



KINDERGARTEN EDUCATION

An official
publication of the
New Zealand Free
Kindergarten Union

OCTOBER, 1975



AS I SEE IT

I am not impressed with the meagre newspaper coverage given throughout New Zealand of the Early Childhood Care and Development Convention. The Convention, the first ever in this country, deserved far better than the newspapers gave it. I am even less impressed by the headlines which caught my eye while sorting through a pile of papers vainly trying to find anything about the Convention — “under 3’s need spanking”, “TV Editor’s plea to curb violence”, “some parents dislike children”. Each of the papers presented under the above titles was excellent in content and production. In my opinion the Press has done less than justice to the speakers with their sensational retitling.

However, the headline which angered me enough to rewrite the editorial stated: “Lecturer attacks rivalry between Pre-school Centres”. The first lines read, “the traditional rivalry and mutual criticism existing between kindergartens and playcentres was strongly attacked yesterday by . . .”. It went on to say “why then are the playcentres and kindergartens at each other’s throats?” Taken out of the context of an hour and a half paper, this is sensationalism at its height. Having attended the lecture where the alleged statements were stated as being made, I find the headline and subsequent statement odious. If the Press had been present and alert to the mood of the meeting they would have known that the statement was a “tongue in the cheek” one and the thoughts of one person only.

The kindergarten movement has chosen to ignore this type of publicity in the past but there is a limit to our patience. The news media has for many years endeavoured to build a brick wall between the two mentioned pre-school services. That they have failed to do this does not deter them from continuing the farce. The pre-school services in New Zealand are second to none in the world. Those who work in the field are proud of their past achievements. They would like to think the Press, made up of New Zealanders in the main, was also proud of New Zealand’s contribution to Early Childhood Education.

I wonder how much effort would be required by the PRESS to use the mighty pen to help rather than hinder our efforts?

PATRICIA M. LOCKHART,
Editor,

A TRIBUTE

Delegates to the Kindergarten Conference and the Early Childhood Convention were shocked to learn of the untimely death of Mrs Margaret Irwin, wife of Ces, Principal of the Dunedin Teachers College. Margaret and Ces were travelling to the convention when they were involved in a motor accident in which Margaret was killed and Ces was seriously injured. It was typical of the Irwin's interest in all facets of education that, during a well earned vacation period, they were planning to attend the Early Childhood Convention in Christchurch.

Margaret's active involvement in education began when she commenced her teacher training at Dunedin Teachers College. As the wife of a teacher, headmaster, inspector, and finally principal, Margaret worked alongside Ces as a teacher and latterly as a close and restful companion in the busy times of vast changes at College. As the mother of a kindergarten teacher, Margaret was always anxious to learn more about the movement, and many and varied were the conversations she and I had on that topic.

The education field has lost a valued member, and all of us a good friend.

I can pay no higher tribute to Margaret than to quote the motto of the New Zealand Free Kindergarten Union in feminine form:—

“She who helps a child, helps humanity.”

The union extends to Ces and his family their deepest and heartfelt sympathy.

—Patricia M. Lockhart.

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 . . .

In the March copy of Kindergarten Education you can read —

1. An article supplied by Mr A. N. V. Dobbs.
2. Comments on their year at a Teachers College — 1975 second year students.
3. Pen portraits of new Ward members.
4. A look at Graduation ceremonies throughout New Zealand.
5. Our new office.
6. Your own contributions.
7. Letters to the Editor. A "nom de plume" may be used but letters must be signed.

I appreciate receiving your letters with suggestions and comments about Kindergarten Education.

However, to keep the Journal going I require more articles from you all. What about a short article when you

1. open a new kindergarten.
2. introduce a new parent participation programme.
3. run a successful fund raising venture.
4. hear or know of a good speaker.

You will have other ideas and I would like to hear about them. Make a resolution to supply something for the March copy.

Do it before Xmas!

Deadline — January 15, 1976.

ORDER FORM

The next copies of this journal will be on sale in March, June and October 1976 at 20 cents a copy.

It is essential that sufficient journals are printed for those who require them. To assist in this matter would **Association Secretaries** please complete the form provided and return it by the requested date.

Name of Association

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THE EDITOR,
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The completion of this form will be the criteria for associations to receive journals

Around and About

DUNEDIN

The recent gale force winds were responsible for severe damage to Rachael Reynolds Kindergarten. This led to discussions on the life expectancy of a brick building such as this one, which is used by children. It is a sobering thought that this beautiful and historic building — the first kindergarten in the country — could have a limited life. Perhaps other associations are in the same position?

PARENT INVOLVEMENT COURSE

This will include discussions, workshops, video tapes and talks on the child, adult/child relationships, kindergarten programme, and the curriculum. Books and notes will be made available to course members. There will be a limited number of observations as a basis for discussion at each session. The response has been very gratifying. The Dunedin Free Kindergarten Association will present certificates to those who complete the course.

DIVISION E STUDENTS

Miss Paula O'Regan, lecturer in Music along with several students, presented an operetta entitled Goldilocks and the Three Bears. They visited several kindergartens and at each presented the half hour show. A highlight was the presentation of the show in the Wool Exchange for handicapped children from the various institutions in and around the city.

EARLY CHILDHOOD SEMINAR AT "ARAHINA", MARTON

The seminar's topic was "Why Pre-school Education in New Zealand?"

The breadth of interest in early childhood education was evidenced by the number who attended and the wide range of interests represented. The live-in facilities were very comfortable, and a valuable part of the course was the discussion at meals before and after lectures.

Dr D. McAlpine, recently returned from overseas, mentioned under the heading "curriculum" variety of techniques, use of community resources audio visual aids, individualised instruction. Also maintaining diversity in models, teaching architecture, administration, teaching and aims. Mr Bruce McMillan raised real questions we need to confront:—

- What has educational research to offer New Zealand early childhood education?
- What questions can be asked and answered?
- Who establishes priorities and asks questions?

Mr Renwick, recently appointed Director-General, presented a paper "Where to Now?". Mr P. Dennis spoke on "What some parents expect from Pre-school", while Mrs Marie Bell presented a paper on "Some assumptions which affect the scope, provision and pattern of pre-school education".

WHANGAREI — JULY, 1975

The following statistical information is the outcome of a private survey carried out by the president, Mr S. A. Gurnell, over the last few weeks. The type of people questioned varied through the age groups, with emphasis being placed on the young marrieds with either one very young pre-kindergarten child or no family at all. In all, 210 people were interviewed at various times, the wife being sought to answer the questions rather than the husband. With the exception of items 2, 5, 6, the resulting information is derived solely from the younger people aforementioned.

1. 31 per cent did not know that children could and should be enrolled at two years of age.
2. 18 per cent did not know where the closest kindergarten was to where they lived.
3. 40 per cent believed kindergartens were an integral part of the educational system as are primary schools.
4. 19 per cent were unaware of the professional status of the teachers.
5. 66 per cent understood the total financing of the service came from government sources.
6. 96 per cent had never visited a kindergarten at all.

The result of this survey shows clearly the need for a continuing publicity effort to keep people, particularly young marrieds, fully informed of the total kindergarten story.

A View of the Convention

I must admit I was a little sceptical before the event. Nearly a thousand people! So many choices in the papers! But it turned out to be much better than I expected, and certainly well worthwhile. There is certainly a wide range of people interested in early childhood, and very important to have a chance for parents, teachers, supervisors, lecturers, students and all to come together. It must be the most all-embracing education meeting there has been in this country.

Perhaps the best evaluation of this convention is to say that I would look forward to another one. It would probably not need to be held for a few years, but there must be future opportunities along these lines. I think there would be a case for fewer lecture options, a more explicit summary of the topic to help make the choices, more opportunities for informal discussion and workshop events and perhaps fewer numbers altogether. But there is definitely a need for future meetings in which a similar wide range of early childhood people can get together. This convention has been good education, and good liaison. I hope it leads to more of such.

—Bruce McMillan.

NEW ZEALAND FREE KINDERGARTEN UNION CONFERENCE

AUGUST, 25, 1975

This was our first one day Conference and in the modern idiom we really 'zapped' through the business on the agenda. The innovation of circulating the majority of reports prior to Conference met with enthusiasm.

The introduction of a standard set of by-laws was accepted by Conference after some discussion. It is anticipated that minor alterations will have to be made to these from time to time. In the coming year associations will be putting them into practise for the first time. These by-laws have been produced at the request of Associations and the Kindergarten Teachers Association who found the differences encountered between associations often frustrating and difficult to adjust to.

Although the number of remits was smaller than usual one hardy annual was again listed. The request for greater professional advice and help for our staff. The words "request" and "Supervising Head Teachers" have appeared in remits for the last 12-13 years. This would be a case of—"make haste slowly".

The paper which gave most food for thought was undoubtedly the President's opening remarks. It is reprinted here so that everyone may read it at leisure and more importantly digest it.

Ladies and Gentlemen,

You have always been aware that my opening remarks have caused me a great deal of concern — and these are not one bit easier than the past eight have been. I do not intend to survey my years as President — it is hard, in fact I feel impossible, to cut things off as having happened in a certain given period. If you want progress and that really is a foregone conclusion, then the best I can claim is that I leave the position of President with Kindergarten taking its rightful place in education. The sort of education we hope will be the roots of the "on-going process of learning" one hears so much about today.

The two motions directed to the National Advisory Council for Pre-School Education by the unanimous vote of the Annual General Meeting last year spelled out quite definitely that THE UNION, by regulation, must effect change in policy. I am pleased that Conference heeded my warning as I had had the distinct impression that this was one of the functions of the Council desired by some members of the Department. By constant scrutiny of the wording of circulars and various papers issued from the Department I hope I have shown a determination that the Union is NOT going to be by-passed in matters concerning it, and that we must be included AT THE BEGINNING when the personnel of working parties are decided.

In matters pertaining to Teacher training Mr Ken Hayr has been involved as has Mr Peter Bussell in buildings and maintenance. Over the years I have always been personally involved in the building programme where it is essential for the Union to have a definite say about priorities

to retain the overall picture of growth. To be fair we must keep an eye on both "special areas", and establishment committees which first meet the requirements to the stage of calling tenders — remembering always that the vote is not unlimited. I am delighted that we now have over 400 Kindergartens — 402 to be exact — this has meant an average of 16.3 Kindergartens each year for my term — nearly 38% in nine years.

I want to quote to you a passage from a speech, recorded in Hansard page 2,692, on July 2, 1975, by the Hon. P. Amos, in moving that the Education Amendment Bill (No. 5) be read a second time — and I quote: "The Government's policy for the improvement of pre-school education is further advanced by the introduction of a provision TO PERMIT education boards to perform architectural and building work on behalf of pre-school authorities", end of quote.

You will note that the Minister said "to permit" not that they "will" or "must", and the second point is that they, the Education Boards work "on behalf of pre-school authorities." When the building is a KINDERGARTEN — the KINDERGARTEN ASSOCIATION is the AUTHORITY for whom it is being built. I can only stress that the high standards of present day kindergartens have been attained by the voluntary effort of all those who have kept their sights high. Please do not sell the past by foregoing your right to be satisfied that you are getting the kindergarten you have worked for. You are entitled to make decisions from a choice of approved plans — and private architects are not ruled out.

Our strength is in our union — it is a testing period both for us and for Education Boards which have become involved over the last two years in payment of staff salary, student selection, and maintenance. But please remember in all ways they act as agents for us — in the words of the Minister "work on behalf of the pre-school authorities".

This can be done in a spirit of togetherness — a partnership in education — but where it affects kindergarten — the New Zealand Free Kindergarten Union is the senior partner.

During the Conference two special awards were made. Life Membership of the New Zealand Free Kindergarten Union was bestowed by Miss Ingram on Mr K. J. Kayr (Auckland) for special service to the Union in the field of teacher training. In absentia to Mr S. P. Bussell (Wellington) for special service to the Union in the field of buildings and maintenance.

The last duty which the retiring President Miss Ingram performed was to invest the incoming President with the Chain of Office. In accepting the Chain Mrs Lockhart explained to the

meeting that it was a gift to the Union from Miss Ingram. Spontaneous acclamation for the Donor followed this announcement.

LAUNCHING OF KINDERGARTENS IN NEW ZEALAND

In presenting the first copy of this book to Miss Ingram, the Editor, Mrs K. D. Lockhart, commented that it was the fruit of twenty months work. She paid tribute to the many people who had helped in the production of the publication. The Evening Star Company who printed it and, in particular, Mr John Crampton and Mr Lex Gardner who gave much assistance and who displayed a great deal of patience on the many oc-

casions that changes had to be made. She thanked the proof readers, the 67 associations who supplied their own histories, Miss P. M. Varcoe, and Mrs Maureen Ryan.

The attractive cover which is predominantly orange is the work of Mrs Rita Blakely, an artist of international renown. The book which sells at \$1.50 a copy is available from the Union Office, Wellington, and for the Canterbury area from Mrs June Davey, 58 Mountain View Road, Timaru. Otago area — Mrs K. D. Lockhart, 129 Easter Crescent, Kew, Dunedin, and Southland — Mrs G. Logan, 84 Melbourne Street, Invercargill.

Farewell Function for Miss Laura Ingram

Prior to the Annual Conference some 200 delegates and friends gathered in the Lower Common Room of the University Students Union to pay tribute to Miss Laura Ingram, M.B.E., J.P., who had for nine years been President of the New Zealand Free Kindergarten Union.

Among the invited guests were Mr B. J. Wilson, Superintendent of the Southern Regional Office of the Department of Education, Miss I. J. Christison, Officer for Pre-School Education, Mrs A. F. Johnson, a Life Member and Past President of the Union, Miss E. Overton from Motueka and Mr J. H. M. Dawson, a past Union executive member.

Mr Wilson representing the Director General of Education spoke of the tremendous contribution Miss Ingram had made in the field of primary education and latterly in the Early Childhood field through the Kindergarten Movement. He congratulated her on her tireless devotion to the cause of small children.

On behalf of the Pre-School advisors Miss Christison congratulated Miss Ingram on the achievements gained during her term as President. Miss Christison spoke of Miss Ingram's many visits to the Department to do battle to gain support or simply to say hallo. The sound and pace of Miss Ingram's footsteps in the passage indicated to the Departmental officers long before she did the exact purpose of her visit.

Miss Christison on behalf of the advisors presented the guest of honour with a mohair knee rug and a piece of antique china.

The incoming President of the Union, Mrs K. D. Lockhart, spoke of Miss Ingram as a President with a difference. She recalled many amusing incidents in which Miss Ingram had taken part over the years. Mrs Lockhart made mention of the many advances and changes which the Kindergarten Movement had seen during the nine years Miss Ingram had been President. She mentioned that 38% of the 402 recognised Kindergartens had been built during the past nine years and the setting up of the Ward system

as one of the most successful changes in the administration. She spoke of the successful enthusiasm and drive of Miss Ingram who would leave no stone unturned to advance the cause of Kindergarten Education.

On behalf of the 67 Associations Mrs Lockhart presented Miss Ingram with a colour TV set. In making the presentation Mrs Lockhart said, "this gift is given to you with our love, our best wishes and with our deep gratitude for the tremendous job you have done on our behalf".

In reply Miss Ingram thanked the three speakers for their messages. She spoke of the many people she had worked with and the many instances of kindness and hospitality extended to her. She spoke of the 400 times she had crossed Cook Strait by aeroplane, of driving her car from Kaitia to Bluff and of the many changes she had witnessed in training, administration and in the types of kindergartens built. Miss Ingram said that although she had retired from her teaching career ten years early she had derived immense pleasure and satisfaction from her many years of service in the field of Kindergarten Education. Her voluntary effort was given for the benefit of small children and seeing the tremendous progress made in the kindergarten movement was reward in itself.

Mrs Lockhart proposed a toast to Miss Ingram which was accompanied by a rendition of "Tell Laura I Love Her".

All connected with the Movement wish Miss Ingram good health, the time and energy to pursue her many other interests and all look forward to working with her as Immediate Past-President.

Conference and Convention – some impressions

L. SMITH

A soaking wet Sunday afternoon in a strange city is not the most inspiring situation to be in. Christchurch is on a par with the rest of New Zealand—it is closed on Sunday. I arrived there somewhat in advance of the rest of the Dunedin contingent, because my husband's idea of a Sunday outing for the family, was to take mum to Christchurch for the Kindergarten Union Conference and the Early Childhood Care and Development Convention.

We fed our hungry fledglings on tepid pies at the only place we could find open and sailed out to the Ilam campus to find a bed for me for the next four days. This was not quite as simple as it sounds, and involved paddling from one hall of residence to another interspersed with sorties to the student union building; during which time the only intelligent life encountered was a large silent dog which appeared to be the only living inhabitant of the entire campus. However as the dampest afternoon in the history of Christchurch wore on people did appear, directions were given and my somewhat bored group set off back to Dunedin leaving a very waterlogged Mum to her own devices. Familiar faces began at last to appear through the murk and soon we were settled and organised.

The first social activity was an evening to honour the retiring President of the Union, Miss Laura Ingram. During the function she was presented with a colour television set from all the Kindergarten people in New Zealand. This function was a pleasant beginning to what was to prove a very busy and exciting week. It gave us a chance to meet informally the people with whom we would be working the next day and gave new chums, like myself, a chance to find our feet.

Work began in earnest promptly at 9 a.m. Monday morning and the strict time schedule was maintained throughout the day. This was essential as this year we had a one-day conference instead of the usual three days. As an observer my only job was to sit, listen and learn. I found Conference interesting and informative and enjoyed the experience immensely. All credit must go to the Delegates from the many associations who work so hard on our behalf. Rest assured that nothing is done without thorough discussion.

Their day was a vastly different and busier one than ours. The Union members proved their diligence and efficiency in their clear presentation of reports. All these made interesting reading and made me very much aware of how much voluntary time and work these people expend on behalf of our children. It became obvious to me that they are there because they are concerned for the community and are prepared to devote many hours to it.

The remits took up a good part of the day but were dealt with expediently. Perhaps because of the time factor it was noticeable that at no time did any discussion descend into petty grievances or "back-biting". Delegates kept to the

main issues and debate and voting was conducted with a minimum of fuss. It was interesting to see that we all have many problems in common throughout the country, although we in the South perhaps have less to plague us than others in the densely populated areas further North.

The highlight of the afternoon was, for the Dunedin people anyway, the presentation of the official Chain of Office of the President of the N.Z. Free Kindergarten Union to Pat Lockhart as the incoming President. As Pat herself said you could hardly say that Dunedin was a "pushy" association. The first president of the union came from there and it has taken us 49 years to produce another. Conference closed with all feeling that it had been a day well used.

The evening found us all at the James Hay Theatre for the official opening of the Early Childhood Care and Development Convention. We were warmly welcomed by Miss Ingram as President of Convention. The opening speech was given by the Prime Minister, Mr Rowling, and the first Plenary address was given by Professor Marie Neale of Monash University. Prof. Neale's address was most interesting and gave us much food for thought as she described some of the children she works with, and how many and varied are the facilities needed to give them the help they need.

Tuesday morning and sunshine with us. Each session gave us a choice of six lectures from which to choose. This in itself posed problems as there were several in each session which appealed and the task of deciding was not an easy one. Over the next two and a half days I attended lectures on Handicapped Children in Kindergarten, Rejected Children and Maori Families and Pre-school Education, to name but three. The range of subjects covered and the thoughts engendered by them, are too numerous to mention. There was an activity/workshop programme covering such fields as Creative Play, Construction, Music, Science and Language. These proved most interesting and I believe some folk had difficulty in attending their first choice because of the pressure of numbers. All the lectures I attended proved interesting and some exciting ideas were expressed. I gained the impression from one or two lecturers however that they would do well to descend from their academic stools and become familiar with the practical application of their theories. One gentleman in particular was most emphatic that the job was ours to put his ideas into practice, but there were those in attendance

who obviously did not agree, and felt that a concrete lead should be given by those with the qualifications to do so. It is a sad fact that those without qualifications find it a very difficult job to have their ideas listened to.

Thursday brought us rain again, and the afternoon brought us to the final Plenary Session. This took the form of a discussion entitled "If I had my Way". Subjects discussed were many and included "Should Pre-School be Compulsory?", "The need for Day Care in N.Z.", and various forms of Training for Pre-School Personnel. In regard to this last subject, one thing which was mentioned over and over again during the two and a-half days of discussion was the urgency of the introduction of a three-year training period for Kindergarten Teachers. This would then allow those who wished to do so, to take post graduate courses to work with Special and handicapped children. With the present two-year course they are unable to do so. I must say here that this session produced a feeling of disappointment in me. The discussions, while interesting, were mostly superficial and at times dealt with purely personal problems. I had hoped that with all the brains and talent that had been together for the best part of three days, something more concrete in the way of proposals for the future of pre-school in N.Z. might have emerged. I must be honest and say that I myself don't know just what I wanted to hear, but certainly something definite about what we should aim for.

I was left thinking it was quite probable that we would all go home and continue on our own way as before. What I wanted I think was a greater expression of unity between the groups represented, and a hope that this unity would extend back home and remain there at the working level. We, after all, have the same goal in view, "the best quality pre-school experience for our children", in whatever form we choose.

As a mere "Mum", who found she had five children before she found that she was not parent material, I enjoyed every minute of Convention and I felt I learned a great deal from it. I hope I shall be able to make practical use of some of the ideas I absorbed. As to the value of convention over all, this is something only time can show. Personally I found both Conference and Convention a stimulating experience, and no one hopes more fervently than I that the feeling I had about the final session was wrong. I hope that the future will show all groups working together, with each very much aware of what the others are doing. I am not advocating the amalgamation of concerned groups, I'm only hoping for good communication and awareness among all involved in each and every aspect of the care of young children. I believe that this communication is necessary so that the children may all have the opportunity to develop to their full potential.

The convention theme is only too true — let's work at it not just say it — because OUR CARE now, IS THEIR FUTURE.

Impressions

—as a delegate for the first time

E. M. BALL

Although I have been connected with kindergarten work for sixteen years this was the first conference I had attended as a delegate.

Miss Ingram's function was a grand opportunity for all delegates to meet together before the business session commenced on Monday. It was good to join with people from other associations in this social gathering, and interesting to hear people greeting friends made at past conferences.

I realise conference was timed to coincide with the convention to save the cost of two lots of travel and the time involved away from home. However I do feel that kindergarten business is too important in these days of change to be crammed into one day. Nevertheless the ground covered in that one day was no mean task.

The very full reports tabled by the various committees proved that it had been a very busy year and that we are fortunate to have such a capable group of people working on our behalf. The number of remits was kept to a minimum because of the shorter time, but these proved interesting.

It's difficult to say just how I enjoyed conference because it was over so quickly, but I would like to go again.

MORE QUOTES AND RESPONSE TO MANY REQUESTS

THIS TIME HUMOROUS ONES

If the Romans had been obliged to learn Latin, they would never have found the time to conquer the world. —Henrich Heine.

Poverty must have many satisfactions else there would not be so many poor people.

—Don Herald.

A radical is a man with both feet firmly planted in the air. —F. D. Roosevelt.

A bachelor never gets over the idea that he is a thing of beauty and a boy forever.

—Helen Rowland.

If all economists were laid end to end they would not reach a conclusion. —G. B. Shaw.

Youth is a wonderful thing, what a crime to waste it on children. —G. B. Shaw.

His huff arrived and he departed in it. —Alexander Woolcott.

I could see that if not actually disgruntled he was far from being grunted.

—P. G. Wodehouse.

He owned and operated a ferocious temper. —Wyndham Lewis.

He climbed on his horse and galloped off in all directions. —Anon.

EARLY CHILDHOOD CARE AND DEVELOPMENT CONVENTION

After some two years' planning the Early Childhood Care and Development Convention has been staged at Ilam University, Christchurch. There would not be one person who attended who didn't enjoy the convention in some way.

All enjoyed meeting and speaking with the overseas delegates from Australia, Canada, Fiji, United States and Western Samoa. It was obvious from the spread of audiences for all speakers that there was a topic to interest everyone.

Overseas speakers were Marie Neale, Professor of Psychology of Exceptional Children and Learning Disorders at Monash University, Melbourne, and Dr Alistar Heron, at present a consultant with O.E.C.D.'s Centre for Educational Research and Innovation in Paris.

Professor Neale as official guest speaker, gave an outstanding address at the Official Opening in the James Hay Theatre. Not only was the content of her speech which was entitled "Pot Pourri" a thrilling experience but her expressive and colourful use of language delighted her huge audience. Professor Neale's paper will be published with other papers early in 1976.

CONVENTION PRESIDENT

The Kindergarten Union was delighted when the Organising Committee asked Miss Laura Ingram, M.B.E., to be President of the Convention. Miss Ingram had for some years discussed with many people the possibility and desirability of staging an Early Childhood Convention in New Zealand.

As Convention President Miss Ingram's responsibilities were many and varied. Her first official duty was at the James Hay Theatre where she conducted the opening ceremony. The grace and dignity with which she performed this task made us all very proud to know "the president". It was obviously a happy and proud Miss Ingram who welcomed the huge audience to the "reality of a dream" and the culmination of two years' hard work.

During the convention, the president spent time chairing meetings, welcoming and entertaining many guests and finally declaring closed the first Early Childhood and Development Convention.

All connected with the convention congratulated Miss Ingram on the very fine job she did on behalf of her committee.

No mention of convention would be possible if it were not for the excellent job done by the Organising Committee. It would be impossible to adequately thank Mrs Ngaire Larcombe and her hard working committee for their work and organisation. Professor Marie Neale stated that the organisation could not be faulted and that the speakers could present their papers anywhere in the world with credit. A well earned accolade from someone who has attended many international conventions. The union congratulates Ngaire and her committee on their outstanding success. It is interesting to note that the committee was made up of representatives of Playcentre, the Department of Education, Parents Centre, Plunket Society, Kindergarten Association, Kindergarten Union, Intellectually Handicapped Children's Society and Crippled Children Society. As the president was heard to remark on many occasions "truly an Early Childhood Convention and one in which total participation was the keynote".

RETIREMENT

Early in July the Department of Education farewellled Mr A. N. V. Dobbs who had been Director-General of Education for the past four years. Mr Dobbs' ten years in education completed a lifetime of service to New Zealand. As a member of the Public Service, Mr Dobbs' administrative ability was recognised as outstanding. He held executive positions in the Police Force, the Ministry of Work and the Army prior to becoming Assistant Director-General of Education (Administrative) and finally Director-General. During his term as Director-General, Mr Dobbs became well known as a believer in the value of consultation, a course he pursued in the development of communications between all groups involved in education. One of Mr Dobbs' final tasks before retirement was to visit each Education Board area to advise and discuss with representatives of all fields of education, the desirability of setting up District Education

Councils. Many and varied have been the changes in the education world during the last few years and these added to the complexity of the Director-General's job. Mr Dobbs is to be congratulated on his friendly and humane manner in all his dealings with education personnel throughout the country. The New Zealand Free Kindergarten Union thanks him for his interest and help in the kindergarten field and wishes him a long and rewarding retirement.

CONGRATULATIONS

The Union takes this opportunity to congratulate Mr W. Renwick on his appointment to the position of Director-General of Education, and to wish him well in his new position.

Congratulations are also extended to Mr P. Boag, Assistant Director-General of Education. We look forward to a long and fruitful association with these two gentlemen.

Impressions of the First New Zealand Early Childhood Care and Development Convention — Christchurch, 1975.

The Convention was a great tribute to the many people who were involved in its organisation, and especially a fitting tribute to Miss L. Ingram, as she retired from the position of President of the New Zealand Free Kindergarten Union. Seldom have I known of any event, and certainly none of such a size as this, to have run so smoothly and so totally successfully.

The only regret I have is that with such a full and compelling programme, too little time was left to take full advantage of the opportunity to sit and chat with old friends and new acquaintances.

One of my most vivid memories of the convention is of the vast range of professional and personal interest in early childhood education represented by those attending the convention. Surely neither those of us who were privileged to be present at the convention nor the general public, nor even Government can remain unmoved by such a widely representative example of concern for the well-being of young children.

I was further impressed by the sincere desire of most of those present to put aside sectional differences and jealousies. Surely after such an experience as the convention only the most bigotted and professionally insecure of us could continue to claim that ours is the ONLY or RIGHT approach to early childhood education.

Naturally, with the presentation of in excess of 50 papers and addresses one could expect a wide range of quality. Our expectations of a very high standard were, I feel, kindled by a most knowledgable and sincere address by the Prime Minister in opening the convention. Of the papers I heard thereafter, three were of a standard equal to the best I have heard and only two failed to impress me at all.

The paper by the Director-General of Education was easily the best exposition of the complexities of relationships between a government department and several separate and autonomous voluntary bodies. Of most significance though was his obviously sincere belief that much positive progress can be made in spite of these complexities.

Don McAlpine's paper was most enjoyable and deserve special mention both for the sake of the research he is engaged in and for the way he delivered his paper so that the design and aims of his study were so easily understood.

The place of honour for the greatest con-

tribution to the convention by any of the speakers must be reserved for the paper by Chris Smyth. It is regrettable that what was originally intended to be a paper delivered to a Plenary Session was in the end an experience enjoyed by relatively few.

In reviewing and discussing the attempts by many to find THE CORRECT METHOD of teaching young children and the attempts by many to validate their own schemes, Mr Smyth destroyed for ever the illusion that such dichotomies are . . .

intellectual versus social
structure versus free play
professional versus lay

are valid bases for our approaches to early childhood education. His emphasis on the importance of concerned and knowledgable adults and a low adult-child ratio was well received by those present.

Both Mr Smyth's paper and the convention as a whole suggest that there is a growing need for a more regular exchange on views on the subject of early childhood education.

I would hope that not too many years will elapse before the Second New Zealand Early Childhood Education Convention is held, but in the meantime might it not be a timely move to establish a NEW ZEALAND JOURNAL OF EARLY CHILDHOOD EDUCATION, so that we do not have to wait for a convention to share our views? At the moment there are several journals all with limited resources and a limited circulation. Could we not now join our resources so that all can share the contributions?

In closing may I again commend those who organised the convention, those who gave of their time and expertise to deliver papers and all those who showed their concern for the education and care of the young by attending. I hope all of you found the convention as stimulating and enjoyable as I did.

—Richard Stephens.

THE CONVENTION — IMPRESSIONS

Phil A. Silva,
Research Psychologist,
Medical School,
University of Otago.

What did I think of the convention? Splendid, I have never enjoyed a conference more than this one — or learnt more. The organisers are to be congratulated on their hard work and careful planning — the result was a credit to them.

The convention organisers were conscious of both the big things and the little things. For instance, as a speaker, I was impressed with Brian O'Rourke's request to participate and I responded immediately. The clearly stated underlying concept and the hope for what the convention might achieve seemed worth supporting. It is obvious that other speakers felt the same. And we were kept informed about aspects of the convention as organisation proceeded. Being properly approached to participate and being kept informed of progress might seem to be a little thing — but the careful thought given to all the little things added up to a big success.

I came to the convention to learn, to meet people, and to have fun. I did all of these things.

I learnt about the day care movement, and some of the reasons why this is becoming an important issue in society. I learnt about Don McAlpine's work on children's thinking patterns. I learnt about how a feminist sees our child rearing and early educational patterns as discriminating against women. I learnt about the Department of Social Welfare's policies and the legislation that affects pre-schoolers and their families. I learnt, in detail, of the advances made by the Education Department in supporting and extending the voluntary bodies in the field of early childhood education.

And I met many, many people from many groups involved — from an obstetrician caring for the unborn child, the national co-ordinator of the La Leche League, Plunket Society people, Health Department people, Day Care people, people from institutions, community agencies, as well as kindergarten and play centre folk. My overall impression was that we certainly have impressive people working in the pre-school field. Another impression was one of dedication. In New Zealand we are a society of volunteer contributors. One cannot count the cost of endeavours in the pre-school field because we all contribute voluntarily. Every person at the convention was there, largely in their own time, to learn and to contribute. I thought my own Otago project, relying as it does on more than 60 volunteer psychologists, doctors, and other helpers, was unique because of this. In fact, it reflects one of our country's lesser-known characteristics of voluntarily contributing time and energy to projects we believe in.

To comment fully on particular papers would involve writing a book. The most exciting paper, for me, was Bill Renwick's paper on "Early Childhood Education: A Moving Frontier". Most of us had been aware of some aspects of recent advances. It was good to hear, in detail, all the things that have happened in pre-school education and how the Education Department is supporting these developments. One cannot but agree

with Bill Renwick's view that "early childhood education in this country has at last taken off".

Not only did I enjoy some excellent, well prepared papers, but I also enjoyed presenting a paper. The audience was attentive, responsive, and asked good questions and made valuable comments.

My only disappointment was the inability to hear all the speakers, and my only frustration related to choosing between several interesting papers.

Miss Ingram set the standard with a truly brilliant introductory speech. This was maintained by Mr Rowling and Marie Neale. The papers I heard were of an exceptionally high standard. And finally, the panel discussion on "If I Had My Way" was first class. Dave Barney brought out the best in people, controlling over 900 people with tact and humour — cooling it where necessary, stirring occasionally, and generally keeping the stew bubbling with ideas and opinions.

Finally, a plea. Please don't leave it too long before organising another convention. If I had my way we would have one every year.

* * *

Looking at Convention

E. M. BALL

This type of convention was new to me and I wondered what I had let myself in for. Here then are a few thoughts about my new experience.

The first impression was one of amazement at the wide range of ages of the people attending. Yet there we all were to spend the next three days with one single thought in mind—the pre-school child.

The opening session at the James Hay Theatre set the tone for the following three days. Professor Marie Neale's address entitled "Pot pourri" was indeed a mixture of interesting and informative items and one which held the audience's attention. The trip to and from our Halls of Residence to the Theatre was in itself an interesting and amusing experience—a dozen or more red buses in convoy crammed with happy friendly chatting people from all over the world.

Tuesday morning saw in excess of nine hundred people setting out early for the lecture of their choice. The speakers—hand picked—gave of their very best and left their audiences with very much to think about. Judging by the discussions as we gathered for orange drinks between sessions everyone had questions and comments to make and all wanted more information.

The group of studies I followed was the handicapped child and although I have not had many dealings with these children I am concerned as to how and where they will receive their education. Dr Barney said, EVERY CHILD HAS A RIGHT TO EXPECT THE BEST.

EVERY child be he deaf, blind, physically or mentally handicapped, or normal has that right. What are we doing about it? One could so easily get carried away listening to all the speaking specialists in their fields; but one thought came through loud and clear. NOW was the TIME FOR DOING.

Lets hope only good will come out of this convention and those who really want to be DOING aren't choked by miles of red tape.

Beryl Harris, a guest speaker at the Early Childhood Convention has presented to Government a proposal along the lines of this paper. It makes interesting reading. We thank Mrs Harris for allowing us to print it.

A NOTE ON THE NEED TO TEACH PARENTHOOD IN SCHOOLS

"A programme that develops the theme of teaching parenthood in schools — that is to say, from elementary school onwards, may appear to be an anomaly in a publication concerned with Kindergarten teaching. But, in fact, the schools may be the only point at which all future parents can be made aware of the challenges, responsibilities, and rewards of parenthood, and, in particular, made aware of the crucial needs of early childhood."

This note presents a case for giving special emphasis to teaching in schools, the responsibilities and rewards of parenthood, in the belief that only in this way can today's trend towards the abrogation of parental responsibility be reversed.

"They got married and lived happily ever after".

Is this the beginning of the romantic fallacy that marriages are always effortlessly happy? There is a need for a clear realistic image of marriage and parenthood that will counteract such negative myths. Parenthood must be portrayed in its true light, as the most important, responsible and rewarding role that two people can play.

Amongst all groups of people there are good parents, instinctive parents, who by their love and care create an impression on their children, that survives and provides a behavioural basis for the children when they in turn achieve parenthood. Unfortunately, the reverse situation, if not inevitable, is also true far too often. Bad parents raise social misfits, and social misfits become bad parents. Ideally one could argue for education of all parents, but this is not realistic. From late puberty onwards social pressures are too great and are heavily biased against such an approach.

Girls are indoctrinated on all sides, by books, magazines, films, even by anxious mothers, into marrying as soon as possible, and having a family. Boys too are marrying younger. So young couples come together soon after leaving school, before they really know or understand one another, at a time when they are only beginning to know themselves. Both are experiencing the conflict of maturing physically and mentally, and are probably subject to stresses and strains, at home and at work.

In many cases marriage appears to be an escape—an opportunity to break the shackles of parental restrictions, to seek independence and to experience the ultimate life-goal of the propagandists of the media—unrestricted sexual activity. Thus husband and wife are equally guilty of putting themselves first. Neither is mature enough to see marriage as a partnership, a sharing, a consideration of each other's fears and uncertainties.

All too soon, into this unstable atmosphere, a baby arrives. A baby? To some of these young people it might as well be a Teddy-bear. They are incapable of seeing beyond the arrival of a tiny, be-laced, talcum-smelling doll. Katherine Whitehorn, "Observer" columnist, says of ante-

natal classes: "They make having a baby seem a process that is 9 months long instead of 17 years! There are 9 lectures. Of these, only one is about the care of the baby, one on diet, and the rest on Mum's Great Moment. Yet the average woman is only in labour for an average of 36 hours in her entire life!"

An obstetrician put it like this: "We are desperately short of good parents. In an ante-natal class you have a captive audience. Perhaps it's the only moment when these woman are really receptive, and what do we do? We teach them to breathe!"

As one of a team who has had the opportunity to give 10 minute talks to young mothers before and after their babies, I would question their "receptivity" even at this crucial period. Their minds are too preoccupied with the miracle within their bodies, and with the baby clothes and bassinet that await it. This is no time to present the "new" thought of some difficulties that may lie ahead, and nurses in ante-natal work and doctors confirm that this is so.

To quote Katherine Whitehorn once again—"From the people who make the wedding, the marriage, and the labour, the child's whole upbringing, good Lord deliver us!"

Again, from personal experience, I have met many cases of young mothers in deep depression, often requiring sedation, to overcome the quite normal consequences of the arrival of their first child. The girls have often had interesting jobs with bright company, and simply had no idea what it would be like to be enclosed in four walls with an infant. They are discontented, lonely, and complain that their husbands do not understand. Of course they don't. How could they? Many mature men are equally baffled by their wives' menopausal symptoms for exactly the same reason: it has NEVER BEEN EXPLAINED TO THEM.

Neither of the young parents has any idea of the emotional changes involved in motherhood—or fatherhood for that matter. The tearfulness and anxiety (and eventual disinterest in sex) experienced by the girl, seem to the boy to be an absolute rejection. He often feels trapped, and is made to feel guilty of his own normal reactions. The lack of sleep and subsequent irritability experienced by both only compound these problems. A little bit of warning could do so much to help them understand each other, and to accept all these things as being QUITE NORMAL.

Yet it is not easy to make people realise the vital importance of this subject. Almost everybody becomes a parent, so presumably almost

anyone can cope. The fallacy of the argument can be measured by the 20,000 children in New Zealand needing care. Comparable figures for U.K. are 900,000 children. How can education prevent this appalling down-grading of human lives? It is unfortunately true that the adults most in need of teaching are usually the most inaccessible. Young parents and parents-to-be are too heavily indoctrinated by the mythology of the media. So where does one start? Schools seem to be the only alternative and I would suggest that the start can hardly be made too early in life.

Certain of the facts of parenthood are matters for straight indoctrination at an age where the child still accepts the words of teacher as a Great Revealed Truth. The need of little children and animals for parental care, and the total dependence of the offspring can be emphasised at this stage, as well as the need for both parents to make sacrifices in their devotion to the tasks of parenthood. By the time a child approaches intermediate school he or she is capable of feeling compassion for infants and younger children. At this stage the consequences of parental deprivation can be introduced, and a more personal assessment made of what good Mums and Dads can be expected to do. By secondary school the basis can be extended into psychological studies, the application of logic to known situations, and other exercises can be directed towards community experience.

Many of these ideas may be implicit in the Discussion Paper "Human development and relationships in the school curriculum", but the emphasis in that paper is decidedly towards human development aspects. I would be the last to decry the need for educational effort here too, but this is largely a mechanical matter. Even if the physiology of reproduction is perfectly understood, there can remain, in the emotional sense, vast chasms of misunderstanding between the sexes.

Until sex is relegated to its proper place in human relationships; until the need is under-

stood for sympathy and love to smooth over the inequalities of individual sexual needs; until both sexes understand the physical, psychological and emotional stresses of developing manhood; and until the emotional changes following childbirth, or even those attendant upon the menstrual cycle, are equally understood by young men and women, they are not educated for marriage.

And until the child's needs for love, for human contact and for simple discipline are appreciated; until the dangers of childhood separation from parents are fully understood; and until parenthood and motherhood in particular, are replaced amongst human values as the most important, most fulfilling and most responsible roles in human living, then education for parenthood has failed. I should like to see such a programme of education launched during a National Parenthood Year. It is not an alternative to other programmes in Human Development, but it is much too important to be regarded merely as one facet of this programme, or as a mere off-shoot of sex education. Strangely, although it is so fundamental, within my experience it is also the least controversial of subjects. The teaching of sex education, moral values or social systems appears to be fraught with far more difficulties.

As a starting point to a life-orientated curriculum, may I make this plea for parenthood classes throughout our school system? It is a vital task. It could reverse the present trend towards the abrogation of parental responsibilities. It could be a development in social science in which New Zealand could lead the world.

"The teaching of parenthood in schools covers, of necessity, a very wide field because early childhood care and development cannot be divorced from the related issues in the realms of marriage and parenthood.

In her book "The Rights of Infants", Margaret Ribble says "it becomes increasingly evident that most of the emotional problems of children and adolescents begin with traumatic situations in early life".

LETTER TO THE EDITOR

It was with dismay that we listened to the Director General of Education, Mr Bill Renwick, state to a full Lecture Hall at the Early Childhood Care and Development Convention, that the kindergarten movement would have to move away from their traditional pattern of establishing kindergartens in "affluent areas". Surely we could expect the Director General of Educa-

tion to know the origins and progressive history of our movement.

Originating as it did with the poor children who spent much time on some streets of Dunedin and following through to the present time where kindergartens are continuing to be established in as many areas of need as is possible (including many low socio-economic areas) surely our movement cannot be said to have neglected the lower income group.

—Hamilton Free Kindergarten Association.

Pioneers of the Kindergarten Movement in N.Z.

DR RUTHERFORD WADDELL

1849 - 1932

Rutherford Waddell was born in the village of Glenarm in Antrim, a place which held memories of the shattered remnants of the Spanish Armada and was within easy reach of the traditional scenes of St Patrick's early life. His mother died when he was young and he was brought up by an aunt to whom he was always grateful for her faith and faithfulness.

His school days were not entirely happy and his writings about these unhappy years help us to understand his interest in kindergarten work and insistence on the indelible impression of childhood.

At the age of 14 he left school and went to work in a drapery shop. Although the pay was small and the hours long, it was heaven as compared with school. After four years there he decided to study for the ministry. This decision meant facing a hard financial struggle, having to live on 3/6d a week during the course. He spent his student days in Belfast, and although he was an eager and constant searcher for the truth, it was for his knowledge of English literature that he was best known at the University.

Rutherford Waddell and his wife arrived at Lyttelton on the "Piako" in May, 1877. He came under the auspices of the Canterbury Presbyterian Association.

Before coming to St Andrews, Dunedin, in 1879, he ministered to congregations at St Pauls, Christchurch, Lincoln and Prebbleton. His forty years of ministry and 13 of retirement in Dunedin were filled with many vivid interests, and he rendered outstanding service to the church and the city.

In the neighbourhood of his own church, there was poverty and difficult social situations which called for Christian effort. Under his guidance various organisations endeavoured to alleviate the distress of these people. A feature of the congregation's work was the Walker Street Mission, situated in what is now Carroll Street.

During his visiting, he found women working for a mere pittance and this proved to him that not all cases of poverty were due to thriftlessness or the wasting of money on drink. In 1888 he preached a powerful sermon on "The Sin of

Cheapness". When he raised the matter at the Presbyterian Synod there was a good deal of opposition to the bringing up of such subjects from the pulpit. Figures he quoted in his speech were — women sewing moleskin trousers for 2½d per pair, and by working hard from 8.30 a.m. to 11 p.m. they could earn 2 shilling a day.

The Otago Daily Times took up the matter and a very experienced reporter, Mr Silas Spraggy made careful enquiries which confirmed Waddell's findings. The outcome was that the Government set up a Royal Commission, of which Waddell was a member, to investigate the question of sweated labour. In 1890, after the commission's report, legislation was introduced which limited the hours of work, conditions of apprenticeship, and created the Arbitration Court. A direct outcome was the formation of the Tailoresses Union and he was honoured by becoming the first president.

Innovations within his own church were — a church cricket club, young men's club, a missionary sustention scheme, a scientifically designed and equipped Sunday School, and the appointment of the first Deaconess. In 1894 he founded and was the first editor of the "Outlook", the official publication of the Presbyterian Church of New Zealand.

In the community he actively campaigned to reform the land laws, abolish liquor traffic, and founded the Prison Reform Association.

With Mr Mark Cohen, Mrs Reynolds, Miss Kelsey and Bishop Souter, he established the first kindergarten in Dunedin (the first in New Zealand). He also played a part in the founding of the Technical Classes Association — later the Technical School, and, for a period, gave his services as a lecturer in English Literature.

Dr J. Collie writes in his book "Rutherford Waddell" — "His preaching, lecturing on literary and social subjects, his leadership in congregational, educational and social movements, made him one of the most vital forces in the community".

The Dunedin Free Kindergarten Association plans to name a kindergarten, to be built not far from St Andrews Church, the Rutherford Waddell Kindergarten.

—Phyllis M. Varcoe.
14/8/75.

MOBILE KINDERGARTEN UNIT, SYDNEY

MONDAY:

"Padstow today. Thank goodness it's only a morning session. The Progress Hall is such a dingy place and it's such a long drive, especially for a Monday morning".

Such are the thoughts that run through my mind in the morning. Monday afternoons we spend time planning our programme for the next fortnight or doing various repair jobs on books and such. A new pre-school is due to open at Padstow in a fortnight, so we will be moving to another area as soon as this can be arranged.

TUESDAY:

This is the Kombi's day off. A new centre was opened recently at Merrylands to which our roll was transferred so we are in the process of organising another area in which to set up our equipment. The past few Tuesdays my director and I have been based in ordinary kindergartens. I have been at Burnside Pre-school, which is attached to a group of children's homes. It is a lovely old building which caters for the home children in the morning and outside children in the afternoon. Monday and Friday afternoons are for maintenance, etc.

WEDNESDAY:

The Reg Byrne Community Hall at Wentworthville is our location on Wednesdays. With an extra teacher, Heather and I find the day less exhausting. Mrs Ng (Ing) joins us on Wednesday because she is to be the director of the new centre which, we hope, will be opening in about a month. The children at our two sessions automatically transfer to this kindergarten, which has been organised and will be maintained by the Parent Committee. This committee is responsible for staff salaries too, although the Government does subsidise these to some extent.

THURSDAY:

This is one of our better days. We travel 30 kilometres to Galston, which is a country suburb consisting mainly of five and ten acre farms. The hall is rather old and dreary, but the children are marvellous and very enjoyable to work with. The waiting list here is our longest but as there is little likelihood of a permanent kindergarten being established at Galston there is not much that can be done. We are contemplating providing another session but the availability of the hall is our main obstacle. Both the mothers and the children benefit from the Thursday morning at Galston because it provides the opportunity for social contacts which are usually infrequent.

FRIDAY:

This is the best day of the week for me although I know Heather prefers Galston.

Winston Hills is a friendly area and we seem to get along better with these parents than those

anywhere else. The hall is just the right size with a large fenced-in outdoor area. Although space prevents us from carrying much outdoor equipment we can set up our indoor activities outside. We have two sessions on Fridays — 25 in the morning, 20 in the afternoon. As they are such good groups they make Friday a most enjoyable and relaxing day. A lovely start to the weekend, don't you think?

Now to the van itself. Up until a few weeks ago we used a nine year old V.W. Kombi which was continually breaking down. The Kindergarten Union finally consented to buy us a new van, which is going extremely well. With the new van, we were given 24 new chairs which are considerably lighter than the ones we had. We can now lift 11 chairs at a time, where we could previously only lift four comfortably. Other equipment includes six folding tables, three boxes of blocks, one box of trucks, two painting easels, two ladders, two planks, four folding trays, a box of pasting materials, two dolls prams, a washing basket of dress-ups, a chest of drawers, a small cupboard, one doll's bed, six mats, and nine boxes containing puzzles, books, parent library books, painting cups and paint, first aid, manipulative toys, a Matador building set, and children's mugs and cordial. To unload all the necessary equipment takes about 30 to 45 minutes of 56 trips to and from the van. It sounds very exhausting but after a few weeks we were used to all the lifting and now hardly notice it at all, unless it is very hot.

There are 25 children in the five morning sessions and 20 children in the three afternoon sessions. Thursday is a maintenance afternoon, like Monday. The fee per session is \$1.30 in all areas except Winston Hills where it is \$1.50 because the hire of the hall is dearer. The fee is usually paid at the beginning of each session although some parents pay monthly or by the term. We much prefer the monthly payment because it is less time consuming and it facilitates the issuing of monthly receipts required by the accountant. The money is banked weekly into the Kindergarten Union account, and we must apply to them for any equipment or petty cash that we require. Unlike ordinary kindergartens, we are administered and employed solely by the Kindergarten Union. We have no parent committee as such, although we advise interested parents in the setting up of these for establishing their own local pre-school.

After only six months on the Mobile Unit, I can truthfully say that I would not have missed this opportunity for anything. The experience alone has been invaluable to me. However, both Heather and I feel that one year of this is sufficient, regardless of our feelings now. We have our ups and downs both mentally and physically, so by December the novelty will be wearing off and the exhaustion setting in.

—Christine Watson, August, 1975. A New Zealand-trained kindergarten teacher at present working with this unit.