

An Early Wellington Kindergarten



As described by
Ted Scott

Cover illustration: Old Taranaki Street Kindergarten on
the corner of Taranaki and Frederick Streets.

Drawing by Nina Stutz.



Waiting their turn. In the playground at 196 Tinakori
Road. (Wellington Free Kindergarten Association
archives.)

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New Zealand Council
for
Educational Research
Wellington
1975

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An Early Wellington Kindergarten

What was it like to be in kindergarten in the early days? Over many years NZCER has been interested in recording the atmosphere and style of our educational institutions in former times. For this reason we are delighted to publish the reminiscences of Miss Edna (Ted) Scott, a much loved kindergarten teacher in Wellington for over thirty years. We hope it will encourage others who have made contributions to education in this country to share their memories with us.

We would like to thank Ted Scott, who spoke so vividly of her time in kindergarten and allowed us to choose photographs from her collection; Marjorie Connell for help with the task of data collection; Joyce Barns for assistance with the location of supporting material, and the Wellington Free Kindergarten Association for permission to reproduce material from their records.

John Watson
Director
NZCER

The first free kindergarten to be established in Wellington was set up in 1906, in the Baptist schoolroom in Vivian Street, and moved three months later to a church hall in Tory Street. In 1909 it moved to St Peter's Mission Hall in Taranaki Street and then, in 1910, to rented second floor rooms in a building on the corner of Frederick and Taranaki Streets. Finally, in 1918, the kindergarten moved to permanent premises at 196 Taranaki Street. When the waiting list grew so long that children had to wait a year or more to be admitted, a branch was opened in St Peter's Mission Hall again, and this operated from 1921 to 1923. The Taranaki Street Kindergarten was for many years the training centre for kindergarten work in Wellington. It closed in 1962 when a new kindergarten teachers college was established in Tinakori Road.

For 34 years, and with only short breaks, Ted Scott was connected with the Taranaki Street Kindergarten. What follows is her own story, based on a series of interviews, of what it was like at Taranaki Street during and just after the 1914-18 war.

Becoming a Kindergarten Teacher



The interior of the old Taranaki Street Kindergarten, 1918. (From the collection of Ted Scott.)

Grace Lake and I lived next door to each other; we went to the Terrace School together and then to Wellington Girls College in Thorndon. When we were in the fourth form, that would be in 1914, the headmistress, which was what they called the head of the Wellington Free Kindergarten,¹ came to the school to talk to anyone who was interested, about taking up kindergarten work. Grace and I went to hear her. She was Miss Netty Birkenhead Riley, an Australian, and she was a very forthright and down-to-earth person. Miss Riley invited any girls who were interested to visit the Taranaki Street Centre. Grace and I didn't tell our parents but we decided to go to Taranaki Street. We both got an awful shock when we got there. Taranaki Street in those days was a very poor part of the

town, and the kindergarten was upstairs in three rooms over the premises of a Chinese importer. I can still remember seeing the rice spread out on woven straw mats, and from time to time the customs officers called and went through the goods, looking for opium I suppose. As students we used to lean out the windows trying to see what was happening and sometimes we heard a bit of a scuffle, as if the customs had found something. But that all came later.

To get to the kindergarten we had to climb up a flight of steep, dark, wooden stairs. When we got to the top I said, "Go on Grace, you go first," and she said, "Go on Ted, you go first," and eventually we both went into the room. Hazel Fuller was the Director, and there we saw all the children. They were lovely little

children, but many of them were poor little children. Oh dear, they were poor little children.

Grace and I spoke to our parents and said we'd like to go into kindergarten and train. The arrangement was that students worked in the four Wellington kindergartens, Taranaki Street, Brooklyn, Maranui, and Wellington South in the morning and had lectures at Taranaki Street in the afternoon.

Anyway, our parents finally agreed and we started training in 1915. I was only sixteen.

When we went into kindergarten work in the old days we had a special feeling about it. We felt we were helping posterity. We felt it was a work of love and that we were doing good. The subjects we studied were Knowledge of Child Nature; Nature Study; Kindergarten Principles and Practice; Class Teaching; Blackboard Drawing; Singing; History of Education with extra training in English (this last subject was taken by Miss Maud England who was in the kindergarten movement for very many years and who thought we all spoke badly), drawing and painting in water colours; practical experience in bandaging toes and knees; feeding, clothing, sleep and general care of little ones; and Handwork — we

had lots of that.

The girls who trained as students came from families of different kinds. My own father built every lighthouse in New Zealand. The lighthouses were being changed from wood to concrete. They came to be known as David Scott's monuments. At the age of nine months I was landed in a coal basket at Cape Campbell light, and I had my first schooling there. Some of the students came from wealthy and prominent Wellington families and others came from average homes.² We studied for two years and were not paid.

In my year there were only five students in training and we all felt very close together. We were really just like a family. Besides Grace Lake, and myself, there were Edna Morris, Rena Herzog and Ailsa Newton. (Grace Lake is now Mrs Kilsby and Rena Herzog is Mrs Loadsman.)

In 1918 Edna, Rena and I were appointed joint directors at the Taranaki Street Kindergarten, and in September of that year the kindergarten moved to a building of its own, a converted factory at 196 Taranaki Street. I later worked at Thorndon, Brooklyn, Newtown, the Taranaki Street Branch and Wellington South Kindergartens before taking over as director of the Taranaki Street Kindergarten in



Ted Scott, Director at Thorndon Kindergarten, 1919. (From the collection of Ted Scott.)

1924, a post which I held until I retired in 1948.

While the kindergarten was above the Chinese premises, the children had no playground and so the students used to take the children for a walk to the Basin Reserve. Children were much more controlled in those days. I can't ever remember smacking anybody. It was, "Do as I say, and now". And they did it. We'd isolate them if they didn't do what they were told. We'd come home past Buckle Street where the barracks were. It was wartime and the soldiers would call out to us and give us apples

and bits of bread and jam. We'd go for our walk about ten and we wouldn't get back until twelve. Things were different when the kindergarten moved to 196 Taranaki Street because there was a lovely playground at the back of the building.

In the next section Ted Scott talks about the work in the kindergarten as she experienced it both in the old Taranaki Street premises and in the building at 196 Taranaki Street.

With the Children

Both the director and the students were at the Taranaki Street kindergarten at half past eight in the morning, and there were always some of the children sitting waiting in the gutter. Many of the men were watersiders, and they brought the children on their way to work, or their mothers brought them, or older children on their way to Mount Cook School, and they'd come back for them at lunch time.

First thing we did was to sing:

Good morning to you
Good morning to you
Good morning dear children
Good morning to you.

Then we used to have special things to talk about. A morning talk. It might be trains. After that the children could do a little bit of handwork, mainly blocks and drawing. We did not have any painting in those days. We used to prepare outlines for the children to colour in. The children weren't permitted to go over the line, and if they went over the line they'd try to rub it out so that we would not see it. In those days people thought it important for children to develop good control of their hands. We had clay and it used to get so hard and mucky but it was proper modelling clay.

Almost every day we used one of Froebel's gifts with the children.³ We had ten different gifts but we didn't use them all because they got very complicated. Some of the students would get out the more advanced gifts which were collections of differently shaped and sized blocks and then spend all day trying to get them back into the box again. The first Froebel gift is a set of woollen balls, red, orange, yellow, green, blue, and violet. The balls had crocheted covers. We used to sing "In my hand a ball I hold" and show the children how a ball rolls. The children handled the balls and passed them round and learnt colours from them but they did not play with them. Each ball had a

string on it and there were various movements which we used to demonstrate for the children.

The second gift came in a long box in which were a sphere, a cube, a cylinder, and rods and standards. We used to twirl these objects around. Just demonstrate them. The gifts that the children really started with were



Froebel intended the first gift, the ball, to be used in the nursery.



The third gift and its little wooden box.
(Wellington Free Kindergarten Association collection.)

in little wooden boxes with sliding lids. We sat at long tables, about a dozen children and a teacher, and we had a tray with all these little boxes, and before the children played with them they had to be passed around. The teacher would place her hands around the first box and pass it to the child beside her. He would put his hands round it and pass it on to the next child and so on until the last child was reached. By the time the boxes had been passed right round the table the children would be fed up because they were not doing anything. The third gift consisted of eight blocks which together formed a two

inch cube. When each child had a box the teacher would proceed like this:

Pull the lid **out** a little way.
Put your hands **down**. Now pull the lid right out and turn the box **over**. Lift the box **off**. Put it **behind** the cube. Put the lid **in** the box **cornerwise**. And now you can play with the blocks.

After the children had played with the blocks for a while the teacher said:

Take the lid **out** of your box, put it in **front**. Pile the blocks **up**. Take the box. Put it **over the top**. Slide it **off** the table. Turn it **over**. Put the lid **on**.

This gift was used with three-year-old children. We had some Montessori material.⁴ For example, we had frames for hooking and lacing and buttoning. They were hopeless at that because the buttons were little round boot buttons.

The children were divided into “tops”, “middles”, and “tinies”. If we had been talking about trains we would take the “tops” (about four to five) to the railway station. The train drivers were very good and would take them up into the engine and let them pull the whistle. There wasn’t the rush there is today. We went on lots of excursions. We went to the aerodrome

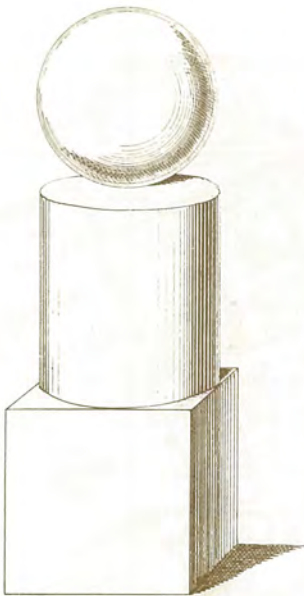
FROEBEL'S THIRD GIFT

‘It is not a mere pastime, but a key with which to open the outer world, and a means of awakening the inner world.’

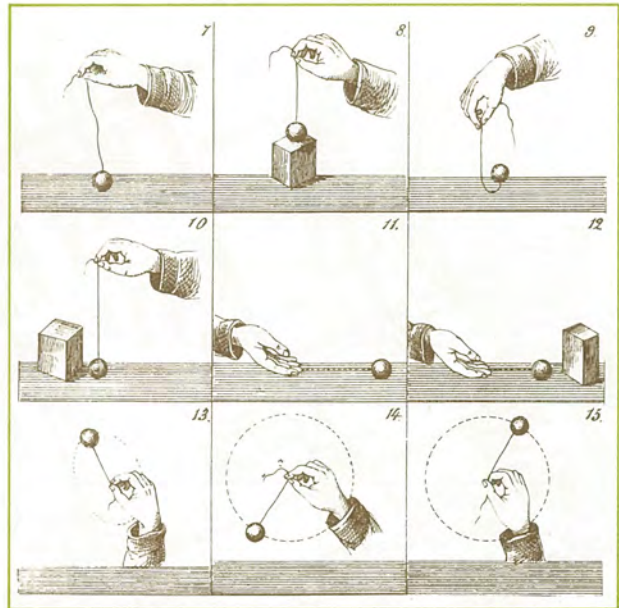
‘This gift includes in itself more outward manifoldness, and, at the same time, makes the inward manifoldness yet more perceptible and manifest.’

‘The plaything shows also the ultimate type of structures put together by human hand which stand in their substantiality around the child.’

FRIEDRICH FROEBEL.



The second gift.



The illustrations in this section are taken from a book by Hermann Goldammer, **The Kindergarten. A Guide to Froebel's method of Education, Gifts and Occupations.**

(Translated from the German edition by

William Wright and published by Williams and Norgate, London, in 1895.) The quotations are from, Kate Douglas Wiggin and Nora Archibald Smith, **Froebel's Gifts.** (London: Gay and Bird, 1896.) Both books were found in the library of the Wellington Kindergarten Teachers College.

and they all sat in a plane. I suppose they had about one plane a day then. We went to the fire station where all the children were taken down the pole and I went down too. We went to the police station and to the milk department. They had a stable of horses at the milk department and it was a lovely place.

Stories were a part of the

kindergarten. We didn't have the books that there are today and we were trained to tell stories that we had learnt by heart. The children had their favourites. You could tell "The Three Bears" every day. When it was time to go home the children stood in a circle and sang. There was a Union Jack and the children sang God Save the King and said:

A map of the period. Taranaki Street is in the centre. (Wellington Free Kindergarten Association archives.)



I give my hands, my head and my heart to my country .

Then the Director would bow to the little boys and curtsy to the little girls and the boys would shake hands with the Director before they went home. The children used to scrub down the tables and they would take it in turns to be "housekeeper". The housekeeper wore an apron and a hat

and gave out apples and rusks. I can remember that on Friday afternoons we used to go and get seven sandwich loaves from a local bakery, and lump them in flour bags to the kindergarten. We brought oven trays back with us too. Then we cut the bread into rusks with blunt knives, lined the pieces up on the trays and took them back to be baked.

When this letter was received Miss Ronayne was director at the Taranaki Street Kindergarten and Ted Scott was at the Taranaki Street Branch.

TELEPHONE 86

W. H. James, Limited,

BAKERS & CONFECTIONERS,

39-41-43 TARANAKI ST.,

Wellington

June 30th

1912

Miss Ronayne

Dear Madam

In reply to yours of 29th inst- we will be pleased to bake the rusks for you & return them to Mr Smith's Store free of charge.

Yours Respectfully
W. H. James



'Empire Building' As seen in Wellington Free Kindergarten's Exhibition in Masonic Hall, Boulcott Street

TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, August 20th, 21st, 22nd, 23rd.

Admission, 1s.

School Children, 6d.

TUESDAY—BERHAMPORE BRANCH.

Directors.—Misses Macandrew and Lake.

Subject.—Mother's and Father's work in the Home.

Chief Thought.—Industry.

Talks.—

- Who works in the home?
- What can each one do to help?
- Who keeps the home?

Table Work.—

- I. Scrubbing.
- II. Chopping and stacking kindlings.
- III. Making bread and milk.

WEDNESDAY—TARANAKI STREET BRANCH.

Directors.—Misses Morris, Herzog and Scott.

Subject.—Work on the wharf.

Chief Thought.—Co-operation of interest.

Talks—

- Where some fathers go to work.
- What they do. Why?
- Where the boats go to and come from?
- What they carry.

Table Work.—

- I. Making sailing boats.
- II. Clay model. Kinds of boats.

THURSDAY—BROOKLYN BRANCH.

Director.—Miss D'Oyly.

Subject.—Farm life and products.

Chief Thought.—Interdependence of labour.

Talks—

- What comes from the country?
- What is it made of? How?
- How is produce brought to us?
- What do we give in return?

Table Work.—

- I. Gift IV.—Building trains.
- II. Making butter.
- III. Picture work.—Milking time.

FRIDAY—WELLINGTON SOUTH BRANCH.

Director.—Miss Hind. Assistant.—Miss Atkinson.

Subject.—Soldiers in camp.

Chief Thought.—"Each for all and all for each."

Talks—

- What work do soldiers do in camp?
- What clothes they wear?
- Where they sleep?
- Who looks after them when ill?

Table Work.—

- I. Bead threading. Colours soldiers wear.
- II. Ambulance badges.
- III. Ambulance wagons.
- IIIA. Covers for wagons.

In 1918 the Wellington Free Kindergarten put on an exhibition in the Masonic Hall in Boulcott Street. The photograph on the left shows the children and staff of the Taranaki Street Kindergarten outside the Masonic

Hall. The directors are Miss Morris, Miss Herzog and Miss Scott. (Photograph and programme in Wellington Free Kindergarten archives.)

Who did the Taranaki Street Kindergarten serve? In the following passage Ted Scott speaks of the children and their families.

Home-visiting

Home-visiting was a very important part of our duties when we became kindergarten directors and if we didn't go home-visiting the headmistress, Miss Riley, would want to know why! We used to visit a mother whose child was on the waiting list and we would ask her if she was still interested in sending the child to kindergarten. At Taranaki Street we used to ask the mother to donate a penny a week and some of them couldn't manage that.

Of course not all the families were poor. One well-known family was the Kwok family. There were about nine children, and I think that eight of them attended the Taranaki Street kindergarten during the 1920s and 1930s. The children were all very clever. Mr Kwok, who was a provedore, and supplied ships with foodstuffs, used to call into the kindergarten once a week and ask, "How many cases of apples shall I

leave?" He was a generous man, and I was sad to hear recently that he had died at the age of 91.

We would visit the homes if the child hadn't turned up for a few days or if he was sick. There were always a lot of runny noses and colds and chest complaints. I don't remember many with really serious illnesses, but some of the children at Taranaki Street were really dirty with lice in their hair. Some of the children were sewn into their clothes for the winter. Others were overclad. The Chinese families, for example, used to worry about the children getting cold and I always remember one small girl who arrived wearing five jerseys and her little arms stuck out at her sides because she couldn't get them down. Some of the children were inadequately clad in clothes made from flour bags and pillow slips.

In those days you might be welcome when you home-visited or you might not. You could have the door slammed in your face. The poorer people didn't like interference. Someone knocking at the door usually meant trouble concerning the husbands or the children. The houses were tiny and in need of repair; just cottages. There were awful little places in Frederick Street and some in Haining Street and Taranaki Street. Some of the mothers coped very well

even under these conditions. It took them all day just to do the work in the house. Others couldn't cope and took to drink. I often went into the Royal Tiger to get out mothers whose children needed them. There was a lot of drinking then especially amongst the fathers, many of whom were labourers, and we always had some 'special cases', families which needed extra assistance or children who needed special care. We were there to help.

In November 1918 there was a terrible influenza epidemic and all the kindergartens closed. Grace Lake and I went to the Kelburn Training College and helped to look after babies.⁵ Soldiers brought beds and other equipment and set the place up for us and we stayed there. We didn't know a thing about young babies and we got the Plunket Nurse to tell us what to do and show us how to make humanised milk. I can still remember going out at four o'clock in the morning and hanging out nappies. We began with about three or four babies and at one stage we had about fifteen. We looked after them until other arrangements could be made for their care.

Above right: Children and a student (?) some time before the 1914-18 War. (Wellington Free Kindergarten Association archives.)



A Comment by Geraldine McDonald

The Taranaki Street kindergarten probably served some rather poorer families than any of the other kindergartens in Wellington. In comparison, the occupations listed in the register for Brooklyn Kindergarten suggest a relatively well-off section of the community.⁶ The information regarding the occupations of parents of children admitted to the Taranaki Street Kindergarten is somewhat sketchy.⁷ The occupations are given at the bottom of the Table on p.16 exactly as they are recorded in the register from 4 November 1916 until 1 October 1921. These are the occupations of the parents of only about 22 percent of the children admitted during this period. The occupations are nearly all those of males, and the register often notes that a child had no father. Whether occupations were fully recorded seemed to vary with different kindergarten directors. Practically all occupations (a total of 65) are, however, listed for the period 2 February 1926 to 6 September 1926 and the

pattern is very similar to that for the earlier period, which suggests that the earlier listing may have been random.

Although many of the little houses described by Ted Scott have disappeared, families still live in the central city area. If there were a kindergarten in Taranaki Street today what changes would there be in the home backgrounds of the children? There is a playcentre in nearby Ghuznee Street. There is a community pre-school in Aro Street, but this is for a smaller catchment area than the Taranaki Street kindergarten, and there is another one at Mount Cook School started because of a concern for children who needed help with the English language. The best idea is probably to examine the occupations of parents of children in the bottom two classes (new entrants and six and seven-year-olds) of the Mount Cook primary school.⁸ The

An extract from the Taranaki Street register for 1921. (Wellington Free Kindergarten Association archives.)

occupations are from the school records and were not, of course, ascertained for the purposes of research. The records, therefore, contain much the same kind of gaps as did the Taranaki Street ones. There are 34 children in the primary school sample and for 31 of these the parents' occupations are listed. The comparable figure for occupations is 80 in the kindergarten sample.

In the Table these two sets of data about occupation have been put into broad occupational categories in order to compare them. There is, of course, some doubt that all the earlier occupations have been correctly classified since they may differ from their modern counterparts. The occupations of women have been excluded from the primary school sample unless the mother is the sole wage earner (a practice which follows that of the kindergarten records). However, a comparison of two sets of records from educational institutions sited in the same area and for children of approximately the same age but collected at different periods, for

REGISTER OF ADMISSION,

1	2	3	4	5	6
Register No.	Former Reg. No. of Pupil readmitted.	Date of Admission or Readmission.	Name in full (Christian (first) and Surname.	Name and Address of Parent or Guardian.	Date of Birth.
561			P	25A	20/6/16
562			L	79	17/6/16
563			R	"	16/1/18
564			C	14	16.11.17
565			N	"	5/5/18
566	514		H	23	20 5/16
567	539	26 ~ 21	B	24	15 3. 17
568	534	26 11 21	C	16	3. 10. 16
569	520	2. 5. 21	A	7	14 9 17

differing lengths of time and for samples of different size, can do no more than suggest very tentatively the changes which have occurred in the intervening fifty and more years.

On the whole, the occupational distributions are not dissimilar although there are no hawkers, and with the disappearance of horses from city streets there are no street sweepers or blacksmiths in the modern sample. What does differ and what the Table does not show is the ethnic composition of the samples of parents (bearing in mind that ethnic identification for school purposes is seldom completely accurate). There were children of different nationalities in the early kindergarten but almost no Maoris and, apart from Chinese and Indians, immigrants were largely European. The modern primary school data show, however, that of the 30 wage earners whose ethnic affiliation is recorded, 40 percent are Samoan, 13.33 percent are Maori or Cook Islands people, 23.33

percent are European and 23.33 per cent are from other ethnic groups. What these data seem to indicate is that the kinds of jobs done by Europeans from this central city area over 50 years ago are now done largely by Pacific Islands and other migrants, and by Maoris.

Nearly twenty years after the time about which Ted Scott is talking the children's physical condition still needed watching. The School Medical Officer's report on the examination of children in the Taranaki Street Kindergarten in 1935 shows that 23 children out of about 140 were suffering from one or more of 14 different conditions. Decayed teeth, impetigo, subnormal nutrition, enlarged tonsils and incipient goitre are among the disorders noted. But not all the conditions are strictly medical ones and children are reported as suffering from lice and nits, uncleanliness and too many clothes. Three little girls are reported as having tight elastic and one of these had, in addition, a nervous condition.

PROGRESS, AND WITHDRAWAL.

7 Last School (if any) attended before entering this School.	8 Highest Standard passed before entering this School.	9-14 Date (month and year) of passing Standards in this School.						15-18 WITHDRAWAL.		
		I.	II.	III.	IV.	V.	VI.	Last Day of Attendance.	Week in which Name was removed from Attendance Register.	Highest standard for which Certificate has been issued.
<i>Occupation</i>										
<i>Carter</i>								<i>30.6.21</i>		<i>Int Cook Infants</i>
<i>Blacksmith Stoker</i>								<i>12.12.21</i>		<i>" " "</i>
<i>"</i>								<i>26.7.21</i>		<i>" " "</i>
<i>Motor cleaner (C. Binck)</i>								<i>6.12.22</i>		<i>Int Cook</i>
<i>Blouse Factory</i>								<i>30.6.21</i>		<i>Catholic School</i>
<i>Caretaker</i>								<i>12.12.21</i>		<i>Int Cook Infants</i>
<i>Company Manager</i>								<i>12.12.21</i>		<i>St. Francis Day School</i>
<i>Hawker</i>										
<i> gone blind</i>								<i>7.2.22</i>		<i>State (Int Cook)</i>

Percentage Distribution of Those Occupations Recorded for Parents of Children in the Taranaki Street Kindergarten (1916-21) Compared With a Primary School Sample (1975)

Major Occupational Categories from 1971 Census	Kindergarten Sample (N=80) %*	Primary School Sample (N=31) %*
Professional, technical, administrative and managerial workers	7	0
Clerical workers	0	13
Sales workers	18	10
Service workers	2	0
Production and related workers		
(a) skilled workers	23	16
(b) process workers	6	16
(c) transport workers	14	16
(d) unskilled workers	29	26
Members of Armed Forces	1	0
Sickness Beneficiaries	0	3
	<hr/>	<hr/>
* Percentages have been rounded.	100	100

Breakdown of Occupational Groups for Kindergarten Parents

Professional, Technical, Administrative and Managerial Workers: accountants (3), company managers (2), druggists (1); **Sales Workers:** second hand dealers or dealers (4), dairymen, milkmen, dairy (4), grocers (2), coal merchant (1), fruiterer (1), hawker (1), newsvendor (1); **Service Workers:** firemen (2); **Production Workers** (a) **skilled:** carpenters (3), bakers (2), builders (2), bootmaker, boot repairer (2), painters (2), bricklayer (1), blacksmith's striker (1), cabinet maker (1), confectioner (1), cook (1), fitter (1), tailor (1); (b) **process:** blouse factory (3), chemical worker (1), shirt cutter (1); (c) **transport:** carriers (6), carters (2), driver (2), sailor (1); (d) **unskilled:** labourers (13), labourers (wharf) (4), foundry (1), gardener (1), motor cleaner (1), packer (1), public works (1), street sweeper (1); **Members of Armed Forces:** soldier (1).

Footnotes

1. The kindergarten movement in Wellington first went by the name of the Wellington Free Kindergarten Union. In 1911 the name was changed to Richmond Free Kindergarten Union in order to honour Miss Mary Richmond, the founder, but at the Annual Meeting in 1917 the name became the Wellington Free Kindergarten Association because it had proved difficult to raise money for the kindergartens while the general public thought that they belonged to an individual. The suggestion was also made to drop the word "kindergarten" from the title because of its German origin, but this move was not supported.
2. An analysis of the occupations of the parents of a sample of kindergarten students today can be found in an article by Adele Watt, 'Kindergarten Trainees', **Pre-School Education**, November 1974, pp. 15-20.
3. Friedrich Froebel (1782-1852), the founder of the kindergarten, designed a series of gifts which were graded sets of pre-school materials designed for children from babyhood to the age of seven.
4. Maria Montessori (1870-1952) was an educational reformer who developed a very successful method of pre-school education based on skilfully designed equipment.
5. In the **Report of the Wellington Free Kindergarten Association** for the year ending 31 March 1919 the President mentions the work in the "Kelburn Training College looking after the babies and children, otherwise uncared for owing to their parents' illness," and the Principal, Miss Riley, refers to "Directors and Students [who] took their part among the many voluntary workers, either helping privately or in the centres, or at the Kelburn Hostel".
6. Brooklyn Kindergarten register of admission, progress and withdrawal for the years 1 October 1909 to 11 April 1919 (?) lists 427 children. The first recording of an occupation is on 6 July 1914. Then only the occasional occupation is recorded until 1 February 1961. There is a full listing from 8 May 1916 to 22 April 1918 and an almost full listing 1 February 1916 to 8 May 1916.
7. During the nine years 15 April 1913 to 17 October 1921 the register for the Taranaki Street Free Kindergarten shows that 598 children were admitted or readmitted. Listing of occupations did not begin until 4 November 1916.
8. We would like to thank the Principal of Mount Cook School, Mr John Riseborough, for supplying this information.

Rear Cover: "There was a lovely playground at the back of the building." (The new kindergarten at 196 Taranaki Street in about 1923. Wellington Free Kindergarten Association archives.)



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