggested as a valuable resource for children to have to carry on their observations on materials that have been collected in advance. Children should still be taken to the country but only once a year if it is not possible to visit more often. Animal study is also included in the booklet the author suggests for children to collect animals during their visit to the countryside and put them into jars to be observed later on in the year. This booklet offers some practical solutions to the nature study method for children living in towns.

Available to view by appointment.

FA/9.7.2 Natural History Club/ Guild of St. Francis, BBC Broadcasts to schools summer term (1960 and 1959) Nature Study.

SUMMARY: The BBC produced some documentaries for children detailing a study of nature. These two booklets accompanied the documentaries and helped guide the children through the content of the videos shown. They also show pictures of the animals included in the videos and some additional information to describe specific species. The booklets are not only concerned with animals' life but they also describe natural phenomena such as thunderstorms for children and illustrate different environments with pictures and written information such as beaches and cliffs. This is an interesting material that shows how the nature study has been extended to the world of entertainment providing children who might not have had the means to see nature, with a documentary that aims to involve children in the study and observation of nature.

Available to view by appointment.

FA/9.7.2 Natural History Club/ Guild of St. Francis, Finch, I. and J. Branson (1972) Growing plants in school, Upminster: School Natural Science Society.

SUMMARY: This booklet gives few basic advices on how to grow plants in the classroom so that the children can observe their features and characteristics when it is not possible to see the plants in nature. It helps the teacher understand how to grow plants from bulbs, seeds and twigs and gives some different tips for activities with children that involve growing vegetables. In the next chapter the nature study is explored in more details and a list of suitable plants for growing in schools is presented. This is an interesting resource to understand how Froebel's ideas for the nature study have been incorporated into a more modern curriculum for young children. This booklet also shows to the reader how very much contemporary Froebel's ideas still are for the education of young children.

Available to view by appointment.

FA/12.8 Material Relating to FEI History, Nature Diary, Voluntary Work done by a student in a South African Training College where Miss Stone (an old student) is a lecturer. Willows, D. (1920s)

SUMMARY: In this Nature Diary Miss Willows details, month by month, the nature that she has observed in South Africa. The book is divided by months so that there is a seasonal element on the observations reflecting how the territory, including flora and fauna, changes with the seasons and the varying temperature. The student presents detailed drawings together with concise explanations about the main characteristics of the plant or insect observed. This would be an interesting resource for the reader wanting to explore how Froebelian education has been adapted in various parts of the world.

Available to view by appointment.

FA/12.8 Material Relating to FEI History, Children's work from a Froebel School in Southern Rhodesia, Central Africa. (20th century)

SUMMARY: This booklet shows the children's nature study from a transition class in the Bishopslea School. The children have been observing animals from the game reserve and have made drawings of their observations. Some of the children have written some short sentence to describe some of the qualities of the animals and sometimes to state the dangerous nature of some of the animals. This resource shows how Froebel's Nature Study is been brought to a British colony in Central Africa and has been adapted to the context in order to be meaningful for the children in the kindergarten. This would be an interesting resource for the reader wanting to explore how Froebelian education has been adapted in various parts of the world.

Available to view by appointment.

FA/12.10 Reminiscences, staff, students and pupils.

SUMMARY: The folder contains original documents sent by F.E.I. students and staff from the Froebel Schools in response to the archivist's request for their reminiscences on the time they spent in the college. The students and staff were selected randomly from the membership list of the Michaelis Guild up to the late 1940s. Some of the reminiscences in this folder contain a precious insight on how nature studies were experienced by the students. The reader can gain an insight, through their memories, on how the nature studies were experienced and imparted. Through the letters the reader can understand the practice of the nature study for the students in the college and have a detailed insight on how Froebel's nature study has been incorporated into the teaching at the college. This is a valuable resource for the reader looking for a practical insight on how the nature studies were imparted to the students of the college that will add clarity to Froebel's ideas on nature study.

Available to view by appointment.

FA/13.1 Colet Garden Demonstration School/Ibstock Place. An anthology of poems by children. (Date Unknown).

SUMMARY: This collection of children's poem is a very interesting resource for the reader wanting to explore just how heavily nature featured in the children's education. By reading the poems this is clear, the children's engagement and enjoyment of nature is evident. Flora, fauna and natural phenomenon feature heavily in the poems and the children demonstrate not only a romantic knowledge of nature but also a very scientific one. This will be an interesting resource for the reader researching either Froebel's nature studies or English literature and poetry.

Available to view by appointment.

FA/FEI/7.1W Copies of Photographs from Glory Kindergarten in Kobe Japan donated by Yukiyo Nishida.

SUMMARY: In one of the photographs we can see a group of children doing gardening outdoors. At the back the teacher is visible helping the children but it is clear that each child has his own patch to care for and the teacher is acting as a role model for the children while caring for her own patch. The picture gives us the feeling that instead of this being a lesson for the children imparted by the teacher, it is more of a joined activity between the teacher and the children. This picture would be of interest to the reader wanting to explore how Froebel's educational philosophy is been transported and adapted to other culture far from our own.

FA/ PH 4.9 Student Photos of F.E.I (1933-1935).

SUMMARY: This album of photographs presents us with a wide range of activities being enjoyed by the students at Froebel College. We can see pictures of the grounds and of the animals in the grounds such as horses, deer and hens. The flora of the grounds is also very well documented in pictures and the students are pictured sleeping outdoors in the College's grounds. The students' travels to London are also documented through pictures and various sports played on the grounds of the Froebel College are shown such as polo, skating on the College's frozen lake and field games during students' events. More sports are pictures such as basketball and badminton. Of further interest are pictures showing the students' drama representations and traditional dances. The students' classrooms have also been pictured giving the reader a taste of the teaching that went on for the students.

Available to view by appointment.

Notes: Shown at the presentation "Froebel and Nature" – exploration of the connection between nature and the Froebel College based on early FEI curriculum.

FA/PH 4.83 Curriculum activities. The Nature Room- A class in progress (1920s).

SUMMARY: This photograph shows a nature class in progress in the Froebel College. We can clearly see students observing live plants and also using the plants in front of them to draw with great detail what they were observing. A student at the back can be seen observing a stuffed woodpecker (see Appendix A for a list of the stuffed animals in possession of the Froebel Archive complete with measurements). It is important to note that more pictures are available upon request in the Archive and that this is only a selection of the material available.

Available to view by appointment.

Notes: Shown at the presentation "Froebel and Nature" – exploration of the connection between nature and the Froebel College based on early FEI curriculum.

FA/ PH 4.83 Curriculum activities. Nature study class [date unknown].

SUMMARY: In this picture we can see an indoor nature class taking place. The students are sitting on their desks with some stuffed birds in front of them. At the front of the class we can see the teacher holding a stuffed bird probably describing some of its characteristics to the students. When it was not possible to observe live specimens the students were often provided with stuffed animals to observe which will give them an idea as close as possible to the real thing. The students will then have to draw specific parts of the bird observed as shown in the student books that have been reviewed in this list. This resource will be of interest to the reader wanting to explore how the nature studies were imparted to the students in the college.

Available to view by appointment.

FA/PH 4.83 Curriculum activities. Blackboard drawing and nature study (1904).

SUMMARY: This photograph shows some of the nature study in a classroom, we can see some students observing plants both with the naked eye and also with what seems like a microscope in order to create detailed records of what was observed. On the other side of the picture we can see some blackboard drawing by the students in a hall. What is important to observe in these photographs is the use that the students have made of the environment and how they have integrated the nature studies in their everyday practice. It is important to note that more pictures are available upon request in the Archive and that this is only a selection of the material available.

Available to view by appointment.

Notes: Shown at the presentation “Froebel and Nature” – exploration of the connection between nature and the Froebel College based on early FEI curriculum.

FA/PH 4.83 Curriculum activities. Blackboard Drawing [date unknown].

SUMMARY: In this picture we can see students of the college during a blackboard drawing class. From what is visible of the drawings it looks like the students are in a nature study class. Some are drawing plants, some are drawing animals, the students of the college were usually asked to observe plants and animals in nature before drawing specific parts of the observations on the blackboard. The writer infers that this is exactly what is happening in this class. This resource will be of use to the reader researching how art was thought in colleges, it also gives the reader a really clear idea of how nature studies were imparted to the students in the college.

Available to view by appointment.

FA/PH 4.83 Students gardening.

SUMMARY: This photo was taken in Talgarth road we can see the students gardening a patch of soil together. Some of them are watering the soil; some of them are removing debris in order to clean sticks and nets from the area so that the seeds and plants would have a better chance of growing.

Available to view by appointment.

Notes: Shown at the presentation “Froebel and Nature” – exploration of the connection between nature and the Froebel College based on early FEI curriculum.

FA/PH 6.1 Children's blackboard drawing and washing up-Talgarth Road (1904).

SUMMARY: In these pictures we can see how Froebel's nature study is been taught to the children attending the school in Talgarth Road. In the blackboard drawing we can see children drawing a swan and also writing the word 'Swan' on top of the picture; it is of particular interest to note that the wall of the classroom visible in the picture is adorned with pictures of nature and fresh flowers. On the other side of the picture we can see some children washing up cups and bowls, the environment around them is again been adorned with fresh flowers and plants and with photographs of animals on the walls. It is important to note that more pictures are available upon request in the Archive and that this is only a selection of the material available.

Available to view by appointment.

Notes: *Shown at the presentation "Froebel and Nature" – exploration of the connection between nature and the Froebel College based on early FEI curriculum.*

FA/PH 6.1 Children during a music class- Talgarth Road (1904).

SUMMARY: In this picture the children are participating in a music class, we can see them sitting in a circle holding musical instruments. Of great interest to the reader wanting to gain more knowledge on how the environment was used in Froebel's education is the way that the classroom is constructed. On the wall we can see drawings of trees and animals, there are some fresh flowers on the shelf and some images of gardening and farming. It is evident how nature is deeply embedded in the environment when we look at this picture. It is important to note that more pictures are available upon request in the Archive and that this is only a selection of the material available.

Available to view by appointment.

Notes: *Shown at the presentation "Froebel and Nature" – exploration of the connection between nature and the Froebel College based on early FEI curriculum.*

FA/PH 8 Student Albums Grove House and Grounds (1936-1939).

SUMMARY: Book of photographs taken by Sue Dudley-Smith who was a student at the college between the years 1936 and 1939. The photographs show how the environment is been used and linked to movement. Pictures of the students' sport days are present while sitting outside immersed in the vegetation of the College. After these the student presents a series of photographs detailing other students' engagement with nature while at the college. This is also a personal album for the student; we can see photographs detailing weekends away with friends and various activities at the Froebel College. It is important to note that more pictures are available upon request in the Archive and that this is only a selection of the material available.

Available to view by appointment.

FA/ PH 8.2 Individual Schools. Notting Hill Nursery School (1934)

SUMMARY: This photo album depicts the first summer holiday in Oakwood for the children in the Notting Hill nursery school in June and July 1934. We can see how children from urban nursery who would not have had the possibility to access nature during the school term were provided with holidays at the end of the term to make sure that they fully benefitted from being immersed in nature in the summer months. The children can be seen outdoors gardening, riding a donkey and walking in the fields. This resource will be of interest to the reader wanting to explore how Froebel's nature studies were imparted to children in urban nursery schools where the space for an outdoor area was not always available.

Available to view by appointment.

FA/ PH 9.5 Outdoor (rural/gardens) groups [unknown date].

SUMMARY: This picture shows some children and an adult during a nature observation. One child appears to be looking in a bucket with a magnifying glass, while another seem to be observing something in a tray with the adult. In another picture we can see a child and an adult using a fishing net in the lake. In the next picture we can see the adult helping the child to empty the fishing net in a tray in order to observe what was in it. This resource shows a nature study class in progress and will be of use to the reader wanting to explore how nature study was carried on in modern times. The date of the picture is not known but judging from the surroundings I can suggest for it to be between the 1970s or 1980s.

Available to view by appointment.

FA/PH 9.6 Children gardening and outdoor PE.

SUMMARY: This photo depicts children gardening in Talgarth road. Each one of the children has a different task to complete in order to maintain the patch of soil that they have been assigned to. On the other side we can see children doing some physical exercises in an outdoor space in Talgarth road.

Available to view by appointment.

Notes: Shown at the presentation "Froebel and Nature" – exploration of the connection between nature and the Froebel College based on early FEI curriculum.

FA/PH 4.83 Students gardening in Grove House.

SUMMARY: This photo was taken in the grounds of the Froebel College. It depicts students gardening and cleaning the woods around the Froebel College. We can also see students rowing a boat on the lake, the boat seems to be dressed with grass and flowers, and perhaps this was a drama representation from the students.

Available to view by appointment.

Notes: Shown at the presentation "Froebel and Nature" – exploration of the connection between nature and the Froebel College based on early FEI curriculum.

FA/PH 9.1 Colet Gardens and No 1807.

SUMMARY: In these pictures we can see Nature study for the children. In the picture from Colet Gardens we can see four children in front of a desk with plants on it. One child is watering the plants and the other children seem to be observing the plants. In picture 1807 there are three children caring for the plants indoors, one seems to be watering the soil and the other two seems to be cleaning the flower beds on a doll's house. This pictures are of particular interest to the viewer wanting to understand how nature studies were performed in the classroom and draw conclusions with the similarity of experiences that are available for children today.

Available to view by appointment.

FA/PH 3.1 Talgarth Road indoor garden.

SUMMARY: This picture depicts an indoor garden in the Colet Gardens Demonstration School in Talgarth Road. It is a perfect example of how nature studies were incorporated, in practice and indoors. We can see a garden complete with separate flower beds for the children to tend to. This picture is an example of how Froebel's ideas can be incorporated in practice today for settings that might not have an outdoor area.

Available to view by appointment.

FA/PH 4.823 Informal Students' pictures.

SUMMARY: The box summarised here contains albums dated 1922, 1924-1926, 1925-1928, 1929-1930, 1933-1935, 1936-1939, 1939-1945 and 1955. Handwritten notes by the students are often present to give some context and the years that the students spent at the college. The pictures depict life in the college showing the buildings and garden. Some of the pictures also contain students' performances in costume and dance shows. It is clear by looking at the pictures just how much the students' lives were at one with nature during their studies, nature is almost always the subject of the pictures, in winter we can see the students skating on the college's lake and in warmer months we can see them enjoying pic-nics, outdoor games and sleeping outdoors on camp beds. Most of the dance performances depicted took place in the gardens together with sports and activity days. The students' lives seem to really be at one with nature just like Froebel wanted; this way of life would have also helped them to be familiar with the environment where most of their observations for the nature studies were taken. Some pictures also show the nature studies in action with one depicting a group of students observing a dragonfly. This box would be of interest to the reader wanting to gain more knowledge over the students' lives at the college, the photo albums in it make it crystal clear how the nature studies and nature was included in the students' everyday lives and curriculum.

Available to view by appointment.

FA/PH 4.83 Curriculum Activities.

SUMMARY: In this box the pictures vary in date and they depict the students' engaging with the curriculum. There are pictures of the students during nature studies indoors observing or drawing live specimen and also pictures of the students working in the gardens. We can see them sweeping the leaves and tending to the plants. The pictures will be of interest to the reader wanting to gain more knowledge over how Froebel's educational philosophy was imparted to the students of the college. Nature study is depicted here with very much detail making possible for the reader to observe both indoors and outdoors pictures of the students engaged in nature studies. The pictures in this box make it also possible for the reader to draw parallelism between outdoor education today and outdoor education at the time.

Available to view by appointment.

FA/PH/CA/FNRP/1/1 Chris Athey Collection, Box 1.

SUMMARY: The pictures contained in this box are part of a five-year 'Early Education Project' carried out at the Froebel Institute, Roehampton. The findings provide support for the efficiency of early education as supporting and promoting children's development. The pictures that I would like to highlight for this list are 34-34a, 29 and two pictures of children on the grass. The three pictures depicting children playing in the grass show their exploration of nature, in one picture a child is rolling down the hill with one of the researchers exploring both the texture of the grass and the forces that are making it possible for them to roll down the hill. The other two pictures show children laying or crawling on the grass. The last picture shows children exploring puddles after the rain while holding umbrellas, it is a perfect example of children exploring nature and making sense of natural phenomena that ties in perfectly with Froebelian tradition of nature study. This resource will be of interest to the reader looking to explore other projects linked with the same educational philosophy that Froebel created.

Available to view by appointment.

FA/PH/CA/FNRP/1/1 Chris Athey Collection, Box 2.

SUMMARY: In these pictures we can see children exploring the outdoor environment. Two pictures depict children in a park, in the first one the children seem to be looking at something under a bench, in the second picture we see that with the help of a teacher the bench has been lifted so that the children are able to observe more closely both the leaves under the bench and the bottom of the upturned bench. In another picture we see two children laying on the grass, they can be seen relaxing and stroking the grass with their fingers. One child has closed her eyes while the other one looks towards the camera. In the final picture from this box we can see a child looking at the sky, he seem to be wanting to embrace the air around him, his arms are wide open and it looks like his hands are ready to catch. The enjoyment of the children and curiosity about nature is evident in these pictures. This resource will be of interest to the reader looking to explore other projects linked with the same educational philosophy that Froebel created.

Available to view by appointment.

Froebel, F. (1895) Mother Play and Nursery Songs, Tokyo: Ko-ei Nursery school at Akasaka.

SUMMARY: In this volume Froebel's mother play and nursery songs have been translated in Japanese by A.L. Howe in Kobe, Japan. The book is formed of two volumes; the first volume contains the songs and pictures while volume two contains the explanation of the meanings of each song for the mothers. It is extremely interesting in this volume how the illustrations for the songs have been changed to reflect the culture, music notes that were not familiar were not used and the style of the book, sentences and pictures are in line with the Japanese culture. Some of the illustrations present us with a flawless adaptation to a culture very different from the European one, where the mother's songs originated. For example the illustration for the 'Coo-Coo' song and 'The pigeon-House' are examples where the nature and environment in the picture has been completely adapted so that Japanese mothers and children could identify with the styles of illustration, the trees and the landscape in the picture does not resemble Europe as it did in Froebel's original drawing. However, some of the Japanese drawings are not so flawlessly adapted, for example the illustration for 'The Church Door and Window' is been left almost completely unchanged. In the Japanese illustration we can see a medieval church in the centre with some bells on top, the church and the bells are exactly the same that Froebel's drew on the European version of the mother's songs, the only thing that has been modified is the ethnicity of the two boys at the side of the picture pulling the chord for the bells. With this type of illustration it was probably difficult for mothers and children to identify their culture because it has nothing that is part of the Japanese culture. This volume is extremely interesting for the reader who wishes to understand how the environment and the nature of the mother's songs is adapted and can be adapted to different cultures while retaining the general meaning and aim of the original mother's songs created by Froebel.

Filing cabinet archive - Kindergartens and schools- Brunswick Park Infant School Photos. Girl watering plant 9/11/77.

SUMMARY: In this picture taken in the Brunswick Park Infant School in 1977 we can see a girl tending to some plants using a watering can. We don't exactly know if Froebel's nature studies were taught in the school but this picture shows just how much some of Froebel's educational philosophy has permeated the schooling system knowingly or not. It is interesting to see the similarities between Froebel's nature studies where children were in charge of a patch in the garden and this picture. The children in the school were probably sharing being in charge of watering the plants but they are still being thought that caring for nature is important. This resource will be interesting to the reader wanting to make parallelisms between modern education for young children and Froebel's nature studies.

Available to view by appointment.

Filing cabinet archive- Kindergartens and schools- Caldecott Community, Woods, A. (1920) Educational experiments in England, London: Methuen.

SUMMARY: In this extract Caldecott Community is presented as a boarding school in the country for boys and girls of working class families. The main aim of the community is to educate children in close contact with rural life and occupations; one of the community's ideals is to educate children in a way that is closer to the fundamental needs and forces of life. During the term children help to tend to the animals in the stables and are in charge of their own patch in the garden. The children are aged from three-years-old to twelve and they work both in group and individually. Children are encouraged to make their own time-tables for work and lessons to fit around some of the fixed lessons that are provided by the school. The children are taught to love and respect mother earth by tending to the plants and animals in the boarding school. The school does not openly refer to adopting some of Froebel's principles of the Nature studies but a parallelism is evident from this extract. This is an interesting resource for the reader wanting to draw links between Froebel's educational philosophy and later schools in England.

Available to view by appointment.

Filing cabinet archive- Kindergartens and schools- Camden House School.

SUMMARY: In this file there are two booklets that will be of interest to the reader researching how the first Froebelian Kindergarten started to open in London. One is a pamphlet by Nuth (1948) about the story of Camden House School and another is the National Froebel Bulletin of 1953 with a piece on Miss Fanny Franks and the Camden House School by Betts. In the first pamphlet by Nuth (1948) it is described how Miss Fanny Franks, the founder of Camden School, became aware of Froebel's educational philosophy after attending some lectures by Professor R. H. Quick and other distinguished educationists at the College of Preceptors in Bloomsbury Square. After hearing about the kindergarten system devised by Froebel Miss Fanny Frank began to study Froebel's educational philosophy. She joined the Froebel Society and gained her first class certificate in 1876. In the same year she opened the Kindergarten and School in Camden road; it was the first kindergarten in London trying to introduce a different kind of education for children. In the Kindergarten the children benefitted from the study of nature and from a garden. The other resource mentioned earlier, the National Froebel Foundation Bulletin of 1953, has a similar piece describing the birth and life of the Camden House School founded by Miss Fanny Frank in accordance with Froebelian principles for young children's education. This resource also includes a brief account by Mr Montefiore about the time that Miss Frank spent at the college. This Would be interesting material for the reader wanting to explore how Froebelian Kindergartens opened in London and to understand in more depth the curriculum provided for the education of young children.

Available to view by appointment.

Filing cabinet archive- Kindergartens and schools- Kingston Children folder. Nature Study Pictures 1913 [Location Unknown].

SUMMARY: In these two pictures we can see a nature study class in progress. One of the pictures shows two children, a boy and a girl, posing in front of some indoor plants, possibly owned by the school and placed indoors because of the lack of outdoor space. The other picture depicts a class of children practicing some blackboard drawing helped by the teachers. It looks like the children are being helped to draw a live specimen in front of the class by being supported from one of the teachers drawing. This is an interesting resource for the reader wanting to explore how Froebel's nature studies were being carried in classrooms which did not benefit from outdoor spaces.

Available to view by appointment.

Filing cabinet archive- Kindergartens and schools- Kindergartens overseas.

SUMMARY: In the file we have a photocopy of an article included in *Child Life* from 1892. This article describes a Froebel-Pestalozzi kindergarten in Berlin. It is described how the children use the outdoor area to play in the sand pit but also to care for the cultivated part of the garden, the children have been observed sowing and planting, watching the development of the plants and keeping the garden in order. Nature studies in the classroom are organised in order to deepen the children's interest in the nature around them and to learn about nature in relation to man, each month one special subject is presented to the class and it becomes the centre of the children's attention and activities.

An article in the same file is from *Child Life* (1900) volume II and describes the kindergarten in America. A small paragraph describes the Nature Studies as consisting of excursions, collection of natural materials for decorative use, caring for animals and plants and engaging in discussions about nature arisen by the observations carried out during the excursions.

An interesting article from *Child Life* (1900) describes the difficulties of adapting the Nature Studies to nature in Australia. Most of the nature walks and activities are not suited to the climate in Australia, some of the common garden flowers are acclimatised there but most of them cannot survive.

These will be interesting resources for the reader wanting to explore how Froebel inspired kindergarten where organised overseas.

Available to view by appointment.

Filing cabinet archive- Kindergartens and schools- Rachel McMillan Nursery School (1977-1978)

SUMMARY: This file contains a picture of a boy in the Rachel McMillan nursery in Depford observing a tree trunk and some leaves and branches with a magnifying glass. This picture shows the nature studies in action and the boy looks very concentrated while looking at the natural materials through the magnifying glass. This is an interesting resource for the reader wanting to explore the parallelisms between Froebel's educational ideas and other pioneer's methods of education. As shown in this picture we can advance a parallelism between the McMillan nursery and Froebel's nature studies.

Available to view by appointment.

Filing cabinet archive- Kindergartens and schools- Shelborne Nursery School (1964)

SUMMARY: This file contains articles and plans for the Shelborne nursery school in Camden. An article in the Link from 1964 describes how the nature studies were organised in the nursery in order to benefit young children from a deprived community. A teacher from the nursery wrote the article and describes the need for young town children to experience real living and natural things. The teacher describes the children's interest and absorption when handling and observing insects and animals, their fascination in planting seeds and watching plants grow and blossom under their care. This will be an interesting resource for the reader wanting to explore how town nurseries have adapted the curriculum and the space available in order to allow for nature studies to be included in the curriculum.

Available to view by appointment.

Filing cabinet archive- Kindergartens and schools- Shelborne Nursery School- photographs (1977)

SUMMARY: This file contains photographs from the Shelborne nursery school in Camden. In one of the pictures from 1977 we can see some children together with a teacher observing the snails in a tank. This picture shows how the nursery has adapted the space available in order to provide children with some observation of live animals. The nursery is situated on the rooftop of a highly populated area of London and the children have no access to a garden, their only access to an outdoor space is the rooftop which is paved. The space has been adapted to provide the children with opportunities for live observation of different insects and animals indoors. This resource will be of use to the reader wanting to explore how nurseries did adapt the curriculum to provide the children with nature studies in the classroom.

Available to view by appointment.

Filing cabinet archive- Kindergartens and schools -Sunshine Home Nursery Schools (1932-1943)

SUMMARY: This file contains the N.I.B. bulletin number 14 titled 'Nursery Schools for Blind Children', this is a report on the development of the Sunshine Home Nursery Schools from 1932 to 1943. On page 17 the author describes the nature study for blind children; she states that blind children need more encouragement than sighted children in order to develop a real love for nature. Furthermore caring for plants and animals will help blind children to claim ownership over something that they are solely responsible for instead of having things done for them constantly. This resource will be of tremendous help to the reader wanting to explore how the nature study can be adapted for partially sighted children and how the benefits of nature studies can extend well behind acquiring love and respect for nature giving children freedom and ownership over their play.

Available to view by appointment.

Filing cabinet archive-General files, child study society.

SUMMARY: The Child Study society of London was founded in 1894 and reconstituted in 1907 by the Amalgamation of the Childhood Society and the London Branch of the British Child-Study Association. The society aims at scientifically studying the mental and physical conditions of children and of educational methods. The society's chosen audience are parents, medical practitioners, teachers and others in the field of child observation, the results of the enquiries will be disseminated by means of publications, seminars and by collaborating with governing bodies on the education of children. In one of the pamphlets included in this file we can see a discussion over school methods, this paper was presented at a meeting of the child study association in Liverpool, the date is unknown and only the initials of the author are present at the end of the pamphlet, E.L. In the paper different methods of teaching reading and writing to children are discussed and the study of nature is also presented as a way for parents to share the passion of gardening with their children in order to develop morality and intellect. Some advice for nature study in schools is given and links to other disciplines are presented so that teachers can link children's experiences and observations of nature to other subjects. A report detailing the findings of a study aiming to ascertain the best methods and materials to use with groups composed of parents is also included. This resource in particular will give the reader a practical insight into the work of the Child Study Society. This will be an interesting resource for the reader wanting to explore how Froebel's nature study has been adapted and incorporated into different methods of education for young children.

Available to view by appointment.

Froebel, F. (1896) (eds) Autobiography of Friedrich Froebel, transl. Michaelis, E. and H. Keatley Moore, London : Swan Sonnenschein.

SUMMARY: The 'Letter to the Duke of Meiningen' written in 1827 describes the boyhood and the earliest experiences in Froebel's life making the sources of his whole educational system clearer to the reader. Froebel describes his feelings towards nature and the importance it has played in his formation. In this letter Froebel also describes how 'humanity and nature, the life of the soul and the life of the flower, were closely knit together' (Froebel, 1896:12). This resource will be useful for readers wanting to understand Froebel's philosophy.

Froebel, F. (1898) Mother Play and Nursery Songs, Boston : Lee and Shepard.

SUMMARY: This volume presents Froebel's mother songs in their original form. The songs are accompanied by an illustration also detailing the finger games for the song, and a music sheet. Froebel believed that the process of education began on the day that the child is born, it was then necessary to give mothers some guidance over their first interactions with the child. The songs are to care for the child but also to provide games to stimulate the senses and the use of the limbs and body. Of particular interest in the illustrations of the song is the use that Froebel makes of nature. Nature is used as a symbol to provide the means by which to illuminate the deeper meaning of life, and also as a medium for the child to understand the environment around. It is ever present in the illustrations for the songs and the importance of nature in Froebel's educational philosophy is clear in this book.

Froebel, F. (1899) Education by development: the second part of the Pedagogics of the kindergarten, transl. Jarvis, J., London : Edward Arnold.

SUMMARY: In the present volume the educational principles underlying the gifts are thoroughly discussed. This resource can be of particular interest for students who wish to cast a new light over Froebel's thinking. Brief summaries at the end of each chapter provide a succinct way to highlight the issues discussed in each chapter. Of particular interest for Froebel's nature study is Chapter VII 'The Children's Gardens in the Kindergarten'. The use of the garden for children in the kindergarten is described in detail stressing the importance of common care of the garden where children can cultivate and care for plants. The aim of including the children in the care for the garden is not only to educate them about relation is the family and in society but also to learn about plants. Detailed instructions are given on the arrangement and the shape of the garden. Indications for parents to follow at home in their garden are given in order to provide the children with guidance and moral elevation in the home.

Froebel, F. (1912) Froebel's chief writings on education, transl. Fletcher, S. and J. Welton, London : Arnold.

SUMMARY: This resource is aimed at educators with the central belief being that 'the present is both the child of the past and the parent of the future' (Froebel, 1912:V). The translation of this edition is aimed at presenting Froebel's thought as precisely as possible in the English language. In the introductory chapter the fundamental principles of education are explained with nature being a constant metaphor used. Of particular interest is Chapter IX 'Study of Nature'. In this chapter Froebel gives an introduction to the meaning of religious value of the study of nature, the importance of direct study of nature and the doctrine of sphericity. He then moves onto suggesting on how educators can guide children to experience nature at its best and the need for educators to teach nature as a living whole, teachers and pupils should be fellow-inquirers in the study of nature. Subsequently, the concept of mathematics is explored as connecting man and nature and, consequently, as a concept to connect and originate knowledge. The functions of mathematics are described and the necessity for mathematics in education is explained.

Froebel, F. (1929) Extracts from letters written by Friedrich Froebel, ed. Murray, E. R., London: Froebel Society.

SUMMARY: These letters were written between 1840 and 1852, this books presents a selection of material from 'Froebel's letters' published in 1891. The letters deal with the foundation of Froebel's Kindergarten. Froebel's remarks on the education of man in relation to nature, in the selections of the letters included in this book he constantly mentions the importance of nature in his correspondence with differing recipients (p.9). The letters also include a typical daily schedule for children and educators to follow in the kindergarten. This material will be of use to anyone wishing to gain deeper knowledge on how Froebel devised the kindergarten; the letters make it possible for the reader to gain a deeper insight into Froebel's ideas for the creation of the kindergarten.

Froebel, F. (1974) The Education of Man, transl. Hailmann, W., Clifton, N.J.: Kelley.

SUMMARY: This volume shows the fundamental philosophy of Friedrich Froebel and the principles upon which his kindergarten is built. The inner connection, a concept so important in his philosophy and ideas, is the law of development, Froebel's aim is to educate children through their self-activity, during play the child determines what he is capable of doing and discovers his possibilities of will and thought. Chapter V(b) 'Natural Science and Mathematics' highlights the unity between religion and nature representing the latter as a revelation of God. Froebel argues that most children live in nature but their knowledge of it is scarce, he advocates for boys and children to experience nature together and strive to receive the spirit of nature in their hearts. The chapter describes the development of crystals mathematically as a confirmation that things in nature respect the perfect harmony and are a consequence of the law of nature to which they abide by.

Froebel Journal (1968-1790). Issues held 1956-1967, 1971-1972, and 1973-1974.

SUMMARY: Number 13 of the Froebel Journal of 1969 contains an article titled 'Nature Study with Young Children' by Collins. In this piece the author provides a summary of nature study work compiled in teachers' meetings and courses sponsored by the Schools Council's work in Teachers' Centres. The article sets different aims that the teachers want to achieve through the study of nature such as encourage the children to investigate their environment through different activities. In the article it is clear how the role of the teacher is a subordinate one. The teachers are invited to stand back leaving children to freely access the outdoor environment, instead of leading the children's explorations, teachers are encouraged to allow children to carry out their ideas and learn through making their own mistakes. Some ideas for conversation with the children to further explore their observations are presented as a way for teachers to understand when it is right for them to help the children and encourage their investigations. This resource will be of use to the reader wanting to explore how Froebel's ideas on the nature study have been adapted to the modern educational system.

Goldschmied, E. and Jackson, S. (2004) (2nd edition), *People Under Three, young children in day care*, London: Routledge.

SUMMARY: This resource translates child development theory and research into everyday practice. Focussing on the group day care of very young children, it is designed specifically for those who look after them day by day, as well as policy makers, administrators and the managers of child care services. This new edition has been completely updated to take account of the expansion and radical changes which have taken place in child care provision since the book was first published and includes new chapters on assessing the quality of care and short-term and intermittent care. Of particular interest for the list is chapter 11 'Out of Doors', in this chapter the authors provide a rationale for children's learning outdoors and give practical advice on how the outdoor space can be better utilised by practitioners and children. By providing garden equipment the children and practitioners can share the upkeep of the plants leading the children into conversations about nature and the caring of plants. Children can also learn about living things and explore the outdoor environment using magnifying glasses in order to see insects and plants in more detail. Play outdoors in every season is explored and practical advice is given on how to plan the outdoor area for young children and provide outings and activities to enhance their learning. Although this resource does not make a direct link with Froebel's philosophy, the importance of nature for children's play is clear and links can be drawn from the reader to Froebel's ideas about nature play. This resource will be of interest to the reader trying to draw links between Froebel's philosophy and other modern educational methods.

Haworth, F.M. (1954) *Aquaria*, London: University of London Press.

SUMMARY: This book written by Haworth (1954) head of the natural history department at the Froebel educational institute, gives clear instructions on how to create and maintain an aquarium. It presents the reader with an alternative way of studying and observing nature when it is not possible to do so outdoors and it is an interesting resource to understand how Froebel's nature study has been modified in order to be adapted to the more urban environment.

Herford, W. (1900) *The student's Froebel; Part 2, Practice of education; with appendices, being excerpts from Froebel's later writings, and Official report on Keilhau, 1825*, London : Isbister.

SUMMARY: This volume contains indented editor's comments which are very useful in understanding the more complex paragraphs. According to the author in order to get the clearer insight into the nature of objects educators should prompt recognition of these objects in their natural connection. Observing nature must happen in an orderly manner starting from the classroom and proceeding to the distant or less known, with the educator's guidance answers to questions become exercises of speech for the students. Herford (1900) identifies the home knowledge as the beginning of geography from which the educators can guide students' knowledge to the more distant concepts from their existing grasp.

History of Education (1972-1992) London : Taylor & Francis.

SUMMARY: The journal aims at furthering the study of the history of education by providing opportunities for discussion among those engaged in its study and teaching. In a particular article by Jones (2014) called 'Nature study, Aborigines and the Australian kindergarten: lessons from Martha Simpson's Australian Programme based on the Life and Customs of the Australian Black', nature study in the Australian context is examined. The article illustrates an experimental kindergarten program developed by Martha Simpson in early twentieth-century Australia. Simpson hypothesised that aboriginal culture could serve as stimulus for age-appropriate and improving child-centred activities. This specific article is of interest to the reader wanting to explore how Froebel's educational philosophy and nature study is being transported in a different context and adapted to the demographic of a different continent in order to still be relevant and stimulating for children's experiences.

Hughes, J. (1924) Froebel's educational laws for all teachers, New York ; London : Appleton.

SUMMARY: The aim of this volume is to present the most important principles of Froebel's educational philosophy and to make suggestions regarding the application of these principles in classroom practice and training. Chapter VII 'Nature as the Revealer of Life, Evolution and God' presents a particularly interesting view of the study of nature from a more spiritual point of view. According to Froebel the active principle in nature is God and even if the child is not aware of it yet, his life is enriched by an intimate knowledge of Nature. Parents are reminded that taking their child to explore Nature will make them closer to God as Nature represents the house of God. Natural occurrences, such as the coming of spring and the awakening of trees, flowers and animals represented for Froebel the ideal metaphor to understand the idea of man's resurrection and to reveal death as a joyous transition to another life. This volume will be of interest to anyone concerned with the deep association between nature and spirituality in Froebel's philosophy. Furthermore, this resource gives an alternative view of Froebel's understanding and connection with God.

Hutchinson, M. (1969) Nature Study with the Under-Eights in Country Schools, Upminster: School Natural Science Society. (Pamphlet)

SUMMARY: In this small pamphlet the author describes the Nature Study that can be done with children under eight years of age. She illustrates how Nature Study is the basis of all biological knowledge including the knowledge of ourselves as part of nature, a very Froebelian statement. It is important to teach children about our dependence from plants and animals for survival and also to discuss how far we can go in using nature for our survival. The author states that Nature Study should be enjoyable for both children and teachers because it is what we enjoy that we remember the best and that really becomes part of us. In a country school children have an overabundance of nature to explore around them and it is by learning through their senses starting from their interests that the Nature Study will transform in knowledge for the children. The author here does not give any instructions for activities to include in the curriculum; instead, she deliberately talks about nature study in general. This is to show that it is only by following the children's interests that Nature Study will be received by the children. This is a very interesting interpretation of Froebel's nature study which is still very close to Froebel's philosophy.

Hutchinson, M. (1969) Practical Nature Study in Town Schools, London: National Froebel Foundation (Pamphlet).

SUMMARY: This pamphlet gives practical advice on how to develop and maintain nature study in town schools. A discussion about the importance of nature studies is made followed by practical advice on how to structure nature study lessons and how to provide specimens for the children to observe. An experience of a day in the country is also described in order to show the reader some practical strategies that can be replicated in order to provide children with first hand experiences of nature. This will be an interesting resource for the reader wanting to explore how nature study was conducted in town schools.

Inner London Education Authority (1983) Interaction between four year olds in a nursery school garden (VHS)

SUMMARY: This VHS contains observational material of children's interaction in the nursery's garden, the children are observed for 25 minutes while playing in the garden. Initially they are given basic instructions from the teacher about the task that they have to perform but they are then left free to play and experience the garden. This is an example of how nature play is being integrated in practice in the 1980s. We can see pretend play during the observation and it is clear that the children took pride in carrying on with a task that has been assigned to them. This material does not represent nature study as Froebel intended but it is valuable in order to understand how children play and interact in nature. This VHS would be useful to the viewer wanting to gain observational material on children's play outdoors and to extend knowledge about nature play in settings.

Jebb, E. (1953) The significance of Froebel's ethical teaching for education today, London : Liberal Jewish Synagogue.

SUMMARY: This pamphlet is an invaluable resource presenting Froebel's educational philosophy in an accessible manner. Miss Jebb illustrates in a lecture for Claude Montefiore the significance of Froebel's ethical education in relation to the modern times. It is fascinating to see how the issues discussed are still very much true today. This is an important resource for the reader wanting to have general and accessible information on Froebel's philosophy. Furthermore, Miss Jebb also discusses the place that religion had in Froebel's thinking, Froebel's philosophy is also contextualised with the thinking of Freud, Wordsworth and Dewey. Through the text there are references to Froebel's education of man and other of his pioneering works.

Journal of education (1907-1958) London: WB Clive.

SUMMARY: The journal of education discusses all the major and most popular issues centred around children's education. There are various issues presented in the journal that would be of interest to the reader exploring the history of education in the UK. Of particular interest for the nature study is an article by Raymont in the 1907 volume called 'Nature study and its counterfeits'. In the article Raymont advances that most of the erroneous practice on Nature study is due to the lack of precision and consistency with which the word is used. Raymont then presents a history of Nature study in education starting from Pestalozzi and his influences for then examining Froebel while bringing examples of practice at the time in which the article was written. The article presents the reader with an interesting historical excursion through the significance of Nature study in education while presenting advice for practice.

Keston Journals (1916, 1920, 1921, 1923, 1924, 1925, 1927) FA/ 9.7.3

SUMMARY: The Keston journals are written by the students at the Froebel College, the students will visit the grounds yearly under the guidance of Miss R. Lulham and detail, using photographs, drawings and brief writing, their sights during the visit to Keston. The students would study the nature and become part of it by exploring and observing it. The journal being summarised here is the edition from 1920, the students describe and draw the birds encountered and note their characteristics and behaviour. This is a perfect example of how Froebel's nature studies have been incorporated in teaching and have become an integral part of the curriculum for the students. Flora and fauna are described in great details and the environment is mapped out, the numerous drawings and photographs of the students give the reader a taste of how life as a Froebel student must have been at the time.

Available upon request but at discretion of the archivist.

Notes: Shown at the presentation "Froebel and Nature" – exploration of the connection between nature and the Froebel College based on early FEI curriculum.

Kilpatrick, W. (1916) Froebel's kindergarten principles: critically examined, New York : Macmillan.

SUMMARY: This is a critical book generated from a critical study of Froebel with experienced kindergarten and primary students. It is the author's aim to clarify some disputed points of Froebel's kindergarten theory to help spread the reform of kindergarten theory and practice. Furthermore, a specific aim for the book is firstly to make clear to educators Froebel's doctrines for the kindergarten and secondly, to understand the values that Froebel attached to these in light to the best theory at the time of publication. Of particular interest for Froebel's nature study is Chapter V 'Additional Elements of the Kindergarten Curriculum' under the subheading 'Nature Study in Froebel', an explanation of Froebel's advocacy for children being immersed in nature is provided. Froebel believed that children should be interested in nature and that their play should incorporate this. Kilpatrick (1916) explains Froebel's interest with nature as having both a mystical and practical aim: the child is encouraged to cultivate the garden to gain a standard in order to judge his activity and learn the connection between environment, effort and result. Also, from a mystical point of view, by caring for another living thing the child will be eager to foster his own life.

Kindergarten Magazine (1888-1898-1899) Chicago : Kindergarten Literature Company.

SUMMARY: The kindergarten magazine it is a journal devoted to the child and to the education and practice in the kindergarten. It contains articles related to practice in America and discusses various issues in the practice of Froebel's educational ideas. The introduction to the journal explains how the kindergarten system has expanded in America and how Froebel's ideas can be adopted to make the kindergarten progress permanently and establish itself as an important part of the existing educational system. A particular article, relevant to nature play, written by Lucy Wheelock, states that when Froebel thought about the name kindergarten he wanted to express the unity between nature and the development of the human being. Nature study is here seen as giving the child the basics of the arts and sciences to children. Froebel is quoted explaining the nature study as a 'path which starting from sympathy with Nature runs through the study of Nature to comprehension of the forces, laws and inner meaning of Nature'. Nature study is seen as fostering the child's natural interest about the life that surrounds him guiding him through early observation which then they will later form the basis of scientific study. This is only one example but the entire journal will be of interest to the reader wanting to explore how Froebel's educational ideas have been adapted in the American system of education, furthermore, the Kindergarten Magazine presents discussions about Froebel's practice linked to the necessary progress of the kindergarten.

Locher, J., Bool, F., Escher, M. C. (1982) Escher: with a complete catalogue of the graphic works, London : Thames and Hudson.

SUMMARY: The work of Escher revolves around close observation of nature. During the time spent in Italy in the countryside he concentrated on observing nature in order to reproduce the flora and fauna around him and improve his drawing skills. When observing his lithography it is apparent how strongly nature featured in his work, in some later work he was intent in reproducing crystals and flora and fauna observed heavily feature in his work. In 1898, Escher was a self-proclaimed graphic artist and self-denounced studio artist. He became fascinated with the geometric processes of filling the plain (tessellation) and his imagery took a biased towards asymmetrical natural forms of which insects were often his subject matter. He made the comment that insects are generally best recognized from above; his prints reflecting this belief. The Mediterranean climate, landscapes and light would be a source of inspiration for a great number of drawings and sketches. The natural and open landscapes of the Amalfi Coast, the mountains of Calabria and Sicily as well as the towns and villages of Tuscany would feature prominently in his drawings. Escher drew cites and monuments, natural areas and invented landscapes, night and day scenes, which he came upon in his travels and which he carried out with extraordinary virtuosity as well as various lithographic and woodcut techniques. This resource, although not directly mentioning Froebel, will be of interest to the reader searching for links between Froebel's nature studies and observations of nature represented in art.

Lulham, R. (1927) An introduction to Zoology through Nature Study, London : Macmillan.

SUMMARY: According to the author one of the things that are to be valued of education is knowing about the world in which we live in. Through a patient, precise and sympathetic study of common animals the reader could reach a better understanding of himself and his place in Nature. In this volume Lulham (1927) describes various species and provides both drawings and information about the nature of beings, its locomotion and nutrition, she also describes growth and reproduction and their characteristics. As Lulham (1927) established the nature studies in the Froebel College this volume will provide the reader with an in depth insight on how the nature studies were taught in the Froebel College.

Map of the grounds, Froebel College (1940s) FA/ 9.5

SUMMARY: The map shows a record of ‘interesting trees’ in the Froebel college, the structure of the college at the time can be seen and the nature in the grounds is shown in great detail. There is not much information about the map, at some point it was probably mounted on a frame in order to be displayed. This will be a useful resource for anyone studying both architecture and the history of the Froebel’s college. It is a perfect example of how the environment and nature was very much cherished and celebrated at the time.

Digital image available upon prior request.

Notes: Shown at the presentation “Froebel and Nature” – exploration of the connection between nature and the Froebel College based on early FEI curriculum.

National Froebel Union (1891-1930 and 1963-1964) Reports of Examiners, examination papers and examination reports.

SUMMARY: The volumes in this collection show the examination papers and the reports of examiners from the FEI curriculum. Regulation and guidance for examiners is included, as well as a timetable for the exams. Examiners draw their observations of the students’ results in the exams and make suggestions for improvements of future exams. In the volume from 1922-1924 the examiner reported that in the botany exam she was disappointed to see a higher percentage of students who failed the exam suggesting that more practical work would be necessary to improve candidates’ success rate. In the exam students were asked to answer four questions out of the seven presented and to provide sketches to illustrate their answers. Questions focussed on the physiology of plants and on the students’ first-hand experiences while observing and studying nature.

Notes: Shown at the presentation “Froebel and Nature” – exploration of the connection between nature and the Froebel College based on early FEI curriculum.

Natural Science in Schools (1963-1972 and 1973-1983)

SUMMARY: This journal shows how the natural science’s study has been taught in schools. Although it does not openly refer to Froebel’s nature studies it is a valuable resource for the reader looking to explore the influence that Froebel’s educational ideas had on the educational system in the UK. The articles detail different species spotted during visits outdoors and provide drawings and explanation of the animals observed. It is very clear, by looking at the journal just how much this type of nature study reminds us of Froebel’s ideas on the study of nature both for pupils and teachers.

New Era (1927-1981) U.K.: World Education Fellowship.

SUMMARY: This journal aims at making known what is happening in education by considering not only the UK context but also international perspectives. It is centred on the child considered as a whole being in the home, school and in societies across the world; the child's environment is considered a major influence in his development and education. The journal present articles aimed both at parents and teachers and illustrate issues that challenge practice and thought. Of particular interest in volume the volume for issues published from 1931 to 1932 are several articles detailing Nature study and science teaching in schools. In a piece by Olive science work in Dauntsey School in Wiltshire is described and analysed illustrating how, in the early years, mathematics and science are interlinked, practice and observation of scientific processes will form the basis for wider experimentation later on. Plants and animals need to be observed in order to learn about biology, a system of aquariums is been constructed indoors so that the pupils could satisfy their interests and make their studies more profound and real. In another article by Davies, a project in a rural school is described in order to help children from a rural background to achieve education by methods that are meaningful to them. Arithmetic is thought in the open using the garden as a practice ground for division of plots, botany is also practiced by studying processes of germination for plants and the insect world with particular interest to insects and fungus that could be detrimental and dangerous to crops. This is an interesting journal for the reader wanting to explore how Froebel's ideas on Nature study have evolved during time.

NFF Bulletin (1940-1948) issues held 1948-1949, 1950-1951, 1952-1953, 1954-1955, 1956-1957, 1958-1959, 1960-1961, 1962-1963, 1964.

SUMMARY: In issue number I of the 1940 edition of the NFF Bulletin there is a summary of the measures adopted by the Froebel Institute during WWII. The college was evacuated and transferred in Knebworth, Hertfordshire. The open and much more rural grounds of the temporary new location were said to allow for better Nature Study than the simpler grounds of Grove House in London. A new district for the geographically minded students to explore was available together with the historical rich surroundings of Knebworth House and neighbouring areas. The NFF Bulletin was created as a substitute for Child Life during the war aimed at being a channel through which members could communicate with each other by presenting contributions describing educational experiments, personal news and to give information on matters relating to the main activities of the foundation. This resource, and in specific the issue described, will be of use to the reader wanting to explore how the Froebel Foundation evolved and adapted itself during the war.

Nursery School Association of Great Britain and Northern Ireland (1954)
Nursery Schools Today: planning, designing, equipping, London: University of London Press. (Pamphlet)

SUMMARY: This pamphlet is a report embodying the recommendations contained in the document 'Planning the new nursery schools' published in 1950. After the passing of the Education Act in 1944 nursery education had received some fresh hopes for provision. In the document there is a section titled 'The nursery school garden', it describes the importance of having a garden in the nursery in order to give children the opportunity, all year around, to experience the outdoor environment for long periods of time. Plants and trees to be placed in the garden are described in detail along with suggestions for fencing and placing of the garden. Pets and vegetables are encouraged and, although this pamphlet encourages children to explore and watch the nature and animals in the garden, it does not clearly mentions if the children will be allowed to care for the plants and trees in the garden or if they are just meant to watch the nature and use the outdoor area as an extended playground. This pamphlet shows how nature study has been transformed and adapted to the English context perhaps, in this example, by taking away some of the learning for children involved in the study of nature.

Plaisted, L. (1924) The Early Education of Children, Oxford : Clarendon.

SUMMARY: The purpose of the book is to illustrate principles and examples of work which might be helpful to teachers and readers interested in educational practice. A study carried on in kindergartens and lower classes schools in England, France, Germany and America had the aim of gathering information from as many sources as possible about generally accepted ideas and practices in schools and to work them and adapt them to an English school. Of particular interest for this list is Chapter VI 'The Study of Nature'. Plaisted suggests nature walks as a way to help stimulate their outdoor interests and enable the children to gain knowledge of the immediate vicinity of the school. The author then goes onto describing an autumn walk that the children could be involved in and some nature talks that the teacher could have with the children. Plaisted also suggests that teachers plan for lessons on animals and plants in the classroom to prepare them for the nature walks. This is an interesting resource for the reader wanting to explore how Froebel's nature studies have been adapted and incorporated into the English curriculum for young children.

Priestman, B. (1946) Froebel Education to-day, London : University of London Press.

SUMMARY: The aim of this book is to give parents and teachers an idea of the modern (at time of publication) development of Froebel Education. It aims to highlight the understanding that happiness plays an important part in each child's development and education and that play must be the central part of this. It also aims to guide parents in understanding what to expect of a good school. The figure of the teacher, according to the author, is not of a passive educator, there must also be some definite teaching to give. It is the educator's job to understand the individual needs of the child and the existing knowledge of the child in order to understand when it is time to stimulate, encourage and direct children's learning. Nature play is represented in this book as an activity that the children engage in during the day, the author describes one episode of some children constructing a survey of the surrounding area, the work that they have produced includes a map, fossils found in the chalk, sketches of the valleys and a list of the wild birds in the area. The children demonstrate pride in their work and are eager to share it with others. The survey is to be carried on during the year and will include, as well as the history, social study and geography of the area, also a record of the natural life of the area through the seasons. This is an interesting text for anyone wanting to understand how Froebel's educational principles have been translated in more modern education in Britain.

Pycraft, W. P. and J. Kelman (1910) Nature Study on the Blackboard, London : Caxton Publishing.

SUMMARY: This material was intended to assist teachers in the use of the blackboard for nature teaching. It is deemed necessary that students firstly have immediate touch with natural objects before representing them; therefore, actual specimens of the plants to be represented need to be provided at the time of the drawing. There is also a section devoted to animal life; all the animals have been selected on the basis that are easily available to the children and can be seen in their daily lives. All the illustrations in the books are kept simple so that they can be copied on to the blackboard without any need for adaptation. Before each illustration the authors introduce the plant or animal's properties and characteristics in order to provide some context to the illustration. This resource would be useful to the reader wanting to understand the meaning of nature study for Froebel along with what was requested of the students in this discipline.

Read, J. (2006) 'Free Play with Froebel: Use and Abuse of Progressive Pedagogy in London's Infant Schools, 1870–c.1904' in *Paedagogica Historica: International Journal of the History of Education*, 42(03) pp. 299-323.

SUMMARY: The article focuses on the adaptation of Froebel's kindergarten pedagogy for the Babies' Classes and Infant Schools established by the London School Board from 1870 to 1904 and opens with a brief historiography of infant education in London in this period. Key aspects of Froebel's educational philosophy are outlined; the article looks at how Froebel's educational philosophy was transmuted in the UK. Of particular interest for the subject of nature and nature study is in page 307. Here the author explains how the countryside provided opportunities for direct observation of the natural world for children, the observation of nature will then foster children's religious and spiritual insights. This article will be of interest to the reader wanting to understand how Froebel's educational philosophy was received and adapted in the UK.

School Nature Study (1906-1916-1929) London: George Philip.

SUMMARY: The journal is concerned with the study of nature in schools, discussions about the progress and success of introducing the nature study in schools are presented. Moreover, suggestions for improving nature study in schools and training of teachers are advanced and it is Froebel's observation of Nature Study represent the ideal training on which teachers should concentrate. Articles detailing observations of nature in London are presented completed with drawings and apparatus and special equipment in order to facilitate the study of nature indoors is described in details. The whole journal will be of interest to the reader wanting to explore how Froebel's Nature study has evolved and permeated the education system. The discussions about progress and careful adaptation of Froebel's ideas without transforming his messages are the heart of the journal.

School Nature Study Union (1936) List of books on "nature study", London : School Nature Study Union. (Pamphlet)

SUMMARY: This pamphlet presents the reader with a bibliographic list of books about nature study. The lists are divided according to the use that can be made of the books, for example: class and text books and in biological science, elementary general science readers and class books, general experimental and laboratory studies in biological science. This will be an interesting and useful resource to the reader wanting to explore how nature study was promoted and thought in schools in the 1930s.

School Natural Science Society (1969) Nature activities in schools suitable for pupils in primary schools and lower forms in secondary schools, Upminster: School Natural Science Society. (Pamphlet)

SUMMARY: This pamphlet describes the benefits of using nature study as a focus of interest in teaching. It also describes how using a method of discovery that uses children's first hand experiences of the natural environment can present the pupil with richer experiences the stimulate learning. Nature study provides a foundation from which the child can develop more advanced and integrated scientific studies later on. Direct observations and exploration are a priority in the study of nature as these are more appropriate methods to use with younger children instead of scientific work based on abstract ideas. The pamphlet contains articles by members of the School Natural Science Society indicating a variety of possibilities for exploration suitable for use with children in primary schools and in the early years. In the booklet plant studies are covered together with tree studies, the nature garden indoor plants and different animals and invertebrates. This pamphlet will be of interest to the reader exploring how Froebel's educational philosophy on nature study has been adapted and expanded in modern times, and how some of his ideas have permeated the curriculum in place for the education of young children.

Strachey, M. (1925) Then and now: the Froebel Society's Jubilee Pamphlet, London : The Froebel Society. (Pamphlet)

SUMMARY: This pamphlet was created by the Council of the Froebel Society and Junior Schools Association in occasion of the Society's Jubilee year to show the progress that had been made in carrying Froebel's ideas on education, and what remains after fifty years of effort, to be done. In the Nursery School section of the pamphlet discusses the Nursery schools in London where the greatest disadvantage and drawback to the fulfilment of Froebel's ideas on nature play is due to the lack of space and pure air in the city. Due to the reasons described above, London schools leave much of Froebel's ideas on nature study unrealised. The space is very limited and the soil and atmosphere are so unpromising that the contact with nature that Froebel so strongly advocated for, cannot be provided to the children in these schools. The children can, however carry on their nature work indoors, but it is argued that this is showing them nature from an unnatural point. Some nursery schools have programmes that allow them to travel to the country for a few weeks over the summer so that the children can fully benefit from being at one with nature. This pamphlet will be of use to the reader wanting to explore how nature study, as intended by Froebel, has been adapted to a city environment and how his ideas have been carried on during the years after his death.

Sydney Kindergarten Training College magazine (1923) No. 3. Issues held up to 1932.

SUMMARY: In the journal an article titled 'Nature Study in the Kindergarten' explores the importance for children to grow up loving nature. The author illustrates that the child will love nature without effort but it is the job of the teacher to foster and guide his love of nature for it to deepen and develop. The author also states that nature studies are also possible in free kindergartens which notoriously do not have much outdoor space available for the children. In this piece the nature studies are also linked with the use of rhythms and games, these are ways for children to express their interest in nature by other means. This resource will be of use to the reader wanting to explore how Froebel's educational ideas were being interpreted and adapted overseas in a context much different from the one in which Froebel lived.

Sydney Kindergarten Training College magazine (1932). Issues held up to 1932.

SUMMARY: In this issue of the Sydney Kindergarten Training College magazine a specific article is to be taken into consideration. The article is titled 'Froebel in hospital' by Monfries and it describes how, after an epidemic of infantile paralysis which left many little children in hospital, a kindergarten was started in the hospital ward. At the beginning the Froebelian practitioners introduced the children to songs, stories and games but as the children's conditions were improving they introduced the study of nature in the programme. The children would be taken on outings to the zoo or the beach to carry out observations of nature and will then plant bulbs and care for them in the hospital using some donated green boxes. This will be an interesting resource to the reader wanting to explore how children were cared for in hospitals but also how Froebelian philosophy could be adapted to suit almost any setting.

The Link (1910-1922) London : Froebel Institute.

SUMMARY: The link is a student magazine detailing students' activities, exams reports and societies in the Froebel College. It is not in publication anymore but the archive holds an extensive collection of the issues dating from 1910 through 2001. The volume detailed here includes issues from 1910 through 1922. Of particular interest is a piece about a nature study vacation course for the students to attend, the vacation included lessons in biology, plant physiology, zoology and gardening. The lessons are based on practical work carried on during expeditions in Swanley. In a letter from a former student the difficulty of implementing nature study in an urban nursery is described in detail: the former student details her observations of the children during nature studies, digging in flower beds and discovering worms and bugs in the soil. She remarks on how difficult it was to introduce practical nature study for urban children that have rarely seen a garden before, she also observes that there is not enough space for the children to each have a flower bed because the setting is small but also hopes that in the future some changes will be made. From this letter we can see her passion in being a Froebelian practitioner and her will to change existing practice in order to make education more stimulating for the children in the London area.

The Link (1933-1939) London : Froebel Institute.

SUMMARY: In this volume in number 26, a Rosalie Lulham Memorial Number is included. When Miss Lulham joined the College and the Demonstration School situated in West Kensington there was no Nature Department in the school. This piece describes the changes that Miss Lulham made to the college and how the students' learning has changed thanks to her teaching methods. As well as providing the college with a Nature Department, Miss Lulham also organised expeditions on the grounds and surrounding areas for the students to learn by stand and stare at nature and all its beauty. This is an interesting resource for the reader wanting to gain an insight into how Froebel's nature study has been taken forward and maintained during the students' training many years after his death. It also shows the legacy that Froebel managed to create with his educational philosophy that still survives today.

The Froebel Guild- The Link (2000) London : Froebel Institute.

SUMMARY: In this issue Jane Read's lecture given on the 13th of May 2000 in history of the Froebelian movement is presented. Of particular interest is the part on nature study. It is presented as the key subject in the Froebelian curriculum. Nature study has been described and defended through the years as scientific work with young children providing children with basic skills and techniques of science through observation and first hand experiences. This article describes different people's contribution to Froebel's ideas on nature study after his death. This article will be of interest to the reader wanting to gain an understanding of different contribution that lecturers have made to the nature study when at the Froebel institute.

Tovey, H. (2007) Playing Outdoors: spaces, places, risk and challenge, Maidenhead: Open University Press.

Summary: This book aims to give support to practitioners working with children in order to encourage high quality experiences of learning outdoors. Chapter 3 'Outdoor Play: the presence of the past' looks at traditions of outdoor play and considers them as being dynamic and evolving, not fixed and resistant to change. In the chapter Froebel's philosophy on outdoor play is examined, the garden for Froebel had both a metaphorical and a literal meaning, the garden constituted an essential part of Froebel's kindergarten. Children could plant and grow what they liked in the individual plots in the garden but they had to work together to also take care of the communal part of the garden. It is through gardening and playing outdoors that children learnt about nature, plants and animals but also they learned to understand their own place in the natural world learning through first-hand experiences in the garden. This resource will be of great interest to the reader wanting to understand nature play both from an historical perspective and a contemporary view that it is still advocated for practice today.

Tovey, H. (2013) Bringing the Froebel Approach to your Early Years Practice, Oxon: Routledge.

SUMMARY: The garden is seen as the essence of Froebelian practice, in it children are free to express themselves and move. In Froebelian practice the garden provides experiences that would not be possible indoors, it is carefully constructed by adults but it controlled by the children who are left free to initiate their play as they wish. The peculiarity of the Froebelian garden as opposed to any outdoor area in a setting that is not considered as following the Froebelian legacy is that the garden is available through the day with free movement between indoor and outdoor areas, it is not used only for playtime or for recreation, it is part of the children's schedule as much as any other activity. By being immersed in nature Froebel believed that children were encouraged to learn about nature, plants and animals that inhabited the garden. Froebel's ideas are linked with current perspectives in the early years, as children spend more and more time indoors it is with urgency that we should review and adopt Froebel's theory on nature play. This volume will be useful for the reader looking to link nature play as devised by Froebel with education principles today.

Von Wyss, C. (1908) 'Suggestion for a scheme of nature study' in Nature Study Leaflets 1-11, London: School Nature Study Union.

SUMMARY: Nature study, according to Von Wyss (1908), is a particular approach and is not concerned, like the sciences do, with a particular phenomenon. The author suggests making nature study seasonal in order to avoid having too many specimens in the classroom and allowing the students to observe nature outdoors. The aim of nature study is to present living things in the most natural setting possible, to present specimen at the wrong time of season will take away some of the naturalness of the studies. It is imperative that teachers choose what is easily within reach and in season. Von Wyss continue the writing by outlining a plan of nature study lessons according to seasons and year of study of the pupils. This resource will be of interest to the reader who wants to understand how nature studies were imparted at the time. Similarities can be found with the EYFS statutory framework that is in use nowadays in early year's settings.

BIBLIOGRAPHIC LIST

BLOCK PLAY

A Child Life (1891) London: George Philip.

SUMMARY: This journal represents a significant source for researchers interested in the Froebel Society and the other organizations making up the Froebel Movement. In addition to providing data on the Froebelian organizations which, significantly were almost wholly women's organizations and thus of interest to feminist researchers, the journal provides a wealth of material on Froebelian pedagogy and curricula and on the education of young children in general. This resource provides copious material on the way Froebel's original conception of the kindergarten was revised in the light of the rise of the sciences of education, child study and psychoanalysis. The subject of block play, being part of Froebel's gifts, is often mentioned in the publications. One example of how block play was interpreted and practiced can be seen in volume one of the journal in a piece called 'The sequence in Froebel's occupations: its value as training in logic' by Eleonore Heerwart. In the piece Heerwart explains that Froebel saw the gifts as being a mean of awakening the inner world in the child. Moreover the sequencing of the gifts correspond to the growing abilities of the child, being always something new but yet still being somewhat familiar to the child. In block play the new shapes of the blocks, as the child progresses through the gifts, give a sense of assurance but also an excitement of something new to come that will allow more combinations of constructions. This article can be of interest to the reader exploring how Froebel's gifts have progressed through time and have been adapted and used in Froebel's educational philosophy.

Association for Childhood Education International. Committee on Equipment and Supplies (1944) Portfolio on Materials for Work and Play, Washington, D.C. : Association for Childhood Education International. (Pamphlet)

SUMMARY: This pamphlet describes different material that can be used for children's work and play such as drawing and painting materials, clay, blocks, textiles for sewing and weaving, puppets, musical instruments, books and many others. The authors illustrate how knowledge acquired through eye and ear is greatly strengthened by all the materials listed above. The part on 'Blocks for Building' is of particular interest for this list. Blocks are divided between indoor and outdoor blocks and this section details how to store and keep the blocks for ideal use from the children. Bredeson describes how blocks provide opportunities for physical development stimulate mental processes and encourages social development. The author of this part states that children's constructions with blocks develop gradually and therefore children should be provided with differing opportunities to engage in block play at different ages. Growing abilities in manipulation and planning of the constructions will present children with differing challenges to be solved and will stimulate psychical and mental development in different ways.

Athey, C. (2007) Extending Thought in Young Children 2nd Edition, Sage: London.

SUMMARY: The book describes analyses and gives detailed results of a five-year 'Early Education Project' carried out at the Froebel Institute, Roehampton. The findings provide support for the efficiency of early education as supporting and promoting children's development, furthermore they show that early learning has its own recognisable and valid characteristics. The study also provides evidence that curriculum content offered to children is selectively assimilated by them to developing forms of thought. The second edition of the book illustrates how the finding of the 'Early Education Project' have influenced practitioners and academics to advance a pedagogy based on the identification of the positive aspects of cognition in young children. Although this book does not directly make links with Froebel's block play it constitutes an essential reading in order to understand how Froebel's philosophy has influenced many generations of practitioners in considering what children can do rather than what they cannot do as the start of their pedagogy.

Bowen, H. (1893) Froebel and education by self-activity, London : Heinemann.

SUMMARY: After presenting Froebel's life in the initial chapters, the authors dedicates a chapter to the Education of Man for then leading into a discussion of Froebel's games and songs. Later the books address Froebel's principles and methods ending with the ethics of training for practitioners. Chapter VII 'The Kindergarten, the general nature of its processes gifts and occupations' describes Froebel's ideas on block play for children. By laying the bricks across another the children will learn the concept of balance and equilibrium, when placing the bricks in line the concept of communicated motion can be explored. Bowen (1893) describes the Fifth Gift as the most valuable of all gifts, especially for older children transitioning above the kindergarten. This is because of the most complex geometrical shapes that it introduces in the children's play: Froebel stresses that the geometrical work deriving from the use of the gifts should be kept informal and that the use of the gifts should be continued up into the school. Observation of the children's play is considered an opportunity for educators to see children's play and thinking developing, in this kind of play children are not only exploring elementary notions but also aesthetics and geometric ideas.

Boyce, E.R. (1938) Play in the Infant School, London : University of London Institute of Education and the Home and School Council of Great Britain. (Pamphlet)

SUMMARY: This pamphlet presents a discussion on the importance of play for children not to be dismissed as an unimportant or trivial activity. In the paragraph titled 'Selection of Materials for the Activity Period' under the suitable equipment sub heading we find the building blocks. Boyce describes how the blocks should always be kept in large boxes or runners according to their size so that the children can push the boxes along during their activity period. Children are encouraged to co-operate when building with the large blocks while some smaller blocks should also be available for children that want to build individually on a table. This is an interesting account of life in a nursery school at the end of the 1930s, instead of using the blocks as an activity that children can access at any time of the day the blocks are seen as recreational material that can be accessed only during activity period. While still featuring Froebel's ideas on building blocks, the philosophy behind it is been transformed and somewhat lost.

Brosterman, N. (1997) Inventing Kindergarten, New York: Harry N. Abrams.

SUMMARY: This volume describes the kindergarten and links Froebel's gifts and occupations with prominent figures in the world of modern art. Chapter 3 'Gifts' is of particular interest for the subject of block play as intended by Froebel. The open-ended nature of the blocks provides opportunities for instruction in social studies, language, and geometry only to name a few. Froebel was against the complexity and intricateness of the toys that were available in the nineteenth century because they would not leave anything for children to be discovered or created, instead he advocated for simple playthings that allowed children to imagine and think. This is a beautifully illustrated book that would be of interest to the reader wanting to connect Froebel's educational philosophy with the world of modern art while deepening his understanding of Froebel's educational ideas.

Bruce, T. (2012) Early Childhood Practice, Froebel Today, London: Sage.

SUMMARY: In this book, edited by Tina Bruce, the authors explore and reflect on the ways in which Froebel continues to be a resource for practitioners today. Chapter 10 provides an outline of Froebel's gifts with a focus on wooden blocks and occupation. Froebel developed the progression of gifts and occupations in order to follow the children's natural development, although the blocks that are today present in nursery are not presented in a box, like Froebel wanted, they still are presented to the children as a whole, they are kept in a specific place and are grouped in big boxes or they are arranged on shelves and sorted by shape. This gives children the chance to understand the concept of wholeness. This is an interesting resource that shows how much Froebel's educational philosophy is still very much alive in early year's education today; it encourages the reader to draw parallels to consider where Froebel's education touches the curriculum provided for young children today.

Bruce, T., S. Louis, McCall, G., (2015) Observing Young Children, London: Sage.

SUMMARY: This resource discusses a process of finding user-friendly and purposeful ways of observing and planning that will help parents and practitioners to become informed and able to help young children to develop and learn. Of particular interest for this list is Chapter 9 'Observing and Sharing Practice', the chapter describes the Froebel Trust project in Soweto, South Africa and illustrates how the staff embraced the opportunity to develop the physical environment, working together with the Froebel Trust team to create a sustainable learning environment which is culturally appropriate. In the chapter the authors describe how block play was implemented in the setting by first introducing the staff to the blocks and then the children. Observations from the team of the children engaging in block play are presented as a way for the reader to reflect and develop his/ her practice further while considering international projects that carried on Froebel's educational ideals in culturally appropriate ways. This resource will be of interest to the reader wanting to further their knowledge on observation and on Froebelian practice while focussing on block play and observation.

Bureau of Educational Experiments (1923) Playthings, New York : Bureau of Educational Experiments.

SUMMARY: This bulletin has been produced to clarify children's need of play and the resources that will encourage meaningful play. The pamphlet sees play as a serious activity for children because it is a way for children to understand the real world. Blocks are mentioned in the pamphlet as a material to be used as a basis for constructing a miniature world. With the help of additional toys, such as dolls and horses the blocks can serve the function of helping children to exercise their imaginative abilities. The use of blocks in the way described above is considered as an innovation of the modern kindergarten. This pamphlet is an interesting resource that shows how Froebel's block play has been adapted to the changing context of early childhood education.

Catford, N. (1945) Improvised toys for nurseries and refugee camps, London : University of London. (Pamphlet)

SUMMARY: This pamphlet was primarily aimed to suggest toys that could be made from recycled materials in refugee camps in time of war but it could also be used from nurseries in Britain. The author suggests that as conditions after the war improve more durable toys must be produced for children; most children would have seen terrible things in the war or might be ill and malnourished and they might have temporarily lost the ability to play, it is the adults' job to encourage the children's ability to play to surface and flourish again. It is extremely interesting that in this resource building blocks are mentioned amongst the essential resources to help children through the horrors of the war. The can be made with paper and can be filled with soil or sand in order to make the blocks heavier. For children in hospital it is advisable not to fill the blocks with anything except some paper in order to make them a little bit heavier and easier to use to build constructions. What I consider to be of particular interest in this resource is that even in times of extreme hardship and scarcity of resources for play, building blocks are still mentioned as being an important resource in children's lives.

Community Playthings (2000) Foundations, the value of unit block play (VHS)

SUMMARY: This VHS outlines the main features and benefits of block play for children, it is important for children to play with blocks because the next steps in the play are determined by the children and not by the structure of the play material. The process of discovery for children is seen as the start of the creative process for children, playing with blocks allows children to learn both through their senses and also from their experiences. Symmetry, balance and shape are only some of the skills that are exercised during block play. During block play children are allowed to act on the environment and feel experts without the closely defined boundaries of right and wrong. This resource can be of interest to the viewer wanting to get some observational material of children playing with blocks as well as understanding how block play has been adapted in modern practice.

Corbett, B. (1980) A Garden of Children, Mississauga: Froebel Foundation.

SUMMARY: In this book the author shares with the audience what she has learned about education from Froebel setting out the basic educational principles of a Froebel kindergarten and school. The setting is a kindergarten in North America where the author works. Chapter X 'The Gifts and Occupations' explains how Froebel believed that, by playing with the gifts, the child could be helped to understand the material world and also to grasp invisible, spiritual truths. The book also provides guidance to the educators on how to use the gifts with the children, through repetitive exploration of the gifts children will become more observant and perceptive. Froebel also warns not to use the gifts to teach facts to the children as this will destroy its purpose and effectiveness. One of the way that the educators can participate in block play is to ask the children to talk about their constructions, and after all the children have had a chance to speak the educators can weave the stories into one coming back to Froebel's principle of unity. This is an interesting resource that shows how Froebel's principles of education are been adapted into more modern education in a non-European context.

Downs, R. (1978) Friedrich Froebel, Boston : Twayne Publishers.

SUMMARY: This volume presents a biography of Froebel and presents him as the father of the kindergarten. Chapter VI 'The Gifts and Occupations' is of particular interest for a discussion on block play describing the main of Froebel's principles on the subject. As each stage of the Gifts is reached (from the third to the sixth) the variety of forms that can be represented becomes greater and gives more scope to exercise the child's imagination. There is an increase in forms and combination that are possible to create prompting the child to achieve more complex designs in the constructions. Order, neatness, economy and precision are other skills that children will practice through playing with the blocks but also social skills such as friendliness towards others and helpfulness. As the gifts advance so do also the child's geometrical abilities, the forms that have been exercised through the use of the cubes can be taken further by the introduction of plane wooden tablets in forms of squares of right, acute and obtuse angles- triangles: this will bring the child's attention to surface, bringing out the relation of area to volume.

Durant, S. and E. Darling (1993) Architecture and Childhood, London : British Architectural Library Drawings Collection.

SUMMARY: The exhibition explores the ways in which architecture has been used to develop children's skills both manipulative and imaginative. Froebel's kindergarten gifts were devised to facilitate the process of play; the blocks were intended to be assembled in configurations, buildings and forms of nature. From the late 19th century block play was deemed appropriate for working class children as well as middle class children and was therefore included in the curriculum of British primary schools. George Ricks is accredited as having brought Froebelian ideas to working class children; his aim was to improve children's hand to eye coordination and manipulative skills in order to render them better factory workers. In the 20th century Froebel's educational philosophy became more widespread in Primary School education. The leaflet follows the developments in materials and form of block play for children investigating how the concept of play has changed during the years. Subsequently the main exhibits are illustrated and drawings of blocks constructions of various forms are presented. This leaflets presents a link between Froebel's educational philosophy and art, it will be useful to the reader wanting to make connections between different disciplines.

Early Childhood Practice: The journal for multi-professional partnerships (1999-2010).

SUMMARY: This journal aims to help early year's workers to develop their practice with young children and their families. The basic principle guiding the journal is Froebelian and illustrates how theory and practice need to be interwoven in order to develop evidence based practice and also practice that sees the child as being part of different contexts such as home, school and society. Of particular interest in volume 1 number 1 (1999) is an article by Cubey. In the piece she describes a study carried on in New Zealand to explore the provision on block play available to children in three settings. Practical advices are given to the reader on how to provide a rich environment for children when providing block play in early years settings as well as describing the research and comparing it with earlier studies. This is only one example of the types of articles that can be found in the journal, different volumes consider different issues but they all are in keep with a Froebelian approach to education. This journal is a very valuable resource for the reader considering the effect that Froebelian tradition had on different aspects of young children's education in different contexts and countries. While being an academic journal it is still extremely practical and appeals to a wide range of professionals.

FA/7.2 Practice of Education, College Curriculum (1901-1902).

SUMMARY: This file contains the syllabus for the Froebel College between 1901 and 1902. The subjects thought to the students are detailed and of particular interest for this list is how Froebel's gifts were presented to the students. The students would attend lectures that described each gift in detail incorporating some practical play for the students in order to understand how the gifts could be used by children. In lecture VIII the methods of building objects and symmetrical forms is explained through a demonstrative lesson. After this lecture the students are expected to present suitable structures for babies, for older children and some group building exercises in order to demonstrate their understanding of Froebel's gifts. This would be an interesting resource for the reader researching how Froebel's educational philosophy, and in particular the gifts, have been integrated and adapted to a more modern curriculum for students of the Froebel College.

Available to view by appointment.

FA/7.2 College and demonstration school curriculum (1902-1903).

SUMMARY: This file contains the plans and schedule for a Froebel school for children. The children are divided by ages in kindergarten, lower transition, upper transition and forms I to IV. The average age of the kindergarten class is 4 years of age while the average age for the students in form IV is 13 years. In the kindergarten time table we see that the building with Froebel's gifts was scheduled in the daily activities. The work with the building blocks was intended to be used for building in connection with the morning talks. In the lower transition class for children aged 5 years old on average, the gifts are still featured as being used as an expression of nature work and stories. From the lower transition class onwards the building blocks are not featured in the daily activities planned for the children. This would be an interesting resource for the reader interested in understanding how Froebel's gifts and in particular building blocks were featured in the curriculum, a particular reflection could be made over the fact that past 5 years of age, the curriculum does not feature the building blocks anymore and other subjects are introduced in the curriculum.

Available to view by appointment.

FA/9.5 Student Coursework. Unknown Student (unknown date)

SUMMARY: In this notebook the student provides a description of Froebel's gifts together with illustrating the benefits of play with the gifts for young children. The student then proceeds to illustrate songs and games that can be performed with each gift for then drawing examples of possible constructions with the different sized blocks for play. After this section the student describes Froebel's occupations with almost the same structure as before. This will be an interesting resource for the reader looking to explore how Froebel's gifts were explained to the college's students and how they were taught to practice with the blocks with children in the school.

Available to view by appointment.

FA/9.5 Student Coursework. Student (unknown date)

SUMMARY: This exercise book was used by the student to illustrate Froebel's gifts. The student starts with some general remarks about the gifts such as describing the general aim of the gifts, the special aims and the differences between gifts and occupations. The student then goes onto describing each gift and occupation separately. In the section about Gift III, the student highlights that this gift is given to children because of their curiosity in taking the whole apart, the cube represents a safe way for children to do so. In the section discussing Gift IV the student remarks that Gifts III and IV are similar in their appearances but differ in the way that the cube is divided. According to the student Gift IV better adapts for construction purposes. Gift IV is described as having the educational value of developing the child's physical abilities. This resource will be of particular interest to the reader wanting to explore how the gifts were presented to the students at the Froebel institute, especially interesting are the student's remarks on each gift.

Available to view by appointment.

FA/9.5 Student Coursework. Montheith, E. (1901)

SUMMARY: This student's scrapbook contains drawings and examples of Froebel's gifts and occupations. The student describes and illustrates the gifts and from gift 3 we see instructions for block play. By following the laws of evolution, one of the main features of block play is to construct as many forms as possible from the classification of forms given by Froebel. The classification is as follows: forms of life, animate and inanimate objects, forms of beauty, symmetrical and artistic designs and forms of knowledge, geometrical constructions which include all elementary and scientific branches of education. The student then draws gifts 3 to 6 showing possible constructions in the different classifications illustrated before. After describing the gifts Montheith explores and brings examples of Froebel's occupations. This is an invaluable resource for the reader wanting to gain more knowledge on how the students in the Froebel College studied Froebel's educational philosophy.

Available to view by appointment.

FA/9.5 Student Coursework. Densham, D. (1915-1918)

SUMMARY: In this booklet Densham describes the Froebel's gifts with a description of the material, characteristics of the gift and notes from Froebel's work on the gifts. With building blocks she details the different forms that can be created with the blocks. She divides them in forms of life (eg. table, mother's chair, and high wall), forms of beauty and forms of knowledge. In her notes she describes the educator as having to be as unobtrusive as possible when observing the children play with the blocks in order to gain as much information as possible about the child's interests. Once the observer has detected that some of the construction could be used in pretend play it is the adult that combines the object for the child with a use in order to provide the child with links between the constructions and real life objects. Subsequently each gift is meticulously described and step by step drawings are used to represent the different shapes that can be created with each gift. This material represents a very precious insight about how Froebel's students were educated about his educational philosophy; it would be of interest to the reader wanting to find more about the teaching of Froebel's ideas to students.

In another booklet by Miss Densham we see the teaching practice notes and the lesson plan for the children. Of particular interest is the lesson from the 6th of October 1918. The direct aim of the session is centred around building blocks, the children are expected to build a representation of a garden bed, kitchen steps and a table and cupboard. The indirect aim described is to develop a sense of form and order and to give the children the chance to make something that represents their surroundings. This book detailing Miss Densham teaching practice can be an interesting resource to explore how Froebel trained students will transport their knowledge in the classroom and embed Froebel's educational philosophy in their practice.

Available to view by appointment.

FA/OS 1.7.3 Slides-Frank Lloyd Wright.

SUMMARY: The slides show some of Wright's architecture along with a representation of the structure using blocks, paper folding and cardboard shapes. It is apparent, from this material just how much influence Froebel's blocks and gifts had on Wright's creations. Other slides show Wright's home and other building, even without having a translation of the structure in blocks it is clear to the viewer the reliance that the structure makes on block-like shapes and paper folding shapes.

Available to view by appointment.

FA/OS 1.7.3 Slides- The Gifts 1-40, 41-80, 81-99.

SUMMARY: The slides detail Froebel's gifts, of particular interest for block play are slides from 1-40 and 68-64, these slides show Froebel's blocks and some structures constructed with the blocks. Slide 59 details an intricate construction made with the blocks which fully shows the level of detail that can be achieved in constructions with blocks. These slides contain explanations of the Gifts in German and show in great details all of Froebel's gifts. This material will be of particular interest to the reader wanting to research mathematical and architectural structures but also to the reader wanting to understand more about how Froebel's gifts were used and presented.

Available to view by appointment.

FA/PH 6.5 FEI the schools- Grove House (1931)

SUMMARY: This card shows children at the Grove House School in 1931 posing for the camera during a class which involves using the Froebel 'gifts'. The gifts were developed by Froebel in the 1830s to guide the children's play into imaginative exploration, expression and learning, while at the same time encouraging the development of personal, intellectual, aesthetic and moral qualities. In this picture the blocks are on the floor on a mat. The children seem to be sitting around the mat while building. The blocks are large pieces of wood and some smaller blocks can be seen behind those. In the picture we can see two constructions being made to show how the blocks can be utilised. This resource can be of use to the reader wanting to explore how Froebel's gifts were used in Froebelian kindergartens in the 18th century.

Available to view by appointment.

FA/ PH 8.2 FA/ PH 8.2 Individual Schools. Notting Hill Nursery School [date unknown]

SUMMARY: In this picture taken outdoors in the Notting Hill Nursery School we can see the children playing with the blocks. Some children are observing the teacher showing them a construction while others are busy constructing on their own. This resource will be of interest to the reader wanting to gain an understanding on how block play was put in place in a free nursery school.

Available to view by appointment.

FA/ PH 9.1 Challoner Street School and Miss Lawrence with Class.

SUMMARY: The pictures show the children playing with the blocks during a class, in both pictures the children are sat down in front of their desks and they are using small square blocks to build the constructions. In the picture depicting Challoner Street School we can also see that the surfaces of the children's desks were outlined with a grid, probably to provide them with a guide for the positioning of the constructions.

Available to view by appointment.

FA/PH/CA/FNRP/1/1 Chris Athey Collection, Box 1.

SUMMARY: The pictures contained in this box are part of a five-year 'Early Education Project' carried out at the Froebel Institute, Roehampton. The findings provide support for the efficiency of early education as supporting and promoting children's development. The picture that I would like to highlight for this list is a picture of children playing with wooden blocks. We can see the social aspect of this type of play; one child is intent in building a tall structure while the other one attentively supervises the process. This resource will be of interest to the reader looking to explore other projects linked with the same educational philosophy that Froebel created.

Available to view by appointment.

FA/PH/CA/FNRP/1/1 Chris Athey Collection, Box 2.

SUMMARY: In this picture we can see a boy showing a construction with block he has made. He has used larger and smaller blocks in his creation; behind him we can see some other constructions on the desks. In this occasion block play did not have a social element in it because the boy was construction on his own but the value of block play for problem solving skills is evident. This resource will be of interest to the reader looking to explore other projects linked with the same educational philosophy that Froebel created.

Available to view by appointment.

Filing cabinet archive-General files, block play.

SUMMARY: This file contains leaflets, articles and extracts on block play. Of particular interest is the leaflet on Building Block Art from the Please Touch Museum. In this leaflet architecture is linked to block play the aim is to show parents the importance of block play for children both through the leaflet and through the exhibition that was connected to it. Block play is seen here both from the stylistic and pedagogic point of view. Different styles of blocks made of differing materials are presented and the development of block building for children is discussed in great detail linking it to different disciplines such as mathematics, architecture and socialization skills.

Available to view by appointment.

Filing cabinet -archive- Kingston Children folder. Block play picture 1913 [Location Unknown].

SUMMARY: This picture shows some block play in the classroom. It seems like the teacher in front of the class is showing the children a construction to copy while another teacher at the back plays the piano. The children look intent in making the constructions that has been shown with the blocks while sitting at the tables. This is an interesting resource for the reader looking to explore how block play was implemented in the classroom.

Available to view by appointment.

Filing cabinet-archive- Kindergartens overseas.

SUMMARY: This file contains many articles documenting the organization and practice of the kindergarten oversea. An article titled 'An English Student's Impressions of American Kindergartens' from Child Life (1900) is dedicated in describing in detail the use of the gifts in the kindergarten. The students seem to have been very impressed by the lessons about Froebel's gifts, in it the theory of free, spontaneous self-expression was carried out with meticulous attention. At the beginning of the year, the kindergartener would leave the children to explore the gifts first without intervening watching for clues that the children might need help. After watching the children the kindergartener would initiate a game with the gifts including actions that most of the children were performing when exploring so as to start from where the learners are. The gifts were introduced in order in each lesson but when a new gift was introduced the preceding ones were kept on. This resulted in the gifts being used in alternation. This resource will be of tremendous importance for the reader looking to explore how Froebelian kindergartens were organised overseas.

Available to view by appointment.

Filing cabinet-archive- Kintore Way Nursery School. Photos (1977)

SUMMARY: In this file we can see a picture of a boy playing with Froebel's blocks. The blocks are wooden and very large. The boy is pictured in front of a low construction and it looks like he is about to place the block he is holding on top of the construction. From the picture we can notice that there were different varieties and sizes of blocks available for children to play with in order to allow for different constructions. This resource will be of use to the reader looking to explore evidence about Froebel's block play being in use in nurseries from the Inner London Educational Authority in Bermondsey.

Available to view by appointment.

Filing cabinet archive-General files, Community Playthings, Bruderhof.

SUMMARY: In this file we can see various catalogues and booklets produced by Community Playthings. Of particular interest for this list is the pamphlet titled 'Criteria for Selecting Play Equipment'. This pamphlet describes the blocks as the prime unstructured material and the most important equipment in a nursery. Both sexes are found to be responding to the openness of the blocks, manipulation, balance and fantasy play are only some of the developmental outcomes of this material. The unstructured feature of the blocks permit children to practice creativity with the next step determined by the child and not by the structure of the play material. A description of hollow blocks for children's play is also given. The author illustrates how the blocks develop both children's physical and mental abilities. This resource will be of interest to the reader wanting to explore how Froebel's blocks have been adapted to modern nursery education while still retaining their original aim for children's learning.

Available to view by appointment.

Filing cabinet archive-General files, Froebel: Gifts and occupations.

SUMMARY: This file contains original material and photocopies detailing Froebel's gifts and occupation. A booklet titled 'The Froebel Gifts, a guide to gifts two through six' describes the significance of the gifts and how can they benefit a child. Suggestions on how to use the Froebel gifts in a classroom setting are also presented together with ways to present the gifts to the children, and activities. In the file we can also see various photocopies depicting possible constructions to be done with the blocks in order to stimulate the practice of fantasy and small-world play for young children. This collection of resources contains plenty of material to be explored in connection with the gifts and occupations that will illuminate the reader's knowledge on the subject while providing a mix of modern and original take on the gifts and block play. This resource will be of use to the reader wanting to explore how Froebel's gifts have been presented and introduced in main stream education as well as modern kindergartens.

Available to view by appointment.

Ford, H. (1930) Applying Nursery School Methods of Child Training in the Home, Kansas State Agricultural College. (Pamphlet)

SUMMARY: This pamphlet is aimed at parents and describes the methods used in nursery schools giving advice to parents on how to continue stimulating children with the same methods at home. Playthings for children to have at home are detailed and between those the blocks are featured and described as having to be of differing measures and be heavy and large enough to enable the child to build constructions that will not fall down easily and that could be large enough for the child to enter his constructions and explore them from the inside as well as from the outside. This is an interesting resource showing how Froebel's blocks are still heavily featured and considered essential in children's play both in the nursery and in the home.

Ford, R. (2003) 'On Primary Matters, Because Primary Matters' in *The International Journal of Art & Design Education*, 22(3) pp.261-267. (Pamphlet)

SUMMARY: This article advances that society needs to represent art, craft and design education in all sectors. The paper underlines the value of education in art and design in the primary sector and suggests that misunderstandings that exist about the nature of and importance on the activity of young children, particularly in relation to play, need to be addressed. The importance and influence of Froebel's gifts is also discussed in the article. This resource will be of interest to the reader looking to link Froebel's gifts with other disciplines while exploring the influence that Froebel's methods had on the teaching of art in primary schools.

Froebel, F. (1898) Pedagogics of the kindergarten, or his ideas concerning the play and playthings of the child, transl. Jarvis, J., London: Edward Arnold.

SUMMARY: This resource presents the reader a thorough discussion of the first five gifts created by Froebel. He considered every phase of the child's play as having an educational value, the gifts are considered as inspiring the child with quantitative and mathematical ideas. This book will be of interest to teachers in training and early year's educators as well as any academic who has an interest in Froebel's philosophy and endeavours. Chapter XI 'The Fourth Play of the Child' describes how, through the gift of the building blocks, children are prompted to explore the three dimensions of space because the block's length, breadth and thickness can be distinguished from each other by difference in size. The child is therefore encouraged to recognise the blocks in forms that surround him during his everyday life. The child's increasing constructing ability is satisfied with this gift as well as his growing capacity to understand the external world. The subheading 'Use of the Play' in the same chapter gives directions and requirements on how children might use the building blocks in their play and how can educators facilitate and assist block play.

Froebel, F. (1899) Education by development: the second part of the Pedagogics of the kindergarten, transl. Jarvis, J., London : Edward Arnold.

SUMMARY: In the present volume the educational principles underlying the gifts are thoroughly discussed. This resource can be of particular interest for students who wish to cast a new light over Froebel's thinking. Brief summaries at the end of each chapter provide a succinct way to highlight the issues discussed in each chapter. Chapter XI 'A Complete Epistolary Statement of the Means of Employment of the Kindergarten' includes guidance over the use of Froebel's gifts. In this chapter Froebel states that the blocks prompt the children to consider the shapes in space examining length, thickness, height and breadth and also considering the shapes as capable of change and alteration.

Froebel, F. (1912) Froebel's chief writings on education, transl. Fletcher, S. and J. Welton, London : Arnold.

SUMMARY: This resource is aimed at educators with the central belief being that 'the present is both the child of the past and the parent of the future' (Froebel, 1912:V). The translation of this edition is aimed at presenting Froebel's thought as precisely as possible in the English language. Of particular interest is Chapter IV 'The Fourth Play', in this chapter block play is explained as making more evident the extension of surface and length. Froebel stresses for the play to be free provided that everything that the child constructs is a representation of familiar objects in the child's life. Educators are encouraged to observe children while building in order to fully comprehend children's block play. In order to have a deeper understanding of the theory behind block play, Chapter V 'The Fifth Play' has to be mentioned, in this Chapter Froebel explains the division of the building block diagonally in order to extend the previous gift.

Froebel, F. (1929) Extracts from letters written by Friedrich Froebel, ed. Murray, E. R., London: Froebel Society.

SUMMARY: These letters were written between 1840 and 1852, this books presents a selection of material from 'Froebel's letters' published in 1891. The letters deal with the foundation of Froebel's Kindergarten. Froebel describes play for a child as 'the very life of his heart' (Froebel, 1929:4), he devised the gifts (balls, building block, tablets for design, paper cutting and folding, clay and sand modelling) as an occupation with which the child could satisfy his need for play and 'bring it to usefulness' (Froebel, 1929:4). The letters also include a typical daily schedule for children and educators to follow in the kindergarten. This material will be of use to anyone wishing to gain deeper knowledge on how Froebel devised the kindergarten, the letters make it possible for the reader to gain a deeper insight into Froebel's ideas for the creation of the kindergarten.

Goldammer, H. (1882) *The Kindergarten. A guide to Froebel's method of education. Gifts and Occupations*, Berlin: SW Charles Habel.

SUMMARY: This volume consists of a detailed description of the gifts and their uses in the classroom. In the chapter describing the Third Gift, Goldammer (1882) illustrates how children between two and three years of age are not satisfied by the previous gifts anymore and his whole self is striving to find something else that will stimulate him further. At this age children are fascinated with exploring not only the whole of an object but also its parts in order to discover new properties. This is when the first building cubes are essential to provide children with new stimuli according to their level of development. Block play is explained as satisfying the child's instincts of investigation, invention and construction. How to present the gift to the child is then explained in great detail, the role of the educator is presented as a facilitator of the child's attainments which must be extended by drawing the child into instructive conversations while he builds. This volume will be of interest to the reader wanting to gain a deeper understanding of Froebel's gifts and their use in the kindergarten to support and extend children's interests and development.

Gura, P. and T. Bruce (1992) *Exploring Learning, Young Children and Block Play*, London : Paul Chapman Publishing.

SUMMARY: The book is aimed at practitioners working with young children; it shows how those participating in the Froebel Blockplay Project explored this resource as an integral part of the curriculum. The history of block play in the western world is outlined for then moving onto how children and adults interact while using blocks together. Later on aspects of representation and communication while using the blocks is explored, the mathematical problem solving opportunities presented by the blocks are discussed. The book ends with some practical advice for recording and allowing block play in the classroom. Chapter 1 'A Short History of Children's Building Blocks' discusses the evidence that suggests that blocks were present in children's play as far back as the fourth century BC. Friedrich Froebel is credited as being the person who took building blocks and formulated a theory of play around them. Other pioneers in different disciplines are also linked to the use of building blocks such as Maria Montessori, Frank Lloyd Wright and Albert Einstein. In a later chapter the developmental aspects of block play are discussed bringing this book as a bridge between the old and the new. Froebel's theory on block play is presented as an integral part of the modern curriculum but also contextualised through historical discussions.

Gura, P. and T. Bruce (1992) Exploring Learning, Young Children and Block Play, Box of project material and published VHS available upon request in the Archive.

SUMMARY: Within this collection of materials we have a video cassette directed and written by Tina Bruce titled 'Building a future, block play and young children' (1991). This video describes the block play research (1987-1990) at the Froebel Institute College. The box also contains some conference speeches on the subject and other materials on the structural and functional aspects of children's block play as well as material detailing how to introduce block play in the early years' curriculum. Within the materials we also have a collection of slides detailing the intricate constructions created by the children participating in the Block Play project also showing children's imaginative play being formed through the use of the blocks. This material would interest the reader wanting to have a thorough research on how Froebel's block play has been translated into modern practice in nurseries.

Available to view by appointment.

History of Education (1972-1992) London : Taylor & Francis.

SUMMARY: The journal aims at furthering the study of the history of education by providing opportunities for discussion among those engaged in its study and teaching. A particular article by Nawrotzki (2006) titled 'Froebel is dead; Long Live Froebel! The National Froebel Foundation and English Education' explores the pedagogy of Froebel including its methods and activities for young children. The article examines the English neo-Froebelian movement after the death of Froebelian methods by the start of the twentieth century. The discussion is based on analysis of the organizational records and publications of the Froebel Society, National Froebel Foundation, NSA and other professional groups connected with early childhood and progressive pedagogy and it identifies several turning points in the institutional and ideological trajectory of the neo-Froebelian movement. Although not directly talking about Froebel's block play this article is included in this list because it represents a valuable source to understand how Froebel's pedagogy is been adopted in the UK and adapted to the context.

Hirsch, E. (1984) *The Block Book*, Washington, D.C. : National Association for the Education of Young Children.

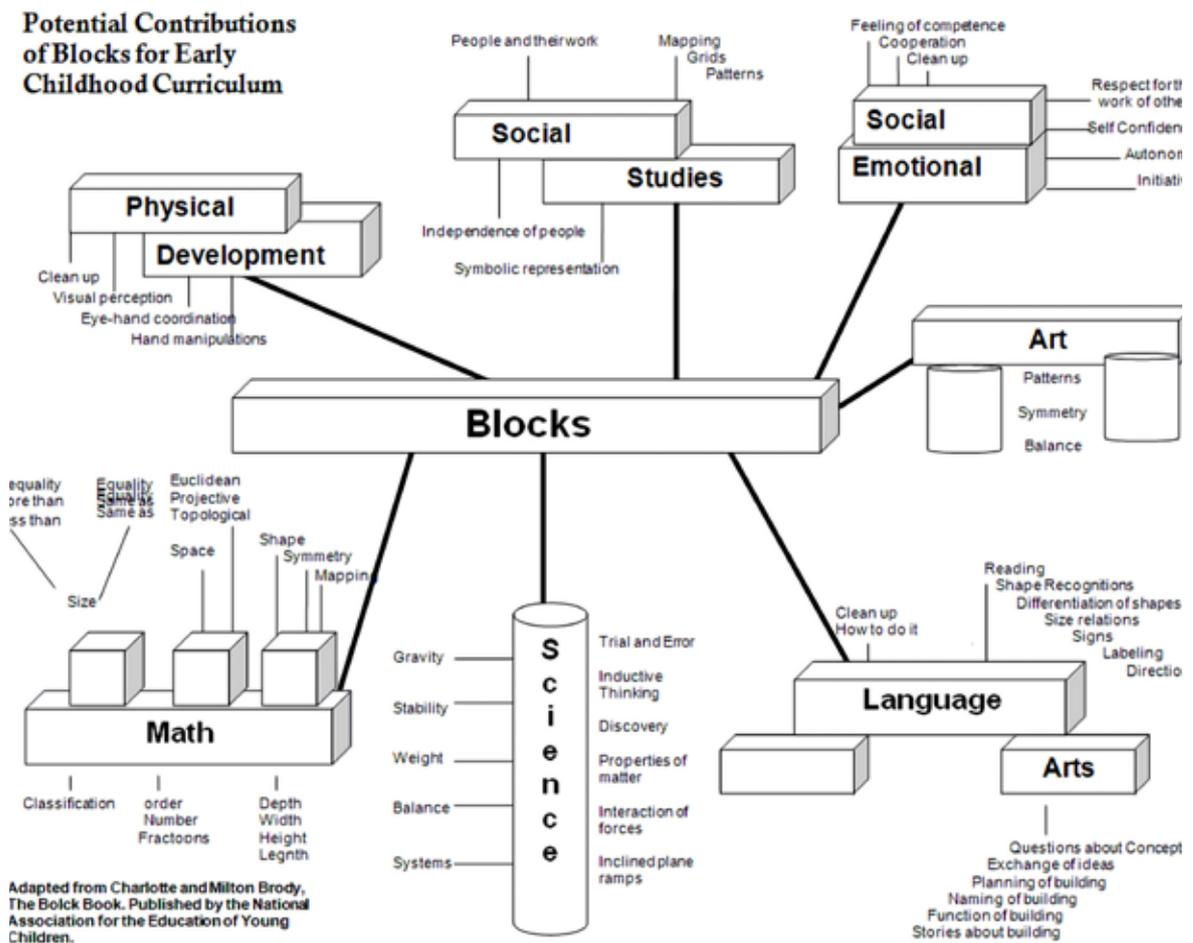


Image from: <http://www.stevenscoop.org/news/article/index.aspx?linkid=60&moduleid=39>

SUMMARY: This volume examines in details some of the aspects of learning through block building. It is imperative that children’s initiative and curiosity is supported for growth and learning, the book includes a discussion by Harriet Johnson about the blocks as an aesthetic experience and the use of blocks is seen as a way for children to learn through play. Blocks are seen as being simple pieces of wood unless they are infused with information gleaned from the children’s experience. Children’s representative skills are discussed in relation to block play as well as learning about science specifically about understanding a construction as a system and learning about the interaction of forces through the system. Through blocks children also learn about space and are used to think both creatively and scientifically. In the book different disciplines are linked to block play such as mathematics and geometry but also learning about the social context and how to relate to members of the group, the influence of blocks on dramatic play is also discussed and the blocks are seen as facilitating and stimulating children’s creations of play scripts. This is a very comprehensive resource looking at block play from different angles and linking the learning in block play to different disciplines; it will interest the reader who wants to gain a more in depth knowledge of how block play can be used in the classroom to stimulate diverse learning.

Hoffmann, H. (1874) Kindergarten Toys and How to Use Them: a practical explanation of the first six gifts of Froebel's kindergarten, London: Myers.

SUMMARY: This volume presents the reader with a popular explanation of the gifts and how to use them. This resource is of interest because by only describing the first six gifts Hoffmann (1874) adhered to Froebel's original conception of the gifts. In the chapter describing the Third Gift, Froebel's first building block, Hoffmann (1874) explains how an older child will not be satisfied anymore with a single cube, if he had a knife and the material was malleable enough, he would cut it to pieces to investigate the interior and to have further materials for construction. This description of the child's striving for development and for new stimuli and material that will satisfy his interests is very interesting and fitting. The child is seen as an agent of change in charge of deciding his own development and understanding the stimuli that are needed in order to satisfy his need for exploration of the world. Hoffmann (1874) reports Froebel's classification of the forms that can be created with the blocks as mathematical, artistic and forms of general utility. This volume will interest the reader wanting to see another author's interpretation of Froebel's gifts that strictly adheres to Froebel's original ideas yet adds new understandings and explanations to Froebel's philosophy that are accessible in language and still have a very actual significance for children's education today.

Jebb, E. (1953) The significance of Froebel's ethical teaching for education today, London : Liberal Jewish Synagogue.

SUMMARY: This pamphlet is an invaluable resource presenting Froebel's educational philosophy in an accessible manner. Miss Jebb illustrates in a lecture for Claude Montefiore the significance of Froebel's ethical education in relation to the modern times. It is fascinating to see how the issues discussed are still very much true today. This is an important resource for the reader wanting to have general and accessible information on Froebel's philosophy. Furthermore, Miss Jebb also discusses the place that religion had in Froebel's thinking, Froebel's philosophy is also contextualised with the thinking of Freud, Wordsworth and Dewy. Through the text there are references to Froebel's education of man and other of his pioneering works.

Johnson, H. (1928) Children in the Nursery School, New York : John Day.

SUMMARY: This resource presents a record of eight years during which the author had overseen a nursery school for children aged between fourteen to thirty-six months. Adults and children's experiences are documented in order to produce convictions worthy of serious consideration regarding those engaged in the observations. The book produces a record important both for its historical significance as well as its practical value. Part III, chapter 2a 'Building materials' is of particular interest for the use of the blocks. Constructive material is seen as giving the child the power to deal effectively with the environment, giving the child the opportunity to plan and execute constructions as large and as elaborate as they see fit. On the other hand, the small sets of blocks present the child with some additional challenges; it is here that the child has to continually adapt his plans and purposes to the limitations of the materials available. This resource would be of interest to the reader wanting to understand how Froebel's philosophy and educational ideas have permeated the curriculum through the years.

Kilpatrick, W. (1916) Froebel's kindergarten principles: critically examined, New York : Macmillan.

SUMMARY: This is a critical book generated from a critical study of Froebel with experienced kindergarten and primary students. It is the author's aim to clarify some disputed points of Froebel's kindergarten theory to help spread the reform of kindergarten theory and practice. Furthermore, a specific aim for the book is firstly to make clear to educators Froebel's doctrines for the kindergarten and secondly, to understand the values that Froebel attached to these in light to the best theory at the time of publication. Of particular interest in relation to block play is Chapter IV 'The Kindergarten Gifts and Occupation'. Under the subheading 'Directions for using the blocks' Froebel's guidelines for block play are exemplified: the gift should be handed to the child in an individual box, it is then up to the child to turn the box on its top and raise the box to reveal the blocks. This is both so the child receives his playthings in an orderly manner but also to start with the conception of a whole. Froebel's direction of using the whole of the materials provided is again explained in two ways: this is both to elevate the child's imagination but also so that the connection between the whole and the unity is clear. This volume will be of interest to any student seeking for a clear explanation of Froebel's doctrines without the sometimes forbidding language that Froebel used to use in his writings.

Kindergartens and Schools file-archive-St. Anne's Nursery School- photos.

SUMMARY: This picture taken on the 7/12/1977 depicts three children playing with small wooden blocks. The children have created what looks like a building-like structure and have added a ramp to connect to the main entrance. They are all on a carpet around the structure and one of the boys is playing with a toy tiger making it go up the ramp and into the main construction. The other two boys also look like they have plastic animals in their hands and they could be waiting for their turn to come. The three children in the picture seem to be extremely engaged in this kind of social play made possible by the open ended resource that the blocks constitute. This resource will be of interest to the reader wanting to explore the uses that children make of blocks when they are allowed free and uninterrupted play.

Available to view by appointment.

Kindergarten Magazine (1888-1898-1899) Chicago : Kindergarten Literature Company.

SUMMARY: The kindergarten magazine it is a journal devoted to the child and to the education and practice in the kindergarten. It contains articles related to practice in America and discusses various issues in the practice of Froebel's educational ideas. The introduction to the journal explains how the kindergarten system has expanded in America and how Froebel's ideas can be adopted to make the kindergarten progress permanently and establish itself as an important part of the existing educational system. In an article by Luella A. Palmer the gifts are described, the introduction of the paper is dedicated to illustrating the nature of the gifts then considerations on the practical uses of the gifts are discussed. Social and psychological development of the child are emphasised in relation to the use of the gifts and advice to the teacher on how to organise lessons using the gifts are given. This journal will be of interest to the reader wanting to explore how Froebel's educational ideas have been adapted in the American system of education, furthermore, the Kindergarten Magazine presents discussions about Froebel's practice linked to the necessary progress of the kindergarten.

Kraus, M. and J. Kraus (1877) The Kindergarten Guide: an illustrated hand-book designed for the self- instruction of kindergarteners, mothers and nurses. Volume 1 and 2, New York: Steiger.

SUMMARY: The first volume of this collection presents the first and second of Froebel's gifts while the second volume describes gifts three to six. The books were initially devised as a guide for the use of mothers who visited the mothers' class; however, following the desire for information expressed by inquirers and people visiting the kindergarten the audience for the book has been enlarged. The chapters describe the gifts one by one highlighting links between the gifts, giving information about the philosophical thought behind each gift and how the gift should be used. The chapter also describes what the mother or teacher should do when the child is playing with the gift and things that should be avoided when using the gift. The authors also give advice on how the possibilities of the gift can be extended and the possible constructions that can be created with the blocks. This book shows how Froebelian ideas were experienced in Germany, England and America giving the reader a more complete idea of the influence that Froebel's educational philosophy had in the late seventeenth century.

Lambert, C. (1898) Play: a yardstick of growth, New York : Play Schools Assn (Pamphlet)

SUMMARY: This pamphlet was originally written during the depression and the days of the Spanish Loyalist war, it shows play as a way of emotional growth of learning one's way into life. By giving children time to play daily means giving them an opportunity to live despite the insecurity and confusion of the adult world, play will also help children to grow into adults able to cope with problems that they have inherited from the adults around them. The pamphlet presents few principles and glimpses into the meaning of play proving to be the next step in young children's education. Chapter IV 'Space, materials and equipment' details materials that must be available for children for indoor and outdoor play. In the indoor section blocks are described as a resource for children aged from five- to nine-years-old and are described as a basic play material. The blocks should encourage body activity, lifting, bending and pushing and representation; blocks are seen as a way for children to represent realistic details of the environment around. Lastly, blocks are seen as encouraging group play and co-operation between children. Moreover the blocks and materials available to extend the children's make-believe play should be suggestive of an environment that the child is familiar with, dolls and cars can be added to the blocks as materials that can extend and further children's representations by making them feel more realistic. This pamphlet is an interesting resource for the reader wanting to explore how block play has been adapted after Froebel's death and the weigh that it still has on the education provided for young children.

Lawrence, E. (1969) Friedrich Froebel and English Education, London: Routledge & Kegan Paul.

SUMMARY: This book provides an outline of Froebel's life, it also gives an understanding to the reader on how Froebel's educational philosophy was adopted and practiced in the UK. The purpose of Froebel's gifts is to provide children with play and also to train their dexterity of movement and to teach the laws of nature. The gifts were adopted from some of the infant schools in the UK as an addition to the existing curriculum providing relaxation after classes on reading and writing, and although this use is far from the one that Froebel intended, it provides the reader with information about the UK context and the adoption of Froebel's philosophy in the educational system for young children. The philosophy behind providing children with blocks to play with is also explained in detail, this resource will give the reader a more complete picture of how Froebel's educational philosophy was adopted and adapted to the UK context while explaining Froebel's ideas behind his principles.

Liebschner, J. (1992) A Child's Work: Freedom and Guidance in Froebel's Educational Theory and Practice, Cambridge: Lutterworth Press.

SUMMARY: After introducing Froebel, the man and his life his educational and philosophical ideas and their origins are presented. Froebel always maintained that there was nothing new in his education and that he had simply brought together the ideas of others to create one whole, but, as a Froebelian will testify, his philosophy and education could be applied in order to find solutions quickly whether the educators are dealing with five-years-olds or fifteen-years-olds. This peculiarity made his new education accessible and very popular soon after Froebel's death. In Chapter V 'The Gifts', the author describes Froebel's gifts as a mathematically structured material from which and with which children would learn. When constructing with the blocks Froebel warns that only when a child has created his own form he should be asked to imitate those of others as an examining imitation and not a form of copying. This volume will introduce the reader to Froebel's basic ideas in a language that is accessible and clear.

Lupton, E. and J. Miller (1993) The ABC of the Bauhaus and design theory, London: Thames and Hudson.

SUMMARY: The concept of a Basic Course developed in the Bauhaus movement is a visual language that would provide a theoretical and practical basis for any artistic endeavour. The concept of a Basic Course was intrinsic of the Bauhaus movement but a similar notion was developed by Rousseau, Pestalozzi and Froebel. For example Froebel's sensory education was a concept applied from ideas in the Enlightenment. Froebel's gifts, given according to a particular order to the child, were intended to mirror the child's physical and mental development. In time, the child will progress from the sphere to the blocks which enabled him to form representations of the surrounding world. The similarities between some of the creations in the Bauhaus movement and the possible constructions with Froebel's blocks are striking. This volume also presents the reader with quotes about play and learning that seem to mirror Froebel's ideas and will provide the reader with a deeper understanding of the Froebel's gifts linked with the Bauhaus movement in Germany.

Manning, J. (2005) 'Rediscovering Froebel: a call to re-examine his life and Gifts' in *Early Childhood Education Journal*, 32(6) pp.371-376.

SUMMARY: This article examines the life of Friedrich Froebel, the founder of the kindergarten movement and his gifts. The article also aims at contextualising the meaning of Froebel's gifts according to life at the time and Froebel's educational philosophy. The author states that Froebel's development of instructional material and structured play-based curricula is worth re-examining during this time for greater accountability and expectation for the early academic success of children. In relation to the gifts the author recognises that those were not invented by Froebel but they were given a new meaning and use by Froebel's educational philosophy. This will be an interesting resource for the reader looking at how Froebel's ideas are still discussed in modern times and still considered relevant to the education of young children. Furthermore, the explanation that the author presents of the building blocks can be of use to the reader looking to gain knowledge over Froebel's ideas and rules behind the building blocks.

Meek, L. (1926) Interests of young children, Washington, D.C.: American Association of University Women. (Pamphlet)

SUMMARY: The pamphlet is part of the materials used for parents' study groups organised by the Educational Office of the American Association of University Women. The pamphlet is intended as a medium to drive discussions in the meetings. In the section about building materials we can see a section about blocks. The pamphlet describes the value of blocks as satisfying children's desire for manipulation, stimulate their constructive interests, encourage thinking and problem solving skills and promote co-operation. Different types of blocks are divided according to age in order to cater for the different development abilities of the young children. In this section the uses of the blocks that children can make at different ages is also detailed and some additional readings on the subjects are presented at the end of the section. This is an interesting resource to understand how block play was interpreted in America in the 1920s.

Nesbit, E. (1913) Wings and the child, London: Hodder and Stoughton.

SUMMARY: This book represents a history and theory of building magic cities using bricks (or blocks). The blocks are used as a mean for the child to express the innate creativity within his being, and to support his imagination and imaginative play. Nesbit (1913) promotes everyday materials as toys and bricks for construction instead of shop bought toys that don't satisfy the child's curiosity for long or stimulate his imagination. In the book Nesbit defines education as the unfolding of a flower, she refers to Froebel, Pestalozzi and Montessori as pioneers of a new system of education that will change how children are viewed. Nesbit describes the capacity that children have for make-believe play by illustrating some of her observations of children. She particularly observes children playing with wooden blocks. Nesbit supports the use of wooden blocks because of the infinite possibilities that they offer in make-believe play, one of the most important characteristics of the blocks is the high scope for symbolic use. The book engages the reader in a discussion about the toys available for children to play and supports the use of the blocks for many different activities Chapters III and VII in part one are specifically meaningful for the use of blocks in play. Chapters II, III and V in part two are also to be noted for a discussion of block play and construction opportunities that the blocks offer. This is a useful resource for the reader looking to link Froebel's ideas on block play with later theorists. The book illustrates the meaning and possibilities of block play for children in a clear and direct manner while making links to pioneers of education as explained earlier in the summary.

New Era (1927-1981) U.K.: World Education Fellowship.

SUMMARY: This journal aims at making known what is happening in education by considering not only the UK context but also international perspectives. It is centred on the child considered as a whole being in the home, school and in societies across the world; the child's environment is considered a major influence in his development and education. The journal present articles aimed both at parents and teachers and illustrate issues that challenge practice and thought. Of particular interest is an article by De Lissa discussing the essentials in nursery school education, issues such as hygiene, children-teacher ratios and learning methods are presented in detail. Of interest is a specific paragraph talking about materials available for children's play in the nursery, even if the author does not openly refer to Froebel and his gifts I believe that it is clear the influence that Froebel's ideas have made on the equipment available for children's play in nurseries. De Lissa states that some nurseries are provided with luxurious and breakable toys which are unsuitable for children's play, while others are not provided with enough materials for the children to explore. A suggestion is advanced that a variety of playthings should be available in order to stimulate the child's senses and accommodate for physical and emotional development of the child. It is also illustrated how the toys that children play with should change and become more complex and stimulating as the children grow older and here we can see a clear link between De Lissa's ideas and Froebel's structure of the gifts. This is an interesting resource for the reader wanting to compare how Froebel's educational philosophy is been adapted and incorporated in the UK curriculum over the years.

Nuth, M. (1900) Kindergarten Gift Plays, London : Curwen.

SUMMARY: The Froebel's gifts were devised mainly to help children to express their ideas over objects and things that were part of their daily lives. By doing so, the child will express the inwards in an outwards and visible form. The gifts were also made in order to help the child understand some characteristic features and their relationships to each other of objects around him. Cubes and bricks are transformed by the child so that they are not only blocks of wood but become living expressions of thought. This volume is intended as a collection of suggestions over how to utilise the gifts with young children. With the use of illustrations and music sheets, the author brings together Froebel's gifts with music and movement presenting a holistic view of play that is not prescriptive. This volume can be of use to a reader wanting to explore how Froebel's gifts, songs and movement games can be linked together in practice.

Pratt, C. and L. Wright (1924) Experimental Practice in the City and Country School, New York: E. P. Dutton.

SUMMARY: This resource is made of several records of the teaching happening in Miss Pratt's school in New York. Pratt had a specific interest into the educational possibilities of play and its place in school procedure. In the book play with blocks is seen as an organising experience for the children, children have been observed to engage in block building after they have fully explored their bodies at an earlier age. In other words, they have impersonated the objects and animals before being able to represent them. This type of play offers opportunities for enquiry as well as promoting new relationships between the children. Adaptable materials, such as blocks allow the teacher to closely observe children's development. Through the book we can see observations of children in their daily life in the nursery school while playing with the materials available. Appendix E is interesting in order for the reader to see the specific materials used in the class room.

Prochner, L. (2011) “The little wooden bricks: a history of the material culture of kindergarten in the United States” in *Paedagogica Historica*, 47(3) pp.355-375.

SUMMARY: The article explores the culture of kindergartens in the United States in relation to their use and production of Froebel’s building blocks. Froebel intended the building blocks to be used in order to signify higher order to indicate higher order ideas regarding spirituality, in later progressive approaches blocks were deemed to be ideal to promote children’s social development through cooperative play. This article describes in detail how later progressive pedagogies have used Froebel’s gifts, with a particular focus on blocks, by adapting them to the context the changing needs of the children. This article will give the reader a modern perspective on the use of building blocks in a non-European context, it will provide the reader with a wider understanding of how Froebel’s gifts are still very much embedded in modern practice.

Provenzo, E. and A. Brett (1983) The Complete Block Book, New York: Syracuse University Press.

SUMMARY: The author states that blocks are amongst the most important toys that stimulate imagination in children, they allow the child to create and structure a world that is their own. Being open ended materials, the blocks put the child in a position of power over the endless possibilities for construction that the blocks represent, they also adapt to the age and development of the child because of allowing the child to manipulate and use the material in different ways. The introduction to this book also includes a discussion on the influence of block play in Frank Lloyds Wright’s architecture with images of his later constructions; those could help the reader to see a clear link between Wright’s education as a child and his later work. The origins of block play are traced in history and Froebel is recognised as being the person who systematically used block play in his educational ideas before others. With the growth of the kindergarten movement, the use of Froebelian gifts and occupations came into widespread use and became an important part of children’s learning experiences across the world. In the book other pioneers such as Maria Montessori’s use of building blocks is discussed giving the reader a much more detailed evidence of how Froebel’s building blocks influenced others’ ideas and educational philosophies. Children’s developmental areas are also discussed in relation to block play such as children’s affective domain, the cognitive outcomes of block play and the psychomotor domain. In Chapter 4 the available blocks at the time of publication are discussed in practice and in chapter 5 more practical advice for block play in the classroom is illustrated. In the final part of the book, observations of children playing with blocks are presented along with some of the structures built by the children.

Read, J. (2006) 'Free Play with Froebel: Use and Abuse of Progressive Pedagogy in London's Infant Schools, 1870–c.1904' in *Paedagogica Historica: International Journal of the History of Education*, 42(03) pp. 299-323.

SUMMARY: The article focuses on the adaptation of Froebel's kindergarten pedagogy for the Babies' Classes and Infant Schools established by the London School Board from 1870 to 1904 and opens with a brief historiography of infant education in London in this period. Key aspects of Froebel's educational philosophy are outlined; the article looks at how Froebel's educational philosophy was transmuted in the UK. Of particular interest for the subject of Froebel's gifts and occupations is page 313. Here the author explains how Froebel's gifts and occupations were received and modified in order to fit in the children's daily schedule during school hours, the author prints a picture very different from the one that Froebel intended in his philosophy of reality in the UK. This article will be of interest to the reader wanting to understand how Froebel's educational philosophy was received and adapted in the UK and how his gifts were adapted to the current educational system.

Ronge, J. and B. Ronge (2001) 'A practical guide to the English Kindergarten' in K. J. Brehony (eds) *The origins of nursery education volume VI*, London: Routledge.

SUMMARY: The first edition of this volume appeared in 1855, it was the first guide to the kindergarten in English and contained adaptations of Froebel's kindergarten to the English context. This is a useful resource for the reader wanting to make links between Froebel's kindergarten and the English curriculum that was developed from it. Chapter one is of particular interest for block play and Froebel's gifts. It describes the gifts and their use in order and their use with children is described in great detail, drawings are also presented to further illustrate the gifts. From the third to the sixth gift the building blocks are described, the authors explain that joining in games with children will help to stimulate the child's interests and children should be provided early with objects that will stimulate their interests before they comprehend the idea of separation and distance. The authors describe the ideal environment in which children can explore the blocks and encourages observation of the child's behaviour to understand how a child explores the object in front of him. After this introductory chapter precise practical instructions to educators of how to extend children's thinking during play with blocks are given and explained.

Rubin, J. (1989) 'The Froebel-Wright Kindergarten Connection: a new perspective' (article in biographical file-archive).

SUMMARY: During Wright's Sunday talks to the Taliesin Fellowship he mentioned over and over again the value of Froebel's kindergarten gifts for his development. The article, written from an educator's perspective offers more information suggesting more Wrightian connections to Froebel's philosophy. The evidence collected suggests that Wright might have in fact played with Froebel's gifts when in kindergarten, his mother being an educator. As Rubin (1989) explains, Wright once said that he could still feel Froebel's blocks in his fingers more than 80 years after he first grasped them. According to a testimony by Wright Froebel's gifts did reveal colour and pattern in one and three dimensions, moreover, he became susceptible, though the use of the gifts to constructive patterns involving everything he saw. This material forms an important link between Froebel's philosophy of education and the world of architecture and art. This article will interest both disciplines and could present the reader with a different perspective on both disciplines, both architecture and the history of Froebel's educational methods. This article is only a selection of the material in the biographic file, more articles and materials that link the architecture of Frank Lloyds Wright's to Froebel's gifts is available upon request.

Sydney Kindergarten Training College magazine (1925) No. 5. Issues held up to 1932.

SUMMARY: In this issue of the Sydney Kindergarten Training College magazine an article titled 'Materials for Young Children' presents a study conducted by Dr. Birk to assess the educational value of Froebel's blocks, sticks, balls, weaving materials etc. The piece presents an interesting critic of Froebel's materials as not allowing the child to practice gross motor skills, preferring, instead, to concentrate on fine motor skills due to the nature of the gifts and occupations. The piece also presents a list of materials suggested for inclusion in the kindergarten and on the top of the list big blocks are featured to complement the small blocks that Froebel devised. This will be an interesting resource presenting the reader with a critique of Froebel's materials for play from a medical and neurological point of view.

The Link (1910-1922) London : Froebel Institute.

SUMMARY: The link is a student magazine detailing students' activities, exams reports and societies in the Froebel College. It is not in publication anymore but the archive holds an extensive collection of the issues dating from 1910 through 2001. The volume detailed here includes issues from 1910 through 1922. Of particular interest is a piece written by a mother on how kindergarten training has helped her. When describing the materials available for the children in the setting she remarks that the children, although they get easily bored by mechanical toys and dolls, never seem to have enough of the blocks and the plasticine. The various letters in the journal vividly describe life as a Froebelian practitioners in different part of London, this is a fascinating resource for the reader wanting to gain a historical perspective of life at the time and also to understand how Froebel's principles were put into practice with poor children living in deprived areas of the city.

Wells, H. (1931) Floor Games, London: Dent and Sons.

SUMMARY: In this book Wells (1931) illustrates different floor games for children. Part of the essential toys needed for the games are what he calls bricks (or what Froebel would call blocks). In the first chapter Wells gives a detailed explanation of the material the bricks should be made of (wood) and of their dimensions, larger bricks serve a different purpose in the construction compared to smaller bricks. The bricks described by Wells (1931) should have a hole in the middle and they are kept in a box when not in use. The bricks in the games serve as a mean for the child to exercise his imagination and can be used as a tool to aid fantasy play while the child acts out imaginative situations. This resource, although it does not openly talk about Froebel's gifts, will be of use to the reader wanting to find a parallelism between Froebel's gifts and the modern use of blocks in construction and fantasy games for children. Even though Froebel is not mentioned and the blocks are used slightly differently from Froebel's intended use we can still see how, in some parts, Wells' (1931) floor games very much connect with Froebel's ideas on block play.

**Weston, P. (1998) Friedrich Froebel, His Life, Times and Significance, London :
Roehampton Institute.**

SUMMARY: This resource aims to understand how the principles and practices which are today called 'Froebelian' emerge from the context of Froebel's life and times. Chapter X 'The Froebel System and the Gifts' is of interest because of the connection that the author makes between Froebel's gifts and some of the twentieth century's greatest architects as having acknowledged their kindergarten experiences and the exploration of the gifts as having had a profound influence on their later development. Playing with the gifts, according to Froebel, promotes insight in children; the students are required to use transferable skills in order to explore the blocks.

**Wiebe, E. (1869) The Paradise of Childhood, London: W. Swan Sonnenschein &
Allen.**

SUMMARY: This book is an American guide to the kindergarten. It starts by describing the life of Froebel followed by a description of the twenty gifts. The book was published by a toy manufacturer who produced material for kindergartens; the book is a fairly concise account of the theory and practice of the system of education which evolved from Froebel's educational philosophy. In the book we can see a thorough description of each of the gifts including what the teacher should say and do when presenting the gifts to the pupils. It is also complete with illustrations perhaps to act as a guide for the teacher. This volume shows how Froebel's education has been adapted and modified after his death in order to still be relevant and up to date with the changing times.

**Wiggin, K. and N. Smith (1896) The Republic of Childhood: Froebel's Gifts,
London: Gay and Bird.**

SUMMARY: In this volume ten gifts are described with commentaries and quotations from various sources. This resource was initially designed for students' use with further reading material presented at the end of each section. Chapter 4 'The building gifts' gives the reader a general overview over all the different building gifts ideated by Froebel, this resource will be useful to the reader wanting to get a more general idea over Froebel's philosophy behind the gifts and the benefits of the gifts for children's development and learning. Some general rules for practitioners when using the blocks with the children are also presented in order to use the blocks correctly and maximise their potential for the children's learning and development. After this introductory chapter to the building blocks, each gift is described in detail and more information on how to use each gift is given to the reader.

PLAY, REPRESENTATION AND IMAGINATION

THE SYMBOLIC LIFE OF THE CHILD

The title of this list is explained as play, representation and imagination or the symbolic life of the child. Froebel believed that children's play demonstrated personality, thinking and feeling (Bruce, 1991). However, it is not until about 1836 that Froebel's theory of play really took shape (Liebschner, 1992). After this period the importance of team games became clear to Froebel while he was with Pestalozzi in Yverdon, in Froebel's schools we find games, war-games, dance games, walking games being part of the children's weekly time table (Liebschner, 1992). Symbolic play, according to Froebel, consists of representations of ordinary life, together with symbolic play her recognises creative play and imitative play forming the central instrument of learning in the kindergarten (Liebschner, 1992). In conclusion, Froebel believed play to be voluntary an activity that takes children 'beyond ordinary functioning to an intuitive sense of higher things' (Bruce, 1991:46). As children, according to Froebel, should not be put under pressure to develop particular things when playing he saw the adult as being a catalyst helping the children towards unity of self, unity with others and unity with knowledge through play (Bruce, 1991).

A Froebelian approach to education can form the basis for an opposition to resurgence of methods of education which are not child-centred and prescriptive in the education of young children (Aspin, 1983). Furthermore, the social and political importance of the kindergarten movement for women has to be considered as being very significant, this issue has constituted part of the revival of the academic interest in Froebel and the kindergarten movement over the last twenty-five years (Brehony, unpublished). The feminist perspective on Froebel and the kindergarten movement stemmed from the evidence that most of the workforce comprised young women and this is an important factor when considering the influence that the kindergarten movement has had on practice with young children today.

The bibliographic lists created are meant to enhance the accessibility of the Froebel Early Childhood Archive Collection and enable better utilization both by students and academics of the School of Education, Centre for early Childhood Studies and Research, and the Department of Humanities as well as other interested groups such as Mathematics, Geography, History, Dance and Movement and Visual Art. The resource list below can be used as an integral part of the learning and teaching programme but also be of interest to visiting scholars and practitioners based both in the UK and internationally as well as other networks who are interested in Froebelian education. The resources on this list can be searched though the library catalogue for access and some digitalised version of archival material is available on the Roehampton Digital Library in the Froebel Archive Digital Collection section <http://urweb.roehampton.ac.uk/digital-collection/froebel-archive/>. The archival material is also available on the archives catalogue page <http://calmview.roehampton.ac.uk/> where artefacts and rare books held by three repositories at the University of Roehampton are searchable.

BIBLIOGRAPHIC LIST

PLAY, REPRESENTATION AND IMAGINATION (THE SYMBOLIC LIFE OF THE CHILD)

A Child Life (1891) London: George Philip.

SUMMARY: This journal represents a significant source for researchers interested in the Froebel Society and the other organizations making up the Froebel Movement. In addition to providing data on the Froebelian organizations which, significantly were almost wholly women's organizations and thus of interest to feminist researchers, the journal provides a wealth of material on Froebelian pedagogy and curricula and on the education of young children in general. This resource provides copious material on the way Froebel's original conception of the kindergarten was revised in the light of the rise of the sciences of education, child study and psychoanalysis. This article can be of interest to the reader exploring how Froebel's educational philosophy has progressed through time and has been adapted and used in practice.

Allen, M. (1962) Design for Play, London : Housing Centre Trust.

SUMMARY: This booklet has been published to stimulate housing authorities, parents and others who have an obligation to meet young children's need and right to play. It describes the ways in which the youngest children can be provided with stimulating spaces to play in housing developments. It explores the possibilities of providing play in balconies and ground floors, the informal uses of estate grounds, the playgroups available for children and how nursery schools should be best designed to satisfy this need. Playground design is also explored and the earth shaping needed to provide children with exploration and adventure. Sand and water play is illustrated and play equipment in communal playgrounds is discussed. Opportunities for play with nature are mentioned and the maintenance of these spaces is explained. Finally, the recruitment and training of play leaders is touched upon in order to provide children with the best possible guidance during play. This resource will be of use to the reader interested in play spaces design, it provides clear maps and explanation on how the space should be designed in order to allow children to play to the best of their abilities.

Bennet, H. (1940) “Constructional and play activities in early years” in *Child Education*, 17(3) pp. 3-6.

SUMMARY: This article discusses different building activities that children can engage in during play. The author states that natural raw materials nearer to hand are the most suited equipment for this kind of play. At this early age children must be left free to experience through play instead of being formally taught because they still see the world and understand events in the environment as an essential unity that must not be divided into subjects yet. The author also discusses various exploratory play such as making mud-pies and sand play, these activities are seen as being precursory of constructive activities as investigation always precedes any attempt at construction. Building blocks and wooden blocks are also mentioned as materials that can help children to engage in pretend play, when children become familiar with all aspects of constructive play they will start to develop a mathematical sense too. This article will be of use to the reader wanting to understand how different kinds of play can be linked with the development of imagination, social skills and mathematical concepts.

Boyce, E.R. (1938) Play in the Infant School, London: University of London Institute of Education and the Home and School Council of Great Britain. (Pamphlet)

SUMMARY: This pamphlet presents a discussion on the importance of play for children not to be dismissed as an unimportant or trivial activity. In the paragraph titled ‘Selection of Materials for the Activity Period’ under the suitable equipment sub heading we find the building blocks. Children are encouraged to co-operate when building with the large blocks while some smaller blocks should also be available for children that want to build individually on a table. This is an interesting account of life in a nursery school at the end of the 1930s, instead of using the blocks as an activity that children can access at any time of the day the blocks are seen as recreational material that can be accessed only during activity period. While still featuring Froebel’s ideas on building blocks, the philosophy behind it is been transformed and somewhat lost.

Brehony, K.J. (2001) The Origins of Nursery Education, Friedrich Froebel and the English system, London: Routledge.

SUMMARY: This resource is volume IV of a collection made of VI volumes edited by prof. Brehony. The material in this volume was translated from Jarvis and is quite diverse, it ranges from Froebel’s educational principles, Kindergarten activities to the nature of the school that Froebel envisaged including the centrality of play in any curriculum intended for young children. Of particular interest for this list is Chapter II ‘The child’s desire for signs, introduction, man a creative being, a creator in his sphere of action, early development of the creative power in the child’. The young child is described as striving to show himself as a creator in his own little world, activity in the child (or play) is seen as a way for the child to make his inward desire appear externally. The child not only anticipates and imagines life in the objects around him (imaginative play) but all which comes from his inward and outward life appears to him as a completely finished animate form. Some references to pretend play are also made in this chapter and they are contextualised by the explanation on how creativity matures and develops in young children. This resource will be of use to the reader wanting to explore how Froebel understood creativity, imagination and pretend play.

Brehony, K. J. (2003) ‘A “Socially Civilising influence?” Play and the Urban “Degenerate”’ in *Paedagogica Historica*, 39(1/2).

SUMMARY: The article looks at a number of attempts to organise the play of the urban poor in England during the late 19th and 20th centuries. The involvement of members in of the Froebel and Settlement movements in the provision of play activities is outlined and it is suggested that theirs was an approach to poverty that was supplanted by one that stressed class divisions. This resource will be of use to the reader wanting to undertake historical research on children’s play during the 19th and 20th centuries.

Bruce, T. (1991) Time to play in Early Childhood Education, London: Hodder and Stoughton.

SUMMARY: This book is concerned with discussing free-flow play and the place that it should have in the early years curriculum for children. It explores what free-flow play can contribute to young children’s learning and development and it helps to translate into practice the concepts explored in the book. This volume contains the 12 features of play formulated in 1983 by Rubin, Fein and Vanderburg and adapted to free-flow play from the author of this volume. It also provides the reader with an historical exploration of existing theories of play including an interesting section on Froebel’s views of play in Chapter 2. This resource will be of use to the reader wanting to explore young children’s play in early childhood settings, through clear and accessible language it both engages in important theoretical discussions and provides practical strategies that practitioners can use in settings to facilitate children’s play.

Bruce, T. (1996) Helping Young Children to Play, London: Hodder & Stoughton.

SUMMARY: This book has been written to cover the core module of play contained within both the CACHE/NNEB and BTEC National diplomas. In it the importance of play is discussed and practical advice is given on how to encourage different kinds of play using available resources. Chapter 1 discusses the importance of play for both adults and children, Chapter 2 defines what is play engaging in discussions about recognising quality play and understanding the indicators of play. Chapters 3 and 4 focus on what adults can do to facilitate play and Chapter 5 discusses the Theories on childhood play by briefly discussing theorists such as Piaget, Vygostky and Froebel. From Chapters 6 and 7 illustrate how to create environments for play and toys and props to use. Chapter 8 suggests a daily routine for children’s play and Chapter 9 concentrates on children’s observations in order to assess play. Finally, chapter 10 explores the early childhood curriculum in relation to play. This resource will be of use to the reader wanting to understand main theories of play while still being highly practical. The resource, due to its clear language and easy structure filled with children’s observations in order to illuminate theory is accessible to any reader wanting an introduction to play.

Bruce, T. (2011) Learning Through Play, London: Hodder Education.

SUMMARY: This volume is aimed at adults who spend time with babies, toddlers and children aged 0-7 years old. The focus of the book is engaging in a discussion about developing learning through play in order to help adults to support children in their play. Part 1 sets the scene for learning through play and examines play in early childhood practice. Part 2 focuses on observation and discusses how play can help children's development in different areas. The volume is Froebelian in its approach and also gives the reader an introduction to early childhood pioneers such as Froebel, Margaret McMillan and Rudolf Steiner. This resource will be of use to the reader wanting to gain a practical knowledge of play in the early years while letting theory being illuminated by practice.

Bruce, T., S. Louis, McCall, G., (2015) Observing Young Children, London: Sage.

SUMMARY: This resource discusses a process of finding user-friendly and purposeful ways of observing and planning that will help parents and practitioners to become informed and able to help young children to develop and learn. Of particular interest for this list is Chapter 9 'Observing and Sharing Practice', the chapter describes the Froebel Trust project in Soweto, South Africa and illustrates how the staff embraced the opportunity to develop the physical environment, working together with the Froebel Trust team to create a sustainable learning environment which is culturally appropriate. In the chapter the authors describe how block play was implemented in the setting and present their observations of the children involved as a way for the reader to reflect and develop his/ her practice further while considering international projects that carried on Froebel's educational ideals in cultural appropriate ways. A specific observation of some children building the Carlton Hotel in Johannesburg using blocks perfectly shows how children's imagination translated in the use of the blocks in order to recreate a structure that they had seen before. In this case the blocks did inspire some imaginative play for the children who had a party and danced around their construction. This resource will be of interest to the reader wanting to further their knowledge on observation and on Froebelian practice while focussing on block play, observation and imaginative play.

Bruner, J., A. Jolly, Sylva, K. (1976) Play its role in development and evolution, London: Penguin Books.

SUMMARY: This book presents a collection of papers on the topic of play. Its aim is to bring together a body of literature emphasizing the crucial role of play in the development of the individual human child as well as the evolution of the primate order. In the section dealing with symbolic play the result is to highlight striking discontinuities in the play patterns that emerge when language becomes a factor in the regulation and content of play. Children's rough and tumble play is been compared to primates' same kind of play in order to draw parallelisms and play as a general concept is been analysed according to a culturally influenced context. This resource will be useful to the reader wanting to get a complete picture of children's evolution of play while comparing it with anthropological issues.

Bureau of Educational Experiments (1923) Playthings, New York : Bureau of Educational Experiments.

SUMMARY: This bulletin has been produced to clarify children's need of play and the resources that will encourage meaningful play. The pamphlet sees play as a serious activity for children because it is a way for children to understand the real world. Blocks are mentioned in the pamphlet as a material to be used as a basis for constructing a miniature world. With the help of additional toys, such as dolls and horses the blocks can serve the function of helping children to exercise their imaginative abilities. The use of blocks in the way described above is considered as an innovation of the modern kindergarten. This pamphlet is an interesting resource that shows how Froebel's block play has been adapted to the changing context of early childhood education and will interest the reader looking to learn more about children's play.

Catford, N. (1945) Improvised toys for nurseries and refugee camps, London : University of London. (Pamphlet)

SUMMARY: This pamphlet was primarily aimed to suggest toys that could be made from recycled materials in refugee camps in time of war but it could also be used from nurseries in Britain. The author suggests that as conditions after the war improve more durable toys must be produced for children; most children would have seen terrible things in the war or might be ill and malnourished and they might have temporarily lost the ability to play, it is the adults' job to encourage the children's ability to play to surface and flourish again. It is extremely interesting that in this resource building blocks are mentioned amongst the essential resources to help children through the horrors of the war. They can be made with paper and can be filled with soil or sand in order to make the blocks heavier. For children in hospital it is advisable not to fill the blocks with anything except some paper in order to make them a little bit heavier and easier to use to build constructions. What I consider to be of particular interest in this resource is that even in times of extreme hardship and scarcity of resources for play, building blocks are still mentioned as being an important resource for children's play.

Child Education Journals (1929-1946 and 1952, 1958-1966 and 1972), London: Evans.

SUMMARY: The journals in this box are each dedicated to a specific subject (a full list can be found in the box). The journal discusses various aspects of child development providing guidance and advice for teachers for young children's education. In this summary I will list few issues that are of particular interest for this list. The issues of 1942 includes an article from Irene Earl titled 'Play and Play materials', in the article she discusses the importance of manipulative play for young children and highlights the importance of providing children with different materials to explore in play such as sand, clay, cotton wool and block play. The author also engages in an interesting discussion of the development of play according to children's ages, the importance of exploration and free play for children. Outdoor games for children are also explored and the issue of physical exercise in play is addressed.

The issue of 1943 explores the beginnings of art education and free drawing to exercise children's imagination to express ordinary things in unexpected ways. The adult is a knowledgeable person with the task of facilitating and aiding children's explorations during drawing and painting.

In the issue of 1954 stories for children are discussed. The power of story telling lies in the 'identification process' that children engage in with the characters of the stories. Symbolic play connected to the stories children have been listening to helps them to re-live different realities. The important role of the adult is to select the right stories for children according to their age.

The 1964 issue volume 41 number 7 is dedicated to travelling on the railway. This issue is linked to children's experiences on travelling on the railway during the summer holidays the issue is aimed at sparking children's interest in the organization and working of the railway. In the issue a headmistress describes a railway project with 6 years old children in order to provide valuable advice to any other practitioner looking for inspiration for a similar project.

In the issue of 1972 there is a very interesting article titled 'Whatever happened to the Kindergartens?' by Tony Doran. The article presents the reader with an overview of Froebel's philosophy on play for then presenting a report on the situation, at the time of publication, in West Germany on the matter of different provision for young children's education and considers drawbacks and advantages of the type of provision available.

Cohen, A., L. Cohen (1988) Early Education: the pre-school years, London: Paul Chapman.

SUMMARY: This volume aims to introduce student teachers and qualified teachers to some of the most important problems and issues facing those concerned with the education of pre-school children. The book starts by illustrating some perspectives on pre-school education for then moving onto describing different theorists' views on pre-school education such as Piaget. In section three the authors explore the relationship between teachers and children and the book is concluded with an exploration of the relationships between teachers, parents and children. Of particular interest for this list is Chapter 12 'The relevance of Fantasy Play for development of young children'. The chapter starts with some observations of children engaging in fantasy play for then exploring the terms imaginative and dramatic play. Under the sub-title 'The developmental sequence of fantasy and sociodramatic play' the authors describe how fantasy play develops as children get older for then exploring how language acquisition can be helped from symbolic play in 'Symbolic play and the acquisition of language'. The chapter continues by exploring different aspects of fantasy play observed in children and which adults must facilitate in order to help children develop their imagination. This resource will be of use to the reader wanting to explore fantasy and imaginative play in depth linking it to specific developmental aims that are important for children under 5-years.

Cook, H. (1928) The play way: an essay in educational method, London: William Heinemann.

SUMMARY: This volume sets forth ideas and practical suggestions for educators on an educational method that has the power to reform the current system of education. The book promotes a method of education centred on play as an important tool for children's education and development it does not claim to be original but it aims at revisiting old ideas on play with the aim to bring play forward in new educational methods. In Chapter I the author describes the general principles underpinning the 'Play Way', he illustrates how the natural mean of study and discovery for young children is play. Exploration should be guided by the adult in order for the child not to be at risk but it should be allowed as much as possible so that the child can understand by experience many of the things and events that surround him. The author advocates for play stemming from the children's interests and does not believe in didactic education for young children as he believes that children should be allowed to play first in order to gain knowledge of the world and be more receptive to formal education later on.

This resource will be of interest to the reader wanting to make a link between new and old theories of play, it will help the reader understand how play for young children was being advocated at the time of publication and will inspire connections with how is play for young children being advocated at present.

Cooper, G. (1963) The place of play in an infant and junior school, London: National Froebel Foundation.

SUMMARY: This pamphlet describes the change that teachers and the head teacher of a school observed when they started to introduce timetabled opportunities for the children to play freely. In addition to the nursery classroom the staff had equipped a place for play, all the play equipment was recycled from everyday objects it was decided that each of the teachers and her class would have an a period allotted for play each week while the other children would have art materials to be used in the classrooms at the same time. As the classrooms' doors were left open the children became gradually aware of their freedom to move around where they preferred. The booklet contains an account of the development of play in a particular infant and junior school where for the last twelve years the children have had the opportunity to play. This resource will be of use to the reader researching the development of play in young children especially free play in schools.

Department of Health and Social Security (1976) Play for children in Hospital, London: DHSS.

SUMMARY: This circular recommends that hospitals where children are admitted should recognise their need for play and make the necessary adjustments to meet this need. It also recommends the greater involvement of nurses in arrangements for play and stresses the importance for recruiting volunteer play workers. This report also focuses on the importance of play for children and it will interest the reader wanting to understand how play was encouraged in hospitals as part of the recovery of young children.

Dodd, C. (1911) Nature Studies and Fairy Tales, London: Thomas Nelson & Sons.

SUMMARY: This volume is mainly aimed at teachers looking to learn how to provide the nature study for young children in a meaningful ways, through simple and clear language the author provides theory together with concrete examples of practice that will illuminate the theory presented. The value of fairy tales as an educational instrument is discussed together with sagas and folklore. Chapters III 'The Educational Value of Fairy Tales' and IV 'Nature Study in Relation to Fairy Tales' are particularly interesting for this list. According to the author in early childhood the child has to be presented with fairy tales in order for his imagination to be nourished and to be encouraged to express his creativity through different methods of craft. These stories elevate the imagination, a strong force for the development of will power for the child. Nature it is seen as the guiding thread in the primary school course, the fairy tales and folklore providing inspiration for the study of nature connected to the stories. This resource will be of interest to the reader looking to link literature for children from an early age to the study of nature and the development of play and imagination in the child.

Durant, S. and E. Darling (1993) Architecture and Childhood, London: British Architectural Library Drawings Collection.

SUMMARY: The exhibition explores the ways in which architecture has been used to develop children's skills both manipulative and imaginative. Froebel's kindergarten gifts were devised to facilitate the process of play; the blocks were intended to be assembled in configurations, buildings and forms of nature. In the 20th century Froebel's educational philosophy became more widespread in Primary School education. From the 1960s blocks have acquired a new image thanks to a new attitude towards role-play: guided play has been replaced by free play aiming to enable a child to develop his creativity. Building blocks were now assembled as the child desired instead of following the rules of building from the Froebel's gifts. The leaflet follows the developments in materials and form of block play for children investigating how the concept of play has changed during the years. Subsequently the main exhibits are illustrated and drawings of blocks constructions of various forms are presented. This leaflet presents a link between Froebel's educational philosophy and art, it will be useful to the reader wanting to make connections between different disciplines.

Edmunds, F. (1992) Rudolf Steiner Education, the Waldorf School, London: Rudolf Steiner Press.

SUMMARY: This volume details Steiner's method of education dividing it in different stages of development for young children. Chapter Two 'The pre-school years' is particularly interesting for this list. Here the author describes what pre-school means in Steiner's education, there is no formal education and regimentation of any kind, it is dominated by free play and a wide choice of activities for the children including dance and movement. The adults are meant to guide the children in their exploration without putting any pressure on the children, each child must be cared for, helped when needed but nothing is over-accentuated. Children are immersed in a free environment where they can breathe, move and develop at their own pace. Ideally the kindergarten represents an extension of the home where children can develop naturally in a familiar environment. This resource will be of use to the reader wanting to study Steiner's education understanding the practicality of the experience for the children. The resource also elicits some parallelisms with Froebel's educational theory.

Edwards, C., L. Gandini, Forman, G., (1998) The Hundred Languages of Children, London: Alex Publishing.

SUMMARY: This volume presents the reader with a through overview of the educational philosophy and practices of the setting in Reggio Emilia, Italy. The whole volume deserves careful attention and reading, however, for this particular list Chapter 14 'Theory and Praxis in Reggio Emilia: they know what they are doing and why' is of interest. The authors state that there is much to be gained by understanding the pedagogy behind the Reggio Emilia practices than will be accomplished by direct emulation of those. The primary purpose of the chapter is to examine contributions from Reggio Emilia to a sociocultural theory of knowledge construction. The section titled 'Children as Peers, Playmates and Provocateurs' explores Vygotsky and Piagetian theories on the interplay between social and developmental processes, in this educational approach children's play is seen as serious work that enables them to understand and make sense of the world around them and acknowledges a belief in children's rights and abilities to deal with different issues. In Reggio Emilia play is highly valued for its ability to promote development but also to contribute with the educators toward an extended knowledge and understanding of the world around. This resource will be of interest to the reader wanting to explore how play is valued and cherished in one of the most influential international educational models.

FA/5.1 Map of the play area for small children in Blankenburg [Date unknown]

SUMMARY: The map shows a play area for small children in Blankenburg, each child had a plot of land which can be seen in the centre beds assigned. The vegetables and flower beds that can be seen in the map were the shared responsibility of all the children. On either side of the flower and vegetables beds we can see a play area and visiting parents and friends of the children benefit from a reserved area in view of the garden but without access to it.

Available to view by appointment.

FA/PH 6.1 Children during a music class- Talgarth Road (1904).

SUMMARY: In this picture the children are participating in a music class, we can see them sitting in a circle holding musical instruments. Of great interest to the reader wanting to gain more knowledge on how the environment was used in Froebel's education is the way that the classroom is constructed. On the wall we can see drawings of trees and animals, there are some fresh flowers on the shelf and some images of gardening and farming. It is evident how nature is deeply embedded in the environment when we look at this picture. It is important to note that more pictures are available upon request in the Archive and that this is only a selection of the material available.

Available to view by appointment.

FA/PH 6.1 Colet Gardens Demonstration School.

SUMMARY: In this picture we can see a group of children engaging in co-operative games indoors. The children are holding hands in small circles and some of them seem to be dancing. This resource will be of use to the reader wanting to understand how children played in Froebel's kindergartens in England.

Available to view by appointment.

FA/PH 6.1 Colet Gardens Demonstration School.

SUMMARY: In this collection of pictures (blue envelope) we can see various pictures of children dressed as Native Americans, it could be that the children were dressed for a play or it could be that they were playing dress up during their day at the centre. The children are re-enacting a particularly popular games for children at the time. In another picture we can see the class dressed for a play. It could seem that the play is centred on Alice in Wonderland judging from their clothes. This resource will be of use to the reader wanting to understand how drama and representation were included in the children's day.

Available to view by appointment.

FA/PH 8.2 Notting Hill Nursery School. Children's summer holiday, 1933, 1934, 1935.

SUMMARY: In this collection of pictures we can see the children's summer holiday from the Notting Hill Nursery School. In two pictures the children are playing in the water and in another they are playing with balloons on a field. In other pictures we can see the children playing on climbing frames and in a sand pit. The enjoyment of the children is clear in the pictures and we can see how the outdoor environment and play were closely linked in the children's day. This resource will be of use to the reader wanting to understand how play was a central part of the children's day in a Froebel kindergarten.

Available to view by appointment.

FA/9.5 Student Coursework, Lecture Notes. Lewis, M. Needlework Notes (unknown date)

SUMMARY: In these needlework notes the student details aims, materials, teaching apparatus or method, patterns garment and article and stitches and process dividing it by child's age. For children aged 4 to 6 needlework should aim at fostering children's freedom to expression and creativity, for children aged 6-7 it should satisfy and develop the child's creative instinct and to arouse a love for needlework. For children aged 7-8 the aim seems to be more focused on achieving a sense of proportion in the work and for older children needlework is meant to be useful when making their own clothes. In this resource the aspect of children's imagination and creativity is evident only for the younger groups where the child is free to decide what to represent in needlework practice in order for the teacher to foster and encourage his/her creativity. As children grow older developing proportion and precision in the work and following the patterns that have been assigned by the teacher replace the issue of play and fostering creativity. This resource will be of use to the reader wanting to explore how children's representation and imagination were fostered and encouraged in the curriculum.

Available to view by appointment.

FA/9.5 Student Coursework, Lecture Notes. Lewis, M. Children's Games (unknown date)

SUMMARY: In these notes children's games are explored. The general notes refer to the games providing children with general exercise and enjoyment as well as encouraging control and cooperation in the group. Some general activities for children divided by age are then detailed and specific games are annotated as a lesson plan. Some more games and explored together with singing and rhythmic games and classroom games. This resource will be of use to the reader wanting to understand how Froebel's games for children were thought to students at the Froebel College and how the students understood the aim and use of these games in their future lessons planning.

Available to view by appointment.

FA/9.5 Student Coursework, Lecture Notes. Lewis, M. Handwork Method and Theory, Miscellaneous Handwork Notes (unknown date)

SUMMARY: These notes on handwork show how the teaching of this subject in the Froebel College was meant for students to understand how to develop children's creative power, imagination and taste for beauty. Children's individuality was also meant to be fostered and handwork was supposed to teach different means and methods of expression to children. Through these notes we can see some of the handwork carefully detailed and through this method of learning the child's power of imagination and representation is paramount for children's learning in the classroom. These resources will be of use to the reader wanting to explore different methods and means through which children can express themselves thought at the Froebel College.

Available to view by appointment.

FA/9.5 Student Coursework, Teaching Practice Notes. Rickeard, D. Children's artwork (unknown date)

SUMMARY: In this collection of Dorothy Rickeard's (Miss Andrews) teaching practice notes and correspondence some of the children's drawings are included. When looking at the drawings the children's power of representation is evident. In one of the drawings we can see some tadpoles being drawn probably after a lesson about the life span of frogs. Under the drawing Miss Andrews had annotated what the child had said when interpreting the drawing: 'Tadpoles came to small frogs but jumped away'. In this sentence we can see the child's power to represent what he has seen and talk about it to the teacher. This resource will be of use to the reader wanting to understand how Froebel's educational philosophy was practiced in schools and how children's power to represent things that have interested them illuminates Froebel's teachings.

Available to view by appointment.

FA/9.5 Student Coursework, Lecture Notes. Colenso, P. Drill (1925-1928)

SUMMARY: The title of the subject of these lecture notes is drill, in other words, children's games. The games are carefully detailed with the use of drawings to illustrate how the children should position themselves during the games. Different cooperative games are explored and detailed in the book. The teaching of cooperative games was an important part of the lessons in the Froebel College continuing Froebel's ideas on games for children. This resource will be of use to the reader wanting to explore Froebel's games in depth and understand the educational value of this activity for children of all ages.

Available to view by appointment.

FA/CA/1/1/OBS Box of observations- Children's individual boxes of observations

SUMMARY: In these boxes children's individual observations are kept ordered chronologically. Their drawings and activities are also recorded and schemas are identified for each individual child. The symbolic life of the child is evident in this resource, their play and understanding of the world and people around them shines through the observations. This would be an interesting resource for the reader researching both schemas in young children and their social development. The resource gives a great insight into individual children's lives and their attempts to make sense of the events and people around them using play and singing.

Available to view by appointment.

FA/CA/1/1/SCH Box of observations- schemas

SUMMARY: This box contains observations made relating to children's schemas in play. The observations notes are divided according to the type of schema observed in individual children. In the observations the children's power of representation is evident, children try to represent places that they have been in or that they have seen, stories they heard and many other things through drawings and play. It is also evident how the practitioners in the setting are trying to adopt a more playful approach to teaching and caring for the children. The records also show observations of the children building structures with blocks, boxes, strings and anything that they deemed suitable to represent what was in their imagination. This resource will be of use to the reader wanting to explore the Chris Athey's collection in depth and look for episodes of children's play as well as their representations of schematic behaviours.

Available to view by appointment.

FA/CA/1/1/ART Children's original artwork

SUMMARY: This box contains the children's original artwork in the Chris Athey's collection. In the box we have some original drawings of the children, together with stories that the children invented. The drawings are used from the children to illustrate the stories that they have invented. Some of the stories and drawings represent painful and frightening events in the children's lives and perhaps this is a way for the children to understand and work through the different emotions. This resource will be of use to the reader wanting to understand children's drawings and explore their creativity. It will also be of interest to the reader wanting to understand how art therapy can help children who have suffered trauma to talk about their emotions. The children's power of representation and imagination is evident in this resource, the symbolic life of the child is very clear here through the children's representations of ordinary life events together with creative play.

Available to view by appointment.

FA/CA/FNRP/1/1 (PH) Box 1 and Box 2.

SUMMARY: The collection of pictures in these boxes perfectly captures what it means to be a child. Children can be seen exploring and playing outdoors, building with blocks indoors, engaging in pretend play but also interacting with each other and with the adults around. They are represented pushing the boundaries of safety in their play in order to fully explore their physical abilities and the environment they are in. Some of the children's representations are made using blocks, some using clay and sticks, sand, drawings, music, story telling and props. This resource will be of use to the reader wanting to understand what the expression symbolic like of the child might mean. It gives the reader an eye-opening picture of children's lives and play and exploration as being integral to everything they do.

Available to view by appointment.

FA/CA/FNRP/1/3 Penn Green.

SUMMARY: In this box there are various draft articles about children's observations of play and schemas during play in Penn Green centre. The articles and observation provide a precious insight into children's play and their attempts to make sense of the world around them through play. This box also contains notes of lectures given by Chris Athey, one specific paper titled 'Playfulness and humour during first two years' is of particular interest for this list. This paper shows and illuminates children's play by linking it to schemas and Piagetian ideas such as the assimilatory functioning and the accomodatory aspects of cognitive functioning. This resource will be of interest to the reader wanting to explore the concept of schema while also wanting to consider children's play and representation as an important aspect to consider when studying children's schemas.

Available to view by appointment.

FA/EG/1 Elinor Goldchmied video tapes (1988) Cinisello Balsamo: Opportunita Infanzia

SUMMARY: This film was made by an un-named film maker in Cinisello Balsamo in 1988, The film was made for the Infant Services and Education Authorities, Cinisello Balsamo who had been very influenced by Elinor Goldschmied and the training and implementation of her work. This is a very important example of the work of Elinor Goldschmied in Italy and elsewhere and is particularly significant for practitioners whose work is underpinned by Froebel Principles. Throughout there are clear examples of Elinor's respect for all people from their babyhood onwards. They show her attention to allowing time and to detail with regard to the organisation of the Nursery environment and the equipment. There are good examples of her Key Person approach, Treasure Baskets and Heuristic Play. This video will be of interest to the reader wanting to get a deeper insight into Elinor Goldschmied's work by seeing how her innovations and training were put in practice in a setting in Italy.

Available to view by appointment.

FA/EG/1 Elinor Goldchmied video tapes (1984) Trento Cinisello, Londra-Trieste, Heuristic Play.

SUMMARY: This film provides a record of Goldchmied's observation and training for heuristic play in a Nursery setting, the film begins with a small group of infants exploring groups of interesting objects on the floor. Through the film Goldchmied explains the staff the important of observing children and explains what can be found in children's play. She highlights things that the children do while playing to the staff in order to illuminate their practice. This resource will be of use to the reader wanting to get a deeper insight into Elinor Goldschmied's work in Italy particularly focussed on observations of children and staff training.

Available to view by appointment.

FA/EG/1 Elinor Goldchmied video tapes (1990s) Elinor Goldschmied & Anna Mallardi "Non e' mai troppo presto" ("It's never too early") La comunicazione e il gioco tra i bambini nel primo anno di vita (The communication and game between children in the first year of life).

SUMMARY: The video gives insight into the observation of Elinor Goldschmied and Anna Mallardi about the early communication and play of the infants being filmed. In 1996, the National Children's Bureau (NCB) produced a training pack with a book and video, 'Communication between babies in their first year' (by Elinor Goldschmied and Dorothy Selleck) which reinforces their work and is still relevant. A copy is in the Froebel Archive. This resource will be of use to the reader wanting to get a deeper insight into Elinor Goldschmied's work in Italy particularly focussed on observations of children and children's play.

Available to view by appointment.

FA/EG/1 Elinor Goldchmied video tapes (1992) Heuristic Play with Objects video number 8 and 8b.

SUMMARY: In the video we can see a group of young children aged between 12 and 20 months engaging in heuristic play. Children and staff from four London nurseries participated in the making of the film. The children's systematic explorations of the objects around them illuminate the theory on heuristic play and exploratory free play for the reader. We can see the adult setting up the play environment for the children but once the children are playing the adult takes a step back from the play and observes the children's play. The children's levels of concentration and engagement are high in this activity and their learning shines through the play. This resource will be of use to the reader wanting to both gain a deeper insight into Elinor Goldschmied's work and see heuristic play in action but also for the reader wanting to practice his observational skills.

Available to view by appointment.

FA/EG/1 Elinor Goldchmied video tapes (1940s- 1970s) Oh what a lovely mess!

SUMMARY: This video features observations of children engaged in messy play activities in the home environment. The materials used are soil in plant pots whilst watering and gardening, water, sand, clay, food, paste, paint and hand painting. Clips from footage of approximately three decades have been used for this film. This film is particularly interesting for this list because the children's power of representation and imagination while engaged in these activities is evident, the symbolic life of the child shines through the images of the video. This resource will be of interest to the reader wanting to both get a deeper insight into Elinor Goldschmied's work in Italy particularly focussed on children's play and on observation of children during free play.

Available to view by appointment.

FA/EG/1 Elinor Goldchmied video tapes (1988) Gioco Euristico e Cestino dei Tesori (Heuristic Play and Treasure Basket).

SUMMARY: In the first part of this film (made in 1987) is an interview with Elinor Goldschmied by Elena Perolini about the Treasure Basket and Heuristic Play. Interspersed with that interview, they each watch the infants taking part in those sessions prepared and supported by their key person. In the second part, Elinor sits with the two key persons and interviews them as they evaluate working in this way with the infants. This film is of great significance because it features Elinor Goldschmied answering and asking questions about ways of being and working with babies and infants in Treasure Basket and Heuristic Play sessions in a Nursery. We are thus provided with first hand details for practitioners who share her beliefs about babyhood and hope to emulate her work in their own settings. This resource will be of interest to the reader wanting to gain a deeper insight into Elinor Goldschmied's work in Italy particularly focussed on observations of children, children's play and the key worker system.

Available to view by appointment.

FA/EG/1 Elinor Goldschmied video tapes (1956) *L'adulto nel mondo dei piu piccoli*

SUMMARY: *L'adulto nel Mondo dei piu piccolo*: The adult in a child's world. This film was made by Record Film Milan in Trieste. This is one of the first films made with another Nursery colleague, Valerie Bombaci -but under the direction of Elinor Goldschmied- as a training film. According to later discussions with Elinor, this film has historical and socio-political relevance. It was made and shown in Trieste to many professional and governmental audiences to help bring about radical changes in the official childcare and early education institutional systems in Italy. The film shows Goldschmied's way of being and working with babies and young infants which was then being developed by her in her own Nursery in Milan. Her attention to detail and in-depth child observations are very clear. Separate but connected themes in the film encourage child observation and help people to understand Elinor Goldschmied's role of the adult in 'play.' There is an abundance of illustrative material for students and researchers which is of great importance for the Froebel archive contextually. It gives first hand examples of Elinor Goldschmied putting her underpinning theories into practice which are very closely in tune with the Froebel philosophy, training and early years' practice of 2012. This resource will be of interest to the reader wanting to get a deeper insight into Elinor Goldschmied's work in Italy particularly focussed on observations of children, children's play and the role of the adult in play.

Available to view by appointment.

Froebel, F. (1974) The Education of Man, transl. Hailmann, W., Clifton, N.J.: Kelley.

SUMMARY: This volume shows the fundamental philosophy of Friedrich Froebel and the principles upon which his kindergarten is built. The inner connection, a concept so important in his philosophy and ideas, is the law of development, Froebel's aim is to educate children through their self-activity, during play the child determines what he is capable of doing and discovers his possibilities of will and thought. Of particular interest for this list are Chapter 9, 'Free self-activity, a requirement of the divine origin of man' and Chapter 19 'Need of Early Education; self-activity' where Froebel describes what self-activity for the child is and how it should be used in the kindergarten and an appendix to the particular considerations of the connection between school and family titled 'Plays, three kinds of plays; they imply inner life and vigor'. In the appendix Froebel describes the pretend play of the child and classifies it under imitations of life and imitations of what the child has learnt in school. Both of these imply internal life and energy and he explains that this kind of play can elevate life. The plays described by Froebel in this part of the volume are what will be known as movement games or co-operative games.

Froebel, K. (1875) Explanation of the Kindergarten, London: George Philip.

SUMMARY: This small volume discusses the kindergarten and its possible adaptations to the English system of education. It contains an interesting discussion of the use of the word play in education and compares play as intended by Froebel with play as understood in England. It also draws comparisons between the play that children are involved in kindergartens with the play that children are involved in English settings. This resource will be of use to the reader wanting to compare Froebel's kindergarten with the adaptations of his idea once the kindergarten system has been exported from Germany.

Gardner, D. (1950) The Children's Play Centre, London: Methuen & Co.

SUMMARY: This volume describes the experiment for a Play Centre for children carried on in a two-year Training College for teachers in Elementary Schools, it contains an account of the discoveries and difficulties encountered in the process. In post-war England in the area where the study was conducted, families would live in 'Tin Huts' built as an emergency measure after the war. These houses were made of galvanized iron and were very small inside giving no opportunities for the children living there to play indoors. The play centre opened towards the end of 1931 with four rooms, a small cloakroom and a potting shed. The experiences and observations of the children's play in the play centre are described in the volume. This resource will be of use to the reader wanting to gain an understanding of children's lives after the war by understanding the measure that were put in place to facilitate their play and development in such a difficult moment in history.

Goldschmied, E., Jackson, S. (1994) People Under Three, young children in day care, (2nd edition) London: Routledge.

SUMMARY: This book is aimed at practitioners, it allows the reader to put into practice the concepts explored easily while allowing the theory to remain implicit. At the time of the first edition of this book day care for children under three was still largely provided by council-run day nurseries for severely disadvantaged children and by private childminders with minimum support from the authorities. As time passed things changed, in 1997 the reality of women's work and the importance of the earliest months and years of children's lives for future learning and development were officially recognised for the first time following the election of a Labour government. The book describes and explains three particular innovations: the key person system, the 'Treasure Basket' and 'Heuristic Play'. The paragraph on the importance of play on page 12-13 is especially meaningful for this list together with Chapter 2 'Organising space for living, learning and playing' and Chapter 6 'The Treasure Basket'. Also important for this list is Chapter 8 'Heuristic Play with Objects' although the whole volume discusses important issues around play and development that will be of interest to the reader. This resource will interest the reader looking into children's play and wanting to explore concepts and practices such as the Treasure Basket and Heuristic Play for children while focusing on children aged three and under in day care settings.

Griffith, R. (1938) Imagination and play in childhood, London: University of London Institute of Education and the Home and School Council of Great Britain.

SUMMARY: This pamphlet discusses the importance and development of imagination and play in young children. Fantasy and imaginative play is illustrated as being present in any healthy and happy children and must be encouraged in order for the child to develop mentally. The pamphlet also discusses the play that children do in order to re-enact important experiences in their lives such as a visit to the train station, this kind of play helps children to remember and make sense of experiences that have excited them. Play is seen as a way for children to develop and learn about the world around them. This pamphlet will be of use to the reader wanting to read in more depth about play and imaginative play in particular.

Griffiths, R. (1935) A Study of Imagination in Early Childhood, London: Kegan Paul.

SUMMARY: This volume details a study carried on using observation of the free behaviour of children including, on the other hand a rigorous control of conditions in the experiment. The works of Jean Piaget and Susan Isaacs have influenced this new method. Children's imagination is explored through fantasy play and drawing, children's dreams are also included and the symbolic process in children's thinking is discussed. This resource will be of use to the reader interested in understanding children's imagination through a psychoanalytic method of research.

Hartley, R., L. Frank, Goldenson, R. (1952) Understanding Children's Play, London: Routledge and Kegan Paul.

SUMMARY: This volume is aimed at parents, teachers and others who work with young children, by presenting the play experiences of children within the framework of their living problems this book will give a better understanding of children's play and offer aids in fostering their development. The book describes the function of play in the child's development and then explores children's dramatic play, block play, water play and play with clay. Furthermore, the book illustrates the use of graphic materials in play, finger paint, and music and movement in play. This resource will be of use to the reader looking to understand children's play through both a developmental and a psychological lens.

Heinemann, A. (1893) Froebel's Letters to his Wife and Others, Boston: Lee and Shepard.

SUMMARY: This volume presents a collection of Froebel's letter explaining his philosophy, the struggles of expanding the kindergarten movement and other issues. In one particular letter 'The original idea of the kindergarten' Froebel describes the child's play as being real work serving to develop and educate children. In these letters we can see Froebel's ideas being illuminated and explored through the correspondence. This would be a useful resource for the reader wanting to understand Froebel's philosophy of education and plans for the kindergarten further.

Hirsch, E. (1984) The Block Book, Washington,D.C. : National Association for the Education of Young Children.

SUMMARY: This volume examines in details some of the aspects of learning through block building. It is imperative that children's initiative and curiosity is supported for growth and learning, the book includes a discussion by Harriet Johnson about the blocks as an aesthetic experience and the use of blocks is seen as a way for children to learn through play. Blocks are seen as being simple pieces of wood unless they are infused with information gleaned from the children's experience. Children's representative skills are discussed in relation to block play as well as learning about science specifically about understanding a construction as a system and learning about the interaction of forces through the system. Through blocks children also learn about space and are used to think both creatively and scientifically. In the book different disciplines are linked to block play such as mathematics and geometry but also learning about the social context and how to relate to members of the group, the influence of blocks on dramatic play is also discussed and the blocks are seen as facilitating and stimulating children's creations of play scripts. This is a very comprehensive resource looking at block play from different angles and linking the learning in block play to different disciplines; it will interest the reader who wants to gain a more in depth knowledge of how block play can be used in the classroom to stimulate diverse learning.

Hubbard, E., F. Hubbard (1908) Friedrich Froebel, Whitefish, MT: Kessinger Publishing.

SUMMARY: This volume presents an article extracted from a parents' book summarising Froebel's life and philosophy behind the kindergarten. Froebel's central idea of play and education for young children permeates the book and few of Froebel's quotes are included in the volume in order to clarify key concepts to the reader. This resource will be of use to the reader wanting to understand Froebel's thinking behind the creation of the kindergarten exploring the struggles and problems of presenting something innovative to parents and children.

Hughes, A. (2010) Developing Play for the Under 3s, Oxon: Routledge.

SUMMARY: Based on research on how babies learn, this resource shows how the use of the Treasure Basket and Heuristic Play approach can enhance the learning of babies and toddlers. For this list Chapter 2 'How Babies and Children Learn' is of particular interest, in the chapter play is defined as the most vital activity in life in order to learn about and understand the world around us. Moreover play is a self-chosen activity in which the child is able to get completely absorbed and where the adult rarely intervenes, through play children can experience and learn about risks, creativity, failure and achievement and this is why, with the right environment and the right guidance children's play is fundamental to their development and learning. Chapter 8 'Play with a purpose' is also of interest for this list, in it the author explores the meaning of play for children and their development of self through play considering role play as an important component of children's play. This resource will be of interest to the reader wanting to explore play from a Heuristic perspective.

Jameson, K., P. Kidd (1974) Pre-School Play, London: Studio Vista.

SUMMARY: In this volume the authors explain how to provide children with playful experiences in order to offer the magic of real play to children. Children's observations suggest that there is more play than meets the eye and so practitioners and parents should stand back and observe the play leaving children to be in charge of their play. The book explores playgroups, fantasy in children and different play experiences that children can be provided with, this resource will be of use to the reader wanting to understand the debate around play for young children and the benefits that full uninterrupted play can give children.

Kilpatrick, W. (1916) Froebel's Kindergarten Principles Critically Examined, New York: The Macmillan Company.

SUMMARY: This is a critical book generated from a critical study of Froebel with experienced kindergarten and primary students. It is the author's aim to clarify some disputed points of Froebel's kindergarten theory to help spread the reform of kindergarten theory and practice. Furthermore, a specific aim for the book is firstly to make clear to educators Froebel's doctrines for the kindergarten and secondly, to understand the values that Froebel attached to these in light to the best theory at the time of publication. Of particular interest for this list is Chapter III 'Froebel's Educational Psychology' in particular the subheading 'The meaning of the term Play'. In this part Kilpatrick (1916) provides a critical discussion of Froebel's interpretation of play seen as a form of self-activity. Froebel, according to the author, believed that play is natural life and it is a free activity that must be provided for the child in order to make him free in the classroom. After a brief introduction of the term play as understood by Froebel, Kilpatrick (1916) examines the general term 'play' more closely. This discussion would prove to be of use to the reader wanting to understand both how Froebel understood and advocated play in the kindergarten as well as explore a more broader discussion around the term 'play'.

Lambert, C. (1947) Play: a child's way of growing up, New York: Play Schools Association.

SUMMARY: In this pamphlet children's play interests from ages 5 to 12 are listed, the aim of the resource is to answer to the question 'what is the difference between a Play School program and the program in a good school?' The pamphlet is an outline of the mature play program suggesting the maximum expression of children's interests. A discussion about planning children's play around their interests is also present, together with many observations of children's play in order to make the information clearer and more practical. This resource will be of use to the reader wanting to understand the play programs available for children at time of publication and the difference between formal schooling and play programs.

Lambert, C. (1898) Play: a yardstick of growth, New York: Play Schools Assn (Pamphlet)

SUMMARY: This pamphlet was originally written during the depression and the days of the Spanish Loyalist war, it shows play as a way of emotional growth of learning one's way into life. By giving children time to play daily means giving them an opportunity to live despite the insecurity and confusion of the adult world, play will also help children to grow into adults able to cope with problems that they have inherited from the adults around them. The pamphlet presents few principles and glimpses into the meaning of play proving to be the next step in young children's education. This pamphlet is an interesting resource for the reader wanting to explore play in different historical contexts.

Liebschner, J. (1992) A Child's Work: Freedom and Guidance in Froebel's Educational Theory and Practice, Cambridge: Lutterworth Press.

SUMMARY: After introducing Froebel, the man and his life his educational and philosophical ideas and their origins are presented. Of particular interest for this list are Chapters 2, 3 and 9. Chapter 2 illustrates the origins of Froebel's ideas highlighting Froebel's influences in his thinking. Froebel's ideas on play are also illustrated, showing the influence of Rousseau in his philosophy but also Froebel's originality in considering play as 'natural gladness' in children a state of happiness that will help make the pupil more receptive to learning. Chapter 3 explains how Froebel's idea of play changed in his lifetime and how it compares to those of other educators and philosophers. This chapter perfectly illustrates the symbolic significance of games and play in children, parents are encourage to foster children's play because of its higher meaning in the life of the child. Chapter 9 describes Froebel's greatest contributions to educational thinking and concentrates on the self-activity of the child, which, if fostered from the adult, will change into play. Play now becomes the instrument for learning because it provides the ideal situation for the child's awareness of the self, that, in later life will be represented in thinking, actions and language. This resource will be of use to the reader looking for an introduction to Froebel's basic ideas in a language that is accessible and clear.

Lilley, I. (1967) Friedrich Froebel, a selection from his writings, Cambridge: University Press.

SUMMARY: The selection of the writings, translated from German for this volume, shows the development of Froebel's educational philosophy. Chapter 3 part 2 'The Small Child, or the importance of baby's activities' describes the early play of young children, Froebel tries to interpret his observations of a young baby and offers guidance to the reader as to how and why should play be encouraged in young children. The meaning and importance of child's activity is clear and the developmental outcomes possible when play is fostered and allowed in young babies go well beyond simple amusement for the child. Part 4 (VII) of the same chapter shows us Froebel's understanding of symbolism in play and ways in which children show symbolism in drawing. He explains that the child as an organic unity will always first represent objects as organic unities it is not until later that his critical sense grows and he starts to show a creative power. The child will first try to use solid and tangible objects in his representations for then moving onto more abstracts materials of representation, as he grows older. This resource offers a concise and readable account of Froebel's beliefs and achievements in his own words making it possible for the reader to form his or her own interpretation of his writings while reading the original words.

Lissau, R. (1987) Rudolf Steiner, life, work, inner path and social initiatives, Stroud: Hawthorne Press.

SUMMARY: This volume illustrates in detail Steiner's life and thinking, it brings the reader through a journey of events that shaped Steiner's philosophy and explores how the first Waldorf-Steiner school was born. Although Steiner's education of young children is not explored in detail this volume will be of use to the reader wanted to get acquainted with the man and his ideas, it brings to light parallelisms with Froebel's philosophy of freedom and creativity and portrays a man striving to change social norms and challenge stale dogmatic convictions. This resource will be of use to the reader wanting to read deeper into Steiner's philosophy and the connections with powerful people of the time that helped shape his ideas and thinking.

Lowenfeld, M. (1935) Play in Childhood, London: Victor Gollancz.

SUMMARY: The volume contains a study exploring the connection between the play of children and the life of adult man, many of the complex phenomena linked to thought and experience occurring in children's play will persist in adult life. Chapter I of the book is dedicated to an historical account of theories of the meaning of children's play and Chapter II presents a discussion of the difficulties of studying children at play. Chapter III contains a study of play as movement and Chapter IV explores the primitive impulses and desires that provoke rhymes and singing in play. Chapter V is a study of children's versions of rhymes and repetition in play; Chapter VI describes the first attempts at play of very young children, Chapter VII is a consideration of play as a preparation for life and Chapter VIII illustrates various group games from a cultural perspective. Finally, Chapter IX describes children's play with humour and Chapter XI contains a summary of the author's views in regard to the nature of play and the place that it takes in human's development. This resource will be of use to the reader wanting a psychological perspective on play linked with adult development.

Lowenfeld, M. (1938) "The significance of Play in the normal development of children" in *Child Education* 15(3) pp.16-17.

SUMMARY: This article is aimed at explaining the value of play for children's development to the reader. It starts with a broad definition of the term for then exploring the nature of emotions in children and engaging in a discussion about how play can act as a bridge to help the child to get to know himself, gain an understanding of the world around and to dramatize his feelings. Play must be, according to the author, a spontaneous activity attractive to both the child and the adults around. Following this discussion, creative play and exploratory play is illustrated and some playroom equipment is listed, this includes sand, water and boxes for construction games. In the next paragraph the author describes the life of the child's imagination and suggests that adequate opportunities for the child to exercise his imagination with the help of toys and objects is important for development and learning of social skills and difficult concepts. This article will be of use to the reader wanting to explore how play was conceptualised in the past and how children were encouraged to use their imagination in play as a vital element of their learning.

May, H. (2014) People, Places and Play in the 'Child Gardens' of Dunedin, Dunedin: Dunedin Kindergarten Association Incorporated.

SUMMARY: Dunedin Kindergartens is the oldest kindergarten association in New Zealand, the kindergarten has supported many families in time of need and has provided support a place to play and learn and sometimes a refuge for many of the children in Dunedin. This book celebrates Dunedin's kindergarten story by showcasing the DKA-DFKA's photographic archives in the Hocken Collections of the University of Otago as well as containing photos of later and current plays of kindergarten children. Chapter 1 'Germanic Origins 1830s-1870s' is of particular interest for this list because it explains and introduces Froebel's ideas of play and activity in the kindergarten. Froebel was an advocate for purposeful activity in education rather than play as a freely chosen activity because if children are provided with too much free choice the learning process can be hindered in that games risk ceasing to be games and loose their full educational power. This volume represent an important resource that summarises Froebel's educational philosophy in an easy and accessible manner, it will be of use to the reader wanting to explore how Froebel's ideas have been exported and adapted to a very different culture without losing their meaning.

Meade, A., Cubey, P. (2008) Thinking Children, learning about schemas, Maidenhead: Open University Press.

SUMMARY: This volume focuses on a particular sample of children and practitioners and shows their thinking in action. It centres on the way the brain develops schemas enabling deep and effective learning as the child develops physical, social and cultural experiences. The book uses an accessible language to explain theory that is always very closely related with practice in order to make difficult concepts accessible to all. This volume makes an important contribution to the existing work on schemas it encourages children's observation in order to inform practice and helps practitioners and parents to gain insights in children's development and learning. This resource shows children's representation of the world around them through schemas, their imagination and symbolic life is evident in the observations provided. This will be an interesting resource for the reader wanting to expand his knowledge on schemas in addition to the work on Chris Athey mentioned in this list but also to the reader wanting to understand children's power of representation and imagination during play.

Meek, L. (1926) Interests of young children, Washington, D.C.: American Association of University Women. (Pamphlet)

SUMMARY: The pamphlet is part of the materials used for parents' study groups organised by the Educational Office of the American Association of University Women. The pamphlet is intended as a medium to drive discussions in the meetings. In the section about building materials we can see a section about blocks. The pamphlet describes play, fantasy play and children's games and advocates for parents and practitioners to encourage children's play with practical and theoretical advice. This is an interesting resource to understand how play was interpreted in America in the 1920s.

Ministry of Health (1951) Play with a Purpose, London: Her Majesty's Stationery Office.

SUMMARY: This pamphlet has been written mainly to help those caring for groups of young children in nurseries. The booklet explains the value of simple play material in helping the all-round development of the child, and demonstrates the sustainability and low costs of the play materials detailed. The booklet is also aimed to parents who might also be interested in the play at different ages. This pamphlet will be of use to the reader wanting to gain more knowledge on play with natural materials and also looking to research how play was approached and considered in nurseries at the time of publication.

Mitchell, H. (1900) Play and Play Materials for the Pre-School Child, Ottawa: Canadian Council on Child Welfare.

SUMMARY: This material starts with an introduction on the purpose of play for then moving onto the relationship between play and the child's development where it describes what play looks like at different ages and it stresses that parents and educators must not interfere with the child's play. Different materials are presented in order to facilitate children's play in the home and in the school such as building blocks and wooden trains are presented and their relationship to play is explained. Different kinds of play are explored such as dramatic play, physical play and play with music. In section II of the book, the author provides advice on how to plan a playroom for children with materials and furniture that encourages the child to play and exercise. This resource will be of use to the reader wanting to understand how play was interpreted, promoted and encouraged at the time of publication.

Murray, E. (1914) Froebel as a Pioneer in Modern Psychology, London: G. Philip.

SUMMARY: This book aims to show that Froebel's educational ideas used in the kindergarten did not come into being by chance but by Froebel's deep reflections that combined science with philosophy. Of particular interest for this list is Chapter VII 'Play and its relation to work', in this chapter Murray (1914) advances the suggestion that, as abundant as the literature about Froebel's ideas regarding play is, there is still no direct definition of the relation of play and work. One of the frequent critics of Froebel's philosophy is that he does not make any clear cut distinction between work and play, while Murray (1914) asserts that one of the distinction given by Froebel between play and work is concerned with the freedom in play as opposed as to the almost non-existent feeling of freedom in work. Play is seen from Froebel as a spontaneous activity which first appears during the earliest period of childhood when the child is gaining control of language. Froebel as the most beautiful expression of the child's life considers play, which engrosses the child to the point of exhaustion. The entire book references and explains different aspects of play that will be interesting to the reader wanting to explore how Froebel's theory of play has been interpreted in later years.

Nesbit, E. (1913) Wings and the child, London: Hodder and Stoughton.

SUMMARY: This book represents a history and theory of building magic cities using bricks (or blocks). The blocks are used as a mean for the child to express the innate creativity within his being, and to support his imagination and imaginative play. Nesbit (1913) promotes everyday materials as toys and bricks for construction instead of shop bought toys that don't satisfy the child's curiosity for long or stimulate his imagination. In the book Nesbit defines education as the unfolding of a flower, she refers to Froebel, Pestalozzi and Montessori as pioneers of a new system of education that will change how children are viewed. Nesbit describes the capacity that children have for make-believe play by illustrating some of her observations of children. She particularly observes children playing with wooden blocks. Nesbit supports the use of wooden blocks because of the infinite possibilities that they offer in make-believe play, one of the most important characteristics of the blocks is the high scope for symbolic use. The book engages the reader in a discussion about the toys available for children to play and supports the use of the blocks for many different activities Chapter IV 'Imagination' is specifically meaningful for this list. In it the author engages in a discussion about the value of stimulating children's imagination constantly and she also warns about ways of teaching that are too focused on facts and do not allow children to dream. This is a useful resource for the reader wanting to link Froebel's ideas on block play with later theorists as well as engage in a lively discussion about imagination and children's abilities to represent the world around them as well as creating imaginary worlds. The book illustrates the meaning and possibilities of block play for children in a clear and direct manner while making links to pioneers of education as explained earlier in the summary.

Owen, R. (1975) State of Play pre-school education now, London: BBC.

SUMMARY: This booklet is part of the BBC's in-service education project for teachers. The series is aimed primarily at teachers but the editors hope to reach play leaders, nursery nurses and anyone working with children as well. Chapter 2 'Play' is of particular interest for this list. In the chapter the author briefly introduces what play is and what it means to children for then moving onto how do children use the materials available to them for play. In this section material such as clay, sand, water, paint and building materials are cited as being vitally important for children's play. Dramatic and imaginative play is then analysed together with physical play and the benefits of learning through play are explained, after this section some children's observations during play are presented and further reading is recommended on the subject. This resource will be interesting to the reader wanting to trace the interest that has been shown in the media about play and how a culture of learning through play is being advocated for children through the British Broadcast Corporation.

Pestalozzi, J. (1850) Letters on early education: addressed to J. P. Greaves, London : Charles Gilpin.

SUMMARY: The letters published in this volume discuss and explore different features of Pestalozzi's new system of education especially discussing the role of the mother in infants' education. Mothers were encouraged to arouse the infant's interest with activities aimed at encouraging development through exploration of objects and the environment surrounding the child. Mothers were supposed to teach with affection and not with severity and were supposed to direct and assist the progress of the child through observation. Children's curiosity should drive their explorations and play. Pestalozzi believed that very young infants should exercise in order to get to know themselves, the physical nature of the body together with general use of the limbs and senses. This was achieved by means of infants gymnastics, a playful art designed to accompany the knowledge and to give it a practical character by rendering the senses active and alert; accustoming the eye to distinguishing colours and the ear sounds and by strengthening and diversifying the different movements of the body. The first and most important aim for Pestalozzi was to develop the infant's mind and the agency of mothers. From this writing it will be clear to the reader the influence that some of Pestalozzi's ideas had on Froebel's educational philosophy, this resource will be of use to the reader wanting to better understand just how much did Pestalozzi influenced and inspired Froebel's thinking on early education and play.

Pestalozzi, J. (1904) How Gertrude teaches her children: an attempt to help mothers to teach their own children and an account of the method, transl. Cooke, E., Swan Sonnenschein: Syracuse.

SUMMARY: In this volume we understand that Pestalozzi was stirred for the creation of a new system of education by the degraded conditions of the Swiss poor. He believed that moral elevation was their only hope for the future. In this volume Pestalozzi explains his educational philosophy through the use of letters, he explains how knowledge should be given to the child little by little, starting with easy concepts to the more difficult. Observation should always be the first tool of the educator for then progressing to consciousness and speech. In this volume we can clearly see how Pestalozzi advocated for play and sensorial exploration for very young children before any teaching starts, abstract work from books should not start before the child has explored the most basic concepts through play. This resource will be of use to the reader wanting to gain a deeper knowledge of Pestalozzi's educational method, it will be clear how his thinking has inspired Froebel's educational philosophy on play and the symbolic life of the child.

Priestman, B. (1946) Froebel Education to-day, London: University of London Press.

SUMMARY: The aim of this book is to give parents and teachers an idea of the modern (at time of publication) development of Froebel Education. It aims to highlight the understanding that happiness plays an important part in each child's development and education and that play must be the central part of this. It also aims to guide parents in understanding what to expect of a good school. The method by which children learn from each other is the method of play, its true value in education often too little understood. The author explains how children that are unhappy, overstrained or unbalanced will receive cures that, most of the times, take form of play of which the child has been deprived in order to restore happiness and balance in the child's life. Play is the natural instrument that a child uses in order to learn and adapt himself to different aspects of life, it is claimed that many difficult cases in children would not have risen if play had a definite place in the child's life at home and in school. This section of the pamphlet contains a very interesting discussion of play and its value in education at the times of publication, this is an interesting text for anyone wanting to understand how Froebel's educational principles have been translated in more modern education in Britain.

Rousseau, J.J. (1979) Emile or on Education, London: Penguin Books.

SUMMARY: This resource is considered to be half a treatise and half a novel. In it Rousseau describe Emile's life paying particular attention to his development and the education he receives in order to create a natural man uncorrupted by modern society. The model of education that Rousseau describes here is very different from the system of education normally used at the time. The book is divided into five sections (or books) each of which is dedicated to a specific stage of development of Emile, Book I and part of Book II are particularly interesting for this list as they deal with development up to the age of 12. In these books Rousseau states that children of this age should be raised according to nature as much as possible, playing outside is seen as a way for children to exercise their physical senses that would be very useful in the acquisition of knowledge later on in life. According to Rousseau play should be free and allow for voluntary control of movements demanded by nature without constraint and without transforming these pleasant games into work. In this book Rousseau also advances a discussion about environments for play designed especially for children in order to help their development and provide intellectual stimulation. Froebel was one of the many being inspired by Rousseau's ideas in his educational philosophy. This resource is an essential tool for the reader interested in understanding early ideas about play, the contents of this book will also make clear to the reader the connection between Froebel's thinking and Rousseau's.

Steiner, R. (1988) The Child's Changing Consciousness and Waldorf Education, London: Rudolf Steiner Press.

SUMMARY: This volume includes a series of lectures given by Rudolf Steiner to factory workers of the Waldorf Astoria Factory in Germany on the question of what new social impulses are necessary in the modern world. After the lectures the workers requested Rudolf Steiner's help in developing an education for their own children based on his knowledge, this is how the first Waldorf School was born. Of particular interest for this list is Lecture IV, April 18, 1923. The importance of play in the stage of imitation is discussed here and the subsequent transformation of play into work. Steiner also gives the workers some suggestions on painting and drawing activities for children, the nature study is explained together with the plant and animal world. This resource will be of use to the reader wanting to explore Steiner education and make parallels of how play is advocated in this method compared to Froebel's educational philosophy; the two also have many similarities as well as differences.

Stockham, C., E. Kellogg (1889) Mothers' Portfolio a book for every mother, Chicago: Alice B. Stockham & Co.

SUMMARY: This volume aims to explain Froebel's messages and teaching on the Kindergarten to mothers. The chapter titled 'Is Kindergarten a playground only?' is of particular interest for this list in the chapter the author explains what is beyond the play of children. Children's play is not considered trivial and the learning beyond and episode of pretend play with the blocks is explained. While building a chair the children learn geometry and mathematics among many other things and it is imperative, according to the author that there must be a mutual understanding about play and co-operation in children's learning if we are to give children the best benefits of early education. This resource will be of use to the reader wanting to explore how block play and imaginative play are related.

Tovey, H. (2013) Bringing the Froebel Approach to your Early Years Practice, Oxon: Routledge.

SUMMARY: Chapter 3 'A Froebelian Approach to Play and Learning' is of particular interest for this list. In the chapter Tovey (2013) describes Froebel's ideas on play and the concept of free-flow play. In the next section the chapter discusses the importance of play for children's development and the various types of play that children can be observed engaging in. This resource will be of use to the reader wanting to explore how Froebel's ideas are still carried on in education today. The Froebelian movement can be better understood and elements of Froebelian practice can be recognised and included in today's practice.

Tudor-Hart, B. (1945) Play & Toys in Nursery Years, London: George Routledge & Sons.

SUMMARY: This book links children's play with the use of toys in play. Playing is seen as a way for children to satisfactorily develop not only physically and mentally. Playing will help children also develop self-confidence, self-reliance, initiative and emotions' control. Some of children's play requires materials, some of which can be easily provided by the children themselves some must be provided by the adults, providing the right equipment for play will result in purposeful, satisfying and useful activities for children. Objects from everyday life as well as natural materials should be provided for the child. This volume engages the reader in a deep and interesting discussion over which play materials are useful for children's play according to the child's age. It examines everyday objects and natural materials as well as man made toys. This volume would be of use to the reader wanting to engage in an exploration of children's toys linked with play.

Wellhausen, K., J. Kieff (2001) A Constructivist Approach to Block-Play in Early Childhood, Canada: Delmar.

SUMMARY: This volume starts with an exploration of the history of block play and explains Froebel's influence as well as Montessori's influence on block play, it then goes onto illustrating children's brain development and learning that can be facilitated by the use of blocks in the classroom and lists the stages of block building that can be observed at different ages. Section II of the book deals with block play as observed in different stages of development and Section III explores teachers' role in fostering block play. Of particular interest for this list is Chapter 2 'Play and brain development', in the chapter the authors explore different theorists' views on play for then introducing the different categories of play such as dramatic play, functional play and symbolic play amongst the ones considered. This will be a useful resource for the reader wanting to understand play in more depth and explore the different kinds of play that Froebel's blocks can inspire at different ages.

Weston, P. (2002) The Froebel Educational Institute: the origins and history of the College, London: University of Surrey Roehampton.

SUMMARY: This resource explores the Froebel Movement from the origins; the term is loosely used to refer to the activities of a group of persons committed to the development and spread of a set of educational principles and values which found their first embodiment in the kindergarten. The Froebel Educational Institute founded in 1892, of which the Froebel College is a part grew out of that movement. This volume traces the full story before the foundation of the College in Thuringia, central Germany. It provides the reader with a good historical context for Froebel's ideas and explains how the movement came to England. It also describes to the reader the main elements of Froebel education including play. This resource will be of use to the reader wanting to get an initial knowledge Froebel and his ideas with an historical context.

White, J. (1905) The Educational Ideas of Froebel, London: University Tutorial Press.

SUMMARY: This resource represents an introduction to Froebel's ideas as well as a review of his chief work particularly the one that gives the reader more of an idea of Froebel's particular way of looking at things. The material in this volume is organised in chronological order of particular interest for this list is Chapter VIII 'Pedagogics of the Kindergarten' in particular the sub-section explaining Froebel's aim in the Games proposed for the children of the kindergarten. Through this kind of play Froebel meant to develop, through attentive and measure adult intervention, all sides of child's nature. The idea for the games came to Froebel while watching children engaged in free play. Free play was still valued and encouraged in the Kindergarten but it was combined with games that were to be performed under adult's guidance. Chapter IV 'The Education of Man' also contains references explaining what play was for Froebel and how it was to be interpreted in the kindergarten. This is a useful resource for the reader wanting to expand his knowledge of Froebel's writings about play.

Wilderspin, S. (1840) The infant system: for developing the intellectual and moral powers of all children, from one to seven years of age, London: James S. Hodson.

SUMMARY: Wilderspin believed that a child should be encouraged to learn by experience to develop his feelings and intellect. Play was an important part of Wilderspin's system of education, children should be active from a very young age while at play children acquire a vast amount of knowledge through experience. Music was believed to be a very good instrument in order to provide children with delight and learning, while exercising the children's limbs, joints and muscles. Wilderspin also advocated for children to play in playgrounds outdoors in order to explore different environment and gain knowledge on different objects and events, the study of nature was considered very important. It is the educator's responsibility to excite children's curiosity about formal subjects and allow them to be engaged in free play and exploration at a young age so that when children reach the age for formal education they will receive it and understand it much better. Wilderspin's attitude to the child's right to spontaneous and free play was formed before Froebel's ideas came to England. This resource will be of use to the reader looking for parallelisms between Froebel's educational philosophy and other educational philosophies or movements in England.

Wilkinson, P. (1980) In Celebration of Play, London: Croom Helm.

SUMMARY: The Seventh World Congress of the International Playground Association held in 1978 in Ontario, Canada inspired this volume. The association was formed in 1961 and aimed at exchanging ideas and experiences of children's play while working on the improvement of play opportunities and play leadership. This volume and 'Innovation in Play Environments' have been organised along the lines of the three sub-themes of the congress, topics explored in this volume include: the importance of play, development through play, leadership training, special groups, the role of play beyond the playground and children and the future. This resource will be of use for the reader wanting to have a deeper knowledge in children's play from a developmental and practical view.

Wood, W. (1915) Children's play and its place in education, London: Kegan Paul.

SUMMARY: The purpose of this volume is to present some aspects on the matter of children's play which might be informative for the general public and teachers of young children. The volume starts by detailing different play theories such as Froebel and Pestalozzi's educational philosophies on play, the Schiller-Spencer theory or surplus energy theory, the recreation theory, Karl Groos' biological theory and Stanley Hall's recapitulation theory. After this section the author examines play in the history of education and the play periods or the stages of play according to children's ages. The educational value of play is then explained, the play spirit and the playground movement in America is explored. This volume will be of use to the reader wanting to explore play from a psychological point of view that will support practice and extend knowledge of children's play.

Wolff, W. (1947) The Personality of the Preschool Child, London: William Heinemann.

SUMMARY: This book reports a study of children's personalities that begun more than fifteen years before publication. Observational and experimental studies were made in nursery schools and homes in Germany, Spain and the United States. Of particular interest for this list are Chapter IV 'The child's concept of reality' and Chapter IX 'Principles of children's art'. In Chapter IV the author describes some of the theories of play and the tools and imagination needed for imaginative play. He then illustrates the social, mental and emotional influence of play for then moving onto play as training for expressiveness and impressionability. In Chapter IX the author focuses on the aesthetic viewpoint of the child and the adult, the negative attitude towards children's drawings and aspects of studying young children's drawings. This resource will be of use for the reader wanting to understand and explore play from a medical point of view.

THE MOTHER SONGS AND MOVEMENT GAMES

The formal opening of *Froebel's Universal German Kindergarten* in 1840 gave him the perfect platform to publish, in 1844, his most influential book: *Mutter Spiel und Koselieder* or *Mother Play and Nursery Songs* (Weston, 2000). Initially, Froebel intended the Mother Songs as a guidance for mothers about their interactions with very young children, seeing as he believed that education should start as soon as possible after birth, he had also observed that very young children experience the world primarily through their senses and the manipulation of their own limbs (Liebschner, 1992). With the Mother Songs Froebel wanted children to hear of simple people who provide for the community's needs (Priestman, 1969). These are songs to indulge the child but also to stimulate the senses, limbs and body, the book was aimed at the whole family so that the child would get a variety of interactions and games with different members of the family and not only with the mother, this was considered to be a new way of thinking at the time (Liebschner, 1992). The book contains fifty play-songs to be carried out by the mother and the child at the same time together with illustrations of the finger games (Liebschner, 1992). The songs were also intended for the children to creatively dramatized the ideas expressed in the songs

Froebel's Movement Games were designed to give the child much more independence than the gifts and activity is expressed by the player himself (Liebschner, 1992). Froebel thought that the gifts did not allow the full expression of the child's inner life so the movement games were supposed to be a way in which the inner life of the child could be expressed in order to open up the child's understanding of the world while developing concise language and social awareness (Liebschner, 1992).

The bibliographic lists created are meant to enhance the accessibility of the Froebel Early Childhood Archive Collection and enable better utilization both by students and academics of the School of Education, Centre for early Childhood Studies and Research, and the Department of Humanities as well as other interested groups such as Mathematics, Geography, History, Dance and Movement and Visual Art. The resource list below can be used as an integral part of the learning and teaching program but also be of interest to visiting scholars and practitioners based both in the UK and internationally as well as other networks who are interested in Froebelian education. The resources on this list can be searched though the library catalogue for access and some digitalised version of archival material is available on the Roehampton Digital Library in the Froebel Archive Digital Collection section <http://urweb.roehampton.ac.uk/digital-collection/froebel-archive/>. The archival material is also available on the archives catalogue page <http://calmview.roehampton.ac.uk/> where artefacts and rare books held by three repositories at the University of Roehampton are searchable.

BIBLIOGRAPHIC LIST

MOTHER SONGS AND MOVEMENT GAMES

A Child Life (1891) Volume I, London: George Philip.

SUMMARY: In this volume we can see two songs with music sheets and lyrics concerning the fruit gathering. In each scene the children should be grouped to represent trees and shrubs with the remainder of the group forming a second ring. The actions for the representation are described at the beginning of the article and suggestions for props are also given. The children's movement shouldn't be too forced and should represent natural actions performed when gathering fruits. This resource will be of use to the reader exploring how music, singing and actions were used in the kindergarten to represent situations that were meaningful to the children.

AHG Ann Hutchinson Guest Collection.

SUMMARY: This collection contains different cassette tapes regarding the teaching of dance notation to children. Of particular interest for this list are a published audio recording titled "Hello Toes! Movement Games for Children by Anne Lief Barlin" and a published audio recording titled "Goodnight Toes! Bedtime Stories, Lullabies and Movement Games, with Anne Lief Barlin and Marcia Berman". Also interesting for this list are a published audio recording titled "Ideas for Teachers: Creative Dance and Drama- presented by Alison Lee", a published audio recording titled "Dance Trax: A Primary Dance Resource", edited by Lyn Paine, with music by Terry Cottam, an audio recording titled "Reception- Moving" and a published audio recording of music from "The Very Best Friend", a production by the Green Candle Dance Company, with music composed and played by Sally J Davies and Mark Davies. A published audio recording titled "Circus and Fairs", including music and narration, an audio recording titled "Dance Play (Under 3's)" and a published audio recording titled "Dancing Through the Curriculum", containing music composed by Terry Cottam. Additional resources from the collection of interest are also an audio recording titled "The Primrose Early Years" containing nursery rhymes, a published audio recording titled "Nursery Rhymes: Solo Piano by Guy Dearden", an audio recording of music from physical education lesson plans for Key Stage 1, Years 1 and 2, from Newcastle upon Tyne University and audio recording of music from physical education lesson plans for Key Stage 1, Reception, from Newcastle upon Tyne University. These resources will be of use to the reader wanting to explore how dance, music and movement were introduced and taught in the curriculum in England.

Available to view by appointment.

Alexander, A. (1895) Musical Drill for Infants, London: George Philip.

SUMMARY: This volume is aimed at providing teachers with drills to strengthen children's bodies and prevent curvatures of the back or other health issues related to having little exercise. The booklet promotes active play for children between 5 and 10 years of age in order to develop healthy children that will be better prepared to undergo the fatigue of later school studies and decrease their anxiety in those situations. A list of suitable music for the exercises is provided, waltzes are recommended for slow time, marches for medium time and gallops for quick time exercises. The drills are presented with a music sheet to accompany the movements, an explanation of the commands for teachers and drawing of the different positions that children should assume during the drill. This resource will be of interest to the reader wanting to understand how physical education in schools was promoted in history and it will allow the reader to see similarities between this resource and Froebel's Movement Games.

Alexander, A. (n.d) Scarf Drill with musical accompaniments, London: George Philip.

SUMMARY: This document illustrates a musical drill with scarves that was believed to be pretty, graceful and extremely beneficial set of exercises for girls and infants. As the exercises are principally performed in pairs the children should be marched in a double line. In the documents drawings are used to show the position of the children in the drill along with the words of command that should be spoken before the children take the positions shown. There are sixteen exercises in total complete with a music sheet so that the teacher could follow the exact melody for the drill. This resource will be of use to the reader wanting to explore how music drills were taught and practiced in the kindergarten.

Available to view by appointment.

Arnold, J. (1914) Notes on Froebel's Mother-Play Songs, Chicago: National Kindergarten College.

SUMMARY: This volume is made up of the author's notes on Froebel's Mother-Play songs produced during her service in a kindergarten in Chicago. The first Chapter 'Play with the limbs' explores very young children's first play with their limbs. This activity is described as being a way to strengthen the baby's body and senses and as the starting point for the child's education. The second Chapter 'Falling Falling' presents the author's notes on Froebel's song because in this song the child is allowed by his mother to fall, the child will develop mastery in his strength and consciousness of his strength. The following chapters engage the reader in a discussion of all Froebel's songs included in the original edition of the book Mutter und Koselieder (The Mother Songs and Games). This resource will be of interest to the reader wanting to deepen his critical understanding of Froebel's Mother Songs and Play through reading and engaging with the notes from the author of the book.

Bancroft, J. (1937) Games, New York: Macmillan.

SUMMARY: This book aims to be a practical guide for the player of games, whether child or adult, and for the teacher or leader of games. The games suggested can be played in schools, playgrounds, gymnasiums, athletic fields and much more, the games have been collected from different countries in order to provide an innovative and interesting collection for the reader. The games can be used in order to develop sense perceptions, social development and to form character and will in the player. This resource will be of interest to the reader wanting to explore how Froebel's games have been adapted and transported to different contexts.

Barham Johnson, M. (1951) One-a-week 52 Nursery Rhymes, London: Curwen & Sons.

SUMMARY: The book is designed for training college students and teachers of young children who have little knowledge of piano playing. The songs are designed to be included both in singing and rhythmic movement lessons. The songs are graded according to their range and to the fingering needed in the right hand in order to play the melody. The book is designed to be easily accessible to teachers and students wanting to learn to play the piano and uses keys that are suited for the children's voices. This resource will be of use to the reader wanting to explore how piano playing was learnt by college students and teachers of young children and it shows how music and movement was integrated in the curriculum.

Barnard, H. (1881) Papers on Froebel's kindergarten: with suggestions on principles and methods of child culture in different countries, USA: The American Journal of Education.

SUMMARY: The aim of this volume is to aid parents and teachers to a thorough understanding of the Kindergarten, its genesis and its growth, its theories and philosophy, its method and processes and to some extent its relation to other systems of early education. Chapter 10 is of particular interest for this list in particular the 'Sense of hearing and vocal organs, voices of nature' sub-chapter. In this section Froebel's philosophy pertaining music and singing in the kindergarten is explained, the section also gives information about how young children's hearing and vocal skills develop with advice on how to best nurture these skills according to nature. This section also gives interesting directions for mothers and teachers on how to best develop children's musical abilities. This resource will be of use to the reader wanting to explore Froebel's philosophy while examining different interpretations of it in different parts of the world.

Berry, E., Michaelis, E. (1883) Kindergarten Songs and Games, London : W.Shepherd.

SUMMARY: These songs were published with the aim of adapting them as much as possible to English children; the spirit of Froebel's original songs has been kept intact while some of the words and local colour have been adapted. The descriptions attached to the Movement Games have been revised by Mme. Michaelis. The teacher's role is to vary the lessons from each song and game and may give the children the opportunity to make changes and additions to the songs in order for them to bring their own knowledge and experience to exercise their imagination. In Part I of the booklet, each song is preceded by a music sheet in order to recreate the melody containing the lyrics of the rhyme. Under each song practical advice is given to the teacher on how to perform the song and how to organise the children. Part II of the booklet opens with an introduction discussing the importance of play and movement for children. The leadership of the teacher in the movement games is discussed, the authors add that it give children pleasure and entertainment seeing the adult actively participating in the games. The developmental value of these games is also illustrated; the games are presented in the same way as the songs: a music sheet with the words of the song followed by directions for the teacher on how to play and set the game for the children. This resource will be of use to the reader wanting to understand how Froebel's songs and movement games were adapted to the English context and have contributed to the songs and games that young children in nurseries play today.

Biographical file Archive (1800s, 1900s) Kindergarten Songs and Games.

SUMMARY: This file contains various documents relating to the use of kindergarten songs and games. It contains an extract from the Journal of Education with examples of songs for English kindergartens, an extract from the 1892 issue of Child Life about the educational value of the kindergarten games and other various extracts on the practice of music lessons in schools. It also contains a paper from Southcott about the influence of Froebel's gifts on two nineteenth century educators. This folder will be of interest to the reader exploring both songs and games in the kindergarten.

Available to view by appointment.

Blow, S. (1895) Symbolic Education: a commentary on Froebel's Mother Play, New York: Appleton.

SUMMARY: This volume offers, according to the author, a commentary on the most important of all of Froebel's works, the Mother's Songs and Games. The book's first chapter, 'Atomism' includes a survey of the educational principles of Rousseau inspired by the exaggerations that public opinion has been guilty of in order to minimise the differences between Rousseau's views and those of Pestalozzi and Froebel. The author believes that between the view of Rousseau and those of Froebel there are no affinities, while affinities can be found between Froebel and Pestalozzi and Pestalozzi and Rousseau. The second chapter, 'Development', discusses more of Froebel and Pestalozzi's ideas and illustrates how the application of the idea of development to education has been in large measure the work of Pestalozzi and Froebel. The third chapter, 'Childhood of the Race', considers the parallel between the development of the individual and that of the race and provides a glance at the naïve symbolism through which primitive man projected his own life and feeling into inanimate objects, the symbolism of language, the symbolism of myth and the symbolism of art. The next chapter 'The Symbolism of Childhood' considers the animism of children, their love for analogy, their symbolic play and their responses to the symbolism of nature. The author aims at studying and understanding the importance of the symbolism of the kindergarten games and gifts. Chapter V 'The Meaning of Play' explores children's symbolic play and creativity in play for then moving onto tracing the genesis of the gifts and occupations. Chapter VI 'Old Lady Gairfowl' describes Froebel's book Mutter und Koselieder (The Mother Songs and Games), according to the author, the book aimed at revealing to mothers the meaning of their own instinctive play and to deepen in them the consciousness of their vocation. The next Chapter 'Pattern Experiences' discusses the kindergarten games and Mother-play. Chapter VI and VII are particularly interesting for this list because in them the author illustrates the games and songs and provides a critique and commentary on these. The last Chapter 'Vortical Education' discusses Froebel's gifts and occupations in relation to the power that kindergarteners attribute to those activities. This resource will be of interest to the reader wanting to deeply understand and critique Froebel's educational philosophy in regards to the Mother Songs and Games and Froebel's Gifts and Occupation. Additionally, this resource provides an interesting perspective of Froebel's philosophy to the reader.

Blow, S. (1898) The Songs and Music of Friedrich Froebel's Mother Play, London: Edward Arnold.

SUMMARY: The publishers of this volume have divided Froebel's work in order to bring it into volumes of convenient size, the mottoes, commentaries and mother communings have been placed in the Mother's volume, the songs and music have been included in this volume, the Children's volume. The pictures reproduced here aim at bringing out what was previously obscure to the reader, the music and songs are provided in a more poetic translation than before. The poems in the volume are not literal translation of the original Mother Play, a few songs have been added in order to develop the thoughts of suggested in some of the more important plays and a series of wandering games has been created in order to illustrate Froebel's method of genetic evolution. New music has been written in accordance to the critics that the original music received, written by composers and including a selection of folk songs. The poems are presented first and then the music sheets are included. Some of the pictures are presented in full first and then some particulars are enlarged and presented alone in subsequent pages in order to give justice to the many details of the original illustrations. This resource will be of interest to the reader wanting to explore how Froebel's mother songs have been adapted to the context and have reacted to the many critics that surrounded Froebel's original music and songs.

Blow, S., Eliot, H. (1903) The mottoes and commentaries of Friedrich Froebel's mother play, New York: Appleton.

SUMMARY: This volume contains a new version of Froebel's Mutter and Kose Lieder or songs and games for the mother with her child. Blow presents an edition adapted for English-speaking mothers and teachers, English poets for children were employed in order to provide a translation of Froebel's songs and games. New music has also been created in order to accompany the songs and games, while the illustrations of the songs have remained the same even if with some minor modifications and alterations. In this volume Froebel's words have not just been translated but transplanted into English and made to express themselves in English as if they had been thought and expressed here for the first time. The volume has been divided in two parts, the first presents the mottoes, the commentaries and an appendix which will not be suitable to read the children, the second includes the songs and music that children are to sing and perform. The volume presents a discussion on the place of the kindergarten and the mother play in young children's education, and an introduction to the songs and commentaries outlining Froebel's philosophy. A selection of poems for mothers is also included followed by Froebel's introduction to the commentaries, in the section illustrating Froebel's mottoes and commentaries the songs and games are presented with the relevant illustration and then discussed in terms of their value, their application to practice and the role of the mother. In this volume the author has brought together the songs and illustrations with the guidance for mothers and teachers which used to be at the back of the books in Froebel's original writings. Most of the songs and games have been kept as close to the original as possible while being adapted to a different context, however, 'The Little Artist' game has been deprived of the illustrations that Froebel originally created in order to give mothers examples on which elements of the rhyme they should reproduce with the child. This resource will be of use to the reader wanting to understand and explore how Froebel's Mother Songs and Movement Games have been adapted to suit both the English language and the unique context, different from the German one.

Blow, S. (1902) Letters to a Mother: on the philosophy of Froebel, London: Edward Arnold.

SUMMARY: The aim of this volume is to explain, in a more accessible language, Froebel's educational philosophy. The author takes the most important elements of Froebel's philosophy as developed in the *Mutter und Kose Lieder* and compares them with other educational doctrines so as to show both ideas that are in agreement and in stark contrast to Froebel's. This system is used so that educators in kindergarten can deepen their knowledge and avoid the mistakes made by educators who blindly followed Froebel's philosophy without understanding it completely. According to the author, Froebel's ideals falls with a theory of symbolism that teaches that the truth can be presented in other ways other than the scientific form. This resource will be of particular interest to the reader wanting to deepen his knowledge of Froebel's educational philosophy while comparing it with other systems present at the time of publication.

Board of Education, (1920) Suggestions in Regard to Games, London: His Majesty's stationery office.

SUMMARY: This booklet includes suggestions for schools regarding games, contests and sports. These elements are considered to be important in children's education and must be part of the ordinary physical education in all schools. The suggestions are intended to amplify the directions given in the Syllabus of Physical Training but they will also be found useful in connection with play centres and clubs among the many. This resource will be of use to the reader wanting to understand how physical education in schools has evolved and adapted itself to the ever evolving reality of children's lives in the schooling system.

Broad, A. (1876) Red Riding Hood, School Cantatas and Operettas, London: Curwen & Sons

SUMMARY: This volume contains a play designed for children of Red Riding Hood. In the first page of the volume the author gives advice over the props and dresses that can be used for the performance for then moving onto the characters of the story and their voice range (soprano, tenor etc.). The author then gives some directions for dramatic performance in order to add effect and verisimilitude to the play. The cantata is divided in four parts each part has a solo and a chorus; some parts also have duets, recitals and semi-choruses. The book includes music sheets with lyrics for the songs and some handwritten annotations are also present on the text. The original owner must have modified the music sheets and written some notes in order to further tailor the performance to the children involved. This resource will be of interest to the reader exploring musical tradition in schools, children's plays as well as children's songs and music.

Available by appointment.

**Bryant, S. (1919) How to tell stories to children and some stories to tell,
London: Harrap.**

SUMMARY: This volume aims at presenting the reader with suggestions on how to read stories to children, the author relies on her experience as a story teller to convey information to the reader. The introduction to the book discusses the art of storytelling, the recent revival of storytelling for children, the difference between telling a story and reading it out loud and explores why the methods in the book will be more affective for children's development than just reading a story out loud to them. Chapter I 'The purpose of storytelling in school' illustrates the advantages of storytelling for the teacher and the benefits that children will draw from such an activity in the classroom. Storytelling has the power of opening up the power of emotion and imagination in children as well as being a pleasurable activity, because a story is a work of art the use of storytelling in the classroom will make children more receptive to the beauty by which the soul of man is constantly attracted to. Stories allow children to discover new perceptions which in turn will give them the desire to grow and discover more. Nature stories are also discussed in this chapter. Chapter II 'Selection of stories to tell' presents the reader with some examples of stories and discusses methods of storytelling as well as exploring what children like in a story and why, the qualities necessary for oral delivery of a story and some suggestions of stories particularly appropriate for children in primary school. Chapter III shows the reader how to make a long story short so as to keep the children's attention and how to expand a short story for the same purpose, it also discusses how to make modifications and adaptations to stories which are desirable for children. Chapter V 'How to tell a story' provides several suggestions on how to gain mastery of the art of storytelling and the manner and voice that are most desirable in a storyteller. After this chapter the author presents some stories that the reader can use to practice or that can be taught in schools dividing the stories between school classes. The last chapter 'The childmind; and how to satisfy it' provides a list of books that the storyteller will find to be useful for young children. This resource will be of use to the reader wanting to explore the art of storytelling for children and understand more about the different methods of storytelling advocated at the time of publication.

**Bucke, L. (1935) Music in the kindergarten & lower forms: a preparatory
course in aural training and musical appreciation, London: Joseph Williams.**

SUMMARY: This book is intended to follow 'Music in the nursery school' by the same author and to precede the three volumes on 'Aural Culture based upon Musical Appreciation' by Macpherson and Read. This book is intended for teachers requiring a detailed treatise covering the earliest stages of the child's life. The entire plan of work detailed in the book covers two years of work with children between the ages of six and eight. The main aim of this book is to stimulate musical feeling in children and to provide adequate expression for that feeling while laying the foundations of musical understanding and appreciation. This volume will be of interest to the reader wanting to explore how music was taught in schools and realise the importance of musical education for young children.

Chitty, A. (1938) Eight singing games for infants; 1st and 2nd series, London: W. Paxton.

SUMMARY: These books contain nursery songs for children. Each song is preceded by a music sheet and followed by the lyrics. Children are also encouraged to act the different songs by having different parts to play in them. This resource will be of use to the reader exploring children's drama and representation activities as well as singing and music.

Curtis, H. (1926) Education through play, New York: Macmillan.

SUMMARY: This volume is written with the conviction that there is not enough knowledge in schools on how to deliver play based education and that this issue should be addressed by schools. The book addresses issues such as defining play in Chapter I, it considers play as physical training in Chapter II, with special attention to gymnastics and movement for children, play is also explored as providing training for the intellect and as developing habits and characters in Chapters III and IV. In Chapter V the author explores play in the German schools describing Froebel and his curriculum of play, play in the English schools is then discussed in Chapter VI and the school playgrounds of American cities is presented in Chapter VII. Chapter VIII is interested with play in the rural schools and of particular interest for this list is the section showing how athletics are performed in these schools, Chapter IX explores the playgrounds of Gary and Chapter X with play in the curriculum with a specific focus on defining the present problem of play in schools. Chapter XI is interested with athletics in secondary schools and colleges while Chapter XII deals with the subject of recreation at summer schools with particular interest in storytelling, social dancing and singing. Chapter XIII explores the summer playgrounds available for children and Chapter XIV is interested in the existing school camps for children. Chapter XV discusses the school as a social centre for children and Chapter XVI addresses the issue of training for play teachers. The volume concludes with an Appendix containing different games for children to play and details of the rules of the games for teachers. This resource will be of interest to the reader wanting to have a deep knowledge of children's play at the time of publication while exploring the place that movement and songs had in schools.

Cusden, P. (1938) The English Nursery School, London: Kegan Paul.

SUMMARY: This volume presents a detailed account of the English nursery school; it includes chapters on the history and the birth of the English nursery school, the progress of establishing nursery schools and the importance of the first five years for children's development. Other chapters discuss the contribution of the nursery school, the content of nursery education and a suggested day routine for children in nursery. The author also provides a thorough account of nursery school meals, medical inspection and treatment of illnesses and the connection between home and school. The powers of local education authorities are illustrated, voluntary and private sector schools and nursery school buildings from an architectural point of view are explored. Furnishing equipment for the nursery school are presented together with a discussion about staffing for the nursery school, the financial aspect of this endeavour and the nursery school service as a career is explored together with the future of the nursery school. Of particular interest for this list is chapter V and chapter VI, the content of nursery education and the day's routine. In the chapters we can see that the author has considered the influence of music on children's emotional and intellectual development. Children's awareness from a very early age of music together with its appreciation is discussed and the rich heritage of nursery rhymes, folk songs and signing games is considered as being important for children to express their sense of rhythm through bodily activity.

In chapter VI the author dedicates attention to children's physical exercise through games, breathing exercise for young children will transform into organised social games. This resource will be of interest to the reader wanting to explore how some of Froebel's ideas have been incorporated in the English nursery school.

Dearmer, P., Shaw, M. (1915) Song Time, London: Curwen & Sons. (Unboxed material strong room).

SUMMARY: This volume is defined from the authors as a song book as well as a dance book, nearly all the tunes in section I and II make excellent dance music. Representing the songs by singing and dancing while perhaps wearing costumes can be a very effective way for children to learn and exercise their pretend play abilities. The book is divided in sections: section I- nursery rhymes, section II- baby rhymes, section III- song games, section IV- hymns and section V-marches and hush music. Each song is preceded by a music sheet followed by the song lyrics. This will be an interesting resource for the reader wanting to explore how music and dance were used in kindergartens and schools to develop not only the children's memory and knowledge but also their musical feeling and movement.

Available to view by appointment.

FA/9.5 Student Work. Lewis, M. (1932-1935).

SUMMARY: This box contains Miss Lewis' coursework. Of particular interest for this list are the notes on Children's games and Music. In the children's games notes the student annotates that the things to be aimed at in any activity period are: general exercise, enjoyment, keenness or the desire to work for work's sake, alertness of brain and body and suppleness and ability. Furthermore, the games are designed for children to learn control, co-operation, adaptability, rhythm and imagination. Children should learn the games by seeing what the teacher does, teachers are to remember that when in some games some children are caught she should not let them stand out and include them in the activity in other ways. Things to remember for the teacher are to alternate energetic and quiet games, to include all the children in the games and to have different apparatus for the games. The student then divides the basic features to be included in games according to the children's age: 4-7 years old and 4-5 years old and adds some general activities for children 4-5 years old. In the music notes Lewis describes different musical training for children: percussions, singing, eurhythmics, aural training, time and notation, composition, rhythm and time and piano playing. Of interest for this list are also the student's teaching notes on games and gymnastic, in these we see how the student planned the lessons according to a plan for the children to develop different abilities and skills. The student also provides us with observations on the lessons so to show her reflection on the plan and on how children interacted with the lesson.

Available to view by appointment.

FA/9.5 Student Work. Densham, D. (1918-1919).

SUMMARY: These boxes contain the course work of Miss Densham. Of particular interest for this list is a book containing transcribed music sheets (Box 1.8.1.), a book by Plaisted (1910) on the early education of children and a book by Lord (1914) on Froebel's mother songs and games (Box 1.9.2.). In the book containing the transcribed music sheets we can see transcribed some traditional Froebelian songs such as tic-tac and the windmill together with some adapted songs for children in an English kindergarten. The book by Plaisted (1910) contains explanations of Froebel's educational philosophy, of particular interest are chapters II 'Froebel's mother play', chapter V 'Music' and chapter VI 'Games'. The chapters describe and discuss the importance of music and games for children's development, the association of stories with music, some suggested games and rhythmic movements. The role of the mother's play is also discussed in detail with a suggested scheme for a year's work based on the Mother Play. The book by Lord (1914) contains reproductions of Froebel's original illustrations for the songs and games, music sheets and explanations of the games. These resources will be of use to the reader wanting to understand how music, singing and movement were taught in the FEI and how student's work reflected the principles of Froebel on music, singing and movement.

Available to view by appointment.

FA/9.5 Student Work. Stewart, C. (1961) Teaching Practice Notes.

SUMMARY: In the notes by Stewart about her teaching practice we first come across a register to monitor children's attendance and then different notes on play and observation of the children. One section of the notes presents us a reflection titled 'Music Scheme', in these notes the student reflects that she does not know the experiences that the children in her care had to understand what they can relate to so she starts the lesson by introducing basic movements such as walking, running, skipping and swaying. Furthermore she aims at introducing the children to the practice of singing as a pleasurable activity not as a chore, the music she will concentrate on at the moment is pulse music (drums and percussions). This resource includes many interesting observations of the children's day and of Stewart's plans for the children in her care, of particular interest for this list are the observations, remarks and reflections around the teaching of music and movement. This resource will be of interest to the reader wanting to gain perspective over the children's day in a kindergarten, explore the activities that the children were engaged in and understand the effectiveness of these activities through Stewart's observational notes.

Available to view by appointment.

FA/9.5 Student Work. Yule, M. (1930-1933) Lesson Notes.

SUMMARY: This box contains Miss Yule's lesson notes on a variety of subjects including music, singing and movement. In the notes from 1932 on singing and eurhythmics the general aim of the course are described as being to combine song with bodily movement in order to stimulate both the love of music and of movement in children. In these notes the student also includes observation of singing and eurhythmics lessons together with the notes from the lecturer. In another booklet from 1932 a section titled 'Band' illustrates some planned sessions for the children in music and movement together with observations of the lessons and personal reflections on the effectiveness of the class. Further notes on the subjects can be found in the 'Music and Drill' section for the III form of Muster Road Boys' school and from form V of Muster Road Girls' school, the same structure as before is repeated with a detailed plan for the lesson, observations and reflections annotated after the lesson had taken place. In this box there are also several folders containing Miss Yule's notes on music lessons, detailing some breathing exercises, songs for little children, orchestra training, notation and hymns. Some folders also contain music sheets in addition to the student's observations and reflections over the planned lessons for children. This resource will be of interest to the reader wanting to gain particular insight into how music and singing was both taught at the college and put into practice by the students during their teaching practice. It is interesting to also pay attention to the student's observation and reflections on the planned lessons for the children as this really provides a rare insight into the student's learning path.

Available to view by appointment.

FA/9.5 Student Work. Colenso, P. (1925-1928). Drill Notebook.

SUMMARY: The notes in this notebook illustrate several drill games for young children, the student also provides drawings showing the children's positions and some music sheets with lyrics of the songs. This resource will be of use to the reader wanting to explore how the Froebel's games were taught and practiced in the Froebel Institute from the students.

Available to view by appointment.

FA/PH/9.1, FA/PH/9.3 Children at work and play indoors/outdoors, groups/individuals

SUMMARY: This collection of pictures shows children intent in practicing the games or drills outdoors in the playground, in some of them we see teachers participating with the children in holding hands in a circle and in some the children are left dancing on their own, practicing shapes and positions. A picture in the Talgarth Road album shows a teacher with seven children holding hands in a circle standing in the courtyard of the school while five other children watch from the stairs, in another picture we see a teacher modelling a position for the children and the children in front of her reproducing the same position supervised by another teacher in the playground. One of the pictures taken indoors shows children standing in line helped by the teachers and one child standing in the middle of the circle formed performing what seems like an action of some sort. In another picture we see a group of children sitting in a circle holding various musical instruments such as a tambourine, a triangle and some drums probably getting ready for a music session with the teacher sat in the circle with them. Another indoor picture shows a circle of children with two children in the middle that seem blindfolded holding onto each other's shoulders performing a drill. In the final picture we see a group of children probably intent in enjoying a dancing session, the children hold hands divided in small circles of four children per group, we can see a teacher on the piano, one teacher with the children and four other teachers observing the session.

These pictures will be of interest to the reader wanting to explore how music and games were practiced in the kindergartens with children of different ages.

Available to view by appointment.

FA/PH/4823 Students-Informal and FA/PH/4.83 Students-Curriculum Activities

SUMMARY: This collection of pictures shows the students engaged in different activities such as eurhythmics, dancing, playing music and preparing for different performances. The majority of the pictures show students intent in the study of eurhythmics either indoors or out in the gardens, two of the pictures show children being involved in some of the representations. Some other pictures show the students concentrating in representations for summer parties in the garden, the students are all in costumes interpreting different roles. One picture shows students playing instruments in the gardens and one other one show two students during games picking up an object from the floor with their mouths. These pictures will be of interest to the reader either researching dance and eurhythmics teaching in England or wanting to explore how movement and music were taught and practiced by the students in the college.

Available to view by appointment.

FA/PH/8.2 Individual Schools-Michaelis Free Kindergarten

SUMMARY: Most of the resources in this box are photo albums of the summer holidays held by the kindergarten, some, however are particularly interesting for this list. In the Michaelis Free kindergarten green album the last picture shows a group of children together with two teachers holding hands in a circle. There are three children in the middle of the circle busy with a drill. Some other children can be seen playing in the sand pit close to the circle together with another teacher. Another collection of pictures shows some students practicing eurhythmics in the garden and another show a group of children playing in the playground probably involved in a drill. This resource will be of particular interest to the reader wanting to explore how movement and the Froebel games were used in kindergartens.

Available to view by appointment.

FA/PH/4.9 Albums-students' albums Grove House and grounds

SUMMARY: This box contains many albums donated by former students of the Froebel Educational Institute depicting their lives during the years of their permanence at the college. Of particular interest for this list is the albums from 1925-1928 (green photo album) and the album from 1933-1935 (brown album). In it, together with portraits and group pictures of the students showing their daily lives we can find a series of pictures depicting some students practicing eurhythmics in the grounds of the college. The practice of eurhythmics was popular in those years as a form of physical training for young women. This resource will be of interest both to the reader researching dance related subjects, specifically the practice of eurhythmics and also to the reader wanting to explore life in the college through the eyes of the students.

Available to view by appointment.

FA/PH/9.1, FA/PH/9.3 Children at work and play indoors/outdoors, groups/ individuals

SUMMARY: This box contains various pictures of the children's activities in the kindergarten. In two pictures we can see a group of children holding hands in a circle with a chair in the middle and a child leaning on it. The teacher is also in the circle with the children, this picture show children intent in a drill. Another picture shows a group of children outdoors in the school's playground, they all have what seems like a dumbbell in their right arm and seem intent in stepping forward. This picture also shows children intent in performing a drill. Another collection of pictures show young children practicing eurhythmics in the school's hall. This resource will be of use to the reader wanting to see how daily life was for the children in the kindergarten and especially explore how drills and movements were taught in the kindergarten.

Available to view by appointment.

FA/PH/9.1 Indoor (school/home) groups and FA/PH/9.3 Outdoor (playground/street) groups. Children at work and play

SUMMARY: This box contains various pictures of children playing and exploring both indoors and outdoors. The pictures selected as being relevant to this list show a group of children skipping a rope in what seems like a sports' day at school and a group of children holding hands in a circle with a boy in the middle enjoying a drill. Other pictures show a group of children intent in playing with musical instruments with a boy on a platform intent in singing, the whole class enjoying some group dancing, we can see the teacher sitting on the piano and a sequence of pictures showing a group of children and a teacher intent in singing and miming one of the finger games. This resource will be of use to the reader wanting to explore how music and movement were promoted in schools through Froebel's games and songs and also to the reader interested in children's musical development and representational skills.

Available to view by appointment.

FA/PH/6.2 Little Gaddesden School and FA/PH/6.3 Ibstock Place.

SUMMARY: This box contains various pictures from Challoner Street, Ibstock place, Redford House and the Froebel School at Little Gaddesden. Of Particular interest for this list is a picture from Little Gaddesden (1940-1946) showing children engaged in a music session directed by a teacher and a selection of pictures from Ibstock Place (1952?) showing children engaged in a singing lesson and various music lessons. These resources will be of use to the reader wanting to explore how music was promoted in Froebelian schools in England and also to the reader interested in children's musical development and representational skills.

Available to view by appointment.

FA/PH/8.2, Individual Schools and FA/PH/8.1, Unknown Schools. Nursery Schools 1960s

SUMMARY: This box contains a variety of pictures regarding nursery schools in the 1960s and many of them are particularly interesting for this list. In the pictures from Horder nursery from 1967 we can see a group of children intent in what looks like a Christmas representation, the children are holding hands in a circle while singing the girls have crowns made of flowers on their heads and the boys have crowns made of paper. Other interesting pictures from 1966 show children engaged in a movement session intent in what seems like a eurhythmics lesson, pictures from 1970 (Vineyard infants) show a drill in progress in the playground. The children are holding wooden hoops performing movements and creating shapes with them. Pictures from 1965 show children engrossed in a movement session performing balancing and gymnastic moves. These resources will be of use to the reader wanting to explore how music and movement were promoted in schools through Froebel's games and songs and also to the reader interested in children's musical development and representational skills.

Available to view by appointment.

Farjeon, E. (1926) Singing Games from Arcady, Oxford: Blackwell.

SUMMARY: This volume presents songs that can be recited or sung, and played with or without movements. Children's existing abilities should be taken into account in the performing of the songs, so children that can act and dance but not sing can be helped by a group of older singers singing the words while the children engage in the movements. At the end of each song the author gives some suggestions for playing and for children's positioning and acting. The author also gives suggestions of apparatus to be used in performances and for costumes for the children. This resource will be of interest to the reader researching around drama and acting in children but also to the reader wanting to link Froebel's songs and movement games with Britain's modern take on them.

Fletcher, M., Denison, M. (1946) The high road of song: for nursery schools and kindergartens, London: Frederick Warne.

SUMMARY: This volume includes songs for nursery schools and kindergartens, it is divided in two parts: part 1 with nursery rhymes and part 2 with songs and signing games. The nursery songs are preceded by only a music sheet and followed by the lyrics to the songs, the singing games are preceded by a music sheet and followed by the lyrics of the game and in addition some suggestions for the structure of the game is also outlined. This resource will be of use to the reader wanting to explore how singing and movement games were used in the English kindergarten.

Froebel, F. (eds) Mother Play and Nursery Songs, Boston: Lee and Shepard.

SUMMARY: The archive has different edition of Froebel's Mother Play and Nursery Songs or Mutter and Kose Lieder as it was titled in German. In this summary all the different editions available in the archive will be recapped.

The first edition from 1844 is held in the strong room of the archive (prior appointment will be necessary to have access to this edition), it is in German and has an inscription of a poem handwritten by him created by Froebel in 1846. This edition contains no music sheets to recreate the melody of the songs and has guidance on the songs and illustrations at the back of the book. On page 55 we find an interesting game for the mother and child to engage in. It is called 'The little Child Drawing', it involves a story that the mother will tell to the child while he is sitting on her lap. The mother draws, with the forefinger of her right hand or guiding the child's finger, the simple objects represented in the air, in sand or on a little board while telling the story. If the child is at the right age the mother could also draw on a slate. The mothers should start drawing in the sand for then moving onto slate for then advancing by drawing in the air. In the explanations of the game Froebel also discusses the importance of drawing for children's representational powers and the development of imagination.

Another edition from 1844 is held in the archive not in the strong room, also this edition is in German, there are no music sheets and 'The Little Child Drawing' game is present on page 55.

An edition of the songs from 1859 is also available, also this edition is in German, the illustrations of the songs are simplified, some will argue that most of the meaning of the songs and illustration is lost. Also 'The Little Child Drawing' game is been simplified and reduced to simple geometric shapes. In addition there are no music sheets and the guidance for the mother is significantly reduced.

The edition from 1874, in German includes music sheets at the back, separated from the songs and illustrations. The illustrations are now back to the original intricateness and include finger movements for the mother and child to follow while singing.

An edition from 1878 in German contains handwritten notes with the English translation of the songs; music sheets to recreate the melody of the songs are present at the back of the book together with guidance to the illustrations for mothers. 'The Little Child Drawing' game is also present.

The first English edition held is from 1878, it includes music sheets for the reader and 'The Little Child Drawing' game. Also in the archive is another English edition from the same year with some of the illustrations in colour. Another simplified version of Froebel's Mother Play and Nursery Songs is from 1879-1880 and it resembles the same characteristics of the simplified version from 1859 described above.

This resource is an essential resource for the reader wanting to understand and explore Froebel's Mother songs and Movement Games.

**Froebel, F. (1920) Mother's Songs, Games and Stories, (transl. Lord, E.)
London: William Rice.**

SUMMARY: This volume presents Froebel's Mother Songs, Games and Stories that deal with the whole round of a little child's life, each moment selected as a topic of a song or story is sure to occur and recur. Froebel thought that a picture book for family use ought to be so constructed as to contain something refreshing for the grown up who sits down with the child to play. The translator has added a few notes, the original music written for the songs included keys that were beyond the compass of children's voices, were harmonised for two voices only and accompaniments were written for the first song only. The translator has transposed all the songs that were too high and written accompaniments to all with the help of professional musicians. In the 'Introduction' Heerwart provides a summary of Froebel's philosophy, how he viewed mothers in connection to their children's development and education, an overview of the kindergarten and a further introduction to the Mother's songs games and stories' book. In the book the songs and illustrations are presented first, followed by an explanation of the songs for mothers and the music sheets for the songs. This resource will be of use to the reader either wanting to research music composition in Froebel's times or wanting to gain a deeper understanding on how the mother songs have been adapted to the context following Froebel's first edition.

Froebel, F. (1982) Friedrich Froebel's Mutter- und Koselieder, mit zwei Beitragen uber Friedrich Froebel und einem Quellanhang, Bad Neustadt: Mitteldeutsche Verlagsgesellschaft.

SUMMARY: This version of Froebel's mother songs and movement games is in German edited by Dietrich Pfaehler. The mother songs and movement games are presented with etchings from Friedrich Unger. The two following chapters describe Froebel and his philosophy behind the kindergarten. The author also provides a bibliography for the sources used and an explanation of the education of children before school age and a draft plan for establishing the kindergarten. This volume also contains a chapter written by Henrich Langethal on the daily routine of an elementary school, a chapter by Wilhem Middendorff based on a letter on the introduction of the games in an Infants' School and a chapter by Ida Seele on her memories of Friedrich Froebel. The mother songs are presented with the original illustrations including the finger games, a picture depicting the song and a poem with the words of the song. The games are also presented in the original way the peculiarity of this book is in the added chapters about Froebel, his life and his philosophy and the guest chapters described above. This resource will be of use to the reader wanting to explore Froebel's mother songs and movement games in German while reading some additional material about Froebel and his kindergarten.

Froebel, F. (1895) Mother Play and Nursery Songs, Tokyo: Ko-ei Nursery school at Akasaka (Priority Items Shelf 8).

SUMMARY: In this volume Froebel's mother play and nursery songs have been translated in Japanese by A.L. Howe in Kobe, Japan. The book is formed of two volumes; the first volume contains the songs and pictures while volume two contains the explanation of the meanings of each song for the mothers. It is extremely interesting in this volume how the illustrations for the songs have been changed to reflect the culture, music notation that was not familiar was not used and the style of the book, sentences and pictures are in line with the Japanese culture. Some of the illustrations present us with a flawless adaptation to a culture very different from the European one, where the mother's songs originated. For example the illustration for the 'Coo-Coo' song and 'The pigeon-House' are examples where the nature and environment in the picture has been completely adapted so that Japanese mothers and children could identify with the styles of illustration, the trees and the landscape in the picture does not resemble Europe as it did in Froebel's original drawing. However, some of the Japanese drawings are not so flawlessly adapted, for example the illustration for 'The Church Door and Window' is been left almost completely unchanged. In the Japanese illustration we can see a medieval church in the centre with some bells on top, the church and the bells are exactly the same that Froebel's drew on the European version of the mother's songs, the only thing that has been modified is the ethnicity of the two boys at the side of the picture pulling the chord for the bells. This volume is extremely interesting for the reader who wishes to understand how Froebel's mother songs and games have been adapted to the Japanese culture while retaining the general meaning and aim of the original mother's songs created by Froebel.

Available to view by appointment.

Froebel, F. (1862) Les causeries de la mère, Paris: Hachette.

SUMMARY: This volume's title translates as 'The talks of the mother' it is an interpretation of Froebel's mother songs and kindergarten games in French written by la Baronne de Crombrugghe. In the book the songs are translated into French and the illustrations are simplified. The illustration imitate the original drawings in Froebel's original book in style but most of the details of the original illustrations have been removed. The finger actions are still present together with the words of the songs but those are somewhat separated from the illustration instead of being included in it. At the end of the volume some music sheets are provided in order to accompany the songs mentioned before. This volume will be of interest to the reader wanting to explore how Froebel's mother songs and games have been translate and adapted to different contexts and languages.

Froebel, F. (1887) The Education of Man, transl. Hailmann, W., New York: Appleton.

SUMMARY: This volume shows the fundamental philosophy of Friedrich Froebel and the principles upon which his kindergarten is built. The inner connection, a concept so important in his philosophy and ideas, is the law of development, Froebel's aim is to educate children through their self-activity, during play the child determines what he is capable of doing and discovers his possibilities of will and thought. Of particular interest for this list is chapter 33 'Value of rhythmic movements', in this part Froebel describes how rhythmic education for young children helps to develop harmony and moderation and, later on, will develop a higher appreciation of art and nature, music and poetry. Music and songs will lead children to self-activity similar to the one that is attained in speech and will aid the development and acquisition of vocabulary in children. In the appendix Froebel describes the pretend play of the child and classifies it under imitations of life and imitations of what the child has learnt in school. Both of these imply internal life and energy and he explains that this kind of play can elevate life. The plays described by Froebel in this part of the volume are what will be known as movement games or co-operative games. Although the language of this volume seems obscure at times, this is an essential text illustrating Froebel's fundamental philosophy and it is regarded as an essential text to understand his thinking and ideas on education deeper.

Gillington, A. (1909) Old Hampshire Singing Games and Trilling Rope Rhymes, London: Curwen & Sons.

SUMMARY: The volume includes seventeen songs. Before presenting the songs some rhymes to use when skipping a rope are introduced, presented without a music sheet. After these the songs are detailed, each song is accompanied by a music sheet including the lyrics of the song. At the beginning of the songs a line or two of suggestions for the game is given such as detailing the children's positions or characters. This volume will be of use to the reader exploring children's nursery rhymes and games.

Gomme, A. (1900) Old English singing games: dedicated to all children throughout Her Majesty's dominions, London : George Allen.

SUMMARY: The games included in this book are selected from a great number that the author has collected in English villages and towns. According to Gomme the games represent a dramatic form of entertainment for children of all classes, when the games are thought to children they will play them out of doors in open spaces in the same way that their grandparents might have done at the same age. In the book the games are presented with an illustration to clarify the main goal of the game and a set of instructions on the next page explaining the game with great clarity, after this the set of movements for the game are illustrated and a music sheet with the lyrics is provided. This resource will be of use to the reader wanting to explore how Froebel's movement games have evolved and have been adapted to the English context. In this case Froebel's original games have been substituted with traditional songs that are meaningful to children and families in England but the educational value of these games as Froebel saw it is kept intact.

Gomme, A., Sharp, C. (1909) Children's Singing Games, London: Novello and Company (Unboxed material strong room).

SUMMARY: The singing games in this collection have been preserved by oral tradition for a long time and children find the songs very amusing. They stimulate dramatic and mimetic capacities while feeding the imagination, exercising the voice and limbs, teach discipline and self-control and allow children to practice courtesy to each other. Each song is preceded by a music sheet and followed by the lyric of the song after which the author includes suggestions and direction for the game derived from the song, the actions are clearly explained by verse. This resource will be of use to the reader wanting to explore both English folk songs and the teaching of music, singing and dancing in schools for young children.

Available to view by appointment.

Gould, B., Sharp, C. (1933) English Folk-Songs for Schools, London: Curwen & Sons

SUMMARY: The authors of the volume state that in primary and secondary schools there is no provision for the teaching of folk-music to children, instead children have been given tunes 'made in Germany' or composed for them by masters speaking in another musical tongue from that of the people. This collection of songs has been made to meet the requirements of the Board of Education and is composed of melodies strictly pertaining to the people and with melodies that have been passed down from generation to generation. The book is divided into ballads, songs and infants' songs. Each song is preceded by a musical sheet followed by the lyrics of the song. This resource will be of use to the reader wanting to explore both English folk songs and the teaching of music and singing in schools for young children.

Available to view by appointment.

Grabaham, A. (1918) Rhymes and Rhythms for little ones, London: Thomas Nelson and Sons.

SUMMARY: This book includes rhymes and exercises for young children to be performed in the kindergarten. The arrangement of the book is designed to meet the needs of teachers and young children, the author states that young children in the kindergarten should be given opportunities for natural and free movements such as skipping, jumping, marching and clapping among the many. When simple tunes are played on the piano the children will naturally catch the rhythm and move accordingly. The suggestions for playing prompted by the songs are not meant to be followed implicitly and it is advised that children's interest is aroused with a story about the song before starting to teach the song in order to make the contents more meaningful for the children. This book has pictures of children instead of illustrations; the children pictured give example on how the game should be played and model the main actions for the songs. Each song is presented with a music sheet, song lyrics and a suggestion for play. This resource will be of interest to the reader wanting to explore how music and singing were interpreted in the English kindergarten and how Froebel's movement games have been revisited in the volume.

Green, J. (1907) Educational ideas of Pestalozzi, London: University Tutorial Press.

SUMMARY: This volume aims at expounding the fundamental doctrines of Pestalozzi. It provides an historical introduction, an illustration of Pestalozzi's life, a chapter on Pestalozzi's aims in education, intellectual education, practical education a chapter on moral education, on science of education and training of teachers, and the influence of Pestalozzi. Of particular interest for this list is chapter VI 'Practical Education'. In this chapter Pestalozzi's ideas about physical education and movement for children are explained. A very interesting section on drills makes some comparison with Froebel's work for then explaining practical training in relation to children's daily lives. The author also explores the acquiring of dexterity and manual training. This resource will be of interest to the reader exploring the theorists that have influenced and inspired Froebel's educational philosophy.

Gregory, J. (1899) Practical Suggestions for Kindergatners, Springfield Mass: Milton Bradley.

SUMMARY: This volume is aimed at kindergarteners and is designed to be an aid when building programs for children. Each week is based upon a phase of truth growing out of the thoughts of the previous week, making the entire program a connected whole, which begins with the Family Relationships and moves out into Civil Society, State and Church. The program is based upon Froebel's mother songs, the books starts by introducing Froebel's gifts and occupations giving suggestions for class activities. In the Stories and talks section we find the Mother Songs. The chapter uses subheadings to further classify the songs into general survey, finger songs, nature songs, trades' songs, state songs and light songs. After this general explanation the author moves onto outlining a suggested plan for talks divided in weeks, which include most of Froebel's songs. The program presented is thirty seven weeks long and does not include any of the Froebel's games. This resource will be of interest to the reader exploring the practical application for Froebel's mother songs in the nursery or school for young children.

Hastings, T. (1848) Mother's nursery songs, New York: MW Dodd.

SUMMARY: Although this volume does not present the same songs as the one that Froebel wrote, nor the same music I believe that this volume is still pertinent to this list as it shows to the reader the influence that Froebel's Songs and games had outside Germany. The aim of the book is to aid mothers into attuning their children's voices and inspiring them with the love for vocal music. The author firmly believes in early musical education for young children because the risk of leaving music education until later on in the young adult's development is a complete disregard for music through life. The author describes the principle of imitation in order to teach children to sing, the mother will sing and the children will simply imitate her tone of voice and the melody she is singing and he advises mothers to be perseverant in order to reach the objective of musicality in children. Moreover, nothing has to be forced; children's musical education has to be introduced as a pleasant activity that comes naturally. The book is organised with a Chapter containing 'Rudiments of Notations' for mothers in order to understand how to teach and play the music contained in the booklet. The following sections contain the songs and music sheets for the children divided according to the children's musical ability and age. For younger children the section is called the cradle, the songs and music here are simpler than the other section, as the child's abilities grow we move onto the nursery section, the classroom finishing with the altar.

As said before, although the songs included in this resource are different from Froebel's mother songs the reader will be able to see similarities in their presentation, the resource will also interest the reader looking to explore the influence of Froebel's original Mother Songs and Games in the education for young children in the home.

Hayward, F. (1904) The Educational Ideas of Pestalozzi and Froebel, London: Ralph Holland & Co.

SUMMARY: This volume includes the thoughts of the author on Pestalozzi and Froebel for teachers taking the Certificate Examination in 1906. It provides a critique of their educational ideas as well as an explanation over the most challenging parts of the educational philosophies by 'lifting the fog' surrounding them. Chapter X is of particular interest for this list 'Technical and Physical Training-Discipline, etc.'. In this chapter the author discusses the occupations in Froebel's kindergarten and the games. In the tradition of military drills coming from Sweden or other forms of systematic gymnastic Froebel expresses the feeling that physical gymnastic loses his value if divorced from everyday life, in other words gymnastic should be always connected to the concrete and not be pursued for its own sake. Pestalozzi, on the other hand, had expressed to be in favour of gradual series of gymnastic exercises. This resource will be of use to the reader looking for a balanced critique of both Pestalozzi and Froebel's ideas providing a way to highlight similarities and differences in their teaching.

Heerwart, E. (1889) Music for the Kindergarten, London: Boosey & Co.

SUMMARY: In the introduction for the book, aimed at kindergarten students, the author explains that the collection of songs in this volume is not meant to be exhaustive. The author also encourages students to look around for new ideas for good, original English poetry suitable for children. Until a collection of English poetry for children is made the students have to be satisfied with the translations and adaptations of the songs from another language, as those songs show Froebel's purpose in the games. Interestingly the author also reminds the students not to regard the games as having strict rules, those are merely suggestions and should be treated as such in order for the students to realise the gentle hints that children give when playing. The book presents a collection of marching songs explained followed by kindergarten songs complete with music sheets and lyrics. This resource will be of interest to the reader wanting to understand how Froebel's mother songs and movement games have been translated and adapted to English kindergartens. The author's remarks about the need to compose a similar collection following Froebel's principles with English poems for children are also very interesting and show how easily adaptable Froebelian philosophy can be.

Hofer, M. (1901) Children's singing games: old and new: for vacation schools, playgrounds, schoolyards, kindergartens, and primary grades, Chicago: Flanagan.

SUMMARY: This volume aims at being a connecting link between the educational games of schools and kindergarten and the later gymnastic and athletic games. This collection brings together many of the favourites and traditional games found universally in children's play, each game is preceded by a music sheet with lyrics and followed by directions for the actions in the game. This volume will be of interest to the reader wanting to explore children's traditional playground games.

Holmes, B., Davies, M. (1937) Organised play in the infant and nursery school: physical exercises, games, singing games and dance movements for use in infant and nursery schools, London : University of London Press.

SUMMARY: The activities in this book are designed to be independent in their play and explorations while ensuring that their limbs are stretched, exercised and their enquiring minds are kept stimulated. The games in the book are designed for children of three and four years of age only, the ideal number of children to participate in the collective activities is between twenty and twenty-five while groups of twelve to fifteen children are ideal for individual activities. The apparatus necessary for the games and activity is described and explained, and some suggested activities are then presented. The exercises are divided between: opening activities, trunk exercises, floor exercises and balance exercises. The next section of the book explores some examples of lessons for children including the exercises and games; the next chapter illustrates the games. After illustrating the games the author introduces the musical section of the book. Some notes on the singing games and dancing movements are presented followed by music sheets in order for teachers to recreate the music to the song and dancing games. This resource will be of use to the reader wanting to explore how Froebel's songs and movement games have inspired the traditional nursery songs and collective games for children.

Hughes, Mrs (1894) Instructions for drill with tambourines as taught by Mrs. Hughes in her drill classes, London: O. Newmann.

SUMMARY: This document provides instructions for teachers on how to conduct drills for young children using tambourines. A tambourine is provided for each child; the children take their places in marching and are numbered. They then march around the space allotted and each take a tambourine. This document presents a series of 24 exercises that can be performed in this drill. This resource will be of use to the reader wanting to explore how drills for children were taught and practices in the colleges and kindergartens.

Available to view by appointment.

Knowlton, F. (1906) Nature songs for children, New York: Milton Bradley.

SUMMARY: This book includes songs for children with music sheets. The songs are divided by months of the year, and then we have the flower songs, the bird songs, the games, miscellaneous and sacred songs. Here the games are also accompanied by a music sheet and lyrics to follow giving the impression of being too prescriptive and leaving little to children's imagination. This resource will be of interest to the reader wanting to explore how Froebel's ideas have been transported into a different context and language.

Lennard, J. (1912-1913) 'Dancing as a training' in *The Dancing Times*, 3, pp.35.

SUMMARY: This article advocates for dancing to be considered as a serious training and activity for young children. The author states that she is aware that dancing in schools is available but this discipline is often optional for the children to take. The classes in schools aim at training boys and girls in ballroom dancing instead of providing beneficial training to their bodies. This article will be of interest to the reader exploring how dancing was taught in schools and also to the reader researching on the history of music and dancing education for children.

Lindsay, M. (1919) Mother Stories, London: Harrap.

SUMMARY: In this volume the author presents stories for mothers and children embodying some of the truths of Froebel's Mother Play. The author considered Froebel's Mother Play to be a treasure-house of truth, because each commentary in the Froebel's Mother play is so vast and comprehends so much the author of this volume has selected only few of the mottoes and presented them in the book under the form of stories. This volume includes 17 stories for children with illustrations that echo the style of line work in Froebel's illustrations of the Mother Songs without being so extraordinarily detailed. This resource will be of interest to the reader looking for a direct link between Froebel's Mother Play and storytelling for children.

Lloyd, N., Blair, M. (1966) My First Sing-a-Song Book, London: Paul Hamlyn.

SUMMARY: The songs in this volume are divided into nursery songs, singing games, hymns and carols, cradle songs, folk and popular songs and rounds. Each song is presented with a music sheet also containing the lyrics for the song and a picture illustrating the song. The illustrations are simple but direct with bright colours and plenty of opportunities for the children to explore and imagine different situations from the song. This volume will be of interest to the reader wanting to explore how nursery rhymes and songs were presented to children and families for then being introduced into the child's daily routine.

Macbain, M. (1932) The Standard Book of Traditional Songs & Tunes for Little Folk, London: Evans Brothers.

SUMMARY: The songs in this volume are divided between traditional songs, tunes which march, run, skip, gallop and dance and lullaby or sleepy-time songs. The author explains in the foreword that nursery rhymes are the child's own literature serving to amuse, teach and feed the imagination. The rhymes included have all traditional settings, they have been handed from generation to generation and should be heard and sung before the children hear modern settings in the musical idiom of their own age. The songs should not be laboured in the teaching but sung and played to the children who will imitate spontaneously. Each rhyme is presented with a music sheet including the lyrics, some songs have handwritten annotations from the previous owner. This volume will be of interest to the reader wanting to explore how folk and traditional songs have been used to entertain young children and how marching and galloping games have been included in the children's daily routine in schools.

Marzials, T. (1883) Pan-pipes: a book of old songs, London: George Routledge and Sons.

SUMMARY: This volume presents a beautifully illustrated selection of songs. Each song's story is illustrated much like in Froebel's mother songs' book where the poems for the songs are embedded in the illustration. However, this book, together with the lyrics, also presents the reader with a music sheet included in the same page as the illustration and the poem. The illustrations are all in colour helping the reader to vividly see the images portrayed in the story in front of his own eyes. This resource will be of use to the reader wanting to explore means of illustrations and design in old books as well as for the reader wanting to explore traditional English songs that are part of the folklore of the country.

Mason, L. (1837) The Juvenile Songster, consisting of thirty five cheerful and moral songs set to appropriate music and designed for children, schools and private families, London: Wilkins and Carter.

SUMMARY: This volume precedes the first edition of Froebel's Mother Play and Nursery Songs or Mutter and Kose Lieder. The aim of the book is to provide a collection of songs adapted to the circumstances and capacities of children. A few of the melodies have been selected from German works mostly from Naegeli a pioneer of musical education and the rest are popular children's songs from the English tradition. The booklet, according to the author was designed for the amusement and education of young children. The songs are presented with a music sheet first followed by a poem. Similarities in the songs can be noted between Mason and Froebel although the songs in this volume are not illustrated. This volume will be of interest to the reader wanting to explore the English tradition of musical education for young children.

Miller, E. (1887) Mother Truth's Melodies, common sense for children, a kindergarten, Chicago: Faribanks and Palmer.

SUMMARY: The songs contained in this volume are rhymes and melodies to delight little children. The author does not make any reference to children's early education through music but regards the songs as a way to occupy children's minds and stimulate their imagination. It is interesting that even if the aim of the songs is to stimulate children's imagination the author is not seeking to let children imagine things that do not exist, preferring instead to evocate images of the truth with the songs, this could be seen as a parallelism with Froebel's mother songs and games, Froebel was interested in making children aware of how simple people contribute to the community the children live in a similar aim can be seen in this book. Pat-a-cake is presented as it is a modified version of Froebel's falling falling song along with songs that teach children not to lie and lullabies for babies. This resource will be of interest to the reader wanting to explore how Froebel's Mother Songs and Games have inspired many other nursery songs.

Nuth, M. (1900) Kindergarten gift plays, London: Curwen.

SUMMARY: This book presents a series of games that children can play with Froebel's gifts. The games are set to music because, according to the author, music and singing helps children to develop an orderly method of work and a certain amount of self-control. The book starts with directions for the games, there are nine games presented: colour game and ball game (Gift 1), the cube game, the cylinder game, the train game and the cooking game (Gift 2), the building games, tablet laying game and stick laying game (Gifts 3 and 4). Each game is preceded by a music sheet with lyrics to the song, followed by illustrations of the game and the actions together with the lyrics. The illustrations of the games are interesting and are designed to also spark conversations between the teacher and the child as well as guiding the child and the adult through the game. This resource will be of use to the reader wanting to explore how Froebel's gifts were incorporated in the musical and physical play of children.

Opie, I., Opie, P. (1985) The singing game, Oxford: Oxford University Press.

SUMMARY: This book presents the singing games and clapping games that used to be played, or that are still played by children in Great Britain and sets forth their histories as could be discovered. The present day material has been drawn from the nationwide surveys undertaken for the *Lore and the Language of Schoolchildren* in the 1950s and for *Children's Games in Street and Playground* in the 1960s. The history of singing games for children is traced as far back as 1744 with a juvenile compilation of children's songs, this volume explores the history behind children's singing and clapping games as well as presenting the games that have been submitted to the projects with a further 112 schools added that participated in the project. This resource will be of use to the reader wanting to understand how singing and clapping games have been used from children in playgrounds since well before Froebel's publication of the Mother Songs and Movement Games. This book represents an interesting display of folklore and children's games in Britain.

Opie, I., Opie, P. (1984) Children's Games, Oxford: Oxford University Press.

SUMMARY: This volume is similar to the above volume titled 'The singing game' but it explores games that children play on the playground when adults are not involved. It describes social games that children get involved in spontaneously as described by the children themselves. This resource will be of interest to the reader wanting to explore children's opportunities for free play in a playground context.

Plunket, E. (1886) Merrie games in rhyme from ye olden time, London : Wells, Gardner, Darton.

SUMMARY: This booklet contains typical English songs for children. The songs are accompanied by beautiful illustrations through and music sheets. The whole book is decorated in a splendid manner. This resource will be of use to the reader looking to develop a better knowledge of the history of musical education in England, this resource will also interest the reader interested in English folklore and folk songs for children.

Pollock, L. (1897) The Mothers' Council or The Kindergarten in the Nursery, Boston: DeWolfe, Fiske & Company.

SUMMARY: This volume contains a series of lectures to mothers based on Froebel's Mother's book of songs and play. Lecture IV is particularly relevant for this list as it explores the mother songs in relation to the benefits for children's development, Froebel's movement games are also explored and they are called play-gymnastics used to strengthen the child's body while providing him with a pleasurable activity to engage in. This resource will be of interest to the reader wanting to gain better knowledge on how the kindergarten and its main elements were adapted to the kindergarten system in England.

Poulsson, E. (1921) Finger plays for nursery and kindergarten, London: J. Curwen & Sons.

SUMMARY: This book's wonderful illustrations bring finger play to life. The author, inspired by Froebel's finger play, beautifully presents finger plays for young children in the home or kindergarten using illustrations that are meaningful to English children, each song is followed by a music sheet containing a simple melody with lyrics for the play. The illustrations of each play is so beautifully illustrated that children will in no doubt be fascinated by the images depicting the text and these will for sure spark many interesting conversation about the elements represented in the illustrations. This resource will be of use to the reader wanting to explore how Froebel's finger plays have been translated and adapted to the English context but also to the reader interested in techniques of illustration and design for children's books.

Proudfoot, A. (1902) A Year with the Mother-Play, New York: Flanagan Company.

SUMMARY: This volume outlines Froebel's Mother Play book both in a practical and in a theoretical way, the subject of study is aimed to form the program for meetings of the League of American Mothers as well as encouraging self-study on the subject. The plays are studied in the light of the nursery and social life, it is principally prepared for mothers but it is also aimed at kindergarteners who wish to better understand the beginning of child education and the family. During weekly meetings special lecturers should be invited so as to keep discussions on the plays alive and encourage further study and reflection. The material is translated into English but the author also directs readers to the Mother-Play translated by Blow and Lord (both included in this bibliography) in order to compare different translations of the same poems. The songs and movement games are then presented together with questions and instructions for mothers, a commentary and the music sheets to accompany the singing.

Richter, A. (1962) The lion and the Mouse a story with music for piano, USA: Theodore Presser Company

SUMMARY: The book derived from the author's experience in teaching piano classes. During the classes the children would often ask to be told a story by the teacher during their rest time so the author started telling the children stories with illustrative music improvised on the piano. Many of these stories were then transformed into plays because the children were so eager to do so. This book is not only useful in classes but can also be used for mothers when reading to children and playing with a story. The story might be told from a teacher, a mother or a child and the pieces can be played both from children or adults, the illustrations in the book can be used as a model for the tableaux on stage. The book contains music sheets together with the song's lyrics and the narrative parts of the story with images. This resource will be of interest to the reader wanting to explore children's musical education and children's plays in schools.

Available by appointment.

Rimbault, E. (1864) A collection of old nursery rhymes with familiar tunes for voice and pianoforte, London: Chappell.

SUMMARY: This volume includes a collection of old and well-known songs traditionally sung to young children. These songs are traditional English songs for children, in the book the songs are presented together with a music sheet and lyrics to the songs. Movement and action games are not present in the volume. This resource will be of use to the reader wanting to better understand how Froebel's tradition of songs was interpreted in England, but rather than the songs be intended for children to sing these were intended for adults to sing to children in order to entertain them. It is also a very interesting resource that shows the traditional songs of the country highlighting the folklore.

Rooper, W. (1885) Action songs for infant schools: including nursery rhymes, London : Griffith, Farran, Okeden & Welsh.

SUMMARY: This book consist of nursery rhymes, easy songs suitable for baby classes, kindergarten games for the playground, action songs and marches in order to exercise the muscles as well as the mind, songs without the accompaniment of actions for older children in the infant school and groups of songs for infant school entertainments. The groups of songs are intended to encourage children's pretend and make believe play. All the songs are presented with a music sheet and lyrics. This resource will be of interest to the reader wanting to explore how music, singing and movement was used in the English kindergarten.

Silber, K. (1960) Pestalozzi, the man and his work, London: Routledge.

SUMMARY: This volume aims at giving a reliable report of Pestalozzi's life, work and character, his achievements and failures and his position in his own time and place. Section VI 'The Educationist 1805-1815' chapter II 'Practical Education' is particularly relevant for this list. Practical education comprises the training of the body and the preparation for a manual occupation; Pestalozzi firmly believed that strengthening the faculties of the body and training for an occupation must be an integral part of the education of man as a whole. Only through art, Pestalozzi explains, the human body reaches its highest form of good health, strength and an upright bearing. Physical education starts early, infants enjoy movement with the mother and father, these exercises are called 'natural domestic gymnastic' by Pestalozzi. In this chapter the author further discusses other aspects of Pestalozzi's writings on physical education and movement for children. This resource will be of use to the reader wanting to explore the theorists that influenced Froebel's educational philosophy.

Sinclair, M. (1901) Gallery Songs with Action, London: Nelson and Sons.

SUMMARY: This volume addresses a common difficulty, according to the author, of obtaining good action songs for teachers. Most song books contain material not suitable for children in the infant school, the tunes are unattractive and the accompaniments are too difficult for normal teachers to perform. Furthermore, the songs' lyrics are not always suitable for young children and the actions accompanying the songs are often not natural to perform. This book contains songs and action games specifically addressed to the needs of very young children, each song is comprised of a simple music sheet, a poem to sing and some actions to perform with the music and singing. This resource will be of interest to the reader looking to deepen his knowledge about songs and movement for very young children in Britain. It will also appeal to the reader that there are some similarities with Froebel's songs theme. As Froebel, some of the songs in this book are concerned with showing the work of people that contribute to the community like 'The Sawyer' and 'Blacksmith Tom'.

Smith, E. (1915) Songs for little children: a collection of songs and games for kindergartens and primary schools, London: Curwen and Sons.

SUMMARY: This book includes a collection of songs and games for children, the author states that much of the songs and games for children that have been translated from the German are unsatisfactory both in arrangement of the music and in the choice of words. Because of the difficulties of translating songs and games from German into English some of the essence of poetry is lost in the process together with rhythm. The author states that if we want to prepare children with the foundations for future school work we cannot overlook the importance of cultivating children's sense of rhythm as well. The book starts with some suggestions for developing games out of specific nursery songs present in the volume; it then sets out to present the songs with music sheets and lyrics. This resource will be of interest to the reader wanting to gain a better knowledge of how Froebel's songs and games were translated and adapted to a different context and language in England.

Snider, D. (1895) Froebel's Mother Play Songs, a commentary, Chicago: Sigma.

SUMMARY: Froebel adapted the games and songs of the people to the child for an educative purpose. This volume and the author's translation of Froebel's original songs can represent both a product of the time in which it appeared in order to justify adaptations and translation of the songs but also it can be seen as a growth out of the author's life. This volume includes an interesting discussion of the genesis and history of Froebel's Mother Songs and Games followed by an introduction exploring the different components of the songs in the book. The author then engages in a commentary of each song providing further explanations about the movements and the aims of the songs. This resource will be of interest to the reader wanting to gain a deeper knowledge of Froebel's Mother Songs and Games as critiqued and analysed by the author.

Taylor, A., Taylor, J. (1881) Rhymes for the Nursery, London: Nelson and Sons.

SUMMARY: This volume presents seventy-seven nursery rhymes for children. Each rhyme has a poem and an illustration on the next page. There are no music sheets or games for the rhymes. The rhymes are traditional English rhymes for children part of the Hammersmith and Fulham collection acquired by the Froebel archive. This resource will be of use to the reader wanting to explore different nursery rhymes available for children at the time of publication.

Tegner, A. (1937) Children's Sing Song from Sweden, Book 1, London: Augener

SUMMARY: This volume contains twenty-five songs for children, each song is presented with a music sheet and lyrics. The book does not contain the actions that accompany the songs or any movement games. This volume will be of interest to the reader wanting to explore how music and singing from Sweden was translated and transported into the English curriculum for young children.

Available to view by appointment.

Von Arnim, E. (1903) The April Baby's Books of Tunes, London: Macmillan.

SUMMARY: This book, as well as illustrations in colour, includes stories and traditional songs for children. The songs are illustrated and sometimes preceded by a simple music sheet. The story in the book is easy to read to young children and links with the different tunes in the book. This resource will be of interest to the reader wanting to explore how English traditional songs and rhymes were used with young children, in this book the movement games are not present, perhaps because of the young age of the audience the book is directed to.

Walker, L. (1899) Mrs. Walker's action songs and games for young children, London: J. Curwen.

SUMMARY: The author starts this volume by presenting the reader with some hints for teaching action songs to children, she states that teachers should interest the children in each song by creating a story about it that will explain the content of the song to the children in order to better understand the meaning and purpose of the song that they are about to learn. In the suggestions for the songs the author explains that some songs have been adapted to follow popular tunes so that it will be easier for children who already partly know the tune to learn the songs. In the introduction the author also explains the importance of children's plays, dressing up and representing well known stories for an audience. In the book the songs are presented with a music sheet, lyrics, an illustration and directions for the game explaining dialogues and different characters to be played. Each song also has actions described divided by verses so that the children can quickly learn the actions to the songs. This resource will be of use to the reader wanting to explore how music for young children was taught in schools and to understand how Froebel's educational philosophy has been adapted to the English context becoming an integral part of children's daily activities in the school.

Wards, M. (no date circa 1871) Ye interesting storie of Cinderella and ye lyttel glass slyppere, Edinburgh: William P. Nimmo

SUMMARY: This book presents the story of Cinderella arranged as a play for children to represent. In the book there are two music sheets for songs that the children can sing and various images depicting the story. The second page of the book presents the reader with a poem about the play. This resource will be of interest to the reader wanting to explore children's plays and songs.

Available to view by appointment.

Weber, A. (1921) 'What is Eurhythmics' in *The Dancing Times*, 125, pp.440-441.

Summary: In this article Weber explains what the discipline of eurhythmics is and the benefits for the students trained with the method. Eurhythmics is a method of teaching the fundamental principles of music giving the students understanding of time, rhythm, construction, form and tone instead of teaching how to play a particular instrument. The whole body is used in the lessons the students reproduce with their bodies the music that is played on the piano. There are definite arm movements to show time and feet movements to show note duration. This training improves pupils' concentration, memory and ability to respond quickly. This article will be of use to the reader researching dance methods and to the reader wanting to understand more about the discipline of eurhythmics that has been associated with Froebelian practice of education in the old Froebel Institute. As the students' work and pictures can show, this discipline was widely practiced and appreciated in the past at the Froebel Institute.

Welch, L. (1930s) Song Teaching, London: Curwen & Sons.

SUMMARY: This book is a practical guide based upon the author's personal experience, dealing solely with the teaching side of Class Singing. The subject is divided into three sections: class singing into the junior school, class singing in the senior school and special types of choral classes. The author deals with the subjects of voice production, conducting and accompanying. Children's singing should be treated as a spontaneous activity and not too much theory should be added for young children so as not to damage their voices. This resource will be of interest to the reader wanting to gain more knowledge both in music training for children and in understanding how singing and music were promoted in the kindergarten.

Welton, J. (1918) Principles and methods of teaching, London: W.B. Clive.

SUMMARY: This volume includes material to help teachers in their daily work. Broad principles of teaching are discussed in the book without giving exact directions on how to carry out every small piece of teaching so as to stimulate the reader to take the principles as guidance and to enrich them with his or her personal experience and individual needs of the children. The main body of the book sets out a suggested curriculum for primary schools, using chapters to divide between the various subjects to be taught. Chapter IX 'The teaching of music' is of particular interest for this list, in it the author describes music as a source of pleasure as opposed to other subjects that are mainly aimed at having a practical bearing on everyday life. The author explains that singing comes natural to children teachers have the role of cultivating this spontaneous musical experience building on its foundations. This resource will be of use to the reader exploring how music and singing has been incorporated in primary school's curricula for young children.

Whittaker, W., Wiseman, H., Wishart, J. (1933) Sixty Songs for Little Children, London: Oxford University Press.

SUMMARY: This volume presents a collection of songs for children. The songs include a poem and music sheets but no movements or dancing are included in the instructions for teachers. In the preface the editors of the volume state that in the initial stage of the learning of the songs, children might need to be accompanied by a piano in order to tune the children's voices in the right way. Only once the children's singing is perfected the written musical accompaniments should be used. In some of the songs' themes we can see similarities with Froebel's theme of representing common people to inspire respect and stimulate knowledge in the children. This volume will be of interest to the reader wanting to explore how music and singing was taught to children in Britain.

Wilderspin, S. (1840) The Infant System for developing the intellectual and moral powers of all children from one to seven years of age, London: James S. Hodson.

SUMMARY: This volume details Wilderspin's system for educating young children, chapter IV is particularly interesting for this list as Wilderspin discusses the importance of exercise for young children. The author sees exercise as a way to help blood circulation and support general health, he speaks against giving children too many activities to master at the expense of physical exercise, he warns against depriving children of amusement as they will soon chase to be happy and lively and will become sickly. Other chapters of particular interest for this list are chapter XVI 'Physical education' and chapter XVII 'Music'. In chapter XVI the author discusses again the value of exercise, various positions that can be used to provide children with movements, exercise with instruction and arithmetical and geometrical amusement for young children. The exercises devised were meant to exercise the body as well as the mind, children were given counting games and for each number a movement of the arm or leg was required; an observation of the author shows how children's imagination brought the games closer to what they knew by renaming one of the games 'the blacksmith' because the movements of the hands reminded them of the blacksmith hammering iron. Multiplications and divisions were also practiced through movement and collaborative games. Chapter XVII describes music as the most important means of mental and moral improvement. When Wilderspin found it difficult to teach letters and sounds to the youngest children he made the alphabet in a tune and sang it to the children when they needed comforting, the children learned the tune and this made it easier for them to imitate the sounds of letters. After this the author used music in order to teach arithmetic using music coupled with physical exercise. This resource will be of use to the reader wanting to explore the theorists that influenced Froebel's educational philosophy.

Wiltse, S. (1885) Stories for Kindergartens and Primary Schools, London: Ginn.

SUMMARY: The stories presented in this booklet have been told to children and been approved by children before being included in the volume. Three illustrations in the book were drawn by the children, the process to being allowed to draw the illustrations for the stories heightened their interest and seemed very important to them. This resource will be of use to the reader wanting to gain knowledge of traditional stories for children being told in kindergartens at the time of publications and also looking to understand how children represent the stories they hear.

Wiseman, H., Northcote, S. (1970) The Clarendon Books of Singing Games, London: Oxford University Press.

SUMMARY: This volume includes a collection of traditional songs and games for children such as 'Ring o' roses' and 'Nuts in May'. The songs and games for children have been played and sung by children traditionally, this volume, as well as traditional English songs, includes foreign songs as well as songs from other countries. The songs are followed by suggested games, the author explains that the games should not be accompanied by music leaving children the freedom to play them in the playground, singing games are easy for the children to learn leaving them free to perform them whenever the children want. This resource will be of interest to the reader wanting to explore how traditional songs and games from different countries as well as song from the English tradition have been introduced in the children's daily routine in the school and are thought following Froebelian principles.

FAMILY LIFE, LET US LIVE WITH OUR CHILDREN

According to Froebelian principles, the family and its role in nurturing young children is of primary importance; it is within the family that a child's mindfulness develops, while forming relationships and learning 'to live a life of purpose' (Quinn and Greenfield, 2019:166). The role of those who care for children it is to be aware of the strengths of the child and the family, and to work with those, supporting the spirit of community helping the child to feel secure and confident to take risk and to playfully engage with the natural world developing 'knowledge that is worth knowing' and feel part of the 'whole' (Quinn and Greenfield, 2019:166). Family life is responsible for the 'development and cultivation of a good heart and of a thoughtful, gentle disposition' in children, this is incomparably important for children's understanding of future social relationships and for starting to see themselves as being part of a bigger whole, fully understanding their responsibility and their influence in society (Froebel, 1974:97).

Marenholz-Bulov (1897) explains that the first aim of young children's education is to teach them to love and to lead children from the first stage of communion in the family to other following stages of social life culminating to understanding and practicing the love of humanity as a whole. Here the importance of family life is seen as a mean to understand love and to practice what it means to form relationships so that young children can continue forming relationships outside the family, enlarging, in this way, their circle of relationships to wider contexts. As children grow they will, according to Froebel (1974) outgrow family life and will begin to look at the outside world with interest and curiosity, they will use their family life as a blueprint by which they will base their future relationships in wider contexts.

The bibliographic lists created are meant to enhance the accessibility of the Froebel Early Childhood Archive Collection and enable better utilization both by students and academics of the School of Education, Centre for early Childhood Studies and Research, and the Department of Humanities as well as other interested groups such as Mathematics, Geography, History, Dance and Movement and Visual Art. The resource list below can be used as an integral part of the learning and teaching programme but also be of interest to visiting scholars and practitioners based both in the UK and internationally as well as other networks who are interested in Froebelian education. The resources on this list can be searched through the library catalogue for access and some digitalised version of archival material is available on the Roehampton Digital Library in the Froebel Archive Digital Collection section <http://urweb.roehampton.ac.uk/digital-collection/froebel-archive/>. The archival material is also available on the archives catalogue page <http://calmview.roehampton.ac.uk/> where artefacts and rare books held by three repositories at the University of Roehampton are searchable.

BIBLIOGRAPHIC LIST

FAMILY LIFE, LET US LIVE WITH OUR CHILDREN

A Child Life (1891) London: George Philip.

SUMMARY: This journal represents a significant source for researchers interested in the Froebel Society and the other organizations making up the Froebel Movement. In addition to providing data on the Froebelian organizations which, significantly were almost wholly women's organizations and thus of interest to feminist researchers, the journal provides a wealth of material on Froebelian pedagogy and curricula and on the education of young children in general. This resource provides copious material on the way Froebel's original conception of the kindergarten was revised in the light of the rise of the sciences of education, child study and psychoanalysis. An example of pertinent articles for this list is the article in the March 1934 edition titled 'Family life; the teaching of Froebel and modern psychologists'. In this article Macfarlane brings together recent ideas on the importance of the family in children's earliest years of life in order to support mental health and links it with Froebel's ideas on the importance of fathers. The author of the article provides the reader with a parallel between Froebel's ideas on the importance of fathers and the psychological role of the father figure for children with a modern spin on Froebel's work on this subject. This article is only one example of the materials included in this collection; many more articles of interest are included in the holdings for the journal.

Arnold, J. (1914) Notes on Froebel's Mother-Play Songs, Chicago: National Kindergarten College.

SUMMARY: This volume is made up of the author's notes on Froebel's Mother-Play songs produced during her service in a kindergarten in Chicago.

This resource will be of interest to the reader wanting to deepen his critical understanding of Froebel's Mother Songs and Play through reading and engaging with the notes from the author of the book while making links to Froebel's ideas on children's family life. In Chapter VII 'Grass Mowing' the authors' notes discuss the concept of unity with God by linking it closely with the idea of being part of a wider family (community). In the notes for the songs 'Beckons to the chickens' the author expands the concept of unity and engages with Froebel's idea that young children are strictly linked to the immediate family while older children start to widen their horizon and engage with the wider community more and more as they grow. The author makes reference to Froebel's idea of family life through the volume linking the discussions to Froebel's Mother-Play Songs. This volume will be of use to the reader wanting to widen the discussion of Froebel's ideas on the family to other parts of his philosophy, this volume provides a link between Froebelian ideas of family life and Froebel's Mother-Play Songs.

Barnard, H. (1881) Papers on Froebel's kindergarten: with suggestions on principles and methods of child culture in different countries, USA: The American Journal of Education.

SUMMARY: The aim of this volume is to aid parents and teachers to a thorough understanding of the Kindergarten, its genesis and its growth, its theories and philosophy, its method and processes and to some extent its relation to other systems of early education. In this volume family life is seen as an example for the child for the organization of the State and society, it should serve to the child as a practice to understand how the wider community is run and organised. The first education that the child receives in the family is extremely important for how he will then relate to others when transitioning to the kindergarten and the school. Through the volume there are some extremely interesting discussions about family life that will aid the reader in understanding the concept with more clarity. This resource will be of use to the reader wanting to explore Froebel's philosophy while examining different interpretations of it in different parts of the world.

Blow, S. (1895) Symbolic Education: a commentary on Froebel's Mother Play, New York: Appleton.

SUMMARY: This volume offers, according to the author, a commentary on the most important of all of Froebel's works, the Mother's Songs and Games. The book's first chapter, 'Atomism' includes a survey of the educational principles of Rousseau, the author believes that between the view of Rousseau and those of Froebel there are no affinities, while affinities can be found between Froebel and Pestalozzi and Pestalozzi and Rousseau. In this chapter the author refers to the ideal family life in the New Heloise, every servant enters the family life of the master in order to provide education for his sons. The second chapter, 'Development', discusses more of Froebel and Pestalozzi's ideas and illustrates how the application of the idea of development to education has been in large measure the work of Pestalozzi and Froebel. The third chapter, 'Childhood of the Race', considers the parallel between the development of the individual and that of the race and provides a glance at the naïve symbolism through which primitive man projected his own life and feeling into inanimate objects, the symbolism of language, the symbolism of myth and the symbolism of art. The next chapter 'The Symbolism of Childhood' considers the animism of children, their love for analogy, their symbolic play and their responses to the symbolism of nature. The author aims at studying and understanding the importance of the symbolism of the kindergarten games and gifts. Chapter V 'The Meaning of Play' explores children's symbolic play and creativity in play for then moving onto tracing the genesis of the gifts and occupations. Chapter VI 'Old Lady Gairfowl' describes Froebel's book Mutter und Koselieder (The Mother Songs and Games), according to the author, the book aimed at revealing to mothers the meaning of their own instinctive play and to deepen in them the consciousness of their vocation. The next Chapter 'Pattern Experiences' discusses the kindergarten games and Mother-play, in it the author states that we must illuminate the imagination of the child with ideals of love and beauty in order to make clear the importance of family life. The author also describes how, by seeing pictures of other families in the Mother Songs book, this will help develop the child's ideal of the family life. In the illustrations of the book family life, relationships and duties are illustrated for the child to see and explore. This resource will be of interest to the reader wanting to deeply understand and critique Froebel's educational philosophy in regards to the Mother Songs and Games and Froebel's Gifts and Occupation. Additionally, this resource provides an interesting perspective of Froebel's philosophy for the reader.

Blow, S. (1898) The Songs and Music of Friedrich Froebel's Mother Play, London: Edward Arnold.

SUMMARY: The publishers of this volume have divided Froebel's work in order to bring it into volumes of convenient size, the mottoes, commentaries and mother communings have been placed in the Mother's volume, the songs and music have been included in this volume, the Children's volume. The pictures reproduced here aim at bringing out what was previously obscure to the reader, the music and songs are provided in a more poetic translation than before. The poems in the volume are not literal translation of the original Mother Play, a few songs have been added in order to develop the thoughts suggested in some of the more important plays and a series of wandering games has been created in order to illustrate Froebel's method of genetic evolution. New music has been written in accordance to the critics that the original music received, written by composers and including a selection of folk songs. The poems are presented first and then the music sheets are included. Some of the pictures are presented in full first and then some particulars are enlarged and presented alone in subsequent pages in order to give justice to the many details of the original illustrations. This resource is of interest to this list because of the illustrations depicting different families and family lives in the book. This resource will be of interest to the reader wanting to explore how Froebel's mother songs have been adapted to the context and have reacted to the many critics that surrounded Froebel's original music and songs.

Blow, S., Eliot, H. (1903) The mottoes and commentaries of Friedrich Froebel's mother play, New York: Appleton.

SUMMARY: This volume contains a new version of Froebel's Mutter and Kose Lieder or songs and games for the mother with her child. Blow presents an edition adapted for English-speaking mothers and teachers, English poets for children were employed in order to provide a translation of Froebel's songs and games. New music has also been created in order to accompany the songs and games, while the illustrations of the songs have remained the same even if with some minor modifications and alterations. In this volume Froebel's words have not just been translated but transplanted into English and made to express themselves in English as if they had been thought and expressed here for the first time. Of particular interest for this list is the song 'The Family', this song is a celebration of family life, moreover, in the song 'The carpenter' the explanation of the song advances the idea that children might like to build little houses in their play because they see this as a symbol sheltering and nurturing family life. The song 'The Bridge' is also interpreted as a way to teach children the importance of safeguarding family life. This resource will be of use to the reader wanting to understand and explore how Froebel's Mother Songs and Movement Games have been adapted to suit both the English language and the unique context, different from the German one while retaining Froebel's original ideas about family life.

Bowen, H. (1893) Froebel and education by self-activity, London: Heinemann.

SUMMARY: The author introduces himself as a student of Froebel's principles and methods not only in books but also in practice in the kindergartens. After presenting Froebel's life in the initial chapters, the author dedicates a chapter to the Education of Man for then leading into a discussion of Froebel's games and songs. Later the books address Froebel's principles and methods ending with the ethics of training for practitioners. It is in Chapter IV 'The Mutter Und Kose-Lieder' that the author refers to Froebel's idea of the family. He describes the family as being the child's first relation to mankind starting with the union between the mother and the child and the immediate family. As the child grows the concept of the family evolves and expands to include the community around the child, the author sees Froebel's importance of family life for the child from songs such as 'The windows', 'Bump' and 'The Family', as the child grows the songs will grow with him, the first songs start from introducing short separations from the mother (Hide and Seek) for the introducing other members of the family (Happy Brothers and Sisters) and the wider community (The Church Door). The family is the medium to promote growth and expression of the good. This resource will be of interest to the reader wanting to explore the concept of family life in Froebel's writing as interpreted from one of his scholars.

Bruce, T. (2012) Early Childhood Practice, Froebel Today, London: Sage.

SUMMARY: In this book, edited by Tina Bruce, the authors explore and reflect on the ways in which Froebel continues to be a resource for practitioners today. Chapter 2 provides a discussion around family, community and the wider world in Froebelian philosophy with links to today's practice. The focus of this chapter is around how Froebel recognised the function and the importance of the family and how is this relevant in today's practice. Froebel saw children as being the heart of the family and by the same token the family is at the heart of the education process according to Froebelian tradition. Froebel's ideas on family life are linked to a current discussion about parent partnership in settings and parents involvement in children's development. A discussion about the importance of the family in the lives of children can also be seen in Chapter 7 where family songs in the Froebelian tradition are linked to the importance of children's social contexts starting from the close bond developed in the early years with close family for the extending to wider contexts. This is an interesting resource that shows how much Froebel's educational philosophy is still very much alive in early year's education today; it encourages the reader to draw parallels to consider where Froebel's education touches the curriculum provided for young children today.

Bruce, T., S. Louis, McCall, G., (2015) Observing Young Children, London: Sage.

SUMMARY: This resource discusses a process of finding user-friendly and purposeful ways of observing and planning that will help parents and practitioners to become informed and able to help young children to develop and learn. Through the book the importance of children's family life is evident, most of the case studies and observations presented link children, families and practitioners together showing the importance of children's family life in a modern context while still being mindful of Froebel's ideas of children's connectedness with the family. This resource will be of interest to the reader wanting to further their knowledge on observation while linking Froebelian practice with 21st century practice in a variety of settings and contexts.

Corbett, B. (1980) A Garden of Children, Mississauga: Froebel Foundation.

SUMMARY: In this book the author shares with the audience what she has learned about education from Froebel, setting out the basic educational principles of a Froebel kindergarten and school. The setting is a kindergarten in North America where the author works. Chapter I 'Friedrich Froebel and early childhood education' explains how Froebel became aware of the love and harmony within a family and his reflection on the importance of family life on the lives of children. In Chapter II 'The Froebel Kindergarten' the author explains how the concept of family applies to the kindergarten as being a family grouping of children allowing for individual development at the child's pace. The concept of family life permeates the book and the author provides some interesting interpretations of Froebelian philosophy. This is an interesting resource that shows how Froebel's principles of education are been adapted into more modern education in a non-European context.

Downs, R. (1978) Friedrich Froebel, Boston : Twayne Publishers.

SUMMARY: This volume presents a biography of Froebel and presents him as the father of the kindergarten. Chapter VII 'Educational philosopher' is of particular interest for a discussion on one of the basic tenets of Froebel's philosophy which is the unity of the family. The author describes Froebel's ideas on family life, a home united by love is the best institution for human progress, the child's association with family and friends is an important factor in the moral education. Children should be reared in highly sociable environments that stimulate cooperation with others at an early age. This resource will be of interest to the reader wanting to have a biography of Froebel describing his whole philosophy with attention to family life as influencing children's social activities and play.

Early Childhood Practice: The journal for multi-professional partnerships (1999-2010).

SUMMARY: This journal aims to help early year's workers to develop their practice with young children and their families. The basic principle guiding the journal is Froebelian and illustrates how theory and practice need to be interwoven in order to develop evidence based practice and also practice that sees the child as being part of different contexts such as home, school and society. An article by Anne Meade in volume 3 of the journal (2001) titled 'The project approach and parent involvement' discusses parent's involvement in early childhood development programmes around the world. This article explores how a specific Project approach worked in the long-term in New Zealand discussing a case study to illuminate the practice within the project. This is only one example of the types of articles that can be found in the journal, different volumes consider different issues but they all are in keep with a Froebelian approach to education. This journal is a very valuable resource for the reader considering the effect that Froebelian tradition had on different aspects of young children's education in different contexts and countries. While being an academic journal it is still extremely practical and appeals to a wide range of professionals.

FA/9.5 Student Coursework. Unknown Student (unknown date)

SUMMARY: In this notebook the student provides a description of Froebel's gifts together with illustrating the benefits of play with the gifts for young children. The student then proceeds to illustrate songs and games that can be performed with each gift for then drawing examples of possible constructions with the different sized blocks for play. After this section the student describes Froebel's occupations with almost the same structure as before. This will be an interesting resource for the reader looking to explore how Froebel's gifts were explained to the college's students and how they were introduced into the family life of children.

Available to view by appointment.

FA/9.5 Student Coursework. Montheith, E. (1901)

SUMMARY: This student's scrapbook contains drawings and examples of Froebel's gifts and occupations. The student describes and illustrates the gifts and from gift 3 we see instructions for block play. By following the laws of evolution, one of the main features of block play is to construct as many forms as possible from the classification of forms given by Froebel. The classification is as follows: forms of life, animate and inanimate objects, forms of beauty, symmetrical and artistic designs and forms of knowledge, geometrical constructions which include all elementary and scientific branches of education. The student then draws gifts 3 to 6 showing possible constructions in the different classifications illustrated before. After describing the gifts Montheith explores and brings examples of Froebel's occupations. This is an invaluable resource for the reader wanting to gain more knowledge on how the students in the Froebel College studied Froebel's educational philosophy and its connection with family life.

FA/9.5 Student Coursework. Densham, D. (1915-1918)

SUMMARY: In this booklet Densham describes the Froebel's gifts with a description of the material, characteristics of the gift and notes from Froebel's work on the gifts. With building blocks she details the different forms that can be created with the blocks. She divides them in forms of life (eg. table, mother's chair, and high wall), forms of beauty and forms of knowledge. In her notes she describes the educator as having to be as unobtrusive as possible when observing the children play with the blocks in order to gain as much information as possible about the child's interests. Once the observer has detected that some of the construction could be used in pretend play it is the adult that combines the object for the child with a use in order to provide the child with links between the constructions and real life objects. Subsequently each gift is meticulously described and step by step drawings are used to represent the different shapes that can be created with each gift. This material represents a very precious insight about how Froebel's students were educated about his educational philosophy; it would be of interest to the reader wanting to find more about the teaching of Froebel's ideas to students.

Available to view by appointment.

FA/PH/CA/FNRP/1/1 Chris Athey Collection, Box 1.

SUMMARY: The pictures contained in this box are part of a five-year 'Early Education Project' carried out at the Froebel Institute, Roehampton. The findings provide support for the efficiency of early education as supporting and promoting children's development. The picture that I would like to highlight for this list is a picture of children playing with wooden blocks. We can see the social aspect of this type of play; one child is intent in building a tall structure while the other one attentively supervises the process. This resource will be of interest to the reader looking to explore other projects linked with the same educational philosophy that Froebel created.

Available to view by appointment.

FA/PH/CA/FNRP/1/1 Chris Athey Collection, Box 2.

SUMMARY: In this picture we can see a boy showing a construction with block he has made. He has used larger and smaller blocks in his creation; behind him we can see some other constructions on the desks. In this occasion block play did not have a social element in it because the boy was construction on his own but the value of block play for problem solving skills is evident. This resource will be of interest to the reader looking to explore other projects linked with the same educational philosophy that Froebel created.

Available to view by appointment.

Ford, H. (1930) Applying Nursery School Methods of Child Training in the Home, Kansas State Agricultural College. (Pamphlet)

SUMMARY: This pamphlet is aimed at parents and describes the methods used in nursery schools giving advice to parents on how to continue stimulating children with the same methods at home. Playthings for children to have at home are detailed. This is an interesting resource showing how to link Froebel's ideas on family life with the children's experiences in the nursery school. The resource also shows the evident link between the children's experiences in the nursery and children's role in the family.

Froebel, F. (eds) Mother Play and Nursery Songs, Boston: Lee and Shepard.

SUMMARY: The archive has different edition of Froebel's Mother Play and Nursery Songs or Mutter and Kose Lieder as it was titled in German. In this summary all the different editions available in the archive will be recapped. The Froebel's Mother play and Nursery Songs are pertinent to this list because the illustrations and the words of some of the songs perfectly illustrate Froebel's ideas on family life and the importance of it for the child.

The first edition from 1844 is held in the strong room of the archive (prior appointment will be necessary to have access to this edition), it is in German and has an inscription of a poem handwritten by him created by Froebel in 1846. This edition contains no music sheets to recreate the melody of the songs and has guidance on the songs and illustrations at the back of the book. On page 55 we find an interesting game for the mother and child to engage in. It is called 'The little Child Drawing', it involves a story that the mother will tell to the child while he is sitting on her lap. The mother draws, with the forefinger of her right hand or guiding the child's finger, the simple objects represented in the air, in sand or on a little board while telling the story. If the child is at the right age the mother could also draw on a slate.

The mothers should start drawing in the sand for then moving onto slate for then advancing by drawing in the air. In the explanations of the game Froebel also discusses the importance of drawing for children's representational powers and the development of imagination.

Another edition from 1844 is held in the archive not in the strong room, also this edition is in German, there are no music sheets and 'The Little Child Drawing' game is present on page 55.

An edition of the songs from 1859 is also available, also this edition is in German, the illustrations of the songs are simplified, some will argue that most of the meaning of the songs and illustration is lost. Also 'The Little Child Drawing' game is been simplified and reduced to simple geometric shapes. In addition there are no music sheets and the guidance for the mother is significantly reduced.

The edition from 1874, in German includes music sheets at the back, separated from the songs and illustrations. The illustrations are now back to the original intricateness and include finger movements for the mother and child to follow while singing.

An edition from 1878 in German contains handwritten notes with the English translation of the songs; music sheets to recreate the melody of the songs are present at the back of the book together with guidance to the illustrations for mothers. 'The Little Child Drawing' game is also present.

The first English edition held is from 1878, it includes music sheets for the reader and 'The Little Child Drawing' game. Also in the archive is another English edition from the same year with some of the illustrations in colour. Another simplified version of Froebel's Mother Play and Nursery Songs is from 1879-1880 and it resembles the same characteristics of the simplified version from 1859 described above.

Froebel, F., Moore, H., Michaelis, E. (1908) Autobiography of Friedrich Froebel, London: Swan Sonnenschein.

SUMMARY: This resource contains an account of Froebel's life. From the very first pages it is apparent the emphasis he attributes to family life linked to happenings in his childhood right through adulthood. This volume will be an essential reading for the reader interested in understanding Froebel's life together with some core principles of his philosophy. It is an useful resource both for researchers that would like to further research Froebel's educational philosophy and for researchers that are new to Froebel's writings as it provides a good knowledge base from where the reader can expand or look for more hidden meanings and interpretations.

Froebel, F. (1898) Pedagogics of the kindergarten, or his ideas concerning the play and playthings of the child, transl. Jarvis, J., London: Edward Arnold.

SUMMARY: This resource presents the reader with a collection of fifteen essays, originally published in German in 1861, on the value of different stages of a child's play. Froebel found an educational value in every phase of the child's play, and in every object that engages its attention. The family education is considered by Froebel to be the first education a child will receive in life. Froebel's fundamental quote 'Come let us live with our children' becomes fundamental for understanding and fostering family life and for the cultivation of life for the nation. The family formed by mother, father and child is a triune life-whole, it is the child who creates the family and, by default, family life, the family and the child condition each other reciprocally and this union is necessary for man to exist and to be whole. Froebel's concept of unity is again represented in the family and its life, the family represents love become personal according to Froebel. Through the volume Froebel discusses the family and family life in relation to the child. This resource will be extremely helpful to the reader wanting to explore the concept of family life thoroughly. This book will be of interest to teachers in training and early year's educators as well as any academic who has an interest in Froebel's philosophy and endeavours.

Froebel, F. (1899) Education by development: the second part of the Pedagogics of the kindergarten, transl. Jarvis, J., London : Edward Arnold.

SUMMARY: In the present volume the importance of the child as a member of the family is thoroughly discussed. Family life is intended to foster childhood and it is intended to be intimately united, with activities that foster the creation of intimacy within the family. This resource can be of particular interest for students who wish to cast a new light over Froebel's thinking about the importance of family life for the child's life and development. Brief summaries at the end of each chapter provide a succinct way to highlight the issues discussed in each chapter. The concept of the importance of family life for children's development is present through the volume and a thorough read is advised in order to fully understand the concepts explored.

Froebel, F. (1912) Froebel's chief writings on education, transl. Fletcher, S. and J. Welton, London : Arnold.

SUMMARY: This resource is aimed at educators with the central belief being that 'the present is both the child of the past and the parent of the future' (Froebel, 1912:V). The translation of this edition is aimed at presenting Froebel's thought as precisely as possible in the English language. Of particular interest is Chapter I 'General Theory' in this chapter the author introduces the concept of family life, parents should recognise that their child is a member of the human family and by this they should recognise their responsibility to God and to humanity as well as to the child himself. The child's development as a member of the family exhibits the nature, capacities and tendencies of the family in purity and harmony. The author also describes the process by which the child starts to become a member of a more extended family starting with the bond with the mother. In Chapter IV 'The Stage of Boyhood' Froebel describes how family life is responsible for cultivating full vigour and a good heart in the child, thus family life forms the basis by which all future experiences will be measured by. Chapter VI 'Family and School' describes the importance of family life for the child reaching the age of school. The whole volume returns to the concept of family life for children through, even if briefly in almost every chapter. This resource will be of use to the reader wanting to research the importance of family life for the child not only in relation to the immediate family but also in relation to the wider community.

Froebel, F. (1974) The Education of Man, transl. Hailmann, W., Clifton, N.J.: Kelley.

SUMMARY: This volume shows the fundamental philosophy of Friedrich Froebel and the principles upon which his kindergarten is built. The inner connection, a concept so important in his philosophy and ideas, is the law of development; Froebel's aim is to educate children through their self-activity, the family being the chief fulcrum of the child's life. Froebel describes the importance of family for young children's lives and he states that by the time that the child is four years of age he has outgrown the immediate family life and he will look to the wider community with interest. The family circle is extremely important for younger children but older children need to associate themselves with different people beyond the family unit. In this volume Froebel connects his concept of unity with the family, young children and the immediate family are a complete unbroken unit extremely important for the young child's development; children fulfil their destiny as members of the family and they represent the family when they widen their social associations. Through the volume the importance of the family is reiterated and discussed in different context and related to different abilities for the child. This volume would be of interest to the reader wanting to explore one of Froebel's most important books discussing family life and its importance for children at its fullest.

Froebel, F., Poesche, H., Michaelis, E., Moore, H. K. (1891) Froebel's letters on the Kindergarten, London : Swan Sonnenschein.

SUMMARY: This volume is a collection of Froebel's letters on the kindergarten. Of particular interest for this list is Froebel's discussion on the significance of the family and of family life for the child. Froebel considered the nursery and the school as the inner sanctuaries of the family, through the faithful cherishing of the family life springs the true national spirit of the child which will in turn help develop a sense of unity with the whole of humanity. The family is seen as being the one who moulds the true life of the child. Through these letters Froebel's ideas on the importance of the family life for children's development is evident. This resource will be of use to the reader wanting to read Froebel's personal style of writing in the form of letters as opposed to the more academic writing found in his books as the letters display his thinking in a more personal and direct way appealing to the reader looking for relative simplicity of form.

Froebel, F. (1929) Extracts from letters written by Friedrich Froebel, ed. Murray, E. R., London: Froebel Society.

SUMMARY: These letters were written between 1840 and 1852, this books presents a selection of material from 'Froebel's letters' published in 1891. The letters deal with the foundation of Froebel's Kindergarten. The letters also include a typical daily schedule for children and educators to follow in the kindergarten. This material will be of use to anyone wishing to gain deeper knowledge on how Froebel devised the kindergarten, the letters make it possible for the reader to gain a deeper insight into Froebel's ideas for the creation of the kindergarten.

History of Education (1972-1992) London : Taylor & Francis.

SUMMARY: The journal aims at furthering the study of the history of education by providing opportunities for discussion among those engaged in its study and teaching. A particular article by Nawrotzki (2006) titled 'Froebel is dead; Long Live Froebel! The National Froebel Foundation and English Education' explores the pedagogy of Froebel including its methods and activities for young children. The article examines the English neo-Froebelian movement after the death of Froebelian methods by the start of the twentieth century. The discussion is based on analysis of the organizational records and publications of the Froebel Society, National Froebel Foundation, NSA and other professional groups connected with early childhood and progressive pedagogy and it identifies several turning points in the institutional and ideological trajectory of the neo-Froebelian movement. Although not directly talking about Froebel's ideas around family life this article is been included in this list because it represents a valuable source to understand how Froebel's pedagogy is been adopted in the UK and adapted to the context.

Hughes, J. (1897) Froebel's Educational Laws for All Teachers, London: Appleton and Company.

SUMMARY: This resource is aimed at giving a simple description of the most important principles of Froebel's educational philosophy and to make suggestions regarding the application of these principles to the practice of the teacher or the training of the student. Froebel saw the unity man as an individual and man as a race laying the broadest basis for social relationships in the family, the municipality, the state and the organic unity of humanity. Children's development depends on the family, and especially on the women in the child's life, through mother play both the mother and the educators are expected to make the link with the family unit evident for the child. Through games the child can understand the social relationship in the family and in society; family life must inspire a feeling of unity in the child. This volume will be of use to the reader wanting to explore Froebel's concept of family like not only linked to his ideas on the kindergarten but in a broader sense in his educational philosophy.

Jebb, E. (1953) The significance of Froebel's ethical teaching for education today, London : Liberal Jewish Synagogue.

SUMMARY: This pamphlet is an invaluable resource presenting Froebel's educational philosophy in an accessible manner. Miss Jebb illustrates in a lecture for Claude Montefiore the significance of Froebel's ethical education in relation to the modern times. It is fascinating to see how the issues discussed are still very much true today. This is an important resource for the reader wanting to have general and accessible information on Froebel's philosophy. Furthermore, Miss Jebb also discusses the place that religion had in Froebel's thinking, Froebel's philosophy is also contextualised with the thinking of Freud, Wordsworth and Dewy. Through the text there are references to Froebel's education of man and other of his pioneering works.

Kilpatrick, W. (1916) Froebel's kindergarten principles: critically examined, New York : Macmillan.

SUMMARY: This is a critical book generated from a critical study of Froebel with experienced kindergarten and primary students. It is the author's aim to clarify some disputed points of Froebel's kindergarten theory to help spread the reform of kindergarten theory and practice. Furthermore, a specific aim for the book is firstly to make clear to educators Froebel's doctrines for the kindergarten and secondly, to understand the values that Froebel attached to these in light to the best theory at the time of publication. The author discusses the role of the child as being a member of the human family and describes the mother songbook as a volume to be considered as a volume belonging to the family. In the conclusion chapter we can see an interesting discussion about the place of the child within the family, the family is seen as the first social group for the child starting with the bond between mother and child established very early in life, the kindergarten is seen as a continuation of the child's social life that started in the close family highlighting Froebel's principles of unity and continuity. This volume will be of interest to any student seeking for a clear explanation of Froebel's doctrines without the sometimes-forbidding language that Froebel used to use in his writings.

Kindergarten Magazine (1888-1898-1899) Chicago : Kindergarten Literature Company.

SUMMARY: The kindergarten magazine it is a journal devoted to the child and to the education and practice in the kindergarten. It contains articles related to practice in America and discusses various issues in the practice of Froebel's educational ideas. The introduction to the journal explains how the kindergarten system has expanded in America and how Froebel's ideas can be adopted to make the kindergarten progress permanently and establish itself as an important part of the existing educational system. This journal will be of interest to the reader wanting to explore how Froebel's educational ideas have been adapted in the American system of education, furthermore, the Kindergarten Magazine presents discussions about Froebel's practice linked to the necessary progress of the kindergarten.

Lawrence, E. (1969) Friedrich Froebel and English Education, London: Routledge & Kegan Paul.

SUMMARY: This book provides an outline of Froebel's life, it also gives an understanding to the reader on how Froebel's educational philosophy was adopted and practiced in the UK. Froebel's principle of unity is linked to the family unit; Froebel holds that the child has a need for a sense of communion and oneness with those around him. The child is a member of the family and he seeks family unison with all the family members, Chapter VI 'Froebel's Educational Philosophy in 1952' contains an extremely interesting description of how the child's social circle extends once he gets older and joins the kindergarten, this illustration will benefit the reader wanting to explore and further understand the concept of family in Froebel's philosophy. This resource will give the reader a more complete picture of how Froebel's educational philosophy was adopted and adapted to the UK context while explaining Froebel's ideas behind his principles.

Liebschner, J. (1992) A Child's Work: Freedom and Guidance in Froebel's Educational Theory and Practice, Cambridge: Lutterworth Press.

SUMMARY: After introducing Froebel, the man and his life his educational and philosophical ideas and their origins are presented. Froebel always maintained that there was nothing new in his education and that he had simply brought together the ideas of others to create one whole, but, as a Froebelian will testify, his philosophy and education could be applied in order to find solutions quickly whether the educators are dealing with five-years-olds or fifteen-years-olds. This peculiarity made his new education accessible and very popular soon after Froebel's death. Chapter 2 'The Origins of Froebel's Ideas' explore Froebel's idea of unity in relation to the child, the child is a member of the family, of the community and of the nation, his growth can only be harmonious in relation to others and the child's relationship with them. The idea of unity linked to the family and the community can be found in this volume and Liebschner's explanation of the two concepts is accessible and easy to understand. This volume will introduce the reader to Froebel's basic ideas in a language that is accessible and clear.

Lilley, I. (1967) Friedrich Froebel, a selection from his writings, Cambridge: University Press.

SUMMARY: The selection of the writings, translated from German for this volume, shows the development of Froebel's educational philosophy. In part II 'The Education of Man' Froebel explains the beneficial effect of close relationships with the immediate family and with society as a whole, he then uses this feeling of community to illustrate the concept of unity with humanity and with God. In part III 'The Young Child' Froebel discusses the place of the child in the family, as an individual and a member of a community, it is only with the family that it will be possible for the child to become a whole person. According to Froebel it is within the family that the child will find and understand love and activity. Family life is also discussed in part IV 'The Child and the School' with regards to older children. This resource offers a concise and readable account of Froebel's beliefs and achievements in his own words making it possible for the reader to form his or her own interpretation of his writings while reading the original words.

Meek, L. (1926) Interests of young children, Washington, D.C.: American Association of University Women. (Pamphlet)

SUMMARY: The pamphlet is part of the materials used for parents' study groups organised by the Educational Office of the American Association of University Women. The pamphlet is intended as a medium to drive discussions in the meetings. This is an interesting resource to understand how the idea of family involvement in the child's life and in the services that concern children were interpreted in America in the 1920s.

New Era (1927-1981) U.K.: World Education Fellowship.

SUMMARY: This journal aims at making known what is happening in education by considering not only the UK context but also international perspectives. It is centered on the child considered as a whole being in the home, school and in societies across the world; the child's environment is considered a major influence in his development and education. The journal present articles aimed both at parents and teachers and illustrate issues that challenge practice and thought. An example of an article of particular interest for this list is in the section titled 'Parents and Children' of Volume 1 number 11 from October 1933. The feature written by Maria B. Te Water is titled 'Preparing for life', in the article the author describes how parents should not only give children the technical skills that will be required in later life but also providing them with some moral abilities such as social maturity, how to hold down a job, and how to behave in school. The author concludes the feature with some points for parents to remember highlighting the importance of the social context and of family life as being the predictor for children's abilities in wider social contexts. This is only one example of the articles pertinent to this list that can be found in this collection, many more articles are included in the various editions for the journals that will be pertinent to the list. The whole collection is an interesting resource for the reader wanting to compare how Froebel's educational philosophy is been adapted and incorporated in the UK curriculum over the years.

Read, J. (2006) 'Free Play with Froebel: Use and Abuse of Progressive Pedagogy in London's Infant Schools, 1870–c.1904' in *Paedagogica Historica: International Journal of the History of Education*, 42(03) pp. 299-323.

SUMMARY: The article focuses on the adaptation of Froebel's kindergarten pedagogy for the Babies' Classes and Infant Schools established by the London School Board from 1870 to 1904 and opens with a brief historiography of infant education in London in this period. Key aspects of Froebel's educational philosophy are outlined; the article looks at how Froebel's educational philosophy was transmuted in the UK. This article will be of interest to the reader wanting to understand how Froebel's educational philosophy was received and adapted in the UK.

The Link (1910-1922) London: Froebel Institute.

SUMMARY: The link is a student magazine detailing students' activities, exams reports and societies in the Froebel College. It is not in publication anymore but the archive holds an extensive collection of the issues dating from 1910 through 2001. The various letters in the journal vividly describe life as a Froebelian practitioners in different part of London, this is a fascinating resource for the reader wanting to gain a historical perspective of life at the time and also to understand how Froebel's principles were put into practice with poor children living in deprived areas of the city.

Weston, P. (2002) The Froebel Educational Institute; the origins and history of the college, London: University of Surrey Roehampton.

SUMMARY: Although this resource does not directly relates to this list it has been included nonetheless as it describes the birth of the Froebel's educational institute through the years in London and it will be of use for the reader wanting to explore how Froebelianism was adopted in the UK. Through the structure of the institute for girls Froebelian ideas of family unity and community spirit are evident, this will provide the reader with a wider link to Froebel's ideas around family life.

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APPENDICES TO THE BIBLIOGRAPHIC LISTS

Syllabi: an investigation into the syllabi of the Froebel courses and teacher training from 1890 until 1964 in relation to Block play, Nature, garden and forests.

The National Froebel Union was founded in 1887 as an examining body awarding the Teacher's certificate of the National Froebel Union. In 1904 the Union was regulated by a scheme made by the Board of Education. In 1938 the Board approved, under a revised scheme, the amalgamation of the Froebel Society with the National Froebel Union under the name of the National Froebel Foundation. In 1945 the Ministry of Education recognised all the holders of Certificate A* of the National Froebel Union or Foundation as being eligible for recognition as qualified teachers.

The syllabi held in the Archive are divided into Elementary certificate and higher certificate up to 1920-1921. The Elementary certificate represents the minimum qualifications that should be expected of anyone working in the education of young children, it had a highly practical curriculum designed for the less ambitious students or for candidates preparing for the higher certificate (Smart, 2006). On the other hand, the higher certificate was meant to indicate the normal qualification of a teacher in a Kindergarten or Elementary Infant school or an Elementary School or a Lower Form in a Secondary school. The higher certificate is divided in two parts; the first part deals with more academic subjects while the second part includes more professional subjects. The higher certificate Part II represented the level comparable with that of the government certificate and would qualify the candidate to take charge as mistress of a school or of a kindergarten or infants' department (Smart, 2006). The certificates were intended for 'different classes of students' (Syllabus, 1890 in Smart, 2006:145), the higher certificate was to be prepared over a two year period, while the elementary certificate was meant to be prepared in one year for teachers in elementary schools or private families. During this investigation it has come to light that in the documents from 1920-1921 the Elementary certificate is not featured in the syllabi or the examination papers, only the Higher certificate appears. Weston, (2002) provides an explanation for this: in 1920 the Froebel Educational Institute (FEI) was formally recognised by the Board of Education, as a result the length of the standard training course increased to three years and the Elementary certificate was not needed anymore. In addition, in 1921 the College was allowed to set its own internal examination papers, externally examined by the NFU, the Froebel's Teacher's Certificate was no longer divided into Elementary and Higher putting an end to the two-year plus one term training which had existed up until now (Weston, 2002).

The programme of training taught in the Froebel colleges leading to the examinations was based on the requirements explained in the syllabus that was revised annually and specified content and recommended books for the candidates (Smart, 2006).

1890-1894 Syllabus National Froebel Union (NFU)

In this syllabus the *Natural Science* module is described as a general knowledge of plants and animals that is familiar to English children. Plants' seeds can be observed growing to understand the plant-flower-seed-seedling process that must be studied as a whole. There is a recommendation about animals having to be studied alive wherever possible. Another section of the module comprises the *Simple everyday physical facts in nature*, which includes the study of minerals, metals, air and water.

The *Kindergarten Gifts and Occupations* module studies the Gifts from 1 to 4 and includes a practical examination where the students have to illustrate the Gifts and their application in geometry teaching. The elementary certificate studies Gifts 1 to 4 while the higher certificate studies Gifts 1 to 6.

The paper for the *Kindergarten Gifts and Occupations* module was demanding, it involved candidates' knowledge of all the gifts in the higher certificate and of all the 16 Occupations (Smart, 2006).

1891-1894 Examination Reports and papers National Froebel Union (NFU)

For the *Natural Science* module an almost constant lack of first hand observation was reported being shown in the exams. For the *Kindergarten Gifts and Occupations*, it was also reported that practical knowledge of the gifts is sometimes lacking together with little knowledge of the scope, meaning and logical connexion of the Gifts and Occupations.

1898 Syllabus National Froebel Union (NFU)

In this year the *Natural Science* module is been renamed *Nature Knowledge*. This module is aimed to teach a general knowledge of plants and animals familiar to English children and also *Physical Facts* belonging to the child's natural surroundings and studying air and water in connection to plants and animals' survival. Plants and animals are observed first hand.

The *Kindergarten Gifts and Occupations* module has not been modified from the previous syllabus mentioned above.

1895-1898 Examination Reports and papers National Froebel Union (NFU)

In the *Nature Knowledge* examination a lack of first hand experience and observation is again mentioned together with little reference made of the use of the senses in the Nature Study. A preference in the use of knowledge from books is reported at the expenses of first hand observation; in some cases there was a total disregard for the understanding of Occupations and Nature as being connected.

In the *Kindergarten Gifts and Occupations* module the practical, oral and written work did improve, a tendency to treat the Gifts and Occupations only as an introduction to geometry is reported together with a still too limited practical use of the Gifts. From previous years a written examination on the Gifts and Occupation is been added in addition to the practical examination. The educational value of the Gifts and Occupations was not always understood together with little theoretical knowledge of the Gifts.

1899 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* and *Kindergarten Gifts and Occupations* syllabus have not been modified in content since 1898. The *Nature Knowledge* examinations showed an overall good standard of papers for the year with evidence of first hand observations but with a need of more accuracy in the *Physical Facts* section. The *Kindergarten Gifts and Occupations* exams the lack of knowledge of the educational value of the Gifts and Occupations is still reported.

1900 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* and *Kindergarten Gifts and Occupations* syllabus have not been modified in content since 1898.

The *Nature Knowledge* exams' reports show a good standard of plant knowledge although not enough first hand observation is reported as a factor influencing the results.

The *Kindergarten Gifts and Occupations*' work showed improvement from the previous year on practical, oral and written tasks but little imagination and sense of proportion is reported.

1901 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* and *Kindergarten Gifts and Occupations* syllabus have not been modified in content since 1898.

The *Nature Knowledge* exams report on the overall trend of planning uninteresting lessons for the children and it remarks on the need of more practical observation and experimentation from the candidates.

The *Kindergarten Gifts and Occupations* directly mentions the mathematical work of the candidates with blocks by stating that it still relies too much on counting, a better understanding of the use of the Gifts is overall reported.

1902 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* and *Kindergarten Gifts and Occupations* syllabus have not been modified in content since 1898.

In the *Nature Knowledge*'s exams the lecturers reported that the children were led too much instead of being left to experiment and find out, in addition little practical experience of simple experiments has been shown in the examination.

The *Kindergarten Gifts and Occupations* work shows a constant improvement from previous years however candidates showed inaccuracies over the age of the children suitable for the Gifts.

1903 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* and *Kindergarten Gifts and Occupations* syllabus have not been modified in content since 1898.

In the *Nature Knowledge* module the candidates showed the need for more careful observation and of more practice in drawing flowers and plants, however, an improvement in the exam was reported from the previous year.

For the *Kindergarten Gifts and Occupations* there has been a continued improvement on practical work from the students.

1905 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* and *Kindergarten Gifts and Occupations* syllabus have not been modified in content since 1898.

In the *Nature Knowledge* exams a good degree of first hand observation was shown.

In the *Kindergarten Gifts and Occupations* exams, on the other hand, the work was deemed of disappointing quality, there has been a lack of knowledge of design and the works have been unsuitable for the age of the children, the materials were badly used.

1906 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* syllabus has not been modified in content since 1898, however, the *Kindergarten Gifts and Occupations* syllabus has. It is now called *Educational Handwork*, it comprises an individual, oral and written exam. It seems that from now on the work on the Gifts has taken a back seat and it is only mentioned for the education of younger children.

In the *Nature Knowledge* exams the knowledge shown was satisfactory however, in the *physical facts* section there was not enough first hand experience shown.

In the *Educational Handwork* exams there is no mention of the work on the gifts in the feedback. The Gifts are mentioned in a question of the exam papers but there is no mention of the use of the Gifts in practice.

1907 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* syllabus has not been modified in content since 1898, the *Educational Handwork* syllabus has not been modified since 1906.

In the *Nature Knowledge* the candidates whom obtained the highest of marks showed evidence of first hand practical knowledge but the general standard of work was extremely lacking of first hand experiences and observation.

In the *Educational Handwork* exams, some general comments on the advances made in the subject are presented, there is feedback on clay work, lesson planning, paper cutting and folding but there is no mention of the Gifts. The Gifts are still part of the written examination as the questions on the examination papers show.

1909 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* syllabus has been modified to include: a study on plant life, a study on animal life and earth and sky study in connection with gardening and the needs of plants and animals, there are no more physical facts and experiments. The *Educational Handwork* syllabus is also been modified, the module is not intended to test the candidate's skill, to test the capacity to choose suitable handwork for children at different ages. There are also specific forms of handwork that might be tested in the oral examination and these are: building with Froebel's Gifts or other material, modelling with clay or other material, basket making, weaving, sewing and knitting, making toys, drawing and painting.

For the *Nature Knowledge* examination there was a general analysis of the results by the candidates. For the *Educational Handwork* exams there is a comment about the candidates being too conservative on Froebel's Gifts, not enough practical experience is mentioned and the Gifts are now not included in the written part of the examination.

1910 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* syllabus has not been modified in content since 1909, the *Educational Handwork* syllabus has not been modified in content since 1909 but the Gifts are still slowly been marginalised and their use is only advised for younger children.

In the *Nature Knowledge* examination reports there are comments on the lack of personal observation and a recommendation that knowledge from books is not enough for the exam.

In the *Educational Handwork* exams there is a remark on Froebel's Gifts dominating too much the candidates' horizon for constructing, in the exam papers the Gifts are referred to as bricks.

1911 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* syllabus has not been modified in content since 1909, the *Educational Handwork* syllabus has not been modified since 1910.

In the *Nature Knowledge* reports the focus has shifted to lesson planning from careful drawing and analysing of plants and animals from first hand observations. Only 3 questions in the exam papers mentioned analysing and drawing of plants and animals.

In the *Educational Handwork* the results are judged as good overall but the Gifts are not mentioned in the feedback or the examination papers.

1912 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* syllabus has not been modified in content since 1909, the *Educational Handwork* syllabus has not been modified since 1910.

In the *Nature Knowledge* reports there are remarks about the lack of natural observation and the over-reliance on books, there were more observations of candidates on animals than on plants, the definitions of plants were not specific to indigenous plants.

In the *Educational Handwork* there is no mention of the Gifts in the report or in the examination questions.

1913 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* syllabus has not been modified in content since 1909, the *Educational Handwork* syllabus has not been modified since 1910, additionally, there is no practical examination for the *Educational Handwork*.

In the *Nature Knowledge* feedback there is a tendency to dogmatic teaching with regard to the reasons of natural phenomena rather than first hand observation. The focus on nature as a living thing is lost to prescriptive way of teaching. Over-reliance of textbooks rather than first hand observation is again mentioned.

In the *Educational Handwork* exams there is a Piagetian understanding of ages and stages of development and for determining what children can and cannot do. The Gifts are not mentioned in the exam papers, the blocks are marginally mentioned as constructive materials.

1914 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* syllabus has not been modified in content since 1909. The *Educational Handwork* has been renamed as *Handwork* comprising an oral and written examination only. The oral examination is aimed at building with suitable materials only for younger children, the written examination mention constructive handwork but no mention of the Gifts.

In the *Nature Knowledge* report there is a good degree of first hand observation shown, there are some weaknesses in the exams due to over-reliance on books.

In the *Handwork* feedback there is no mention of the use of the blocks or Gifts, Montessori is mentioned in one of the exam's questions.

1915 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* syllabus has not been modified since 1909, the *Handwork* syllabus has not been modified since 1914.

In the *Nature Knowledge* exams there is a large proportion of students not showing any practical experience of observation.

In the *Handwork* exams there is a lack of aim in training children by means of handwork.

1916 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* syllabus has not been modified since 1909, the *Handwork* syllabus has not been modified since 1914.

In the *Nature Knowledge* exams there is a tendency to treat nature study as an indoor activity and there is not enough first hand observation.

In the *Handwork* exams there is no relation between practice and theory from the students and a lack of children's observation as they work. There is a mention about Froebel's occupations falling in disuse but there is no mention about the Gifts.

1917 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* syllabus has not been modified since 1909, the *Handwork* syllabus has not been modified since 1914.

In the *Nature Knowledge* exams there are good results although there is not enough first hand observation.

In the *Handwork* exams there is a mention to constructive handwork in the exam papers.

1919 Examination papers National Froebel Union (NFU)

In the examination papers report the *Nature Knowledge* needs more extensive personal observation of plants and animals.

In the *Handwork* exams there is no mention of the Gifts.

1920 Examination papers National Froebel Union (NFU)

The *Nature Knowledge* exams show a good standard of work and personal observation.

In the *Handwork* exams there is no mention of the Gifts, however, there is a mention of construction in the exam paper questions.

1920-1921 Syllabus and Examination papers National Froebel Union (NFU)

From this syllabus onward the elementary certificate is not been mentioned anymore, the reports and syllabi only refer to the higher certificate.

The *Nature Knowledge* syllabus includes exams on botany and zoology, the *Handwork* syllabus has not been modified since 1914.

1922-1923 Examination papers National Froebel Union (NFU)

The *Nature Knowledge* exams report mentions that the candidates have not shown enough first hand observation with an over-reliance on book knowledge.

In the *Handwork* exams there is no mention of the Gifts.

1922-1924 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* syllabus has not been modified since 1920-1921, the *Handwork* syllabus has not been modified since 1914.

The *Nature Knowledge* report shows that in botany there is a large proportion of failures and this is due to not having practiced the subject enough.

In zoology the candidates mostly show little first hand observation with an over-reliance on books.

In the *Handwork* exams there is no mention of the Gifts.

1925-1926 Examination papers National Froebel Union (NFU)

In this period external candidates are introduced into the exams, they are reported to have gained lower marks than the internal candidates.

In 1926 there is a change in the syllabus that will be implemented in 1927, the aim of the new syllabus is to encourage more first hand observation for the Nature Study but the Gifts have been omitted from this new syllabus.

For the *Nature Knowledge* module there is not enough first hand observation shown and the outdoor study of nature is often omitted in the candidates' lesson plans.

In the *Handwork* exams there is no mention of the Gifts.

1927-1928 Syllabus and Examination papers National Froebel Union (NFU)

The *Nature Knowledge* syllabus is now comprised of two sections:

- Section 1- Weather and Nature Knowledge, life histories of selected British plants
- Section 2- Interdependence of plants and animals, the genealogical tree of the animal kingdom, life histories of selected animals.

In the new syllabus for *Handwork* we can see the addition of floor games and building materials are briefly mentioned only for children under the age of four.

In 1928 the NFU starts to inspect institutions providing the course

The *Nature Knowledge* exams report the need for more firsthand observation in Section 1 and Section 2. In the *Handwork* exams there is no mention of the Gifts.

1929-1930 Syllabus and Examination papers National Froebel Union (NFU)

In the *Nature Knowledge* and *Handwork* syllabi there is no change from 1927.

For the *Nature Knowledge* exams there are remarks of little practical experience for Section 1 while Section 2 shows evidence of outdoor work and practical experience with a good foundation for the study of nature.

In the *Handwork* exams there is no mention of the Gifts.

1960-1962 Regulations and Examination results National Froebel Union (NFU)

In this period the syllabi have undergone a great change, the NFU now offers two courses, a special course for qualified teachers attending for 2 years part-time and a teacher certificate A.

In the special course the Nature study can be seen in subjects such as:

- Basic art- imaginative work, study of natural forms and design

In the same course a *Basic Handwork* module is included but there is no mention of the gifts.

In the Teacher Certificate A subjects as Natural History and Handwork and Art are offered but the gifts are again not mentioned.

There is not a report for the exams like the ones shown up to this point, the exams records are limited to showing a list of the students who have obtained the certificate.

1963-1964 Regulations and Examination results National Froebel Union (NFU)

There is no change in the syllabi since the previous year.

While researching on the syllabi of the National Froebel Union (NFU) it has come to light that some aspects of the curriculum for students specifically regarding the teaching of Froebel's gifts have been slowly marginalised and have almost disappeared from the examinations. In order to understand the reasons for this Read (2011) and Smart (2006) provide some explanations.

The Froebel College was a private institution exclusively dedicated to Froebelian pedagogy, other Froebelian institutions included the kindergarten schools such as the FEI. The purpose of this school was that of a 'model' of 'practicing' nature (Smart, 2006). Other Froebelian institutions began as kindergarten schools and only later they became the training necessary for the students to be entered for the examinations detailed in this report (Smart, 2006).

The Froebel movement in England gained public and private attention steadily from 1851 until the late 1850s in both the middle-class and working-class sector, supporters in the middle-class sectors saw an alternative to the small private schools with the advantage of a systematic way of training and a different understanding of the approach to each individual child (Smart, 2006). The following decade, unfortunately, saw a decline in support of the Froebelian movement due to its inability to make further progress, within the public sector, the introduction of the Revised Code in 1862 put inevitable pressure on teachers to be preparing children in the '3 R's' as soon as they came into the schools ready for the Standard I examination (Smart, 2006). As Mitchell (1937 in Smart, 2006:43) explains, 'there is no time left for songs...or Kinder Garten', the new emphasis is now on rote learning, an inevitable result of the system of performance related pay for teachers. In the middle-class sector the Froebelian movement failed to open any more schools and some of the ones that were open were

being closed because of the lack of public support (Smart, 2006). When the Froebel Society (FS) started training teachers two things were considered the most important: the growth of the kindergarten movement but also that kindergarten teachers should have recognized and standardised qualifications (Smart, 2006). In 1876 the syllabuses for the new examinations were approved but the standards of the results were not satisfactory, the students had very little time to study the revised syllabus, furthermore, the examinations had a low number of candidates, either because the examination was not attractive to students or because it was too difficult and complicated, which of the reasons was the most pertinent it was not clear (Smart, 2006).

As it gained popularity, the Froebel movement was coming under increasing criticism in the period of 1876 to 1885; it was seen of being of poor quality because of the unsuccessful results in the exams coupled with observations in kindergartens staffed with unqualified teachers whom did not know the philosophy behind the system (Smart, 2006). Moreover, Froebelianism seemed to be detrimental to children's academic progress because of its emphasis on learning through play and the deferment of learning to read until the age of seven; Froebel's philosophy was in complete antithesis with the Victorian work ethic which the middle-class was deeply attached to (Smart, 2006).

The crisis of the Froebel Society began in 1881, the training college had collapsed, the inspection and registration scheme was ignored and its examinations were unpopular, in 1885 the Manchester Association joined the Froebel Society 'in the formation of a National KG Union with Examinations of KG teachers to be held in London and Manchester' (FS Council, 1885 in Smart, 2006:102). As a result of this link, there were an increasing number of candidates sitting the examinations not only in London, indicating that the interest for Froebelianism was expanding, however, the percentage of students who passed the examinations was still too low (Smart, 2006). The Froebel Society (FS) will continue to work on organization of meetings and classes to encourage the dissemination of Froebelian pedagogy for public and teachers alike (Smart, 2006). In 1877 the London School Board ruled that there must be at least one qualified kindergarten teacher in every infant school (Smart, 2006). Smart's (2006) analysis of the NFU certificates gained between 1889 and 1900 reveals a growth of teacher training and contrasts with the decline of the Froebel movement in the 1870s and 1880s.

Read (2011) also paints a similar picture and further explains how the period from 1900 to 1939 has been found to be a particularly critical period for the Froebel movement (Nawrotski, 2006 in Read, 2011) for a variety of reasons: first the birth of new methods of education such as Montessori, child study theory and developing psychoanalytic conception of children's needs presented one of the challenges to the method who found itself having to revisit its pedagogy which was already subjected to some criticism (Read, 2011). In 1918 a government's clause in the Education act allowed local authorities to provide nursery schools or classes, this provided Froebelians with a new focus for activity including the potential to widen membership of the Froebel Society (Read, 2011).

In 1900 the NFU's curriculum was intended to train students for subsequent work in kindergartens and was distinctly different from the Government Certificate (Read, 2011). Up to 1906 the NFU curriculum required the study of the gifts and Occupations together with Froebel's principles but excluded more government-friendly teaching (the learning of the three R's) (Read, 2011). In 1906 'Handwork' replaced the Gifts and the only reference in the syllabus for these was for younger children's education, regarding the use of the Froebel blocks building with the gifts was being extended to building with other materials as well focussing more on children's self-expression (Read, 2011). By 1914 the NFU's syllabus had changed considerably, it was now less dissimilar from the government scheme of training (Smart, 2006). The nature study was the only subject where the

content and structure of the module was similar to that of the earlier Froebelian syllabi (Smart, 2006). As Smart (2006:227) proposes, it is by 1914 that the 'Deweyan challenge had been absorbed by the Society and the NFU'. In 1925 the NFU introduced the Diploma in Handwork aimed at teachers in middle and upper schools (Read, 2011), unsurprisingly, seen the age of the children in middle and upper schools, the Gifts continued disappearing taking an even more backstage presence in the system of education proposed by the NFU. The change from *Kindergarten Gifts and Occupations* to *Educational Handwork* 'revealed a lessening of the stress laid on the work of Froebel in one area of the curriculum whose general shape and specific detail were delineated in the NFU Syllabus' (Smart, 2006:212). Due to Dewey's influence on the interpretation of Froebel's educational philosophy when the new syllabus was introduced in 1906 and then made compulsory in 1908 the marginalization of Froebel's gifts became apparent (Smart, 2006). In the revised syllabus the Froebel Gifts appeared in small print, the less specific syllabus included elements of handwork which were most suitable for children's expressive and creative abilities, drawing, brushwork, clay modelling and 'building with Froebel's Gifts and other material' was only mentioned for younger children (Syllabus, 1906 in Smart, 2006:211). According to Smart (2006) Dewey's influence was very strong in the revised Handwork syllabus, the handwork activities were more focussed on supporting the expression of children's creativity, there was a greater emphasis on constructive work centred on materials connected with the home instead of pre-made apparatus. In the handwork section Dewey's central theme of socialization found its best expression by providing opportunities for children to work in groups (Smart, 2006).

The change of name of the Froebel Society to Froebel Society and Junior Schools associations in 1917 and the subsequent development of additional diplomas such as the one in Handwork reflect how the Froebelian organizations were widening their professional remit (Read, 2011). Although Froebelian pedagogy reached a wider audience in time the implications for teachers lacking Froebelian training was significant, this was done through adopting a revisionist Froebelian pedagogy while trimming and diminishing teaching on Froebel's gifts and occupations (Read, 2011). The training of teachers seems to have taken a subordinate role even though the movement could not have spread without training teachers according to Froebelian philosophy and the use of the apparatus intended to embody the philosophy: as a result of this teachers who did not understand the Froebel's gifts were using them mindlessly and mechanically without understanding the deeper meanings and functions behind the gifts (Smart, 2006). By the 1860s the kindergarten could not have been farther from what Froebel intended it to be, one of the reasons for this was that until the 1870s all the literature was in German, Froebel's work was translated into English only in 1884 (Smart, 2006). Another reason for the misinterpretations of Froebel's philosophy is that with all its main leaders being German, most of the teachers spoke poor English with a very thick German accent which made it difficult for the children to understand and perhaps too far from what they were used to (Smart, 2006).

In 1901 the syllabus required detailed knowledge of the Gifts and Occupations, the Board of Education report in 1902 noted the focus on instruction in the Gifts and Occupations but linked it to modern theory, as a result the Froebel Educational Institute (FEI) had developed a Froebelian curriculum while drawing on new insights in child development and psychology (Read, 2011). Furthermore, the records explored by Read (2011) show that FEI lecturers placed emphasis on teaching children without leaving them to simply play, all the same core Froebelian activities such as handwork and dance were still considered central to the curriculum. Nature study has always been maintained as close to Froebel's thinking as possible while the teaching of the Gifts has particularly suffered from trimmings and marginalization in the curriculum.

The exam papers for 1929-1933 were not found but according to Read (2011) the comments in the private records showed the difficulties of the college which, even though was nominally independent, was obliged to conform to the requirements of an external examining body (Read, 2011). From 1900 to 1939 the Gifts and Occupations were dispensed with in favour of handwork and students were introduced to new concepts emanating from child study theory (Read, 2011).

In 1901 Graham Wallas speaking at the Froebel Society conference argued that “Froebel’s pedagogy was grounded in a pre-Darwinian understanding of human development as a biologically-driven process with teachers simply required to ‘follow nature’” (Wallas, 1901 in Read, 2011: 238-239). Moreover, according to Wallas (1901) Froebel attached too much importance to spontaneous interest of the child and too little to externally directed attention, namely, teachers’ redirection of children’s attention to things that have been chosen for them. According to Wallas (1901:190) the main capacity that education can give to the child is the power of attention, described as ‘inhibiting the more vivid image and holding the consciousness upon the less vivid’. Wallas (1901) further explains that it is a recent discovery in education that memory can be increased by education, this places a duty upon teachers to help children focus on distant concepts instead of focussing on familiar things. In the decades that followed, other Froebelians provided an interpretation of Froebel’s philosophy based on their understanding of his pedagogy and aimed to strip away some of the arcane practices (Read, 2011).

In 1909 the main objective of the NFU was to achieve recognition for the higher certificate not only as an extra certificate for infants’ teachers but as an alternative to the certificate provided by the government, in 1914 progress was starting to happen towards this earlier aim (Smart, 2006). In 1952 Jebb described the gradual change in the curriculum that has been noted in this research by stating that the course had gone from a specialized course based on the specific study of Froebel’s teaching and methods to a much wider and balanced programme in which Froebel’s educational philosophy has been reinterpreted in terms of modern psychology and educational practice (Jebb, 1952 in Read, 2011).

The changes in the syllabus observed in this inquiry, specifically relating to the teaching of Froebel’s gifts are matched by a change in the prospectuses for potential families wanting their children to join the kindergarten (FEI/6.2). Before 1896 the kindergarten Gifts and Occupations were included in the subjects proposed for teaching in transition and school classes for children 1-14 years old and took a prominent place in the prospectus, with time we can see a gradual shift in the prospectuses: the Occupations have become more prominent than the Gifts, the different occupations are detailed while the Gifts appear only in the title for the subject for a period. The subjects taught in the kindergarten course are divided by Kindergarten, transition and school classes, after a brief period of the gifts being included in the prospectuses they disappear. In their place we have modelling of clay and sand, drawing, painting and other forms of handwork, it is evident that the gifts are not mentioned anymore even in the young children’s classes and have been replaced by an array of occupations and handwork. This change in the prospectuses for the kindergarten and school concord with the shifts in the syllabus that the students will have to study and take examinations in in order to be qualified for working in a Froebel Kindergarten.

Perhaps the slow marginalization of the Gifts in favor of the Occupations together with toy making and book binding is an inevitable cause of a movement trying to stay in the present and evolve together with new knowledge and understandings on child’s development and psychology. As illustrated in this investigation, many people have tried to interpret Froebel’s educational philosophy in order to understand it but with the

inevitable consequence of stripping it of his most important teaching and messages, Froebel's writings did not get translated from German until late his philosophy also needed to be adapted to the English context and culture. All these factors plus the fact that the Froebel movement in England was desperately trying to stay alive and relevant to the children of the time, resulted in gradual but important changes and alteration to the curriculum in Froebel colleges that has then inevitably influenced the curriculum for children in kindergartens and schools across England. This investigation has, hopefully, highlighted the importance of once again revisiting Froebelian training for teachers today to make sure that it stays true to its roots and to preserve his soul intact for generations to come. 'In considering our response to changes in the training of teachers for the new century the merits of the balanced model provided by the Froebel training colleges of a hundred years ago should, once again, be revisited' (Smart, 2006:249).

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FEI/6.2 (Box 2.4.1) Publicity-Prospectuses.

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Syllabi: an investigation into the syllabi of the Froebel courses and teacher training from 1890 until 1964 in relation to Mother Songs and Games.

The National Froebel Union was founded in 1887 as an examining body awarding the Teacher's certificate of the National Froebel Union. In 1904 the Union was regulated by a scheme made by the Board of Education. In 1938 the Board approved, under a revised scheme, the amalgamation of the Froebel Society with the National Froebel Union under the name of the National Froebel Foundation. In 1945 the Ministry of Education recognised all the holders of Certificate A* of the National Froebel Union or Foundation as being eligible for recognition as qualified teachers.

The syllabi held in the Archive are divided into Elementary certificate and higher certificate up to 1920-1921. The Elementary certificate represents the minimum qualifications that should be expected of anyone working in the education of young children, it had a highly practical curriculum designed for the less ambitious students or for candidates preparing for the higher certificate (Smart, 2006). On the other hand, the higher certificate was meant to indicate the normal qualification of a teacher in a Kindergarten or Elementary Infant school or an Elementary School or a Lower Form in a Secondary school. The higher certificate is divided in two parts; the first part deals with more academic subjects while the second part includes more professional subjects. The higher certificate Part II represented the level comparable with that of the government certificate and would qualify the candidate to take charge as mistress of a school or of a kindergarten or infants' department (Smart, 2006). The certificates were intended for 'different classes of students' (Syllabus, 1890 in Smart, 2006:145), the higher certificate was to be prepared over a two year period, while the elementary certificate was meant to be prepared in one year for teachers in elementary schools or private families.

1890-1894 Syllabus and Examination Reports National Froebel Union (NFU)

Music and Singing tests practical skills as well as theoretical knowledge of the candidate. In the subject of *Class Teaching* the candidates will be required to conduct a game and give some simple gymnastics exercises. In the syllabus we can also see a paper on music notation, practice of singing and games.

The examination report for the period shows that *Music and Singing* had good results in the theoretical exams but less so in the practice where candidates showed little talent. The *Class Teaching* examination reveals that in the games the children were often spectators and the games were deficient in point and spirit. The candidates often use props taking away the children's power of imagination reducing everything to a performance. It is also noted how *Music and Singing* is often ignored as a subject and not given the attention and time needed for practice.

1898 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Music and Singing* and *Class Teaching* remains the same as the one from 1890-1894.

The examination reports for *Music and Singing* reveal candidates' weaknesses in the definition of musical terms and in the practice of singing. It is still noted that the subject is not taken seriously from candidates. In *Class Teaching* while presenting the games the candidates show confusion between songs with movements and Froebel's Games.

1899 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Music and Singing* and *Class Teaching* remains the same as the one from 1890-1894.

The examination reports for *Music and Singing* reveal good theoretical examinations and adequate skills in practice. It is still noted that the subject is not taken seriously from candidates but an explanation for this is advanced: the disregard that students have towards the subject could be due to the method with which the students have been taught music in the past. In *Class Teaching* while presenting the games the candidates still show confusion between songs with movements and Froebel's Games.

1900 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Music and Singing* and *Class Teaching* remains the same as the one from 1890-1894.

In *Class Teaching* while presenting the games the children participating have resorted to imitating the teacher's actions the aim of Froebel's games is been lost.

1901 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Music and Singing* and *Class Teaching* remains the same as the one from 1890-1894.

In *Class Teaching* while presenting the games it has been noted that the candidates leave too little room for children's self-expression while performing the games.

1902 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Music and Singing* and *Class Teaching* remains the same as the one from 1890-1894.

Class Teaching and *Music and Singing* show no improvement.

1903 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Music and Singing* and *Class Teaching* remains the same as the one from 1890-1894.

In *Class Teaching* some improving opportunities for children's self-expression are noted. For *Music and Singing* the methods for musical notation remain weak and singing shows not enough systematic study.

1905 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Music and Singing* and *Class Teaching* remains the same as the one from 1890-1894.

In *Class Teaching* the games are often confused with action songs or with lessons. For *Music and Singing* the methods for musical notation have improved.

1906 Syllabus and Examination Reports National Froebel Union (NFU)

The subject of *Music and Singing* has been split into two parts: an optional component called *Music* with only a practical examination and a compulsory component called *Singing*. *Class Teaching* remains the same as the one from 1890-1894 for the elementary certificate, in the higher certificate, however, the candidates have to option to tell a story or organise a game with exercises for the children.

There are no notes for either *Class Teaching* or *Singing*.

1907 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Singing* and *Class Teaching* remains the same as the one from 1906.

In *Class Teaching* the games have been combined in the lessons section, notes show that the games were not well prepared to stimulate children's imagination and self-expression. There are no notes for *Singing*.

1909 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Singing* and *Class Teaching* remains the same as the one from 1906.

In *Class Teaching* the games are too strictly planned with teachers playing 'stage manager' too much as a result the children do not play because the teachers does not know how to play. There are no notes for *Singing*.

1910 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Singing* and *Class Teaching* remains the same as the one from 1906.

In *Class Teaching* the possibilities or the educational values of the games are not appreciated or recognised by the candidates. There are no notes for *Singing*.

1911 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Singing* and *Class Teaching* remains the same as the one from 1906.

In *Class Teaching* the nature of the games is rarely understood and play is not valued, as a result the games are reduced to mechanical performances that children have to learn. There are no notes for *Singing*.

1912 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Singing* and *Class Teaching* remains the same as the one from 1906.

In *Class Teaching* traditional games are being performed, the set form is well adhered to but there is still a tendency assign parts to the children leaving some as spectators. There are no notes for *Singing*.

1913 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Singing* and *Class Teaching* remains the same as the one from 1906.

In *Class Teaching* there is a need for more close observation of children's play in order to understand the spontaneous play of children. Games are now increasingly being considered merely as a break from the more definite educational work offering exercise rather than a meaning for real educational training. There are no notes for *Singing*.

1914 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Singing* and *Class Teaching* remains the same as the one from 1906.

In *Class Teaching* some good games showed spontaneity graceful actions and revealed the real spirit of children's play. Weak games, however, had teachers too much in evidence, children's power for self-organization was ignored and the educational possibilities of the games were not understood. There are no notes for *Singing*.

1915 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Singing* and *Class Teaching* remains the same as the one from 1906.

In *Class Teaching* there is a lower standards of games meant only as a break in the work. There are no notes for *Singing*.

1916 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Singing* and *Class Teaching* remains the same as the one from 1906.

In *Class Teaching* there are no notes of the games. There are no notes for *Singing*.

1917 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Singing* and *Class Teaching* remains the same as the one from 1906 in the elementary certificate, in the higher certificate *Singing* is the same but in *Class Teaching* the games are not mentioned anymore. Instead, only for teachers working with children under seven years of age, there is an option to 'direct some form of collective or social activity' without directly mentioning Froebel's games.

In *Class Teaching* there are no notes of the games. There are no notes for *Singing*.

1920-1921 Syllabus and Examination Reports National Froebel Union (NFU)

There is no more elementary certificate. In higher certificate *Music* is an optional subject with the same structure as 1917 as is *Class Teaching*.

In *Class Teaching* there are no notes of the games. There are no notes for *Singing*.

1922-1924 Syllabus and Examination Reports National Froebel Union (NFU)

Music is an optional subject with the same structure as 1917. In *Class Teaching* no games or collective social activities are mentioned. Teachers working with children under eight years of age have to produce notes or records showing that the development of each child has been supervised during practical training.

In *Class Teaching* there are no notes of the games. There are no notes for *Singing*.

1927-1928 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Music* and *Class Teaching* remains the same as the one from 1922-1924.

In *Class Teaching* there are no notes of the games. There are no notes for *Singing*.

1929-1930 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Music* and *Class Teaching* remains the same as the one from 1922-1924.

In *Class Teaching* there are no notes of the games. There are no notes for *Singing*.

1960-1962 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subject of *Music* has some added features such as musical dictation, sight singing, repertoire and questions and performance. There are also advanced courses requiring the candidate to learn to perform one solo instrument (piano, voice or violin). Musical history and musical form and teaching have also being added. There is no mention of the games in *Class Teaching*.

In *Class Teaching* there are no notes of the games. There are no notes for *Singing*.

1963-1964 Syllabus and Examination Reports National Froebel Union (NFU)

The syllabus for the subjects of *Music* and *Class Teaching* remains the same as the one from 1960-1962.

In *Class Teaching* there are no notes of the games. There are no notes for *Singing*.

While researching on the syllabi of the National Froebel Union (NFU) it has come to light that some aspects of the curriculum for students specifically regarding the teaching of Froebel's gifts have been slowly marginalised and have almost disappeared from the examinations. This issue requires further investigation.

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