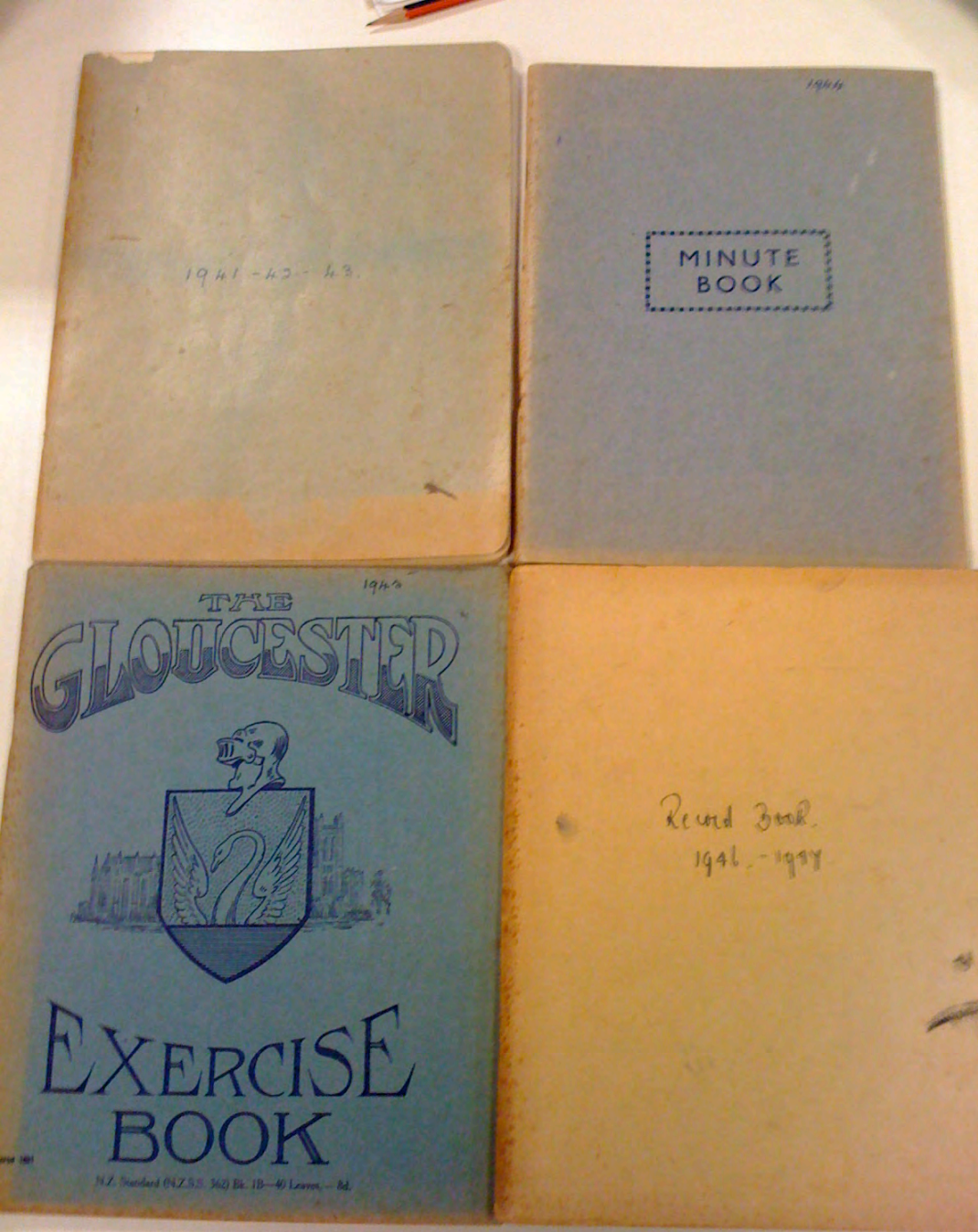


Constance Colegrove 1895 - 1953

Principal, Auckland Kindergarten Association 1925-1949

Upon her retirement Auckland kindergarten teachers presented Miss Colegrove with a photograph album recording the life and times of the 24 kindergartens in the Auckland association, 20 of which had been established during her time as Principal. The Album was later given to the Constance Colegrove Kindergarten that opened in Remuera in 1955. It remained in a cupboard until 2015. While several photos are missing, the album is mainly intact with carefully labelled photos that provide a unique slice of Auckland kindergarten history. Miss Colegrove possibly added some photos to the album herself. The album is to be placed in the Auckland Kindergarten Association Records in the Grey Collections, Auckland Public Library. Photography by Hocken Library, University of Otago, 2015



Between 1941 and 1947 Constance Colegrove wrote detailed notes about her work in four record books. The record books are held in the Auckland Kindergarten Association Records in the Grey Collections, Auckland Public Library. They are not named. NZMS1275 Box 17

Record Book
1941.

Feb. 11. All Kgs. re-opened. I did not have the new girls down the day before as I was having them with me all the week. This year we have tried a new arrangement: Reprising the new girls together to begin with & letting them observe. The suggestion came from L. Rothbury, was discussed at a Directors' meeting, & details worked out. We proposed to let them watch for three weeks, but when I found that I had eight new girls I thought this was going to be too long. I decided to use Myers, S. James & Bonsonby for demonstrating. This choice was partly because they had room for us. Truebeams was out of the question because of its size. I went to the Myers at 9 a.m. & the new girls all came. A very nice lot of girls - keen, interested & intelligent. Betty Cartan was there to help as Harriet is having cricket matches & cannot open yet. We spent a very nice morning. I took the girls into the Students room.

Record Book.
1944.

Feb. 7. Telephones all day! I had told all the girls, new & old, to ring me up. I rang all the staff. Quite a number of other rings as well & I did not move from phone all day.

Feb. 7. A man from the Telegraph Engineers' office went to Myers, & measured the wiring required to give me an extension phone to upstairs. I could not go there to meet him, as I could not leave home.

Feb. 8. Kgs. reopened. V. Middleton & I spent the afternoon painting student tables & chairs. I took some tables from verandah upstairs that had been left by Deaf School.

Feb. 8. Letter from Miss Wilson requesting full details about K. Graham. I spent some hours composing a report upon Graham & sent it off at once.

1945.

A very busy January! I was not away & wrote between 60-80 letters & interviewed people, & went to meetings, & had a great deal of telephoning.

We submitted a list of 11 students for 1945, of whom we recommended 9, before Xmas. We asked for an increased quota & were refused. We wrote & protested & were refused again. Mr Allen was very annoyed & wrote again - This called for the reply "I regret I have nothing to add to my previous letter."

We heard nothing of the applications & time - in January I was getting on - So Mr Allen wired to Wellington. The reply was "Regret delay. Applications mislaid in this office. Will expedite." !!!

I had had a number of other applications, had written to them all, & told them there would be another meeting of the Selection Committee. I could not give them any further information till we heard about the first lot.

Then a letter came saying they would approve our recommendations, but we had sent one too many. Mr Allen wrote saying we had not. They wrote back saying we had! We wrote back explaining

1946.

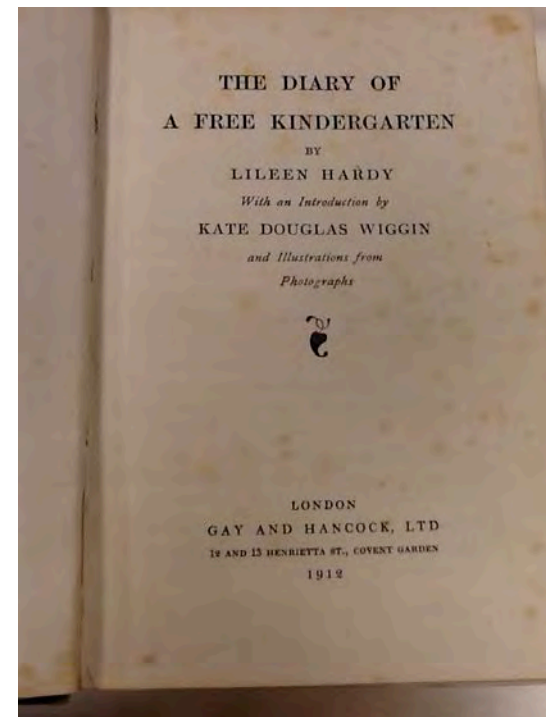
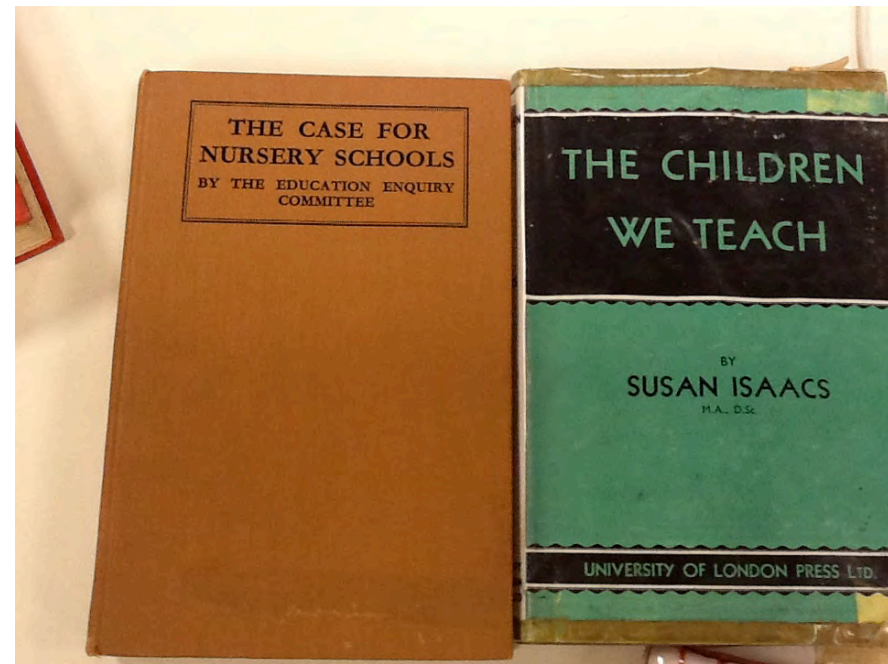
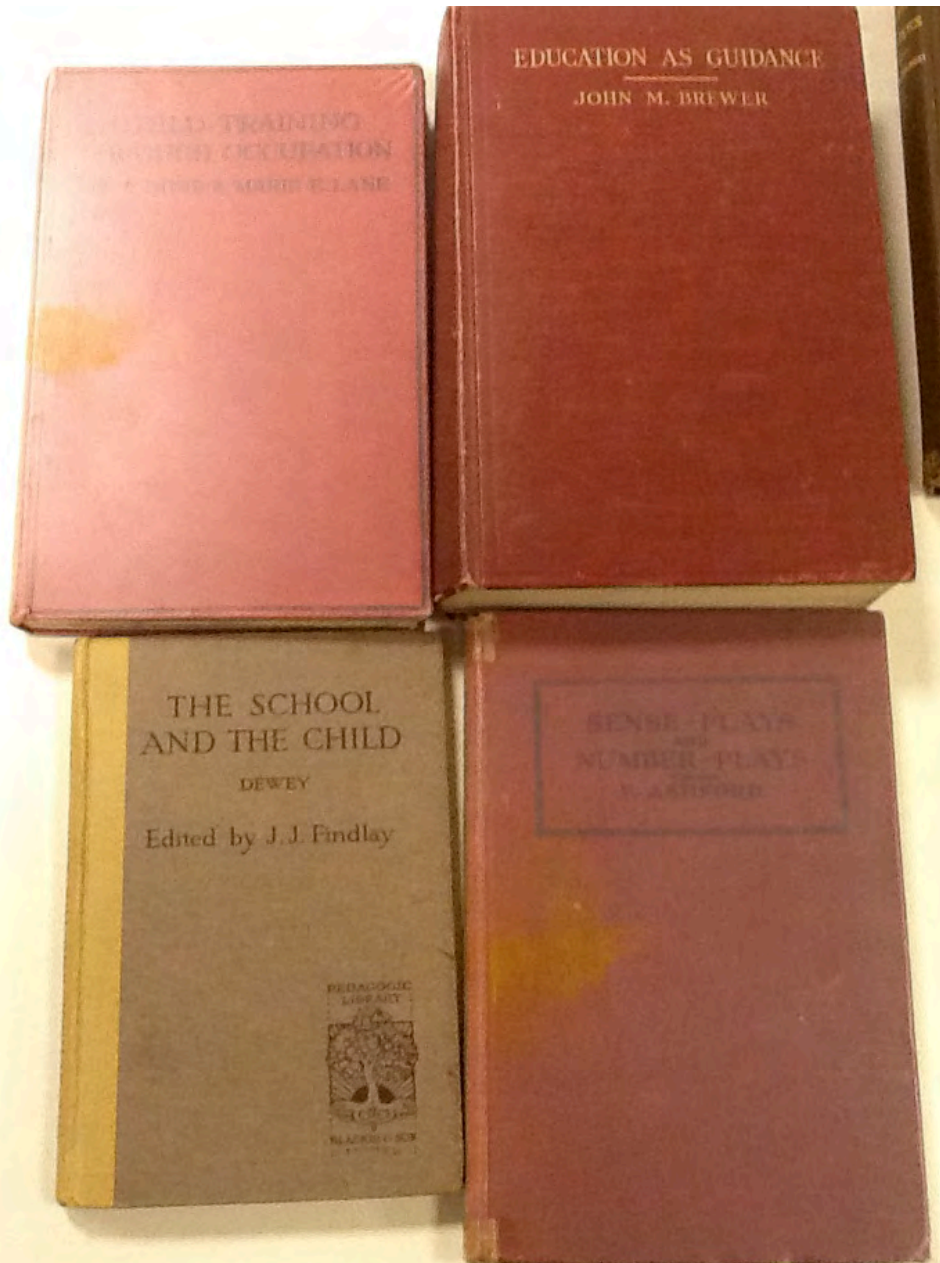
Feb. 5 1946. Meeting of Selection Committee. Miss Newman took Mr Pegler's place. Four candidates interviewed. All recommended. Three had previously had medicals for I.C. We told these three to come & start next week as we were sure they would be accepted. I hoped that this would be our quota of 30 - but one wired to say she could not come - at the last minute & another (already accepted by Dept.) wrote & withdrew. There seems to have been a lot of humpbugging.

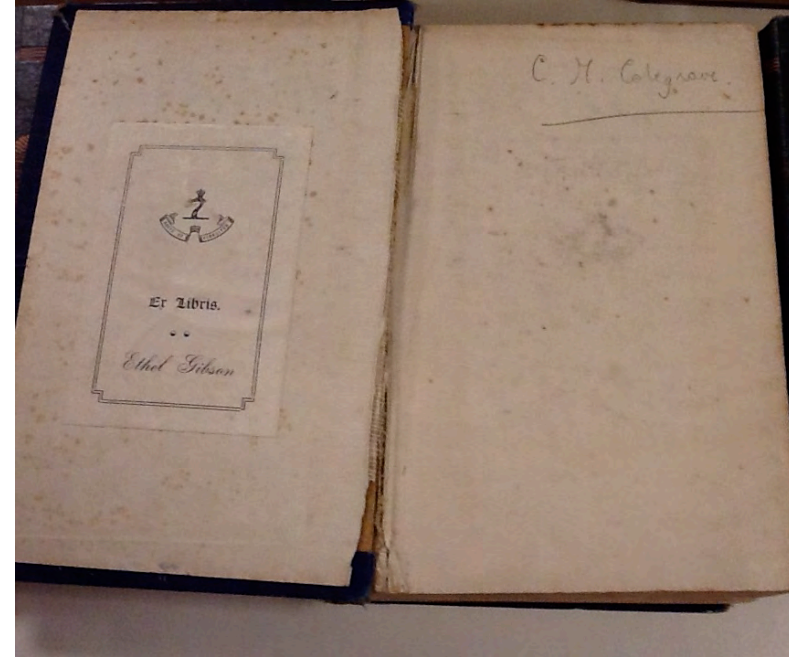
Afterwards we had a meeting of the Education Committee. Only three of us there. Mr Gillies could not come. Not much done & things left rather in the air. We discussed several appointments.

Miss Mackenzie told me the week before school opened that she was not coming back to us - pressure of work & she feels she has got a bit stale on the work.



Constance Colegrove's library: Auckland Kindergarten Association Records in the Grey Collections, Auckland Public Library NZMS1275 boxes 24-27





In total there are 47 books, mostly signed, and noting one that belonged once to Martha Myers. The books cover the work of Comenius, Froebel, Dewey, Montessori, Isaacs including a range of American nursery school material

made. The ball can not be caught unless he runs at his best speed and finally leaps forward, impelled by the concentrated energy of his whole nature. "Every nerve must be strained" to gain even half an inch in jumping or vaulting. The winning half inch has done much to mould mighty men. Froebel wisely said: "A child that plays thoroughly, with self-active determination, perseveringly, until physical fatigue forbids, will surely be a thorough, determined man, capable of self-sacrifice for the promotion of the welfare of himself and others."

Courage is required in play, especially in football, lacrosse, and other games in which team competes continuously against team for the possession of a ball. There is no use for the coward on the football or lacrosse field. The "scrimmage" calls for as much courage as the field of battle. Personal fear goes out of a boy's life after he has had a few years' experience amid the inspiring struggles incident to outdoor sports. He learns to think only of his predominant aim, and loses his personal, weakening self-consciousness in the desire to achieve the end directly in view. Self is thus subordinated, and the unconscious subordination of self in a purpose is the basis of courage. Courage is not mere spasmodic daring under specially trying circumstances. Courage of the sternest kind is the spirit that enables one to bear defeat bravely, and to persevere hopefully even in the face of defeat or disaster. The boys who after defeat practice faithfully to qualify for future

Self-faith is one of strong character. The teachers can do most by step a boy can make his weakness of last, there comes into his. He notes how earnest able him to achieve, to his faith in himself.

One of the most citizenship is rever first training in of stances of full citizen There he is among are the laws by w The habit of obed foundation for co hood. Plato said to laws in their souls with the m leaves them, an The ancient Gr unity between t tellectual and m

On the play the two great

There is a large collection of Froebelian material including a heavily annotated copy of *Froebel's Educational Laws for all Teachers*, ed. James Hughes, D. Appleton and Company, New York 1909

ing he taught, that the pupil might have new methods of self-expression, and so by formal physical training he would define and strengthen the power of the muscles, improve the posture of the body, increase the functional power of the heart, lungs, and other vital organs, and especially remedy any constitutional or hereditary physical defects, in order that the body might become lighter and more perfectly responsive in executing the decisions of the mind in a definite and persistent manner. In physical education, as in all other education, he demanded that the child should originate as well as execute the idea in order to make its effort completely educative, and therefore he advocated play instead of formal physical culture, because interest stimulated effort and action expressed the thought and feeling of the actor. Mr. Bowen says: "Physical exercise should in the main be the expression of ideas and feelings, however simple; and that is why school games, when orderly and free, are found in practice to be of much greater value than school gymnastics, especially such as are merely acrobatic."

Froebel saw the interrelationship between the body and the mind so clearly that he believed the brain itself was largely dependent on the action of the body for its growth. The investigations of physiological psychology have proved his theory to be correct. He gave a new dignity to physical culture by showing it to have an important influence in the development of the brain and the complete co-ordination of the entire neurological system. The whole body in its voluntary and involuntary action is directed by the brain and other parts of the neurological system, and there

is no doubt that the body is influenced by the mind, but it is also true that the mind is influenced by the body. They are parts of the same unity and they rise or fall together in physical quality. The interdependence between body and mind is so complete that the body, in its modes of action and even in the form of its executive parts, reveals the character. The unity is so perfect that body and mind react on each other, so that the body not only reveals the mind but helps to form it.

The improvement of the body aids in the development of the brain in many ways. No physical training is worthy of the name of true culture that does not primarily aim to improve the condition and increase the functional power of the vital organs. The brain feels the advantage of better digestion, circulation, and respiration more quickly than any other organ. The quality of the brain's action depends on its organization, but the energy of its action and the length of time during which it can act without fatigue depend on the way it is nourished. Perfect nutrition repairs the waste caused by intellectual effort, and enables the brain to sustain energetic action without loss of renewal power. External stimulus is always dangerous to the brain unless it is well sustained by the internal stimulus of good nutrition. Thousands of teachers still blight the intellects they aim to develop and store by applying external stimuli to overworked and poorly nourished brains. The more earnest and enthusiastic such teachers become the more dangerous they are. The teacher who by his personal enthusiasm spurs tired brains to work beyond the fatigue point is the enemy of his pupils. He weakens them at the centre of their educational power. It

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results of this error would be much more clearly seen if pupils were in school all the time, and if their activities were limited to the schoolroom. Fortunately, however, children usually get a fair amount of exercise out of school. If it were not for this fact many of their brain areas would remain undeveloped throughout their lives. Teachers and experimental psychologists have a wide field for research in order to learn not only how writing, drawing, and manual work of all kinds should be taught without changing the proper order of neurological development, but in what order physical exercises should be performed to aid the growth of the brain in conformity with the laws which govern its perfect natural evolution.

Physical activity not only develops the brain itself, it stimulates the growth of the extensions of the cells throughout the nervous system, the neurons and the dendrons, and thus completes the organization of the nervous system with the muscular system. It accomplishes the still higher work of co-ordinating the sensor and motor systems and establishing the necessary defi-

Resources for researchers:

Auckland Kindergarten Association Records in the Grey Collections, Auckland Public Library NZMS1275

Cosson, Betty (1970) *A history of the training of kindergarten teachers in Auckland 1908–1948*, unpublished investigation for DipEd University of Auckland