

WELLINGTON FREE KINDERGARTEN GRADUATES ASSOCIATION

NEWSLETTER 1990

100 YEARS OF FREE KINDERGARTEN IN NEW ZEALAND

This Newsletter will contain a summary of the 5-yearly reunion weekend, held in Wellington on 6th, 7th and 8th October, 1989; news of graduates; and information of interest to graduates.

This reunion was extra special as it also marked 100 years of Free Kindergarten in New Zealand. Joyce Barns attended the reunion weekend in Dunedin in July 1989 and a summary of this weekend appears later in this Newsletter.

The Free Kindergarten Union commissioned a publication called "Flags and Building Block, Formality and Fun" written by Beryl Hughes. An order form for this publication is attached to this Newsletter.

Reunion Weekend: 6th, 7th & 8th October 1989

Once again, a wonderful, happy weekend, thoroughly enjoyed by all the graduates who attended. This year the Committee decided to extend the weekend through to the Sunday so three days celebrations were enjoyed. At each function there were different people present, so each day brought the delight of meeting with old friends you hadn't seen at other functions.

The Weekend started on the Friday evening with a Cocktail Party in the foyer of the Beehive, hosted by Sonja Davies M.P. for Pencarrow. This was attended by 129 graduates, who drank, nibbled, laughed, shouted, exclaimed, enjoyed looking at old photographs, and altogether had a wonderful evening. The Committee had thoughtfully provided a list of restaurants, prices etc so that most ladies organised themselves into groups and went out and 'did' the town.

On Saturday, no formal meetings were planned, but tours of Botanical Gardens, B.N.Z. Centre and a bus sightseeing tour were available for the out of town graduates.

Saturday evening saw 120 graduates at the Brierly Theatre, Wellington College, for drinks and dinner. Once again much chat and laughter and a delicious dinner was enjoyed by everyone.

Helen Bernstone, head of the Early Childhood Unit at Teacher's College, was our speaker and a copy of her speech is attached, with her kind permission. 1990 marks a year of change in the Kindergarten Teachers Training. From this year the training is a 3 year one taken by Kindergarten and childcare students.

Sunday morning saw 93 (slightly jaded) graduates assembled at the Correspondence School for "Memories and Munch". This was a real journey down Memory Lane:-

Marjorie Connell (our oldest graduate) talked about her days in Kindergartens in the 1920's and 30's.

Loma Jones, who was the presenter of " Kindergarten of the Air" in the 1960's, talked about the programme and the strong emphasis on mother participation.

Joyce Barns, past principal of the Kindergarten Teachers College, talked about her early training in Dunedin and teaching in Wellington during the 1940's where students were required to be in the Kindergartens during the morning and attend lectures in the afternoons.

Mary Purdie, immediate past head of the E.C.U. at Teachers College, spoke of her positions in Taranaki St., Tinakori Road, The Glen and finally at Wellington College of Education. She pointed out that child development was still the most important subject.

Margaret Bennett spoke about the beginning of the Wellington Graduates Association. The first meeting being held on July 7th 1950, a committee was elected as follows - Marjorie Connell (Seed), Valerie Cheeseman (Wotton), Sylvia Parr, Margaret Bennett, Katie Mantell-Harding. Subscription per annum was 2/6d. 40 years old in 1990.

Carol Garden, immediate past Pre School Education Officer, spoke of the changes that have taken place in administration since the "Before Five" Scheme has been put into operation. All departmental staff had to re-apply for positions in the new Ministry of Education.

Simon Easton, Senior Teacher for the Wellington Region, talked about the future of Kindergartens and the exciting challenges facing teachers.

I'm sure that all who attended the reunion will join with me in a vote of thanks to the Reunion Committee, who worked so hard to ensure that the Weekend was a resounding success. Every function went without a hitch, the venues were wonderful, the food delicious, the hospitality warm and relaxed and we were all touched by the genuine feeling of friendship and shared memories. Thank you ladies - it is a weekend we will all long remember.

The committee was as follows:-

Lucy Dewsnap, Julie Sinai, Elaine Clouston, Joan Coleman, Kay Jujnovich, Pettina Meads, Lyn Hardy, Jan Jones, Christina Allen, Marie Hunt, Sharon Bowen and Mary Wood prior to taking up her fellowship.

Our overseas visitors were:-

Ngairé Kaplan (1949) Washington D.C., U.S.A.  
Margot Lawrence (1957) Melbourne, Australia.  
Ruth Albrecht (1946) Melbourne, Australia.

We were especially pleased to welcome these visitors and hoped they enjoyed the reunion as much as we enjoyed seeing them again.

Our specially invited guests included:-

Dr. A.E. Fieldhouse  
Mrs Joan Reid  
Mrs. Beryl Hughes  
Mrs. Val Burns.  
Mrs. Fay Pankhurst  
Mrs. Zennie Graham

Miss Moira Gallagher  
Mrs. Joan Coe  
Mrs. Bernice Lindegren  
Mr. John Pankhurst  
Dr. Geraldine McDonald

Mary Collier (nee Abraham) is still Secretary to Napier Free Kindergarten Association - 20 years!

Katy McLeod (nee Gray) sends her regards, but couldn't bring herself to attend without her ear friend Olive Duncan who died earlier in 1989.

Hazel Lockwood (nee Mills) is living on North Shore, Auckland. She would welcome visits from all Kindergarten Graduates who are passing through:- 78 Bentley Avenue, Glenfield, Auckland, 'phone 444 9936.

Lucy Hughes (nee Martin) Pam Mitchell (nee Eagle) Only Graduates from 1969. We know we are rare - but only two present!

Rhys Boyd (nee Bell) 1960/61 Can't believe that we are all so lovely after 29 years!

1960/61 Nine of us attended this year, really enjoyed being together again. We are arranging a 30th Reunion for 1991 in Taupo. Girls who we haven't heard from, contact Yvonne McLean (Bax) 8 Whitby Crescent, Mairangi Bay, Auckland 10.

Pam Cunningham (nee Bax) 1963/64 Great to see 10 familiar faces. Everyone had wrinkles - except me!!! We have had a lot of laughs walking down memory lane this weekend. Can't wait for next Reunion. Keep up the good work, Graduates Association.

Alyth Cameron (nee Strongman) 1963/64 Great to see so many naughty "Bishop Bennett Old Girls" plus a few others. Wrinkles, grey hair and all. See you again soon:- 101 Hope Road, Thames, Coromandel, 87761.

Sue Fuller (nee Vartan) Alyth didn't say she had missed her 'plane and nearly didn't make it!

Elaine (Lou) Fountain lives in Tauranga and is Senior Head Teacher for Tauranga Eastern Bays Kindergartens.

Helen Rayner (nee Southee) is still head teacher at Edgecumbe and survived the earthquake. Anyone wanting to know how to survive an earthquake at Kindergarten, please give me a ring!

Diane Saunderson now teaching at Cambridge Kindergarten.

Margaret Pine (nee Austin) Titahi Bay Kindergarten. Great to see 5 from our year, 1965, Sheona, Helen, Elsie and Diane - Where are the other 20?? Who broke the coffee table, caused havoc, backed into motel tap??

Dorothy Morgan (nee McFavden) Living in Hastings - still teaching and enjoying th children.

Elsie Morgan (nee Jarvis) is teaching in Eltham Kindergarten. Good to see everyone again.

Cushla Deans (nee Graham) is farming in Mangamahu (I hear from Wanganui)

Mary Morrison (nee Munroe) is teaching in Masterton. Come on you 1958/59 lot - full turn-out next time.

Lynne Wells (nee Warren) I know who broke the coffee table and tap. You don't know who broke the towel rail or couldn't find their way home - had to be assisted by two old mates!

Cheryl Farland (nee Kingi) 1969/70 is now teaching at Keri Keri Kindergarten, Bay of Islands.

Jeanette Hungerford (nee Giles) 1967/68 is now farming at Waotu, out of Putaruru, expecting baby number 4, November 1989.

Helen Hoare (nee Bramwell) 1964 We were all looking for you Bram. Bram is presently living in Greymouth, R.H.T. Horitika Kindergarten. Write to her C/- Michael's work address, Box 55, Greymouth - No excuses next time Bram!

Janet Emery was appointed J.P. two years ago and now, after completing both basic and advanced Judicial Courses, sits on the bench assisting with appropriate Court work.

Mary Wood Head of the Pre School Correspondence School Staff of 17 teachers, has just been awarded the inaugural Margaret May Blackwell Trust Travel Study Fellowship. Mary is using the fellowship for research on parent involvement and support in the early childhood system. She hopes to visit distance education centres in Australia, and study early childhood centres and programmes in the U.S.A. and Britain. Congratulations Mary, we hope that your trip is a great success.

The pre-school section of the Correspondence School caters for 510 families and there are 230 families on the waiting list.

One of the most important features of distance pre-school education is the emphasis on the individuality of children. To achieve this through correspondence, each package of material sent to families is 'individualised' and tailored to suit their needs.

Another essential element is parental involvement and Correspondence School Staff consider parents to be part of their team - thus feedback from parents is important.

Materials sent to families on loan include story books, jigsaw puzzles, building blocks, construction sets, art materials, and cassette tapes. One side of the tape is often left blank so that teachers can talk to pre-school children and their parents, who can then send messages back. Teachers can sometimes put families in touch with each other in remote areas. Teachers also visit families one a year to help establish a more personal relationship.

## DUNEDIN KINDERGARTEN ASSOCIATION CENTENNIAL CELEBRATIONS

9th - 11th JUNE 1989

### A FEW IMPRESSIONS

In June, I went to Dunedin for the Centennial Celebrations of the Dunedin Kindergarten Association, which were held from 9th - 11th June 1989. The first Kindergarten in New Zealand was opened in the Mission Hall, Walker Street (now Carroll Street) on 10th June 1889.

On Friday evening, 9th June, a "Get Together" was held in the Teachers College Staff Room, which was attended by a large number of past and present staff, students, mothers and Council members. During the evening, the Centennial History Publication, written by Miss Phyllis Vascoe, a former Principal, was launched. It traces the beginnings of the Kindergarten movement in Dunedin, up to the present day. On display were photographs and Council Minute Books. In one Minute Book, December 1939, I read that approval had been given for me to be awarded the Dunedin Free Kindergarten Association Diploma, as I had successfully completed the two year Training Course, and I would be employed as a Kindergarten Assistant at a salary of fifty pounds a year.

The Official Opening was held on Saturday afternoon, 10th June at the Richard Hudson Kindergarten, Coversham which was attended by several hundred people. Mrs. Val Burns, Director of Early Childhood Education and Dr. Michael Cullen, Minister of Social Welfare and M.P. for St. Kilda, spoke. A Centennial Cake was cut by Mrs. A.N. Haggitt, an early student, Council Member and President 1942-45 and Miss E.S. Hamilton, Principal 1947-62 and two Kowhai Trees were planted in the Kindergarten grounds. In true Kindergarten tradition, a scrumptuous Afternoon Tea was prepared and served by the Kindergarten Mothers Group.

In the evening, the Centennial Dinner which was held at Larnachs Castle was a grand occasion. There was a huge crowd present, which included Members of the New Zealand Kindergarten Union who were in Dunedin for the Annual Conference. There was a very long Toast List with replies and a Haggis Ceremony with a Piper, Scottish Dancing and Musical items. By the time all this was over and we had eaten, it was well after midnight before the Guest Speaker - Mrs. Pat Lockhart - could give her address.

The next morning, Sunday 11th June, a "Centennial Service of Thanksgiving and Celebration" was held at the Word of Life Church, formerly St. Andrew's Church, Carroll Street. It was here in the Mission Hall on 10th June 1889 that the first Kindergarten had been opened and the Minister, the Rev. Dr. Waddell, who with others, had decided to establish a Kindergarten for the poor children of Walker Street and round about who had only the streets to play in.

The Service was led by Miss Phyllis Vascoe - previous Principal, now moderator of the Dunedin Presbytery.

Throughout the weekend, tributes were paid to those who had the foresight to start the Kindergarten Movement, their work was voluntary, mainly done by ladies of the community who spent many hours organising functions to raise money to keep the Kindergartens functioning and pay the Salaries of the Teachers. Then eventually they received financial assistance from the Government and the movement grew and expanded to other parts of New Zealand.

HELEN BERNSTONE'S SPEECH AT THE SATURDAY NIGHT DINNER

Nga Mike nui ki a koutou

The Free Kindergarten movement began 100 years ago and brought the concepts of formal early childhood education to Aotearoa.

These women in the early days wanted to enhance the quality of life for these children they found and this is still a premise of all early childhood education.

Being a community worker is not new to teachers in early childhood education but with the need for an organisation to become established the community was often regarded within a narrow concept.

These days, the community must be regarded within a very broad framework as it now has a responsibility to:-

the early childhood education community  
the broader professional educational community  
and the geographic community which has within it wide  
diverse socio-economic and ethnic communities.

Within these broad boundaries the early childhood education teacher is now understood to be a central component.

Although various socio-economic groups have always existed, only a select group received the formal early childhood education. Many women over the years, the majority with little or no money have been very aware of what young children have needed and there has been a continuous struggle to try and obtain what has been believed the right for all children and their families.

While studying under the auspices of a Nuffield Scholarship in the U.K. in 1987, I saw what I regarded as an ideal early childhood education setting for the 1990's. That of a few districts with centres, within walking distances of homes, which not only had all purpose educational provision, e.g. casual, full day and sessional, but provided positively for the needs of these families with young children by having a Doctor's clinic, a worker linking early childhood education to schools, a Social Services worker who had available all the grounds etc., available, a co-ordinator providing opportunities for women to enhance their skills, educational classes and so on.

In order to provide adequately for the wide variety of community needs which is 'part and parcel' of the early childhood education teacher's responsibilities, training is vital.

Nowadays, there is access for almost all under 5's for early childhood education. For her job, the early childhood education graduate teacher needs to have:

- a broad base of human development with an emphasis on the child within her whanau.
- a philosophy of education including the importance of play as a learning process.
- special competence in working with children.
- The need to understand the needs on exceptional children.
- understanding of the dynamics of communities.
- and the meaning of partnership within the Treaty.

Above all, the need to understand their own behaviour and approve of themselves.

Training provides the key to teachers of quality in early childhood education.

I will now talk a little about the Wellington College of Education's new 3 year generic early childhood education training being implemented in 1990. The last of the 2 year Kindergarten and 1 year courses occurred this year with Auckland College of Education and Wellington College of Education being the last two Colleges to begin the three year Dip ECE programme next year.

Extensive consultation in the community took place prior to the writing of the paper. A further selected group of experts was then consulted with the designing of the modules.

From our programme I quote:-

"Working in today's Early Childhood Education services in Aotearoa requires a diversity of knowledge, skills and understanding. The goal of Early Childhood training is to equip trainees to work effectively within this diversity in the community services that involve very young children and their families.

Training provisions in the curriculum are based on the following:

- the principles of partnership, power-sharing and participation embedded in Te Tiriti O Waitangi in terms of aims, structures, processes and resources.
- The principles of equity in relation to age, gender, ethnic background, special needs and socio-economic status.
- the basic principles for an Early Childhood Curriculum. (Lopdell '88 Appendix I).

The Early Childhood Education teaching staff will provide models of professional relationships within the College and in the community.

#### A HOLISTIC APPROACH

We interpret "teaching" in the widest sense.

"Teaching" is the process of providing a climate which enhances the learner's self-esteem, stimulates and satisfies intellectual curiosity, fosters social interactions, encourages creativity and increases language and communication skills and in the case of a young person monitors physical development.

An Early childhood education setting = sessional, casual, full day and home based educational provision.

Threads intertwining every module are these of bi-culturalism, mainstreaming, whanau and parents equity and assessment and evaluation".

Parents have always been integral in our Early Childhood Education provision and we have known for a long time that if you share with parents the knowledge you have as a trained teacher and that parents are given the opportunity to share their knowledge with you, the child can benefit.

I came to understand this at the beginning of my working life, 23 years ago, as a speech-language therapist. With 1/2 hour sessions 1 x per week, little change was made unless the parent committed herself to behaving or doing certain things in a particular way with her child during the week. It is vital that parents have the opportunities to learn new ways of interacting with their children. Most of us rely heavily on our own bringing up in determining how to make the hundreds of decisions about our own children.

It's not fair on parents to be left to do this on their own and although we cannot 'make' anybody do anything, we must provide opportunities for parents to know there are different ways and leave them to make their own decisions. This way they are making an 'informed' decision. One other area of note is that of:-

Children with exceptional needs: We have waited a long time for this minority group to have legislative eligibility to the education system. Although early childhood education is non-compulsory, Charters are ensuring for this group of Under 5's, that there is access where it is wanted. Of course many children from this exceptional group have been catered for in early childhood education Centres, but often without their specific needs being able to be met. Teachers have felt extremely worried and frustrated that they are not providing the learning environment necessary. Over the last few years with the introduction of Advancers for Handicapped who worked solely in early childhood education with heavy involvement in Early Intervention Programmes in this district plus Speech Language Therapists and some psychologists in the Department of Education emphasising the need for Under-5's to be given special guidance, along with their families. We have reached a point of an increasing supply of internal support for early childhood education and this will no doubt increase with the "reform".

The changes are ongoing. Change is not new in early childhood education as this has been the springboard for improving the quality of support to families with young children in our diverse communities, especially over the last 8 years.

I have focused very brightly on the areas which are important and of intense interest to myself, but which are also areas in which training does and will play a key role.

The new 3 year generic early childhood education training is going to meet the challenges of these changes and with you, I look forward to the early childhood education teachers broader role in support and education of the families within our Aotearoa.

HELEN BERNSTONE



The Kindergarten Children were not forgotten in the celebration. A Fun afternoon and Gala was held for them on Sunday at the Dunedin Stadium which I believe was a great success.

For me the weekend brought back many memories of my student days and the years I had worked in Dunedin Kindergartens before I came to Wellington in 1949. I was pleased to meet again former colleagues and reminisce with them, but missed those who are now only memories.

Joyce Barns

## REFORM OF EDUCATION ADMINISTRATION IN EARLY CHILDHOOD EDUCATION

To assist in establishing a more equitable system of early childhood care and education in New Zealand, the Government formed a working group, chaired by Dr Anne Meade, to examine the situation. The task of this working group was to advise and recommend on;

- the respective roles and responsibilities of the family and community and the government in the provision of care and education for infants and young children
- the role and responsibility of the government in relation to:
  - (i) - children's social development and the well being of society
    - the relationship of early childhood care and education to the education system as a whole
    - the need for more equitable access to childcare and education
    - the need for more equitable funding and funding processes
    - the balance between the private and social costs and benefits of early childhood care and education (including funding, management and accountability arrangements)
    - the budgetary effects of government interventions
  - (ii) appropriate institutional arrangements for the development of policy advice for the government and for the implementation of government policy, (including the extent and nature of the government's supervisory, co-co-ordinating and monitoring responsibilities and how these should best be fulfilled)
- the effectiveness, efficiency, responsiveness and appropriateness of current interventions (including delivery systems) in early childhood care and education
- The costs and benefits of early childhood care and education services to children, parents, providers, employers and society
- the reform of current interventions (including delivery systems) in early childhood education
- suggest appropriate transitional arrangements
-

The following areas of reform were identified in the working group's report 'Education to be More' :

**Funding** - a method of funding that will be more responsive, flexible and equitable to users of early childhood services and ensure increased access to funding for services.

**Accessibility to Services** - the need for existing services to be more flexible and for more services in areas where provision was inadequate, such as for children in rural areas; children under two and a half years; and children with special needs.

**Quality of care** - the need to employ more trained staff or those in training; the need for more resources (both support and administration) to centres and organisations; more support for the provision of special needs programmes; bicultural and equal-employment opportunities policies; more adequate staff:pupil ratios; the need for a safe and stimulating physical environment for children.

**Administration of Early Childhood Services** - the lack of co-ordination in both the provision of services and in the sources of government funding; the need for integrated and planned early childhood services; and accountability structures.

**Womens Needs** - the provision of services for both women who choose to participate in the workforce and for women at home caring for children.

**Parent Education** - information and guidance needed for parents in the rearing of young children.

In December 1988 the Government released its statement of intent for early childhood care and education in its policy document 'Before Five'.

The reforms outlined in Before Five are based on the following principle features:

- \* Early childhood services to continue to operate with their present management structure.
- \* Early childhood services to continue to have a charter which will be in keeping with overall national guidelines for early childhood care and education.
- \* Services without charters must still be licensed but will receive no direct funding from government.

\* Services to be accountable for meeting their charter objectives and responsible for the spending of government funds.

\* Chartered early childhood services to receive their Vote: Education funding directly, as a bulk grant.

\* The setting up of a discretionary grants scheme to help services with capital costs.

The establishment of a **Ministry of Education** to provide policy advice to the Minister, negotiate and approve charters and manage financial flows and operational activities.

\* The establishment of a free-standing **Early Childhood Development Unit** on contract to the Ministry to provide liaison, co-ordination, support and training for early childhood services.

\* The establishment of a **Special Education Service** which will employ specialist staff to provide advisory services in the early childhood area.

\* The establishment of a **Review and Audit Agency** (now the Education Review Office) to be responsible for monitoring chartered services, licensed services, home-based care, the Early Childhood Development Unit and the Special Education Service.

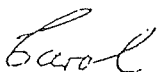
\* Provision to be made for the setting up of **Community Forums** on Education to act as a place of debate for concerns about issues of educational importance to the local community. Community Forums may be set up at the initiative of a community or the Minister.

\* The establishment of an independent **Parent Advocacy Council** as an agency of last resort which will deal with "systematic problems" and promote the interests of parents generally.

\* A **National Education Qualifications Authority (NEQA)** to be set up to provide an across the board approach to validation of qualifications in schools, vocational and academic areas.

The reforms in education that are being introduced across all sectors of education have their base within the guiding principles of the government's social policy reform programme which is committed to the underlying principles of equity, quality, efficiency, effectiveness and economy in education; and are part of a wider movement towards greater public sector accountability in general.

The overall aim of the reforms is to improve the quality of education for all.



Carol Garden

# Pre-schoolers kept in the know by post

By DEBBIE DAWSON

THREE-YEAR-OLDS and four-year-olds in rural and remote areas may not have a kindergarten or playcentre on the doorstep, but many of them are getting the same educational opportunities as city children.

A team of Correspondence School staff works with parents to educate pre-schoolers in their homes.

The section is headed by Mary Wood, who has just been awarded the inaugural Margaret May Blackwell Trust travel study fellowship available to early childhood education workers.

Margaret May Blackwell was closely involved in the education of young children in New Zealand and overseas. She was a Karitane nurse, a Girl Guide Commissioner, and a child psychologist.

The Correspondence School section also caters for children who through disability or ill health cannot attend pre-school centres and children whose parents are itinerant.

The need for such a service for pre-schoolers in rural areas became obvious early in the 1970s.

In 1971, the Hill report by a committee of inquiry into pre-school education recommended a service be set up for families in rural areas who did not have access to pre-school services.

When the Kirk Government came to power in 1972 it set up education forums for the community to have their say and

the message coming through from rural families was they should not be disadvantaged because of where they lived.

Mary Wood and Cushla Servens, both trained kindergarten teachers, who had worked together at the then Kindergarten Teachers College, were given the job of setting up the first distance education programme for three and four-year-olds.

The section started with five teachers and now has 17 staff. It serves 510 families and there are more than 230 families on its waiting list.

Ms Wood said when the programme was established it was decided one of the most important features of pre-school education was the emphasis on the individuality of children.

To achieve that through correspondence each package of material sent to families is "individualised" and tailored to their needs.

Another essential element for them was parental involvement and Correspondence School staff consider parents part of their team.

Ms Wood said to ensure children's individual needs were catered for, feedback from parents was important in determining the sort of materials to be sent to them.

Materials sent to families on loan included story books, jig-

saw puzzles, building blocks, construction sets, art materials, and cassette tapes.

One side of the tapes is often kept blank so teachers can talk to the pre-schoolers and their parents.

Ms Wood said the spoken word was more personal than the written word, and children and their parents responded by sending messages back to their teachers.

Parents are also given material they can keep on developing play activities, learning and child development.

Ms Wood said communication between parents and the school was very important. People could be quite lonely and through the Correspondence School they had someone they could talk to who was interested in them.

Teachers were sometimes able to put families in touch with each other and in less remote areas some informal playgroups had been set up by families doing correspondence.

Teachers also visited families once a year which helped establish a more personal relationship.

Ms Wood is using the fellowship for research on parent involvement and support in the early childhood system.

She leaves at the beginning of the third term and hopes to visit distance education centres in Australia and study early childhood centres in ~~the~~ <sup>& programmes</sup> the United States and Britain.

### GRADUATES PHOTOGRAPH

The Graduates Large Photograph taken in The Beehive was wrongly priced at the Reunion. Cost of enlargement is \$25.00 not \$45.00 as stated. Please feel free to order larger copy if you so wish.

### 1949 Graduates

"1949 Graduates" celebrated 40 years and had a special day on the Friday. Ten graduates attended a yummy luncheon at Bev Longmores at Eastbourne. Congratulations to you all and thanks to Bev Longmore.

### OBITUARY

It is with regret that we record the passing of the following graduates:-

Margery Macpherson - 1949 Graduate from Tauranga

Ailsa Martin after a long illness. Ailsa was well known for "Songtime with Ailsa".

Gwen Somerset, Lecturer at Teachers College, well known for her book "Work and Play".

Marion Spencer - Wellington.

Olive Duncan (Beard) - Taihape.

We extend our sympathy to the families and friends of these graduates.

### NOTE OF THANKS

Special Thanks goes to Barbara Gordon for putting together this Newsletter and I am sorry it has taken so long to get published, it is by no means an easy job. To all Graduates, Thank You for attending the Reunion and making it such an enjoyable occasion, without you it wouldn't have ticked over as well. Much chatter and lots of friendships rekindled. Remember, the next Reunion will be in five years.

Best wishes and good health.

LUCY DEWSNAP,

On behalf of the Wellington Free Kindergarten Graduates Association.

Apologies received from specially invited guests were:-

Phil Goff, Minister of Education	Noel Scott, Assoc. Minister of Education
Graham Oldershaw	Maris O'Rourke
Margaret Rosemergy	Betty Purdie
Hazel Waghorn	Kate Hamilton
Jack Shallcrass	Marie Bell
Kathy Barnett (Watson)	Jenny Glue (Khan)
Joan Gordon	Pat Lowe
Nancy Martin	Beverley Morris
Maureen Ryan	Annette Littlejohn
Pam Cubey	Monica Mayer

Apologies were received from:-

Glenys Kempshall (Hoskins) 1959 currently Deputy Principal at Iona College, Havelock North, would like to hear from any Graduates from 1959.	
Gillian Dobbs (McCarthy) - Christchurch.	J.R. Farquhar - Hamilton.
Barbara Edie - Blenheim.	Mary Wood - Wellington (1965)
Ruth Bridgewood - Australia. Best wishes to all 1951 Graduates.	
Norma Gardiner (Liardet), 1927 - Nelson.	Madelene Frost (Bowers)
Jean Munroe (Flemina), 1937 - Auck.	1974 - Auckland
Relwyn Brimelow (Brutch), 1966 - Opunake.	Dianne Calder, Ngongotaha.
Marie Palmer (Strangemore), 1931.	Allison Tate (Peppler), 1945.
Frances Poole (Lysaght) 1926, Tauranga.	Marie Palmer, 1930.

Robyn Gunn (Purves), 1973, Expecting baby September 1989. Hope everything went well.

It is always pleasant to meet up with people who have been associated with the Kindergarten movement over the years. We thank them for taking the time to be with us during the weekend.

This year our oldest gradates attending the reunion were:-

Marjorie Connell, 1925	Elizabeth Serkin, 1925
Hazel Vaughan, 1926	Mollie Logan, 1928
Val Keightly, 1930	Marjorie Cossan, 1935
Margaret Jennings, 1937	

It is wonderful to be able to talk to these "older" graduates and to hear of their memories of Kindergartens so many years ago.

Current news from Graduates:-

Jean Fleming (Auckland): Moving house after 30 years - would love to have been with us all.

Margaret McEwen (nee Gordon) is now in Wakanae.

Sheona Hoqq (nee Meikle) is now a Secondary School teacher in Horo Whenua College in Leven - would love to see any 1964/65.

Ann Hilton (nee Graydon) died in Melbourne approx. 1980.

Enid Wilson now 94 lives in Johnswood Hospital, Upper Hutt - she is in a wheelchair and doesn't know anyone. However, she still enjoys her food!

Mary Hopkin is presently in London, on World Committee for Girl Guides, having served on this committee for 10 years.

# FLAGS AND BUILDING BLOCKS, FORMALITY AND FUN

by Beryl Hughes.

## Flags and Building Blocks Formality and Fun



...dismissed (by men) as a  
...first proposed in Invercargill, a  
...woman's fad and it will last  
...years later, the fad is still there, with 15  
...other parts of Southland and a Mobile  
...Association.

...was sensio...

...washed easily off the...

...Although highly  
...in winter in badly heated halls,  
...for some time. Mary  
...and the  
...Once  
...as long as she and the  
...Miniskirts, which could  
...eventually. What next? It is risky to  
...when  
...the area of fashion, but the need for practical clothes when  
...likely always to limit the sort of things that teachers  
...to wear.

This engaging publication was commissioned by the New Zealand Free Kindergarten Union to mark 100 years of free kindergarten in New Zealand.

Through anecdote and comment the author provides an overview of the development of the kindergarten movement in New Zealand and looks to the future at a moment of upheaval in the education field.

Beryl Hughes has viewed New Zealand society through the kindergarten movement at times of notable national events and disasters. There are some amusing anecdotes about well known New Zealanders both inside and outside the kindergarten movement. The book is a tribute to all those voluntary workers who have contributed in bringing kindergarten to where it is today. Every parent and kindergarten teacher should read it.