

Antonija Cvijić's Attitude to Children's Play in the Work "Rukovođ za zabavište" (Kindergarten Handbook)

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Abstract

"Rukovođ za zabavište", the work of Antonija Cvijić, one of the first kindergarten educators in Croatia, was published by the Croatian Pedagogical and Literary Association in Zagreb in 1895. On the basis of German literature and her own experience in a kindergarten in Zagreb, Antonija Cvijić elaborated in details the concept of education founded on the ideas of Friedrich Fröbel, the founder of kindergartens. Considering wider issues of kindergartens, Antonija Cvijić paid great attention to children's play. In that context she analyzed a diverse range of children's games and activities. "Rukovođ za zabavište" can be rightly considered a capital work of preschool pedagogical thinking.

Key words: *children's activities; Croatian pedagogues; Fröbel's educational system; preschool concepts; preschool education.*

Introduction

Today's preschool institutions, both in the world and Croatia, have their roots in social welfare institutions (Ciranna, 1970; Frabboni, 1974; Došen-Dobud, 1977; Škoda, 1984; Lipovac, 1985; Miljak, 1986; Lascardies and Hinitz, 2000; Baran et al., 2011). Kindergartens, as institutions with predominantly educational characteristics, were opened in our region in the second half of the 19th century. Although domestic pedagogical historiographers (Franković (Ed.), 1958; Škoda, 1984; Lipovac, 1985) claimed for a long time that the first kindergarten in Croatia in Zagreb had been founded in 1872, other sources (Perkovac, 1869) make it clear that kindergarten had been present much earlier in Zagreb, more precisely in 1869.

After the Bourgeois revolution in 1848, significant modernization spread to Croatian society in terms of its transition from feudal to bourgeois society. The period of industrial revolution, which was seen as "the period of transformation of traditional economy into industrial, relatively rapid emergence of new mutually related industries and fundamental changes in social structures, political and cultural activities and lifestyle of all social classes" (Gross & Szabo, 1992, p. 13), caused significant changes in family relations.¹ Family, as the fundamental unit of society, underwent significant changes in the following: a) it became much smaller with respect to the number of its members, b) both spouses were often employed outside the house and c) the mother was being gradually involved in the social life of the community. The employment of a large number of women, who had previously participated only in the realization of family duties, changed their role in family relationships. The mother was now mostly absent from the family home, so it was necessary to make different arrangements for taking care of small children. The changed conditions of growing up and raising a child in a family resulted in the establishment of kindergartens. In the late 19th century the preschool system in our country included four types of kindergartens: *pjestovališta*, *čuvališta*, *zabavišta* and combined institutions (Cvijić, 1895).

The interest of national theoreticians and practitioners in preschool activity began to emerge after the opening of the first institutions. Institutionalization of preschool education influenced a rapid development of theory and practice in that field (Bergant, 1968). Domestic authors, influenced by foreign pedagogical ideas, especially Friedrich Fröbel's ideas, began to publish their works related to various issues of institutional preschool education during the second half of the 19th century.

They were: Ivan Perkovac (1869), Stjepan Basariček (1870), Antun Čuvaj (1880) and Antonija Cvijić (1895). Moreover, the book "Teorija zabavišta" (Kindergarten theory) was published by an unknown author. The year of its publication² is also unknown, but it was probably published in the same period. All those works represented significant contributions to the theoretical considerations on raising preschool children outside the family. The book "Rukovođ za zabavište" (Kindergarten Handbook) by Antonija Cvijić stood out among those works, due to its topics and scope. In the book, great attention was paid to the phenomenon of child's game. The author supported the thesis about the game created by the originators of different conceptions of education.

In Croatian pedagogical literature few works deal with the examination of Antonija Cvijić's pedagogical thought. The author Došen-Dobud, who has dedicated several of her works to Cvijić's pedagogical ideas and achievements (Došen-Dobud, 1979a; 1979b; 1995; 2013), is responsible for the actualization of Cvijić's pedagogical ideas. She also mentions some of Cvijić's pedagogical ideas in her monographs (1977; 1982). The other authors do not mention Antonija Cvijić in their works and domestic

¹ The quotes in this article are translations of the Croatian original made for the purpose of this paper, unless otherwise indicated.

² The only available copy of this book can be found in the library of the Croatian School Museum in Zagreb

pedagogical lexicographers do not register her activity (Pataki et al., 1939; Franković et al., 1963; Potkonjak & Šimleša (Eds.), 1989). Antonija Cvijić is registered in the capital work of Croatian educational historiography only as the author of the book "Rukovođ za zabavište" (Franković (Ed.), 1958). However, she is not even mentioned in the University compendium of the History of Croatian pedagogy and education (Munjiza, 2009).

The publication of the book "Rukovođ za zabavište" can be seen as an act of crucial importance for the institutional preschool education in Croatia. The manual fully reflects the pedagogical concepts of that time. When the content of the book is analyzed from the current position, it becomes obvious that it has some drawbacks, first of all in the inhibition of children's creativity. Concluding her paper about Antonija Cvijić's pedagogical achievements, the author Došen Dobud sates the following:

"From our point of view we can find a lot of drawbacks in the book, but also discover valuable traces of pedagogical intuition, which is enough to look back on its author at the time when preschool education in our country was overcoming obstacles and claiming its proper place in the overall education system, by offering the possibility to involve every child into some type of organized preschool education" (Došen-Dobud, 1979a, p. 90).

About the Book "Rukovođ za zabavište"

The book "Rukovođ za zabavište" written by Antonija Cvijić (1865-1936), a kindergarten educator in Zagreb and a corresponding member of the Croatian Pedagogical and Literary Association, was published by the Croatian Pedagogical and Literary Association in Zagreb in 1895. It was published as the 31st Volume of the Educator's manual in which the works of prominent domestic and foreign authors were published. At the moment of the publication of the book, which was primarily dedicated to kindergarten educators, there were sixteen kindergartens in Croatia and Slavonia and four of them were in Zagreb (Lipovac, 1985). The activity of kindergartens in that period was regulated by the Royal Order of the Croatian-Slavonian-Dalmatian Government, the Department of Religion and Education dealing with the organization of kindergartens from the 19th December 1878.

In the preface the author pointed out that she had had a desire to write that book for a long time. She explained her need in the following way: "I was encouraged to do it (to publish the book, comment added by B.M.) due to the fact that in many countries the number and reputation of kindergartens were growing as many missionaries were spreading the idea by writing about these humanitarian institutions, and in that way they were removing obstacles, so kindergarten, according to the desire of the famous pedagogue Adolf Disterweg, became a necessary factor of national breeding" (Cvijić, 1895, p. V) The author dedicated the book to the general public especially "our young generation of women, who want to dedicate themselves to children's upbringing and education in the kindergarten" (Cvijić, 1895, p. V), and in addition to "our young

mothers as a guideline for entertaining their children with appropriate work and cheering them up with game and sweet folk song" (Cvijić, 1895, p. V). The book is based on foreign books and her own practice, as she said "My longtime practice in the kindergarten was my best teacher" (Cvijić, 1895, p. VI). She finished her preface with the words: "With a shy heart I give my first book about kindergarten to the world, hoping it would become the basis of kindergarten literature in our dear homeland" (Cvijić, 1895, p. VI). It is important to mention that this was not the first work in our country dealing with this topic. In 1880 Antun Čuvaj published the book "Rieč o zabavištih", a small-scale work (around 20 pages) which was actually the first published work on a similar topic. In her "Rukovođ za zabavište" Antonija Cvijić mentioned the book "Teorija zabavišta" (Kindergarten Theory) by an unknown author. The year of publication of this book and its publisher are also unknown.

The book "Rukovođ za zabavište" consists of three parts: the history of educational institute (the first section), kindergarten theory (the second section) and the organization of kindergarten (the third section). Each section is made up of several smaller parts.

Starting with the attitude that "one generation climbs on the shoulders of the other generation, the present continues where the past has arrived due to continuous work" (Cvijić, 1895, p.1), Antonija Cvijić began the analysis of the purport of education in kindergartens with the historical development of the issue by proceeding from Jan Amos Komensky's idea about the so-called maternal school. In the same chapter she explained the attitudes of other important pedagogues (Pestalozzia, Oberlina, Fröbel and others). She observed the development of educational institutions for preschool children which progressed in three directions (*čuvalište*-the place where children are looked after, *zabavište*- the place where children are entertained and *pjestovalište* - shelter for poor children up to three years of age). As the best institutions of that time Antonija Cvijić pointed out: *pjestovalište, čuvalište, zabavište te pučko zabavište* (combined). Antonija Cvijić perceived kindergarten as the "institute in which children *belonging to all social classes* are accepted (emphasis added by B.M.), and who spend their time there up to their first school days" (Cvijić, 1895, p. 15). Children spend three or four hours in the morning and two or three hours in the afternoon in kindergarten (except on Sundays and public holidays). According to Antonija Cvijić "the main purpose of kindergarten is to *encourage domestic education* (emphasis added by B.M.) and to prepare children for elementary school by means of natural and harmonious upbringing. Kindergarten works in favour of domestic education, which is usually imperfect; it takes care of the *overall development of children's abilities* (the idea of holism, emphasis added by B.M.) Kindergarten is a great benefit to all strata of the population" (Cvijić, 1895, p. 16).

In the second chapter or "section" Antonija Cvijić analyzed the "kindergarten theory" or the theory of educational process in kindergarten. The chapter consists of several smaller units. The author studied kindergarten's educational role, educational

resources, games and toys, the system of physical exercises, activities, that is the system which involves various children's activities (knitting, drawing, building, cutting, connecting, etc.), learning by heart, singing, etc. The educational system of Friedrich Fröbel is particularly evident in this chapter. In summarising the educational characteristics of kindergarten, Antonija Cvijić pointed out that kindergarten provided the foundation to a "diverse education of a weak man, so that *elementary school could continue this work on such a basis* (emphasis added by B.M.)" (Cvijić, 1895, p. 19). She was against the scholarization of kindergartens. Cvijić illustrated this view with the following sentence: "Kindergarten would not and should not deal with the scientific basis of elementary school; it should just plough the soil on which the teacher can sow, thus it is also called the preparatory institute for elementary school. The limits of the materials for kindergartens should not be exceeded, so the educator ought to think carefully about that" (Cvijić, 1895, p. 20). The elementary school continues its work on the basis of kindergarten. "Due to that, kindergarten follows the following principles: a) a child's weak body has the chance to develop and strengthen in the best conditions (...), b) kindergarten encourages the child's mental abilities (...), c) kindergarten introduces the child to the community of human society" (Cvijić, 1895, p. 19). In this chapter the author offered a guideline to a young, inexperienced educator. A child:

- a) should spend time with his companions voluntarily and willingly (...);
- b) should know how to behave properly (...),
- c) should listen to conversation and stories with attention and interest (...);
- d) should be able to name the most significant beings and objects in his environment (...),
- e) should express his thoughts and feelings in understandable speech (...),
- f) should recite short poems by heart;
- g) should know how to point and show directions (...);
- h) should know how to count to 10 (...);
- i) a child's eye and hand should be trained, so that his work could be clear and quite correct;
- j) should know how to walk and sing following the rhythm" (Cvijić, 1895, p. 21).

In the third part of the book Antonija Cvijić explained in details the organization of kindergarten. She dedicated that chapter to the building, playground and garden, the period of starting kindergarten, timetable, kindergarten's administration, outdoor activities and the celebration of holidays and ceremonies.

In the book Cvijić paid special attention to the analysis of the phenomenon called children's game and the companion in the game, which is a toy. She dedicated an entire chapter to children's game and game was also mentioned in several places throughout the book. Her understanding of the game was based on the ideas of the leading figures of the pedagogical thought, primarily Jan Amos Komensky and Friedrich Fröbel, who in their conceptions of the institutional education of young children did not avoid this problem.

Game in the Early Concepts of Institutional Preschool Education

The phenomenon of children's game is the subject of interdisciplinary research. The problem of children's game can be considered from the point of view of psychology (e.g. Millar, 1972; Duran, 1995), pedagogy (e.g. Došen-Dobud, 1977; 1982; Kamenov, 2006), anthropology (e. g. Huizinga, 1970), sociology (e.g. Caillois, 1965) and other sciences. The phenomenon of children's game is particularly interesting to the pedagogy of early and preschool education. Hardly were there any representatives of some preschool educational direction who did not deal with the phenomenon of children's game in their studies.

Game is as old as the human society. The first thoughts about children's game can be found in the works of the ancient philosophers Plutarch, Plato and Aristotle and in the work of Marko Fabius Quintilian (Zaninović, 1988). A long developmental path has led to the modern understanding of children's game. This is closely represented by different concepts of the education of young children or different concepts of preschool education which include the systems "of forming a more or less consistent definition of the sense of the institutional context in the education of young children" (Krstović, 1997, p. 44).

In that context, we can speak of the notion of children's game in the early concepts of preschool education expressed in the study of Jan Amos Komensky (1592-1670), Robert Owen (1771-1858), Johann Friedrich Oberlin (1740-1826) and Friedrich Fröbel (1782-1852). The other concepts which paid great attention to the analysis of children's game appeared a little later (the concept of Maria Montessori, the Agazzi sisters, Ovidiu Decrolya, Waldorf's pedagogy, the concept of socially organized preschool education, Reggio pedagogy, etc.).

Game has got its place in the system of education of young children developed by Jan Amos Komensky. Apart from the merits he got for the didactics and the theory of education and teaching, Komensky also won great merits for the development of family education in early childhood (Cirrana, 1970; Frabboni, 1974; Lascardies & Hinitz, 2000). In the famous book "Informatorijum za školu materinsku [Informatorium for maternal school]", published in 1663, he advocated the existence of a maternal school in every family home. Komensky believed that raising a child under six years of age was the basis of the overall educational efforts and both parents and wet nurse should be involved in it. He emphasized that children should have daily opportunities to move, play, exercise and run. Great attention was dedicated to the observation of little children's game. He said: "Children always want to do something, because the young blood cannot be quiet. That is good, and they should not be suppressed, but encouraged to do something all the time. They should work constantly like ants, crawl, carry, pull, arrange, decompose and relocate, work sensibly whenever they build, but they should also be assisted and sometimes we should play with them (because we cannot teach them and practice with them other things at the beginning)" (Komensky,

1886, p. 55). Komensky particularly appreciated when children and parents played together. He developed the system of voice and musical games. In his analysis he did not avoid children's toys.

Philanthropist Johann Friedrich Oberlin (1740-1826), a doctor and a private tutor, was known as the creator of the idea of looking after small children in the so-called children's shelters. The educational work in these institutions consisted of the following activities: drawing, illustrating, telling religious stories and playing games. In his studies he associated game with elementary child's work (Ciranna, 1970).

Robert Owen (1771-1858), the founder of the first social institutions for the education of young children, in his conception of social preschool education did not bypass children's game. He gave great significance to educational efforts in the early childhood. Well-known is his attitude that individuals, but also social systems could be changed to a large extent thanks to education (Frabboni, 1974). He founded the first institution for children up to three years of age (the forerunner of infant nursery) in which work was based on game. He advocated children's games outdoors. Toys were considered superfluous. Robert believed that during the game adults (educators) should have a conversation with children about the immediate environment in which the child is located. In accordance with his pedagogical views he advocated the idea of collectivism in the game, physical exercise, walks, etc.

Friedrich Fröbel, the founder of the institutional formation of preschool education, paid special attention to the phenomenon of children's game. His pedagogical ideas had a great influence on the development of the world (Lascardies & Hinitz, 2000) and Croatian preschool pedagogy (Posavec, 2007). In 1837 he founded the first preschool institution named "Institution for the development of creative motivation and activities for children and youth", which in 1840 was renamed kindergarten.

Thanks to Friedrich kindergarten started to "conquer the world" (Engelbrecht, 1986). In his pedagogical requirements he advocated the education which would be in accordance with children's nature. In his opinion the educational efforts develop what is present in a child and do not give anything new. A child's development is divided into three periods: early childhood (2-3 years), middle childhood (up to 7 years of age) and boyhood. According to him, the main educational resources are: *game* (emphasis added by B.M.), art work and work in nature. He elaborated on the educational concept in the work "Man's education". According to Friedrich, game is the beginning of a child's development and it is directed towards the formation of the child's entire personality. Based on the view that the man expresses himself in work and the child in a game, Friedrich included the game into all aspects of educational work in the development of the idea of kindergarten. The game is an instrument of intellectual, social and moral education which satisfies a child's natural curiosity and the need for peer contact, but it also refines the child's character. In the history of pedagogy he would be remembered as a person who highly ranked the game as the essence of childhood (Došen-Dobud, 2013).

Analysis of the Phenomenon of Game in the Work "Rukovođ za zabavište"

Antonija Cvijić analyzed the phenomenon of game in the context of "educational resources". She based it on Fröbel's understanding that the fundamental educational principles were: harmonious education, natural upbringing, and contrastive education. In the accordance with the foregoing principles, the educational sources "are mainly present in children's game. All the work in the kindergarten could be called game in the broadest sense, as a child is looked after and educated through game" (Cvijić, 1895, p. 23). Quoting the famous Goethe ("Game is the child's serious work"), Cvijić considered game to be the means, purpose and aim of the child's activity. This is illustrated in the following sentences: "The game clearly manifests the child's physical abilities, his spirit often has to participate in a deep intellectual consideration and the aesthetic feelings are awoken and dignified. In a game the child develops comprehensively, harmoniously and naturally" (Cvijić, 1895, p. 23). The play reflects the child's personality "it is invaluable to educators; because in a game the child shows all his virtues and faults" (Cvijić, 1895, p. 23). She pointed out that the child who did not need to play "was not healthy".

In her book Cvijić discussed a significant educational problem, the issue of individual and guided children's game.

Antonija Cvijić analyzed the adult's role in children's game asking herself a question: "Is it necessary that adults influence children's game?" (Cvijić, 1895, p. 27) She believed that the adult was indispensable in children's game. Cvijić explained her attitude in the following way: "If a child is playing completely free, without any supervision, he will perform and mimic everything he has seen or heard. His inexperienced soul cannot tell the difference between good and evil" (Cvijić, 1895, p. 27). She continued: "A completely free game can be very destructive for the child's physical development, as well as for his morality" (Cvijić, 1895, p. 27). From the modern point of view this attitude to children's free or symbolic game is simply unacceptable. A symbolic game is a crucial phase in the period of growing up (Duran, 1995; Ivon, 2011), which has a complex and varied role in the overall development of a child (Šagud, 2002).

The presence of the adult is necessary in children's game; however the adult should not dictate the game's course. Cvijić asked the question: "Should we dictate the game conditions to a child?" and answered "When the child realizes that the adult has set narrow limits to his game, it does not make him happy; because the child cannot develop his fantasy by submitting to such tough discipline" (Cvijić, 1895, p. 27). The author emphasized that the most acceptable was the middle path. "The educator will introduce the game to a child, he will perform it in accordance to his understanding and good will, and the educator will be the child's older, more experienced friend who will watch over his game. In that way a child will not feel the pressure of the authority, and still with the educator's assistance the game will be more perfect, without confusion or disorder" (Cvijić, 1895, p. 27).

In the classification of children's games, Antonija Cvijić took as an example the classification made by German writer Jean Paul Richter, who gave a series of explanations about the value of children's games in his famous work "Levani". In that context, games with toys and friends (peers) were mentioned. According to Cvijić, the most prominent games in kindergarten were the games with peers ("companions") while the child played more with toys at home "the toys make him more happy when he returns home and welcomes them with new joy and interest" (Cvijić, 1895, p. 28). She pointed out that "the most frequent games in kindergarten are games with friends" (Cvijić, 1895, p. 28).

The educator should "be guided by a set of game rules. "The educational value of each game depends on the choice and how and when it is practiced and performed" (Cvijić, 1895, p. 29). Cvijić set the following "game rules" (Cvijić, 1895, p. 29):

- a) do not command in children's game like a master, but share the game with a child as a consulting partner (...),
- b) be careful in the selection of games (...),
- c) prepare each game carefully (...),
- d) the game should be repeated frequently (...),
- e) the games should be modified (...),
- f) sometimes let the children independently perform the games they had learned (...).

As an advocator of the firm "timetable" in the kindergarten (Cvijić, 1895, pp. 205-209), Antonija Cvijić asked the question: "When should children play?" (Cvijić, 1895, p. 31). This depends on many factors, first of all on "children's mood, time of the day and weather. The game should not be exhausting, its aim is to unburden children who can relax and have fun, so they usually play after the hands-on teaching and conversation, after work, song practise, etc." (Cvijić, 1895, p. 31).

Games in which children play with their hands and fingers as well as mobile games occupied a significant place in Antonija Cvijić's notion of kindergarten. She advocated the use of game in the field of physical exercise. "In recent times" she said "the promoters of education have introduced a new type of gymnastics, which encouraged strength, flexibility and versatility of hands and their parts" (Cvijić, 1895, p. 49). The mobile games, important even today, provide great educational opportunities. They are divided into: catching games, guessing games, stimulation games and wheel dances (Cvijić, 1895, p. 54). Folk mobile games belong to a specific group. "Folk games are suitable, because they have remained intact through many turbulent times due to their healthy tendency" (Cvijić, 1895, p. 54). A common feature of mobile and folk games is their dramatic significance. "They reflect man's spiritual life, his struggles, efforts, victories and ruins, and the life of animals. These games are diverse and interesting. Traditional games are changing all the time, so the players have to use their intelligence to succeed in the game" (Cvijić, 1895, p. 54). One type of mobile games is the mobile game accompanied by a song. Taking the characteristics

of traditional creativity as a starting point, Antonija Cvijić advocated "the use of folk songs in kindergartens" (Cvijić, 1895, p. 55).

The analysis of the phenomenon of game in the book "Rukovođ za zabavište" can be concluded with Cvijić's words: "The game is the brightest man's product in childhood, it is the reflection of human life, man's individuality and everything that surrounds us. The game stimulates man's freedom, joy, satisfaction, peace with the world and himself. It is the source of all good" (Cvijić, 1895, pp. 26-27).

Toys and Different Materials for Game

Toys are necessary in children's game, but Cvijić linked them to family home rather than to kindergarten. "A child loves every toy" she said "because he can satisfy with it his desire to work. Although a child prefers to play with his friends, he always looks forward to a toy, whether he is playing with it on his own or with his friends" (Cvijić, 1895, p. 31). Only a small number of toys can be applied in kindergarten practice. "The toys given to our children, cannot be used by many children at the same time, therefore it is difficult to use them in kindergarten. Only guns, drums and whips can be used in common games" (Cvijić, 1895, p. 32). It is clear from the previous sentence that Antonija Cvijić put a toy gun among toys (as significant educational resources).

According to Cvijić, the toys and materials elaborated by Friedrich Fröbel in his conception can be used in the kindergarten. These toys are called Fröbel's gifts. The following toys belong to this group: a) ball and

b) sphere, roller and cube.

A ball is a very old toy which was familiar to ancient Greeks and Romans. Fröbel gave it special importance. Accordingly, Cvijić paid great attention to a ball in kindergartens. She illustrated that in the following way: "A child likes a ball, because its shape is as pleasant to the eye as to the hand. It is a round, soft and light thing which moves on its own" (Cvijić, 1895, p. 32). The balls used in kindergartens are a wool ball and a common ball. By playing with a ball, a child enriches his experiences.

Sphere, roller and cube come together in Fröbel's concept due to their appearance. All three geometric objects are placed in a box. These geometric objects are taken from folk toys and they represent the first one of Fröbel's gifts. Antonija Cvijić said: "These bodies contain the basic form of all that is in the universe, and a pedagogue always chooses greater harmony in everything that lives in us and around us" (Cvijić, 1895, p. 38).

Diverse Children's Activities

In her book "Rukovođ za zabavište" Antonija Cvijić presented and elaborated on a series of activities designed for children attending kindergartens. In that context she mentioned physical exercise, marches, parties, construction, work with tiles, sticks, bars, rings, group of dots, bordering, arranging straws, moving threads, drawing, quilting, paper bending, knitting, cutting, painting, connecting rods, knitting baskets,

storytelling, creating terms, instructive conversations, learning by heart and singing. This division into different activities, in which emphasis was placed on a large number of manual activities, was actually a reflection of the understanding of the pedagogical life of that time. New pedagogical directions were appearing in the pedagogical life which, with the affirmation of working activities, wanted to reform the rigid, traditional and intellectually oriented school of the 19th century (Zaninović, 1988).

A common feature of a large number of activities advocated by Antonija Cvijić was “work based on a model”. A kindergarten teacher was the “model”, and a child the “transfer” of the idea. She expected a child to follow the pattern in his work, without any creative invention.

According to Antonija Cvijić entertainment was the “mode of operation which enables the transition from game to serious work. Entertainment develops both children’s physical and mental strength. While having fun, a child practices his eye and hand; this activity makes the child skilled in different jobs, which he will apply later for daily needs; entertainment is appropriate, and it prepares the child for future work” (Cvijić, 1895, p. 24). Unlike the game which was an educational tool in a narrow sense, entertainment in her opinion represented the “means of serious work. Entertainment differs from work because its main purpose is effort, while the main purpose of work is to achieve an aim” (Cvijić, 1895, p. 25). Different activities are used for entertainment. All recreations are based on geometric shapes. The author accepts Fröbel’s classification. In that context she mentions:

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| a) formation recreations | b) creative recreations |
| 1. group of bodies: construction | 1. group of dots: pricking |
| 2. group of surfaces: tiles | 2. group of lines: forming chains,
drawing, quilting and thread moving |
| 3. group of bodies: sticks, bars and rings | 3. group of surfaces: paper bending,
knitting, cutting, painting |
| 4. group of bodies: stones, seeds | 4. group of bodies: knitting a basket,
connecting sticks with peas,
modeling |

Antonija Cvijić gave great importance to the so-called creation of terms and instructive conversations. There was no place for school classes in the kindergarten, so teaching about the immediate environment was carried out through game. “We have shown that it is necessary to include instructive conversation and to observe relevant things during each game, recreation, song, etc.” (Cvijić, 1895, pp. 163-164). It is clear that Antonija Cvijić perceived game as a way of teaching kindergarten children. She pointed out that “In the kindergarten there is no place for teaching like in schools, because this does not correspond to the spirit which rules in the kindergarten.” (Cvijić, 1895, p. 163).

Children’s game is often accompanied by song. Antonija Cvijić emphasized that a “Child will include a song in every game, and sometimes in recreation (Cvijić, 1895, p.

26). It was impossible to separate a song from a game. As an advocator of this attitude she added: "They (children, comment added by B.M.), want that and they should be satisfied." (Cvijić, 1895, p. 26).

Conclusion

The educational practitioner Antonija Cvijić, who was one of the first kindergarten educators in Croatia, was also quite successful as an educational theorist. Her ideas were presented in her work "Rukovođ za zabavišta" published in 1895. She talked about institutional preschool education at the end of the 19th century, and the dawn of the 20th century, known as the "century of a child" (E. Key), which meant that she had a vision that in our country in the near future kindergartens would be opened to an increased extent. The pedagogical ideas of foreign pedagogues, primarily Fröbel, extend throughout the whole work. Great attention is paid to children's game which the author finds to be a "means, purpose and aim of a child's activity". Moreover, game provides great educational opportunities. Toys and entertainment are linked to the game. Early childhood has always been penetrated by game, which is also confirmed by this work.

The ideas which have been put forward show that childhood is a process which is contextualized in relation to a specified area and culture and it varies according to different conditions and culture in which it takes place (Maleš, 2011). The pedagogical ideas of the authors mentioned in the text reflect the time they lived in. However, some of their important attitudes to childhood, children's games and educators' tasks, which are in accordance with today's new paradigm of childhood, cannot be denied.

Summarizing the educational characteristics of kindergarten, Antonija Cvijić emphasized the importance of preschool education, which, as the first component of the educational system, provides the foundation for further education. She also pointed out the child's right to develop – in the kindergarten and in family, and that is achieved with a specific, customized approach to a child, which differs from school approach. "Kindergarten would not and should not deal with the scientific basis of elementary school; it should just plough the soil on which the teacher can sow, so it is also called the preparatory institute for elementary school" (Cvijić, 1895, p. 20).

Children's game is described as the "reflection of human life, man's individuality and everything that surrounds us. The game stimulates man's freedom, joy, satisfaction, peace with the world and himself". Antonija Cvijić considers game to be a child's primary activity which reflects the relationship between the child and the outside world, but also the relationship with people and events in the outside world (Vigotski, 1977; Duran, 1995). She emphasized peer game as an opportunity to gain many social experiences. Her attitude that in a game a child develops physical, cognitive and aesthetic feelings represents the game as a phenomenon and an opportunity which enriches the child's existence in different ways. She pointed out that while playing, a child, apart from the general and common, finds many "personal characteristics", so the basic task of an educator, even today, is to get to know each child individually.

Antonija Cvijić set some rules which educators should obey when they lead the game; for example, they should not command children's game, but share it with a child as a consulting partner. These rules can be interpreted in terms of the necessity of an adult's participation in children's game, not only as a leader, but also as a collaborator and observer. The author pointed out that in this way the educator can understand the child's capabilities and needs better "in a game a child shows all his virtues and faults", which is one of the basic pedagogical requirements today.

Although Cvijić ignored the child's immanent creative necessity in the process of learning and playing, and advocated learning by "pattern", that attitude can be partly interpreted in the contemporary pedagogical point of view in a way that the author recognized the importance of learning by observing, which is one of the basic forms of children's learning. In short, a child should find suitable models in adults, models that he can identify with and observe. While observing and learning, a child will be able to embrace reality and have the opportunity to discover the meaning and purpose of learning and demands made by adults. "A child needs another person as a role model, as well as cultural and ethical pattern (the representative of culture and morality), who stands in relation to the world, to others and to himself." (Bašić, 2011, p. 33).

In conclusion, modern approach to the theoretical and practical attitudes of Antonija Cvijić in the work "Rukovođ za zabavište", can be summed up in a few statements: in her work a child is seen as a personality that she understands and respects, a child is a social entity who, with the help of an adult, defines his life and development, childhood is a period of life which has its own principles and values and which determines the child's further development, game is the child's basic need and the activity which has a formative function. Playing, the child is preparing instinctively and consciously for serious future activities.

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Pogledi na dječju igru Antonije Cvijić u djelu „Rukovođ za zabavište“

Sažetak

Godine 1895. u nakladi Hrvatskog pedagoško-književnog zbora iz Zagreba objavljeno je djelo „Rukovođ za zabavišta“ autorice Antonije Cvijić, jedne od prvih „zabavišnih učiteljica“ u Hrvatskoj. Na osnovi njemačke literature te na osnovi vlastite prakse u zagrebačkom dječjem zabavištu Antonija Cvijić detaljno je razradila koncepciju odgoja i obrazovanja utemeljenu na idejama Friedricha Fröbela, začetnika dječjih vrtića. Razmatrajući širu problematiku dječjih zabavišta, Antonija Cvijić veliku pozornost posvećuje dječjoj igri. U tom kontekstu razmatra raznolik spektar dječjih igara i aktivnosti. Djelo „Rukovođ za zabavište“ s punim se pravom može smatrati kapitalnim djelom hrvatske pedagoške misli.

Ključne riječi: dječje aktivnosti; Fröbelov odgojni sustav; hrvatski pedagozi; predškolske koncepcije; predškolski odgoj.