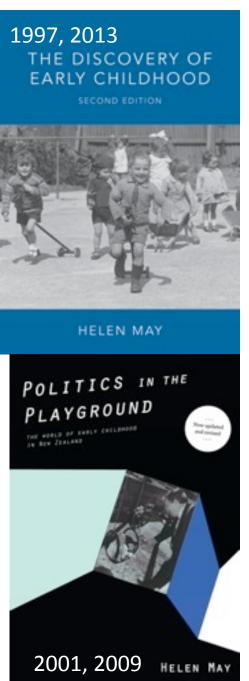
125 years of relocation, continuity and change: Kindergarten in Dunedin the Scottish Edinburgh of the Antipodes

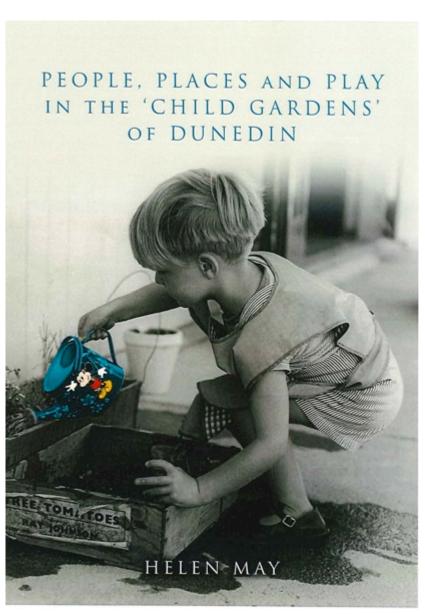
Helen May
Professor of Education University of Otago, New Zealand

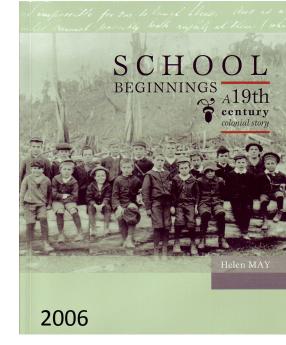
International Standing Conference for the History of Education

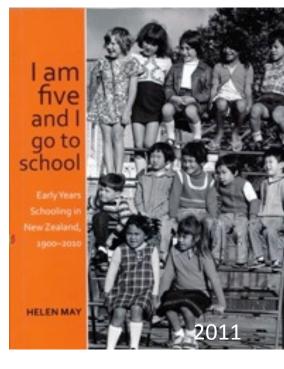
23-27 June, University of Istanbul, Turkey

Documenting kindergarten history









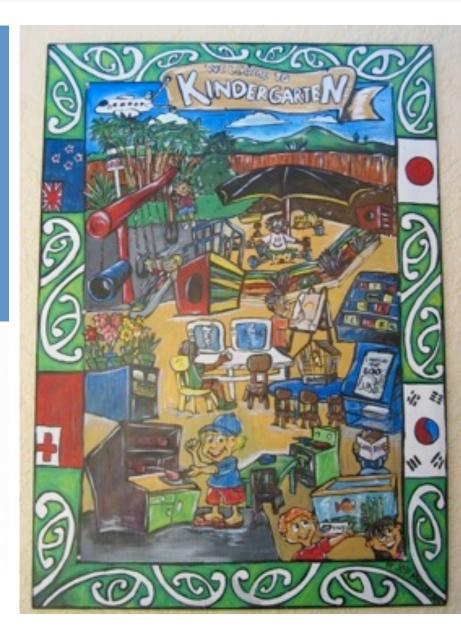
The 'colonial' NZ kindergarten

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

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



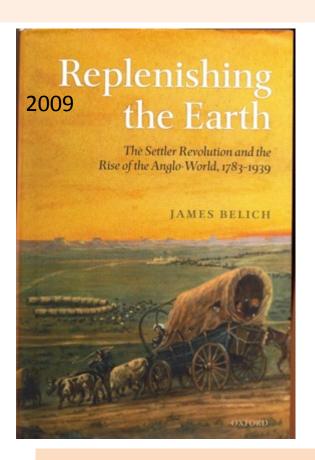




Global context of the colonial kindergarten

Anglo settler Revolution 'Utopias in the making'

Expanding the British Empire



In 1828, the British Secretary for the Colonies reported that: 'Wherever our Empire is acknowledged we have carried thither our language, our laws and our institutions...'

Old World New World



Aftermath of 1848 revolution in Prussia

1851-1860: Kindergarten verbot- closes all 49 Kindergartens

1855: Mm Bertha Ronge's Kindergarten London

The Lady's Newspaper 13 October 1855



1876 Philadelphia Exposition, US: demonstration kindergarten



DUNEDINBURGH

The urban kindergarten as a child-saving venture

Edinburgh

Dirty children [are] screaming instead of singing, rolling in the mud or dust instead of dancing; ... playing with fragments of bottles and dishes and dirty pieces of wood, and disgusting bones, instead of bricks, coloured tablets, sticks and peas...

(Karl Froebel cited in Kevin J. Brehony, 'A "Socially Civilising Influence"? Play and the Urban "Degenerate" *Paedagogica Historica: International Journal of the History of Education*, 2003, vol. 29, No.1/2, p. 87)

Dunedin (Edinburgh of the south)

Known as the Devil's Half Acre it was the worst slum in Dunedin, an over-crowded warren where whole families lived in a single room and for whom the adjacent alley was both bathroom and living room. Here too were opium dens, drinking parlours and houses of prostitution.

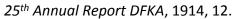
(Dorothy Dempster, 'From patronage to parent participation. The development of the Dunedin Free Kindergarten Association,' unpublished Dip Ed thesis, University of Otago, 1986. p.6.)



Rachel Reynolds – First president

1889 Dunedin free kindergarten

Those of us who were present that day and watched the dullness and apathy of these children were astonished in visiting the school four months later at the wonderful change. There were the same children all clad in a uniform 'pinny' and yet how different. Their legs, hands, voices, brains, sympathies all were active in their appointed season. There seemed to be no abnormal growth but a quiet harmony of development.







Rachel Reynolds asking the NZ Premier Richard Seddon for government funding, 1903

'Kindergarten children were trained in ways of industry and cleanliness which developed into habits which would remain with them for life. It was rescue work. The children were of the poorest order – Chinese, Assyrians, and so on - and the work being done was saving the colony thousands of pounds. Many of these children if left to develop in their own surroundings, would eventually be criminals, and the kindergartens were saving them by taking them at a pliant stage and putting them on the right track'.

'Free Kindergarten' Otago Daily Times, 24 December 1903

Becoming a British institution for settler children



George St Normal School Kindergarten Dunedin Training College 1910

Rachel Reynold's Kindergarten c. 1919



1. Constructing a new world: wooden blocks and buildings









Building kindergartens building communities



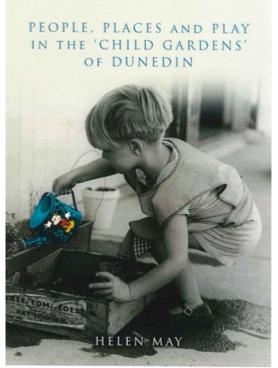
2. Planting the seeds of the new child











'We believe that children are like young and tender plants and that we as teachers, parents, whānau and caregivers are the loving and caring gardeners who nourish them, and support them so that they can grow into mighty fruitful trees.' Dunedin teacher

'Na te moa I takahi te rātā'.

The rātā which was trodden on by a moa will never grow straight, so early influences cannot be altered.

Richard Hudson Kindergarten, cited in J. Ritchie, I. Duhn, C. Rau, J. Craw (2010) Titiro Whakamuri, Hoki Whakamua. We can see the future, the present and the past: Caring for self, others and the environment, Final Report for TLRI, Wellington, p.15.

3. Expressing cultural identity: Songs, games and movement







2010s





4. Handling the tools of technology: Occupations and crafts









'Tools of technology 2010s





















(working title) Kindergarten Goes Global:

Investigative narratives on Froebelian education

eds. Helen May, Kristen Nawrotski and Larry Prochner Bloomsbury Press, UK, 2016

A memorial tribute to the Froebelian history scholar and member of ISCHE: Professor Kevin J. Brehony (1948-2013)

10 investigative case studies of the "scattering of the kinderagrten seeds abroad" illustrative of the movement of ideas, curricula and pedagogical change; in effect taking the kindergarten beyond the geographies and pedagogies of its German beginnings and borders.

Each chapter reveals previously unknown narratives of intrepid endeavour, political pragmatism and pedagogical innovation that collectively provide insight into the transformation of Froebel's ideas on early education into a global phenomenon.

Other authors: Johannes Westberg, Yordanka Valkanova, Amy Paomer, Nelleke Bakker, Kerry Bethell, Yukido Nashida, Jane Read