

KINDERGARTEN EDUCATION

An official
publication of the
New Zealand Free
Kindergarten Union

JUNE, 1975



Editorial

AS I SEE IT

Reports filtering through to me from many associations indicate that in the main our second national Publicity Week was a successful venture. Some areas were fortunate to have a little television coverage, many were given radio time either for interviews or talk-back sessions, and our national newspapers provided a great deal of space for photographs and articles. During the week new kindergartens were officially opened, trees were planted to commemorate the occasion, many speeches were made, talks were given to varied groups throughout New Zealand, and Model Kindergartens were set up in shop windows. Kindergartens threw open their doors to the public who came in their hundreds to visit us.

Posters asked people to "Stop, look at your kindergarten", and stickers worn by children told the public, "I like Kindy".

Why then do I feel a little sceptical about the whole exercise? Time and again I come up with the same answer — that we are — so to speak — preaching to the converted.

There is immense value in US telling our story many times over even to the converted. These are the people who can CORRECTLY relate the facts to the public. It is not my intention to try to convert the entire population of New Zealand into thinking that kindergarten education is the only form of pre-school experience available. If, however, we don't convert them to the TRUTH about the work and administration of our movement then publicity week is wasted time, money and energy...

Following publicity week I listened to a daily programme on the radio called Radio-On-Otago. This programme which is a soap box type; attracts many speakers from varied walks of life. What commenced as a well thought out, well rehearsed dissertation on pre-school education turned into a new and more horrible version of Dracula. Here was a young woman without one atom of knowledge presuming to tell the province of Otago how to go about getting more kindergartens in one big hurry.

This is only one area of our work where every expert in the country presumes to tell our story for us. If they are to continue to do this then they must be converted to the absolute truth.

To set this in motion I suggest that every Association provide itself with several public relations people who will systematically and continually spell out to the people in their own areas the correct story. I ask that they accept nothing but the truth in statements made by anyone on our behalf. Create a Task Force to correct all untruths and half truths about "the organization". When this has been achieved I will have much pleasure in stamping my "Sceptical Views File" — INVALID.

PATRICIA M. LOCKHART,
Editor.

The New Zealand Free Kindergarten Union

is a body which consists of and co-ordinates kindergarten associations throughout New Zealand working in the interests of kindergarten.

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In the next issue . . .

Due to the lack of space the promised article by Dr Jane Ritchie on her research programme will be kept until the next issue.

In this next issue you can read about:—

1. Dr Ritchie's programme.
2. Convention in retrospect.
3. Early leaders in the kindergarten movement.
4. Your own contributions.

It is heartening to hear from so many of our readers who took the time to put on paper their thoughts about the Journal. Some were full of praise, others sent articles, many sent in suggestions and several asked about photographs to add interest. All suggestions have been noted and the writers are thanked for them. Photographs take space and increase the cost of the Journal, but this idea will be investigated fully for the October issue.

Typewritten contributions are again invited for the next Journal and should be addressed to:—

The Editor,
Kindergarten Education,
129 Easter Crescent,
Kew,
DUNEDIN.

Closing date is August 15, 1975.

Many asked for more quotations so here are a selection on Success.

1. The worst use that can be made of success is to boast of it.

—Sir Arthur Helps.

2. Nothing succeeds like success.

—Dumas.

3. All you need in this life is ignorance and confidence, and then success is sure.

—S. L. Clemens.

4. Either do not attempt at all or go through with it.

—Ovid.

5. If at first you don't succeed, don't take any more chances.

—Ken Hubbard.

6. Success generally depends upon knowing how long it takes to succeed.

—Montesquieu.

7. Half the things that people do not succeed in are through fear of making the attempt.

—James Northcote.

8. To travel hopefully is a better thing than to arrive and the true success is to labour.

—R. L. Stevenson.

ORDER FORM

The next copy of this Journal will be on sale on October 1, 1975 at 15 cents a copy.

It is essential that sufficient journals are printed for those who require them. To assist in this matter would **Association Secretaries** who have not already placed an order, please complete the form provided and return it by the requested date.

Name of Association

.....

Address of Secretary

.....

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Number of Journals

Payment enclosed \$.....

Please forward numbers and payment for both magazines.

Cheques to be made payable to:— The Editor,
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Please complete this form and return to:—

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by August 1, 1975.

The completion of this form will be the criteria for associations to receive journals in future.

Around and About

HAMILTON

With the opening of the Hukanui Kindergarten at the beginning of this year, we now have 15 kindergartens in the Association, two with extended rolls catering for an extra forty children each, one with a Deaf Unit, and two with Special units for children with varying handicaps. The builder is about to commence the Grandview Kindergarten and we have four establishment committees working and another planned in the immediate future. There is a constant need in this fast-growing area for more kindergartens and we have a number of Kindergartens projected over the next few years.

With the steady increase of time spent on staffing problems by Council members, some of a professional nature, it became increasingly obvious that we needed a Supervising Head Teacher. Although the Department has not seen its way to appoint such a person, we ourselves have so strongly felt the need, that last year we appointed a part-time Professional Supervisor (a trained, experienced Kindergarten teacher) to endeavour to have Council members relieved of some of the load. Although we are working on necessarily limited lines (the cost must be borne by local committees) we feel that the interest and stimulation within the Kindergartens as a result of regular visits by the Professional Supervisor, and her availability to the Association when a problem arises is very beneficial. She will also be taking over the handling of relieving appointments because of staff illness, etc. Teachers have valued her help and advice, and the Association receives regular monthly reports on the standards being maintained by individual Kindergartens. We now expect Council members to be free to deal with administration matters and to help Local Committees where there is a need. We expect to benefit even more from the services of our Professional Supervisor now that an initial year is almost completed and we have established guidelines to work by.

TOKOROA

The Tokoroa Association have just completed their building programme for the 1974 year and are very pleased to say that both Balmoral and David Henry Kindergartens are now operating. Plans are being made to officially open both buildings in June.

Although this brings the total number of kindergartens to five, we still have a waiting list in excess of 900. Of these 340 are over the age of three years. We will therefore need another Kindergarten in the not too distant future.

Perhaps the most significant advancement our Association has made recently, was the change-over to the Imprest System for Accounting. This was modelled around the system used by another Association and we found that by pooling our money into a common account, funds were available for building new kindergartens

far more quickly. After initial teething problems, we found that the committees soon realised the benefit of the system and are very happy with it.

Two In-Service Courses have been arranged by the Staff of the Association recently and have proved very popular. The first was held over two days and covered General Science and Maths for the Pre-school child. John Charteris from Silverdale was the lecturer for Science, and Alan Hall, Senior Lecturer in Education at the Hamilton Teachers College, spoke on Mathematical concepts in relation to the pre-school child. The second course was of one-day duration and woodwork was the topic for the day.

We feel very fortunate to have staff sufficiently interested in their jobs to arrange these courses.

SOUTHLAND

Approval from the Department has just been given for us to proceed with the building of our 12th kindergarten in the district of Otatara — this kindergarten will be the first in Southland beside a School complex. The proposed Kindergarten for Te Anau, a tourist resort 99 miles from Invercargill, is at the stage where working drawings have been prepared and at the moment is being priced by the Architect. Two other establishment Committees are busy fund-raising — these are in new areas in our city — areas where kindergartens are very much needed. Negotiations for sites for new Kindergartens are proceeding as our City grows.

The Educationally Handicapped Group in our Waverley Kindergarten is conducted three mornings a week with an extra staff member in attendance at these sessions, and is proving a worthwhile project for all concerned. This group now has five children attending regularly.

PLAYGROUND SEMINAR WARD II

SHIRLEY MUIR

Nearly 100 association and committee members took part in a one-day Seminar on Playgrounds Development held at the Hamilton Teachers College in March.

The day was introduced by Mrs Elizabeth Connelly — Pre-School adviser from Auckland — who asked 'What do we need in our playgrounds to make them adventurous and challenging?' She discussed basics, sand, water, climbing and balance of static, semi-static, and movable equipment.

A film and a large collection of slides showing playgrounds and equipment were shown.

Later groups were formed to study a display of models designed to show the use and flexibility of junk material. Others viewed a large display of resource books and a collection of photos. One group talked about sand pits, yet another subsidies.

The day concluded with a visit to two playgrounds where some of the concepts we had discussed had been used.

Most left with their minds whirling with ideas.

The day was planned to stimulate an awareness of the need for the planning of playgrounds to meet the requirements of children.

In conclusion I would quote one answer to a question on the post-mortem sheet distributed after the seminar.

To the question: "What did you like best about the day?" The answer was "The way it aroused interest and thought. I have had it on my mind since."

If most went away with that feeling then the day was successful.

OTAGO PRE-SCHOOL PROJECT

The first article published on this subject was the content of a letter written by Miss Marjory Gibson to officers of the Dunedin Association, and to members of staff in Dunedin. It was written at the request of the Association in an endeavour to clarify a number of issues before approval could be given to proceed with the project in the kindergartens. Following receipt of the letter full and frank discussions were held with the many people involved. When permission was finally given for the use of three kindergartens the Association was pleased to make its letter available to publicise this exciting new scheme. The fact that the letter had become a departmental paper has only now (late April) been made known to the Association. The Editor regrets any embarrassment which Miss Gibson may have suffered through the publication of the letter.

PROGRESS ON PROJECT AFTER FIRST TERM OF OPERATION

The project to date has proceeded slowly.

The three teachers appointed, commenced work on February 12, 1975. All hold primary teachers certificates, and each teacher has had considerable experience in the pre-school field. Their first eleven days were spent familiarising themselves with the working papers on the project, with the Distar Language programme and relevant materials, and in long discussions with the District Pre-School Adviser, and the Supervising Head Teacher. They also visited their kindergartens to become familiar with the day to day running and administration of them.

They then moved into Andersons Bay, Roslyn and Wakari Kindergartens where each teacher worked with two or three children as a pilot study scheme. In the six weeks the children have been in these groups a considerable improvement in each child's ability to communicate has been noted. The teacher and her

small class quickly became a fully integrated and vital part of each of the three kindergartens. These children who are outside the research sample scheme will return to their own pre-school units next term, but their progress will continue to be observed.

The Association and the Project officers are delighted with the success and progress to date. The kindergarten teachers have accepted a vital challenge and with it extra work and responsibility. The special group teachers have settled well into their respective kindergartens and each is a worthy asset to the kindergarten movement.

The first of the research sample children will commence in their groups at the beginning of Term II. The next report on this project, after a full term of operation, will be published in the October journal.

P. M. LOCKHART,
Member Otago Pre-School
Project Advisory Committee.

CHRISTCHURCH, NEW ZEALAND, AUGUST 25-29, 1975



OUR CARE — THEIR FUTURE

EARLY CHILDHOOD
CARE & DEVELOPMENT
CONVENTION

As the date of the First National Pre-School Convention draws nearer interest is mounting high. Many requests for information from people overseas have been received by the organising committee. This augurs well for a good international representation of people interested in all fields of early childhood care and education. These people will bring with them ideas from their own country which will make for valuable discussion sessions with people of this country who will be present. It is certainly the wish of the Union Executive that every Association is well represented at the Convention. It was launched by the Union and they certainly want everyone to benefit from it by active participation. Plan to attend at least part of the three day programme. If you are not a delegate to the Annual Conference you may consider attending as an observer and then attend the Convention. It is YOUR Convention. Support it by your attendance. Registration forms are available now from the Convention Secretary, P.O. Box 9113, Christchurch.

For your information the programme is included in this Journal. Cost of registration is \$15.00.

THE PROGRAMME

The Convention President is Miss L. Ingram, M.B.E., President of the New Zealand Kindergarten Union.

PLENARY SESSIONS

On Monday, August 25th, the Convention will be opened by the Prime Minister, the Rt. Hon. W. E. Rowling. This will be followed by the first of three plenary sessions to be held during the convention. The first paper of the convention 'Our Care — Their Future' will be presented by Professor Marie Neale, Professor of Special Education at Monash University. Professor Neale is well-known for her work in Great Britain and Australia, especially for the diagnosis of early learning difficulties. Recently she has been involved in the development of a research programme in Dunedin, in association with the Special Learning Disabilities Association.

The second plenary session will be held on the afternoon of Wednesday, 27th August. Professor P. J. Lawrence, Professor of Education at the University of Canterbury will deliver a key-note paper.

The third plenary is the final session of the Conference. 'If I Had My Way' will be a panel discussion chaired by Dr David Barney of the University of Auckland. The panel members will be — Professor Neale, Professor Lawrence, Marian Logeman, Kath Hollobon and Jonathan Hunt, M.P.

The audience is invited to participate in the panel discussion.

This is a convention where current theory, practice, experience and research will be made available, not only to specialists, but to parents, teachers and others involved in early childhood care and education.

SECTIONAL SESSIONS

The programme is arranged to allow members of the convention to follow either their special interest or area of professional concern, or to select papers from different fields that are of interest to them.

The convention will present six themes to cater for current areas of concern:

- PP Planning for Parenthood
- CC Child Care in the Family
- HH Helping the Young Handicapped Child and His Family
- LE Learning Experiences
- S Services for the Young
- R Research and Development

CONVENTION PROGRAMME

* Note: Some titles are still being negotiated. These are represented at present by blank spaces in the programme.

MONDAY, AUGUST 25

2.00 p.m.: Convention registration at University Halls of Residence. Displays of literature, educational and play equipment. Film screenings.

5.30 p.m.: DINNER.

8.00 p.m.: Conference welcome and opening. James Hay Theatre, Town Hall. The Conference will be officially opened by the Prime Minister, The Right Honourable W. E. Rowling. Plenary address 'Our Care — Their Future' — Professor Marie Neale, Professor of Special Education, Monash University, Melbourne. This session will be chaired by the Convention President Miss L. Ingram.

SUPPER.

TUESDAY, AUGUST 26

9.00 a.m.:

A/PP Beryl Harris (assisted by Maurice Pentecost) 'Parenthood' the Vital theme for a School Programme in Human Development and Relationships.

A/CC P. A. Silva — Some Biological and Environmental factors contributing to Early Childhood Development.

A/HH Dr David Barney — Handicapped Children in Kindergartens and Playcentres.

A/LE Dr Ivan Snook — The Moral Training of the Young Child.

A/S Dr Neil C. Begg — Helping New Mothers.

A/R Dr Jane Ritchie — Children in Need: Is Play Enough?

10.30 a.m.: MORNING TEA.

11.00 a.m.:

B/PP Mary Penfold — Child Rearing Practices of the Maori in Traditional Society.

B/CC Dr Patricia Buckfield — Mother Infant Bonding: A paediatrician's viewpoint.

B/HH

B/LE Gwen Somerset — Some environmental factors influencing innovation and fantasy in early childhood.

B/S W. Renwick—(title not yet available).

E/R Bruce McMillan — Role of pre-school in the development of sex roles.

12.30 p.m.: LUNCH.

2.00 p.m.

C/PP Helen Brew — The Making of a Parent.

C/CC Mervyn Hancock — Separation, Solo Parent and Emotional Development.

C/HH Dr J. R. E. Dobson — The Rejected Young Child.

C/LE Professor Graham Vaughan — Ethnic Choices by Young New Zealanders.

C/S

C/R Dr Don McAlpine — Some Dimensions of Thinking in Young Children.

3.30 p.m. AFTERNOON TEA.

4.00 p.m.

D/1 Activity programme — Drama, construction, music, science, art (with opportunity for informal discussion with speakers).

5.30 p.m. DINNER.

8.00 p.m.

D/2 Activity and discussion programme continued.

WEDNESDAY, AUGUST 27

9.00 a.m.:

E/PP Dr Alan Webster — A model for effective parent training.

E/CC Dr John Pearce and Dr John Abbott — Physical Health and Development.

E/HH Peter Hallinan — Thursdays Child has Far to go: Counselling parents of handicapped children.

E/LE

E/S Dr David Barney — Who gets to pre-school.

E/R Gerald McDonald — Giving words a meaning: one of the language tasks of the young child.

10.30 a.m. MORNING TEA.

11.00 a.m. F/PP

F/CC David Swain — What's happening to the New Zealand Family.

F/HH Dr Kerry Wilton — Research into the Early Development of Mentally Retarded Children.

F/LE Barbara Calvert — Play with a purpose.

F/S

F/R George Lucking — Environment for Child Play: Do Adults Try Too Hard?

12.30 p.m.: LUNCH.

2.00 p.m.

Plenary paper: Professor P. J. Lawrence, University of Canterbury, at Ngaio Marsh Theatre, Ilam.

3.30 p.m. AFTERNOON TEA.

4.00 p.m.

G/PP

G/CC John Gibson — a Highly Intelligent Child in the Family.

G/HH Peggy Koopman-Boyden — Social Inequalities. A source of handicap in early childhood too?

G/LE Gay Ballard — The return of Montessori — a modern approach.

G/S Dr Anne B. Smith — a case for quality daycare in New Zealand — liberation of children and parents.

G/R Don Holdaway — First Steps Towards Literacy: What options do Children Display?

5.30 p.m. DINNER.

8.00 p.m. SOCIAL FUNCTION.

THURSDAY AUGUST 28

9.00 a.m.

H/PP Dr K. Bradford — The Human Parent and the means or the ends of species survival.

H/CC Barry Nelson — Teaching Young Children to Love.

H/HH Ian MacIntosh — Talk, money and bricks are not enough.

H/LE

H/S

H/R John Watson — Developing a Research Programme on Early Childhood Education in New Zealand.

10.30 a.m. MORNING TEA

11.00 a.m.

I/PP Brian Manchester — Child care and protection and the rights and responsibilities of parents.

I/CC Dr Karen Zelas, The Family — A Milieu for Growth.

I/HH Michael Parsons — Approaches to the guidance of parents of young deaf children (illustrated with closed circuit television).

I/LE Chris Smyth — a curriculum for pre-school.

I/S Professor Fieldhouse — Are our services child-centred?

I/R

12.30 p.m. LUNCH.

2.00 p.m.

Plenary Paper 'If I Had My Way'. Panel discussion.

Dr David Barney (Chairman).

Professor Marie Neale.

Professor Lawrence

Marian Logeman.

Kath Hollobon

Jonathan Hunt.

The President, Miss L. M. C. Ingram, will officially close the Convention.

4.00 p.m. AFTERNOON TEA.

ACTIVITY PROGRAMME

An activity programme, which will include drama, music, science, art and construction will be held on Tuesday afternoon and evening.

ACCOMMODATION

The Convention is fortunate in being able to use the Halls of Residence at the University of Canterbury at Ilam. The halls of residence are on the campus.

Dinner, bed, breakfast \$8.00 per night

Lunch \$2.50 per day

(Coffee/tea and sandwiches will also be available at the cafeteria)

TRAVEL

N.A.C. will allow a 10 per cent discount on adult air fares to and from the convention.

EDITOR'S NOTE

Three speakers at the Convention are key people in the research programmes which have been publicised in our journals. They are Phil. A. Silva, Dr Patricia Buckfield, and Dr Jane Ritchie. For the large number of you who have expressed considerable interest in the programmes this will be an ideal opportunity of not only hearing them speak, but of meeting them and discussing with them aspects of their work which you are particularly interested in.

MEET YOUR EXECUTIVE MEMBERS

In this issue — Mrs Edie Martin, Ward 3, Mrs Joyce Miller, Ward 6; Mrs Gaenor Logan, Ward 8; Mrs Pat Lockhart, Vice President.

MRS GAENOR LOGAN

WARD 8

Gaenor has been active in kindergarten affairs for 16 years. Married to Frank who works for a law firm, the family live in Invercargill. Two sons complete Gaenor's family.

Although Ward 8 covers 7 associations and 23 kindergartens—with three more being built—it is not considered large in number of kindergartens. It extends however, from Bluff in the South to Oamaru in the North, and inland to Alexandra and out to Te Anau in South/West Southland — a considerable area. It also takes in two Education Boards — Southland and Otago. Gaenor's lot is therefore a busy and complex one.

She is president of the Southland Association, a member of the Southland District pre-school committee and the kindergarten association's representative on the steering committee of the proposed Southland Regional Education Authority.

Gaenor's other interests are golf—a sport she shares with her sons. She is a committee member of her golf club and vice-president of the Southland branch of Columba College Old Girls Association. Gaenor and her family also enjoy a holiday home in Queenstown.

MRS JOYCE MILLER

WARD 6

Joyce's ward is the smallest of the wards in number of Associations and kindergartens. However, it covers three provinces—Nelson, Marlborough and Westland. It also boasts a Grade II kindergarten in Motueka, one of the few in the country.

Joyce is married to a bridge builder and has four grown-up daughters. Their home is a brand new one in Blenheim. Apart from her kindergarten work, Joyce lists her interests as a love of animals and reading. Her co-ward members know her as a very talented seamstress and recently someone connected with the "wine-industry". Joyce is one of a number of Blenheim people who have taken to the great outdoors to plant vines in the new vineyard being established in the area. She assures us that it is a healthy and rewarding, but back-breaking experience.

As appears to be the case with all ward members, Joyce's work with her association, Blenheim, covers the whole field. Over the past 16 years Joyce has been a Mothers' Club president, a local committee secretary, has spent 14 years on the Association Council, 5 of these as President. She has been Ward member since the inception of the ward system. Other educational interests have been Treasurer for 6 years of the Bohally Intermediate School Committee and 3 years on the Marlborough College Board as Wellington Education Board representative.

The four associations in Joyce's ward, Blenheim, Motueka, Nelson and Westport meet twice yearly and again at Conference. Teachers from all Associations meet at the same time and this has proved a valuable exercise.

MRS EDIE MARTIN

WARD 3

Edie is married with three daughters ranging in age from 15-23 years. The Martin Family live in Palmerston North where Edie's interest in the Kindergarten movement commenced 19 years ago. Her contribution to the movement covers the whole field — she was 10 years secretary of a local committee, a past Mothers Club President, 15 years on the Council of the Manawatu Association, 2 years as Vice-President and 6 as President. She has spent 3 years on the Regional Council of Management for the Wellington Kindergarten Teachers College. Edie now represents her area on the pre-school committee of the Palmerston North Teachers College. Ward 3 is made up of 8 associations who administer 43 kindergartens.

Other interests of Edie's are her keep - fit classes, dressmaking (her own), cane classes and last, but not least, making use of her own swimming pool.

MRS PAT LOCKHART

(VICE-PRESIDENT)

When I asked the President and Ward members to write a 200-word autobiography for inclusion in the Journals I wondered at their reluctance to do so. Having come to write my own I wonder no longer. Here then are the facts.

Married to Kevin, assistant General Manager of Armstrong and Springhall Ltd., Wellington, we have four daughters and one son in that order. Ages range from 13-21. Interest in kindergarten affairs ranges over 19 years and covers work at all levels. At present President of the Dunedin Association.

Originally ward member for Ward 8, I was elected Vice-President in 1974. In connection with my kindergarten work I represent the Union on the National Advisory Council for Pre-School Education, Pamphlets for Parents Committee, Wellington, Books in Schools Committee, Wellington, the Early Childhood Education Advisory Committee at Dunedin Teachers College and I am the Union's Nominee on the Dunedin Teachers College Council (still to be officially approved by the Minister of Education).

I represent the Dunedin Association on the District pre-school committee and the recently set up committee dealing with the maintenance of kindergartens by Education Boards. Other interests have been membership of school committees as my family have progressed through their formal education.

Present active interests are local body affairs (frequently accused of being too parochial), the International Toastmistress Organisation, golf, and the "Sport of Kings".

I enjoy my home and my life in Dunedin and I will leave both with the greatest reluctance to become a resident in the Capital City in 1976.

INTEGRATION!

Kindergarten Teachers College with Primary Teachers College

Integration 1/2/75!! Would it happen? How would it happen? These were but two of the many questions not only flashing through our minds, but which we were asking of our colleagues and others.

In May, 1974, February, 1975, seemed a long way off; but when we stopped to think of all the detailed planning to be undertaken, time was really against us. A Working Party set up by the Principal of Dunedin Teachers College began to study the following aspects of integration:— administration, housing of Division E students, courses for 1975 entrants and for 1975 second year students. As we continued our discussions it became more and more evident that there were course elements common to all teacher trainees, as well as those specifically related to pre-school teaching. The specific courses were: — Principles of Pre-school Education, Programme Planning, Working with Parents, Kindergarten Administration and Organisation, and Curriculum Studies. A course for second years had to be specially designed to ensure there were no gaps in their two-year course and that they would leave College feeling as competent to teach as students in the years gone by. Other important aspects were relationships with the Kindergartens Associations and with teachers; sharing knowledge about pre-school education with the College staff; and also for Division E staff to become knowledgeable about College courses, as well as the administration, organisation and facilities of the college.

For first year students as much integration as possible was planned for and implemented. They participated in Introduction to Professional Studies (I.P.S.), i.e. camp, visits to kindergartens and primary schools and discussion groups. These students made their choice of Selected Studies and/or University Studies in the same way as Division A students. With the Education (Professional Studies 1A) and Curriculum Study courses including Mathematics, Division A staff are assisting or leading the courses, and therefore students are benefiting from the staff expertise and facilities. Observations (including Case Studies and Home Visiting), and teaching in Kindergartens, are following a pattern similar to that of previous years, to ensure that students have adequate opportunities for gaining experience in working with and observing children.

For second year students integration has not been so easy, but we have endeavoured to cushion the changes. Transferring from a small institution of between seventy and eighty students, five full-time staff in a house, to one where hundreds of students are milling around a big campus (in the throes of re-building) is a rather traumatic experience. At the Kindergarten College it was easy to meet and make friends with the first year students — in fact this was felt to be a second years' responsibility. It is fair to say there was a degree of prestige about being a second year. This group could not be integrated with any Division A section except for Extension Activities (sport, community involvement and

clubs), so we have had to devise ways for them to meet staff and students and to become aware of the college equipment and facilities. In the first term a week was set aside when all Division E2 students were guests of five Departments in the College. The students joined with Selected Studies, Special Curriculum and other groups. A regular swimming commitment was arranged to enable them to receive instruction and to join with Division A first and third year students, and for the competent swimmers to assist with teaching. Sporting contests with other section including Division E1 and E2 have been arranged. A 'home' room was allocated to each year group and in the second term we interchange these whenever possible because the first year room was adjacent to the Student Centre and we thought this would motivate second years to make more use of those facilities.

Communications essential for the partnership of College and Kindergarten Staff in teacher education have been maintained by holding staff meetings at College and Division E staff working with children and teachers in the kindergartens. At the first meeting the College librarian spoke and showed teachers over the library and we plan to continue the pattern so that teachers will not only become familiar with the facilities, but feel at home in the Teachers College. Relationships with the District Pre-School Adviser (we are pleased to have the Otago and Southland District Advisers spend a week with us); Supervising Head Teacher; and the Associations have been maintained. The Senior Lecturer, Early Childhood Education was invited to be a member of the Association's Education Committee, and regular Newsletters have been forwarded to all kindergartens and associations within the Ward Area. Staff and students participated in the National Publicity Week.

At a College staff seminar in December, 1974, a video tape of a kindergarten programme was shown and discussed. The Senior Lecturer has spoken about the courses at a college staff meeting, and at a meeting of Normal School staff. The Division E staff are all involved in teaching in Division A courses — thus having the experience of meeting primary teacher trainees and working with other staff — making us feel and be seen to be part of the whole college.

The Advisory Committee E.C.E., with representatives from N.Z.F.K.U., N.Z.F.K.T.A., District Senior Inspector, College Council, Education Department of Otago University, College Principal, Divisions A and E staff and students, and Pre-school/Junior School Committee, will be responsible for advising the Board of Studies and the Teachers College Council on all matters relating to Early Childhood Education, and this includes relationships with other groups involved

in the education of young children and courses for teachers and supervisors, in addition to the preparation of courses and short courses.

Division E students are represented on the Student Executive, Staff/Student Council, Student Welfare Committee, and other student committees. Division E year groups have elected their representatives to attend the weekly Division E staff meeting.

Advantages have been in sharing all the Teachers College facilities, because we must be honest and admit that the Kindergarten College facilities had their limitations. More specialist staff are available and thus a wider range of selected studies, plus increased breadth and depth of study. It is good to see student enjoyment of the choice of selected studies.

To be a member of a larger staff and experience wider professional contacts within the College itself is a stimulation and support.

Students are gaining more stimulation from being in a larger institution and sharing in a greater range of student activities. Those who are studying at University are finding that not having a distance to travel makes this commitment less trying physically on all students. Also all students have easier access to the College Nurse and Student Health Services.

The disadvantages of a two-year course are becoming more and more apparent. We have to be constantly watchful of the temptation to crowd the two years and so not give students the quality of experiences necessary in a preparation course. We need to build a strong two-year course as a basis for a three-year course. If, initially, the three-year course is two in College and a "year one" teaching scheme, the College must participate in the "year one" programme. Pre-school personnel must continue to preserve the spirit of early childhood education but, in my opinion, much of our success in Dunedin has been due to the co-operation and goodwill which already existed, and the positive attitudes of those involved at the grass roots of the integration. Let us look forward to the future with hope and confidence that the Unit will expand and contribute to the training of all personnel involved in Early Childhood Education. Our role is a crucial one, as the quality of education depends on the teachers' professional preparation and continuing education.

PHYLLIS M. VARCOE,

Senior Lecturer, Early Childhood Education, Dunedin Teachers College.

April 30, 1975.

LETTERS TO THE EDITOR

Dear Editor,

Through your columns I would like to tell all, from your last issue I have discovered Marlborough Rugby Ranfurly Shield success could have been due to the driving force of a Motueka rugby fan. I know she is a great front-row prop for our movement and is sure on the ball but certainly hope she does not decide to play breakaway this season.

Signed Phantom Stirrer.

Dear Editor,

I feel all our Associations should buy copies of the new Kindergarten Education Publication for each and every branch and association, committee member. Many Treasurers may scream "cost cost". But what's 15 cents if we can gain greater parent participation.

Signed: A North Island "Phantom Stirrer".

Dear Editor,

How often have we all heard the old moan — "nobody ever turns up for working bees". I believe we have a mighty large and talented work force available to us which has not been exploited. You have all heard or read of the latest Government hobby-horse "New Zealanders Come Alive" this theme came to mind when reading a quote in your last issue . . .

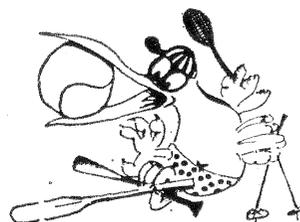
"Never regret growing old — be thankful you had the chance".

Just how many elderly and retired folk have we got in our communities who have waited a life time to retire, and are now bored to tears and have nothing to do?

The plumber, the painter, the businessman.

Think of the talents going to waste. What a great service we would be doing these people in the Evening of Life, to invite them on to our establishment and existing committees.

Signed: "Wish I was young enough to have someone at Kindy".



**COME
ALIVE**

**Lend
a Hand**



to Your Kindy

This article was written for use during National Publicity Week. Many newspapers did not publish it in its entirety, so it is included in this edition of Kindergarten Education. The views expressed are those of a teacher whose thoughts and ideas we respect. We agree to differ on one aspect in our endeavour to provide pre-school education for more children in existing facilities. I commend this article to you. It makes thoughtful and very interesting reading.

KINDERGARTEN — A TEACHER'S VIEW

(Ms) Kath. Hollobon, National Publicity Officer, N.Z.F.K.T.A.

THE FIRST FIVE YEARS of a child's life — few would dispute their importance for growth and learning. The Kindergarten movement makes a major contribution towards providing your children with the experience they need for optimum development.

1975 is an exciting time to be involved in early childhood education. There have been many changes in the kindergarten profession over the past few years and there are many challenges ahead for both teachers and administrators.

THE KINDERGARTEN TEACHERS' ASSOCIATION

The professional organisation to which most kindergarten teachers belong is the New Zealand Free Kindergarten Teachers' Association. Based in Wellington, it has 18 branches and 6 student branches throughout New Zealand. K.T.A. serves an important function in creating a backdrop for the sharing of ideas, providing support and advice to members and communicating through newsletters and its official journal, "Pre School Education." N.Z.F.K.T.A. also negotiates salary claims and conditions of service with the Government. Last year the Association successfully negotiated increased allowances for kindergarten trainees, bringing them on a par with primary trainees. Entrance qualifications for the two groups are also identical.

INADEQUATE SALARIES

University graduates are recognising the vital importance of early childhood education and each year there are a few more graduates entering this field. Not many people with degrees are attracted by the low salaries, however, which also account for the fact that half of all teachers leave the service within the first two years. The result is a very small core of experienced teachers. Teachers' salaries are a top priority; N.Z.F.K.T.A. has been negotiating for an improved wage for a long time and a settlement is expected in the very near future. Until salaries are comparable with those in the primary service, teachers cannot be recruited on a competitive basis, and a good pre-school education is impossible. A reasonable salary would also make pre-school teaching a career possibility for more men.

WHERE WILL ALL THE CHILDREN GO?

One of the biggest challenges ahead for those who administer pre-school education is how to provide for the rapidly increasing number of children. Kindergarten buildings are not going up fast enough to meet the demand. Many

kindergartens have several hundred children on their waiting lists.

The Government's decision to increase the number of children on the rolls at some kindergartens has created problems. It makes the kindergarten teacher into something akin to the old woman who lived in a shoe. Whereas the pattern has been for kindergartens to take 40 children morning and afternoon, now a kindergarten may have to handle 120 children a week instead of 80. These 'extended rolls' are unsatisfactory for a number of reasons. Teachers are not trained to handle larger rolls, nor do they get extra pay. But more important, teachers are unable to maintain home contact with so many families, and they have no time available to initiate parent education courses at a time when there is a great effort to develop community involvement. The quality of education suffers. The children in extended rolls are not receiving the pre-school education they would otherwise receive.

N.Z.F.K.T.A. has proposed an alternative scheme which, while catering for large numbers of children, would not make impossible demands on the staff. The Education Department has shown interest in the scheme but has so far not implemented it. With the concern from all quarters that as many children as possible have the opportunity for some form of pre-school education, there is a danger that the quality of education may suffer in the name of quantity. Intended as an interim measure, a number of extended rolls have been operating for seven years.

PARENT INVOLVEMENT

The part which parents play in the success of any kindergarten cannot be overestimated. It is not a question of "I don't mind doing my bit as a mother helper." Parent involvement is much more than helping. And increasingly, it is more than mothers. It is common to walk into a kindergarten and find a father who, working a night shift, can spend a session at kindergarten. Sometimes it's an uncle, or a grandparent, or a favourite neighbour. As well as encouraging daily participation from a range of family members, all kindergartens regularly schedule special times when fathers are invited to come and see what their children are learning. At other times grandparents are invited for a special day. The kindergarten is seldom without visitors. And during Kindergarten Week anyone who is interested is welcome to come and see what goes on.

When parents do participate fully in the programme, everybody benefits — the children,

the staff and the parents themselves. Kindergarten is 15 hours a week for the morning children — a substantial slice of their experience. It means a lot to a child to have Mother or Dad in on his world. He is proud of his parents and pleased that they want to come. From the teacher's point of view, parent participation has many advantages. As parents and teachers come to know one another better they can all increase their understanding of the child. Parents often learn more about their own child when they have the chance to observe him in a group. Parents who stay for a session add to the amount of individual attention each child receives at kindergarten. It is sometimes an eye-opener for parents to realize what a wide range of sizes, shapes, abilities and personalities three and four-year-old children come in. Besides this valuable support parents do in fact ensure the on-going of the kindergarten itself, by taking an active role in its administration and by raising the funds which are necessary to keep it functioning.

AN EXPANDING ROLE FOR THE TEACHER

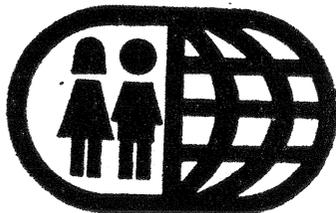
There is a growing liaison between the different organisations concerned with young children. Play Centres, Kindergartens and Day

Care Centres share many of the same difficulties and their working together is of mutual benefit.

More and more the kindergarten teacher is becoming a voice in the community. She draws on the resources of numerous other professional people and groups in her efforts to see that the needs of each child are met. This means phone calls and visits to and from the local primary school principals and staff, health and dental nurses, educational psychologists, speech therapists, child welfare officers, play centre supervisors, local doctors, pediatricians, pre-school advisers, specialist teachers, child health clinic, and so on. Some aspects of a kindergarten teacher's work involve as much responsibility as that of a school principal.

For many years now research findings have been pouring out of the United States and other countries, which stress the importance of a rich experimental background during the early years of life. New Zealanders are becoming more aware today of the function of the kindergarten — as the first step beyond the home in a continuing education process. Not until this is fully recognised will early childhood education take its place alongside the other areas of education as an essential (though not compulsory) service.

CHRISTCHURCH, NEW ZEALAND, AUGUST 25-29, 1975



OUR CARE — THEIR FUTURE

**EARLY CHILDHOOD
CARE & DEVELOPMENT
CONVENTION**

Pre-school Organisations in New Zealand

Anne Meade — Department of Sociology, V.U.W.

A summary of the research for my Ph.D. thesis, under the Department of Sociology and Social Work, Victoria University of Wellington.

For the past 18 months people involved in the field of early childhood education, in greater Wellington and at national level, have been shadowed by my presence at all sorts of gatherings concerned with providing early childhood education. Just why I attend these meetings, or have access to the minutes, if attendance is not possible, has usually been explained thus: "I am doing sociological research for a doctoral thesis which is a study of organisational features of the kindergarten and playcentre movements in New Zealand."

LIMITATIONS

Before I expand on what I am studying, let me say that the research does not extend to the field of child care; nor can results of surveys done in the Wellington area necessarily be generalised to the whole of New Zealand, although they probably can be generalised to other large urban centres. The focus on the Wellington area is primarily the result of university regulations, pertaining to thesis students, which say that the thesis research must be original and be the student's own work. Obviously, there is a limit to how much one person can cover in a 2-3 year time span. However, I am relating parts of my research to research carried out by Dave Barney and other New Zealand researchers in order that my thesis may be a useful addition to the store of information about the kindergarten and playcentre movements.

THE RESEARCH PROBLEM

The research is concerned with features in each pre-school organisation which help or hinder effectiveness in fulfilling the need for quality early childhood education for 3 and 4-year-olds in New Zealand. In order to fulfill that need, the service provided by the playcentre and kindergarten organisations must be both:—

1. Readily available to families with 3 and 4-year-olds, and
2. Acceptable to these families.

These are the 2 key concepts in this organisational study.

AVAILABILITY AND HISTORICAL BACKGROUND

Organisational sociologists agree that the present features of organisations are a product of the features of the organisation when it was founded and the accumulation of policy agreed upon by groups given decision-making powers. I have been gathering information on the kindergarten and playcentre organisational features at and since the time of establishment via historical records and via informal interviews with earlier leaders.

Obviously, any policy made and implemented must have taken into consideration:—

- the educational climate (here and overseas)
- the resources available (including staff and voluntary supporters, funding with all its ramifications, buildings etc.)
- the demand for pre-school education
- social conditions such as war, baby booms, etc.
- the philosophy of the organisation itself.

I have noted these in relation to each period of change or stagnation in the movements, and I am paying particular attention to them in my observations of the pre-school organisations today. These factors have considerable influence on organisational features such as where are pre-schools provided, how the resources are allocated, what sort of programme is offered to the families, what conditions are asked of the families, and what sort of organisational structure and methods of operating have evolved in the 2 movements to handle the provision of early childhood education.

AVAILABILITY AND THE SATISFACTION OF STAFF

Human resources are of crucial importance in an educational organisation. To find out how satisfied staff were with their training and their jobs, I have recently interviewed a small sample of staff members in the Wellington Playcentre Association and the Wellington Free Kindergarten Association to find which aspects of their work they find satisfying and which they find frustrating. Analysis of this survey has not been started yet.

AVAILABILITY AND THE SATISFACTION OF VOLUNTEERS

Both pre-school movements in New Zealand are administered by a voluntary body with some assistance from Government. The voluntary workers are also important for ensuring availability of early childhood education, particularly in the case of the playcentre organisation. The reasons for joining as a volunteer and the satisfactions from becoming more involved will be examined in a further series of interviews, soon to be launched.

ACCEPTABILITY

Pre-school education is voluntary also in the sense that parents can decide whether or not they wish their children to use a form of pre-school education. Because attendance is voluntary, and also because much of the work is done by volunteers, user satisfaction takes on considerable importance. The adults' satisfaction with their sphere of the organisations, I am tapping through the interviews of volunteers, mentioned

earlier. To obtain information about parents' thoughts on the acceptability of the service provided for their 3 and 4-year-olds, I conducted a survey of approximately 140 families (some of whom used neither playcentre nor kindergarten) in a cross-section of Wellington suburbs during 1974. I have just received the final computer print-out of tables from this survey, which covered both characteristics of families, and opinions about the acceptability of the services for their families. I won't discuss results here, except to say that a large number of interviewees appreci-

ate the fact that we do have alternative pre-school organisations in this country.

CONCLUSION

As you can see from the foregoing, this research has very little to do with the educational aspects of pre-school organisations. I am not concerned with measuring the effects of early childhood education on children, but with looking at how each of the two pre-school movements' organisational features are suited to satisfying its workers and its client families.

Language reading in-service education

Pre-school Contribution to course for Otago Primary School Teachers.

During the first term of the 1975 school year, a group of 20 Otago Primary School teachers attended an in-service course, which was primarily concerned with the teaching of Reading during the first three years at school. It is generally accepted that success in early reading is to a great extent dependent upon the quality of the child's pre-school learning, especially in language.

Because of this it was considered essential that the teachers involved in this course should have opportunities of generally observing and studying the overall development of children at the three and four-year-old levels. As a result of this work it was hoped that the teachers would develop the ability to be able to identify significant stages of language development in children so that they could recognise amongst their five, six and seven-year-olds individuals who, in language and in other areas, operate at earlier levels. When the teachers were able to do this it was also intended that they should master approaches and techniques which would enable them to plan and operate programmes appropriate and relevant to the needs of these pupils. To successfully accomplish such objectives as these it was necessary to enable teachers to observe in the pre-school area, to discuss their work with pre-school teachers and to attend minicourses conducted by university lecturers, speech therapists and teachers college lecturers.

Several weeks were spent in the part of the course which entailed

- a study of child development from age three to seven;
- a more specific study of language development from age three to seven.

The activities of course members included:

- lecture discussion work with university, speech and teachers college lecturers;
- observation of children at work in play centres and kindergartens;
- work with video-taped observations of pupils working in pre-school centres;
- taping of typical language of four, five, six and seven-year-olds by the teachers;
- analysis of this language in seminar situations;
- preparation of check lists of typical behaviour/language patterns at various stages of development.

The course enjoyed the experience of working with their pre-school colleagues and found much of significance and value in what they did. The directed observation of the pre-schoolers enabled the teachers to perceive new dimensions and possibilities in their work with older pupils whose stages of development are more akin to younger pupils. Both the course members and those who planned the programme are very grateful to the pre-school teachers who assisted and to the pre-school controlling bodies who agreed to the visits to the pre-school centres. It is hoped that this kind of liaison between the primary and pre-school teachers will become a more regular feature of in-service education.

Pioneers of the Kindergarten Movement in N.Z.

These articles were first published in the N.Z.F.K.T.A. Newsletters in 1960 and 1961. They were written by Miss P. M. Varcoe, and are reprinted with her permission.

The First President MRS RACHEL REYNOLDS

The history of Rachel Reynolds reaches back into the early days of Otago, and beyond that to South Australia. Her father, William Pinkerton, a picturesque and patriarchal figure, worth a story to himself, sailed with his family and flocks to South Australia in 1837. Adelaide at that time was only a collection of sod huts, and tents, while the suspicious blacks were an ever-present menace to the little community. Hardly had Mr Pinkerton built a homestead and begun to break in his farm, than fire swept across the prairie, and destroyed his home and his possessions — his wife and new baby daughter were rescued from the burning house.

When Mrs Reynolds was 6 years of age she went for two or three terms to a boarding school in the town of Adelaide. This boarding school at which the Misses Rowlands were the teachers was in Rundle Street opposite the Tavistock Buildings. Mrs Reynolds in her delightful journal says that she thought these ladies were perfectly beautiful, and she was very keen to please them and to learn all she could. She struggled to overcome the first difficulties of music, as well as the very A.B.C. of the language. Despite this short term of regular schooling Mrs Reynolds was regarded in later life as an exceptionally well read woman.

In 1855 her father decided to leave Australia, and try his luck in New Zealand because he had read an excellent account of this country. He bought a brig "Amherst" and stocked her with food and water for his family and flocks. The journey took much longer than he anticipated and after a trying passage the brig reached the Otago Heads in 1855. Dunedin in those days, writes Mrs Reynolds, was not the beautiful and blissful place it is today. There were no places of amusement, no motor cars and no vehicles. They felt rich and luxurious in the extreme when they became the proud possessors of a very plain common wooden sledge with a quiet old bullock to draw it. There were no telephones by which you could order every necessity or delicacy you required; there was no waste of any kind tolerated, and all the fat carefully removed from the joint was rendered down at once, while the remaining cracknels were rolled in a certain proportion of flour and sugar and moulded with an egg into a very much enjoyed shortbread. The fat itself was made into candles — the only lights they had.

So Rachel Pinkerton grew to womanhood and acquired those characteristics of steadfastness, thrift and ability for hard work, of kindli-

ness and charitable thought for others, which made her an outstanding personality.

Eighteen months after her arrival in New Zealand she married Hunter William Reynolds, and in 1857 she accompanied him to England where he was sent by the Provincial Government to charter vessels and send out emigrants.

Experiences in England caused Mrs Reynolds to take a more personal interest in the welfare of children when she returned to Dunedin. From her home "Montecillo" she dispensed for forty years a great deal of charity and trained her daughters to feel responsible for the well-being of those less fortunate than themselves. In her journal she writes: "We did nearly all our own work, always helping with the cleaning, beating carpets, scrubbing or washing up. We made all our own jams, pickles, sausages, cured all our own bacon and reared all our own poultry." So despite this busy and strenuous life, Mrs Reynolds found time to take an active part in welfare work in this city.

She had brought to her notice by the late Rev. Rutherford Waddell, the pitiful circumstances of little children in the poorer parts of Dunedin. All day long these children played in Walker Street in dirt and squalor. He also mentioned his concern to Mr Mark Cohen who had returned from San Francisco where he had visited and admired the free kindergartens instituted by Mrs Sarah Cooper. "Why not have a kindergarten for our children?" he asked. Mrs Reynolds' help was enlisted, and correspondence commenced with Mrs Cooper. Gradually the idea took shape and, largely owing to the enthusiastic and untiring efforts of Mrs Reynolds, a Free Kindergarten was opened in Dunedin in 1889. Great pains were taken to establish it on the proper lines and the first director, Miss Weinecke, had been trained in the Froebel Methods in Germany. Mrs Reynolds was the first President of the Dunedin Free Kindergarten Association.

There can be no more fitting memorial to the enduring work of Mrs Reynolds than the kindergarten building in South Dunedin which proudly bears the name of "Rachel Reynolds Kindergarten".

The First Secretary MISS L. J. KELSEY

Miss Kelsey was born in North London on February 23rd, 1856. Her young life may be said to have taken on significance when the family moved to a new home which was part of the Amherst Estate, because in its park-like gardens, and country solitude Lavinia Kelsey began that appreciation of nature which was one

of her strongest attributes. She attended a private boarding school at Hampstead where she spent five of the happiest years of her life. The influence of her beautiful home and congenial school environment made a deep impression on her during the years between twelve and seventeen, and equipped her with a love of the beautiful in art and literature.

At the age of twenty-one she and her two brothers sailed to New Zealand in the barque "Jessie Readman" and settled in Dunedin. She looked after her two brothers, and assisted by the introductions brought from England she formed friendships, some of which endured until the last of her days.

Miss Kelsey set up in her home a private school for girls, and taught her pupils in the morning. After about six years in Dunedin she went to England to visit her father. On her return to Dunedin she began teaching once more, and eventually commenced literature classes for young women.

In 1889 the free kindergarten movement commenced. Miss Kelsey's sister-in-law in England had been specially trained in kindergarten work by the National Froebel Society under Madame Michaelis, and when Miss Kelsey was elected as the Honorary Secretary of the Dunedin Free Kindergarten Association, the knowledge gained from her sister-in-law was of special value to the local association.

Miss Kelsey was responsible for the appointment of a Director from overseas to train students in kindergarten work.

Later she resigned the Secretaryship, finding that it interfered too much with her teaching work, but retained a place on the committee.

While President of the Association she saw the need for some union between the Dunedin Free Kindergarten Association and those in other centres. She invited delegates to meet in order to discuss views and methods, so thus in

1912 the Free Kindergarten Union was formed. In recognition of her services to the Dunedin Free Kindergarten Association she was made a Life Member — an honour held by no other woman in Dunedin at that time.

In 1905 Miss Kelsey closed her school and went to Europe for what she called a "wander" year and travelled extensively. On her return to Dunedin she took private pupils for literature, history and French.

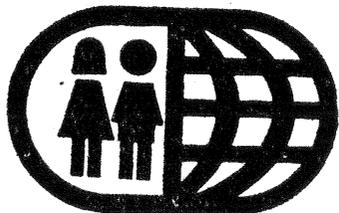
When war broke out in 1914 she formed a committee which called itself the Toy Makers Society. The members of this society went among the wounded soldiers in the Public Hospital, showing them how to spend their time profitably in some industry. This work was so successful that it spread to other wards. The time and labour involved was great, but the reward of seeing the bed-ridden people revived in spirit through having something positive to do was worth the cost.

Miss Kelsey was in close touch for many years with the intellectual activity in the city, and conducted classes for women in such subjects as Greek Mythology and Classical studies. She was also interested in the activities of the Free Library and the Art Gallery and book-lovers and art lovers respected her opinion in the matter of art and books.

Miss Kelsey died in Dunedin at the age of 92 years, and so passed on another worthy pioneer of the kindergarten movement. The philosophy of this lady was, "know what is good, that is the secret of life and of happiness". "There is nothing common or unclean in any form of service," she declared. "Make service refreshing and do not howl over puny woes."

There can be no more fitting memorial to the magnificent contribution Miss L. J. Kelsey made to the kindergarten movement than the kindergarten over-looking the banks of the Leith which proudly bears the name of Kelsey-Yaralla Kindergarten.

CHRISTCHURCH, NEW ZEALAND, AUGUST 25-29, 1975



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