

**Edited interview with Miss Joyce Barns by Helen May in November 1994, for the book: *Teachers Talk Teaching: Early childhood primary and teachers' college*, by Sue Middleton and Helen May, Dunmore Press, Palmerston North, 1997.**

*I wondered how you got into kindergarten teaching but perhaps we should go back earlier. Where would you like to start?*

I was born in 1916. I gave away all my children's books to the library, Turnbull library, and there was a copy of Peter Rabbit and I can see my father reading it to me. I must've been a little girl. One of my first memories is my father lying on the sofa and I was sitting beside him, he was reading Peter Rabbit. It's in the Dorothy Neal White collection. I love children's books, but who would have them, you see nobody, so I gave them to the Turnbull Library.

My mother died when I was five and my brother was two and half years. My mother had tuberculosis. We lived in Wellington at 298 The Terrace. The house is still there. My mother was very proud of it. She was a member of a large family. When our mother went up to Otaki for treatment my brother and I were taken down to grandma's place in Invercargill. I can still see the train. We were taken to live there and then our mother died. Our father used to come down to see us regularly. He would get on a ship going to the Bluff. He was working in the New Zealand shipping company as an accountant. I'll never forget the day when I come home from school and here was grandma and my aunties, one of whom kept house crying in the kitchen. They had just had a telegram from Wellington to say my father had died. He had a perforated ulcer. Aunty Violet was mother's younger sister and she and my father were going to get married. The idea was that my brother and I would return to Wellington and we were going to be sent to Chilton House School. Instead, we were brought up by grandma and grandfather in Invercargill. There were thirteen in the house when we first went down there and I knew I had to work. They said I had to go to work. They didn't work but I had to work. I wanted to be a nurse. I went to private schools. First of all I went to a little public school. We called them public schools in those days. But following my mother's wishes, (there was an uncle in Christchurch who was in charge of everything) I had to have private education and I had to go to St Hilda's school in Dunedin. My mother had been one of the first pupils at St Hilda's. Great-grandma wouldn't let me go to St Hilda's because I was too young so I went to St John's Girls School, a private school in Invercargill. I went there from Standard 3 until the end of Form 4. Then I went to St Hildas. In those days the choice for girls was teaching, university, nursing or office work. After Grandma died when I left school I went to learn shorthand and typing. I worked for about a year. In between I was thinking what to do as I wasn't allowed to go nursing and I didn't have the

qualifications to go to training college or university. I had sat university entrance but I hadn't qualified. I could've gone back to school. I went on a trip to Australia with the aunts instead. Then I started enquiring about kindergarten teaching. It was a voluntary organisation in those days run by very nice ladies and I was interviewed by these very nice ladies.

*Having gone to private school would have been an advantage.*

My family were well-known as was my grandma and my aunts. I had my 21st birthday when I went to Dunedin to train but first I worked as an untrained assistant at two kindergartens in Invercargill. They were half day kindergartens. I used to bicycle to work. The aunts went for a trip to England and Aunty Violet and I stayed at home in this huge house.

*Can you remember how the kindergartens organised themselves?*

We had the children in three groups, the tinies, the middles and the tops. Whether we had anything written down I can't remember. I worked with Mrs Rae Davin for about six months. She had trained in Dunedin as Rae McKeager. Then they moved me to Beaumont Street Kindergarten. I was over in Georgetown first and then I worked with Miss King. She was nice and warm. She had trained in Christchurch and at the end of the year I left and the next year I went to Dunedin to start my training.

*What kind of activities were the children doing?*

They had the dolls' corner. Each activity lasted about 10-15 minutes. The session ran from 9 - 12 and it was divided into times for different things. We had handwork.

*What do you call handwork?*

I think it was waste material. The children had to sit down at tables and do activities like sewing. Then they had the blocks to play with and they had the dolls corner. There would be books; they had a table of jigsaws; they had painting easels and crayons but that was only for a certain period.

*Could the children choose what they wanted or did they have a certain time and then move on?*

I think they had to stay a certain time, at the certain activity and then move to something else.

*And that would all be inside?*

Oh yes, and then they'd have morning tea and they all had to sit down and were not allowed to walk around. Oh yes and the toileting! They had to go to the toilet and they would all be herded into the bathroom and had to sit on the floor, whether they wanted to go or not, they had to sit on the floor and then they had to wash their hands. They had to take it in turns.

*How many children were there?*

Only about 30 with Miss McKeaver and myself. One of us would be in charge of the 'tinies' and one of us would be in charge of the 'tops' and 'middles'. I don't think we had any mothers present in those days but the mothers were quite active with the mothers' club.

*And then after toilet time . . . ?*

They'd go and sit at the table and they'd have to sit there until everybody was ready and then we would say grace. It took quite awhile. Then they'd have milk. I don't think they'd have anything to eat, and after that they would go outside.

*What would you have outside for them to do?*

Carts and jungle gyms, the sandpit, woodwork. I was going to tell you about storytelling. We had a mat and the children would all sit around in a circle. The circle was a big thing. They had to sit still and tuck their legs up. There was music too, playing the piano and they'd have story time and the children had to sit and listen to the story and the teacher would read and there was this special way you had to present the story to them. And then there was the playing of the piano. Miss McKeaver would sit and play the piano and the children would sing and they would dance and then they'd go and get their hats and coats depending on the weather and then they would go home.

*Were there rest times?*

I can't remember the rest time there. I can remember the rest time when I was at Kelsey Kindergarten in Dunedin. I was there for a long time. We probably did have a rest time. They had individual mats.

*That was a lot to fit in a morning wasn't it?*

Yes, three hours. You see it was 20 minutes this and 20 minutes that and 20 minutes, you know.

*So then you went off to training in Dunedin?*

Before that I went over to Beaumont Street Kindergarten where things were much more relaxed and I enjoyed myself. Then I had to go up to Dunedin. I wrote to Miss Dutton who was the principal.

*What year was that?*

I must've trained 1837-38. My diploma is an interesting diploma. It's framed. The aunts took me up to see Miss Dutton. I don't know where she trained. The aunts came back from their trip and we drove up to Dunedin and I went up to Miss Dutton and had an interview. She accepted me and then I had to find somewhere to live. We had lectures in the afternoon and we went to the kindergarten in the morning. I was placed at the St Kilda Kindergarten which was in the scout hall in the sandhills at St Kilda .

4 *So you had to put the equipment out afternoons and each day?*

Everyday. We had a great big cupboard that we used to put everything into and of course the slide. I remember everything had to be carried in an old car. The crates of milk would be left at the front door and we had to carry those down to the kitchen. The kindergarten was the same way as in Invercargill: the 'tinies' who were just three years, the 'tops' the 'middles'. I spent all my training there, two years. There was Maud Wilkie, she was the sister of Rene Wilkie, the Principal of Christchurch for a long time. She was an intelligent person. There was Jean Annand and Virginia Taylor, but only about four or five of us at the time. We would go home for lunch at 12 o'clock. Then we would go into Dunedin down to the Kelsey Kindergarten where we would have our lectures. Ann Duthie used to lecture to us. I don't think Miss Dutton did. We used to see her from time to time and then she had a heart attack in the lift and died. Ann Duthie was trained as a kindergarten teacher and she would lecture to us on the Principles and Practices called Kindergarten Method, I think it was called. Somebody used to lecture for nature study. We would go once a week to Mary Martin's music studio and have music. We'd have story telling. Ann Duthie used to tell us about story telling and then I think we had first aid so that would be in the afternoons.

*Any child development, or psychology?*

Oh yes, we had somebody who used to come to lecture to us in psychology. It was just thrown in. It wasn't until later on when I finished that we come into contact with Susan Issacs. We used to hear about Susan Issacs.

*Wasn't that the year that Susan Issacs comes to New Zealand 1937. Did that make any impact down in Dunedin?*

I don't remember but it was Stewart Hamilton who introduced us to the ideas about Susan Isaacs.

*Is that Elizabeth Hamilton?*

Yes she also used the name Stewart. Stewart Hamilton trained in Wellington and went to England and studied with Susan Isaacs. Then she went down to Dunedin and was appointed as the Director of the new pre-school centre at the Karitane Hospital at Anderson's Bay? She had come back from England and oh she inflamed everybody and everything! And down in Dunedin we used to hear about all these people and their lively ideas. Of course you've heard of Miss Enid Wilson? She's in an old peoples home now (and died in late 1994). Enid Wilson came from Australia, and was the Principal in Wellington for many years with Ted Scott who was the Director of the nursery school in Taranaki St. I took Ted Scott's position when I came to Wellington from Dunedin. Elizabeth Hamilton came down to Dunedin from overseas and was the first Director of the Plunket Pre-school Centre. That's when I first started getting interested in child development. There was a scholarship

and I was one of the top students. I got honours. With the scholarship you could go to the university and I took child development. I also finished my training. I became an assistant at the North East Valley Kindergarten in the Bowling Club. There was no foundations and the floor was on the ground. I worked with an interesting little woman called Gertie Shiels. Kindergarten was still half day then and from there I think went to the Kaikourai Kindergarten. We were all called Directors then and I was made a Director of the Kaikorai Kindergarten.

*What about your salary?*

While we trained we got no money at all. When we'd finished our training I got a pound a week and the money gradually increased.

*What sort of children were coming to the kindergarten?*

They were well turned out and were well dressed. They came from the suburbs round about. They used to bring a penny a day, or a penny a week and then we used to have to pin an envelope onto the children's clothes. We had the committees that were very rigid. The whole thing was very rigid. The head of the committee was a bossy boots. The cleaner hadn't been cleaning in the corners and I remember the chairwoman came down and got a knife and started cutting into the corners to find the dust. I wasn't use to that kind of thing. We didn't cut into our corners at home.

*As a young teacher, what were you trying to do in your kindergarten?*

More or less the same as when I was an untrained teacher, except I just had to organise the kindergarten and my staff. Keep the place clean, see that there were plenty of activities for the children. It was rigid. We had a timetable and we'd sit in the circle first thing in the morning and then from the circle they'd all come together and go to their activities. We set up the tables, the puzzles and the books.

*Where did you get your equipment from?*

There was a man who had a bookshop in Stuart Street going down to the station. He started to get kindergarten equipment made, all the insets and puzzles and the beds. Mr Tulloch, that's where we used to get our equipment. We also had our own ideas. I remember having this equipment copied. We used to hear about things and we'd try to do it.

*How were the teachers organized?*

There was somebody on duty outside and somebody on duty inside. But they'd only be out for about a quarter of an hour and we'd bring them in into something else and then the little ones, the tinies would have a sleep. We had mats and they would have a sleep.

6 *Did they want to sleep?*

Some of them did and some of them didn't. I was at the Kaikorai Kindergarten and from there I worked at Kelsey with Frances Holland who was a remarkable woman. She was very interesting. I got a lot of help from her. She's what I would call very forward thinking. She came from Christchurch and then went to Wellington and we used to look up to Frances. I must've gone to Kelsey when I finished my training and then I went to Kaikoura. But it was Elizabeth Hamilton that hit me like a bombshell.

*Did people appreciate her ideas?*

Some did and some didn't.

*What were the concerns?*

I remember when I was sent to the Pre-school Centre, my aunt said, "What's this funny school you're going to work in? I was there about 2 years. I used to go to university also.

*Can you date those years?*

It was after the war. I'd have loved to have gone into the services during the war but of course the family didn't want me to. I was at the Pre-school Centre for a year or two years. It was very very interesting.

*Tell me about working there.*

Oh it was very interesting because it was a whole full day kindergarten. The Plunket nurses used to come and observe us. We had the Karitane Nurses and the children had their meals and the children were fed and then they would go to bed. We would put these beds up and they would go to sleep.

*And this was working with Elizabeth Hamilton?*

Yes, she started it.

*What was she trying to do that was so different?*

It was run as a nursery school with the Plunket society and the Education Department. This was an American idea but it could have been from Susan Isaacs who was an influence. You were chosen to go and work there. I was one of the ones chosen. Working there was extremely stimulating.

*What was it that made it stimulating?*

Enthusiasm, you felt as if you were learning something. Of course there was bias towards the children's health. Helen Deem [The Medical Director of Plunket] used to come and examine the children and we kept records about their family background, and how you related to the parents.

These were things that we hadn't done before. From there I must've have gone back to Kelsey Kindergarten because I always remember the day when Moira Gallagher came down. By this time [in 1948) Moira had been appointed the Department of Education Pre-School Officer.

*Was that a shock to the kindergarten world?*

Oh yes, I think so! The kindergartens were run by ladies and it was their good work, and for the council members it was also their good work. These people were coming in and telling us what to do. Moira Gallagher came down from Wellington.

*What was the reaction?*

We accepted her. She was very nice, very charming was very friendly and I always remember she came down one day and I can still see her standing on the verandah at Kelsey Kindergarten and she said to me, "Let the children free". I said "Let the children free"? She said, "Yes, you let the children free". I talked it over with the girls I was working with and we let the children free.

*Just like that?*

I didn't need any persuasion. I just let them free because it was more natural.

*What did you do to let the children free?*

We didn't have a timetable we just let them free, let them do what they wanted to. We let the big boys go out. I can remember those big boys and they used to wear trousers down to here, not like they wear now, and had big boots. You could see them sitting on the mat bored to tears, bored absolutely bored and we let them free these big boys. Well they played outside, nearly all morning and the difference in them! We even let them got to the toilet when they wanted to.

*What did you see your role then, if you weren't shepherding children round this timetable.*

We used to see that they weren't harming themselves, that they were occupied. We gave them things to play with and sat with them at the tables, read them stories. I know we were very busy with them. We used to take groups of children reading stories. We would to go into the cloakroom or into the staffroom.

*What about the 4 year old boys who stayed outside all day, all morning?*

They were happy. We could see that they were happy. They would talk away to one another. I'll never forget those days. They were so different. They'd sit in little groups and little groups of bossy little girls would dress up.

*Did you bring in a wider range of play things for this?*

Oh yes, we always had clay and always had dough and it must've been about that time when we introduced water play. They loved the water. Some people tut tutted.

*What did parents think?*

I think they accepted it. They used to look up to us these parents. We had a marvelous band of women. The mothers used to come and help and do things.

*What was the reaction in the schools?*

It's just come to me, your mention about the schools. During our training we would have some lectures at the training college that was nearby. There was a well known lecturer who taught history of education. That was in our 2nd year of training. We used to spend a certain amount of time in the schools. Yes, it's all coming back now. This started to happen because of Stewart Hamilton. We had to write essays and we studied Susan Issacs's books. George Parkyn used to give the lectures. When I was observing in the George St School Miss Tindall was in the new entrants class and asked me if I'd like to train as a teacher and offered to recommend me. I was at Kelsey where we let the children free. But in kindergarten training they still advocated having their timetable in rigid session: five minutes for this and five minutes for something and ten minutes for something else!

One time Moria came down (this would be about 1948) and she told me that Ted Scott and Enid Wilson were retiring. They were friends; they lived together and of course they ran the Taranaki kindergarten nursery school. They used to do interesting things that we would see at refresher courses. We used to go around to the refresher courses and trip around the countryside. I remember coming up to Wellington in 1940 to the Centennial Exhibition and first heard about the Wellington nursery school.

Moiria had said to me "I'll be advertising Ted Scott's position as Director of the nursery school". She said, "Why don't you apply?" I said "Don't be stupid!". By this time Elizabeth Hamilton had been appointed as the Principal of the Dunedin Association, and Moira had already spoken to Stewart when she came to see me at the kindergarten. They both wanted me to apply for Ted Scott's position. I must've thought about it and before I knew what had happened I was sent for an interview. I didn't want to leave Dunedin. I had a lovely flat, bedsitting room, nice people and my friends. They sent for me and it was Labour Weekend 1947 [this might be 1948]. A lot had happened since I'd left Invercargill but the aunts still had a hold on me though. My brother had trained as an engineer and was over in London. I was met at the boat by Ted Scott who had a little two-seater car she used to drive. Well they saw me in every situation they could, mixing with the Council ladies, mixing with the parents. I was taken to lunch by both Scott and Wilson. Ted Scott was being farewelled by the parents of the nursery school and they had a big send off dance party for her in the City Mission Hall.

I was taken to this and had to get dressed up in these long clothes and they had me dancing with all the different nationalities. I stayed with one of the council members and was taken to council meetings. Oh they put me in every situation! Before I left to return to Dunedin I had an interview with Miss Wilson who offered me the position in the nursery school. I turned it down saying I wanted to think about it when I returned home.

*This was the top position wasn't it?*

That's right, that's what it was. I'll never forget that Mrs Gibbons (she was a Kindergarten Council member) was there, and it was cut and dried. I went back to Dunedin and I must've have written an application but all I remember was the telegram coming. Stewart Hamilton was heavily involved in getting me to Wellington. Then I got the letter. Of course in those days it was very much kept 'in the family'. Who you knew, what you did? You were accepted or you weren't accepted. Who your mother was, who your grandfather was, what your father did, who your sister married? That's how I came to Wellington and then they had to organise board for me. So that would be 1948.

*So you took over the nursery school that had been run by this very well known person and how did you find it.*

I was suspect and of course there was a new principal Miriam Burcke who had been appointed and her friend Joyce Morgan who was the music teacher. It was fairly rigid too. It was terribly rigid and the staff were also. The nursery school was supported by the kindergarten association even though it was a full day child care programme. The nursery school was where the first kindergarten in Welling had been in a church hall and it had moved to these old buildings. During the war the government approached the kindergarten association and asked them to run a full day session 8.30-5.30. That's when the nursery school started and the children were fed and they slept. They had proper stretchers and there was a cook in the kitchen. It was very well staffed. When the war was over the Education Department asked the Wellington Association to continue. We had a lot of refugees come from concentration camps. They were all nationalities. Ted Scott became very friendly with these people and the Chinese, and Dutch and Poles. We didn't do much parent visiting at the nursery school but we used to go parent visiting in the kindergartens. We used to go out once a week, and visit these mothers and some of them use to ask us for meals. There was a great emphasis on parent visiting. We would to go and meet mother and father and we'd go in the afternoons, and sometimes we'd go in the evenings. We did do a little bit of parent visiting at the nursery school, but there wasn't time. And there were mothers' clubs. The mothers' clubs were very active. That was very important.

*And did you have the same range of play activities that you had in a kindergarten.*

Yes, and there were still middles, tinies and tots and they all had to have a rest.

*How long were you there?*

1848, 49, 50, 51. The British Council awarded me a scholarship and on July 19 1951, I sailed home.

*That must've been a great day.*

Yes, it was a great day. Money was tight. To get on the ship a lot of strings were pulled.

*The wharf strike was about that time wasn't it.*

That's right. When I arrived in London the British Council took me over, I think they were surprised at how like the English I was. I wasn't used to being told what to do, and chauffeured and watched. They put me in a private hotel and then I got a room and had to go and have interviews. I went to see Dorothy Gardner.

*I've never seen a photograph of her. I've got her book that she wrote about Susan Issacs.*

Oh well there's a photograph album of when I was in London.

*Is that in the Turnbull Library?*

Yes, and there's a group of us taken up on the roof of the University of London and she's there. So I went to visit her when I visited the university. I was accepted at the university and under the British Council I was given money. I enrolled in a course on child development I wanted to know everything. Dorothy Gardner had a brother at Cambridge in New Zealand.

*She came back to New Zealand didn't she?*

She was very family orientated. Her mother and father had died and she and her brother were very close. She was brought up by an aunt, Miss Edge. She seemed to like me and she offered me a room in her flat.

*Was your brother still in England?*

No, he was married and his wife died. I had an aunt there, my father's sister and she took me under her wing and when I went to visit her, "thank goodness" she said, "you haven't got that dreadful New Zealand accent". She brought me up the right way. I would go spend a weekend with her and I had to go back to London and sit down then and there and write a letter of thanks.

*How was it different in Britain?*

I know when I came back to New Zealand we started talking about things. The teachers here in New Zealand were horrified. It was the influence of child development. It was treating the child as a person, understanding the child's needs and feelings and considering the child. It was about

understanding that there was a reason for things and of course the empathy between the child and the families must come into it.

*Did you get to visit nursery schools while you were in England?*

Oh yes, once a week we used to visit. Yes, particularly in one school at Brighton that had been held up to us as an example. Oh it was delightful!. We used to go to very poor areas and the slums. There is a book about all the nursery schools.

*Is that in the library?*

It's all written down, there are photographs and there were new nursery schools being built and we used to visit them. In our training we had to develop the physical, the social, intellectual and the emotional side of the child. And everything that we did had to develop,

*What were you seeing that was so different in this nursery school at Brighton?*

The women that were running it were so interested and were so attached to the children. It was a welcoming and warm place. There was warmth. It was one of the last visits that we made.

*Who were the people teaching you?*

Miss Gardner used to lecture to us, and we had a psycho analyst, Dr Barlint. She was an interesting woman, and then we had Miss Joan Cass and then there were two other women who were especially picked to work with Miss Gardner - psychology, child development, literature. Then we had Dr Flora Shepherd who came to talk about child health, the physical side of the child. She was an interesting woman and had connections with New Zealand. They all used to come and see me when I got back to New Zealand.

*Were there people from other countries?*

Yes, one from South Africa and that's when I first met South Africans, with their broad accent. We used to mix with them quite a lot. There were some quite old students and a few young ones but they all had responsible positions in the schools when they went to the university. They were all from different nationalities.

*When you came back to New Zealand you said you started talking about new ideas.*

I know I was suspect. I went back to nursery school but they had me up and down and round about talking to people. I was sent down to Invercargill I talked to them, then I was sent to Dunedin, then I went to Christchurch and back to Dunedin again.

*By that stage, you're talking about 1952, 1953 is that about right?*

Yes, that's when I went over to the kindergarten college.

*At that stage before you moved on to the college, had most of the kindergartens freed up their programme.*

Well here in Wellington, oh yes! I don't know so much about what they did down south. Isabel Christison was in Wellington by then, she'll tell you a great tale.

*She was from England?*

She came to New Zealand the same year as I came to Wellington and was at the Petone Kindergarten and from the Petone Kindergarten she went onto college and from there she went to Department of Education. When she went into the department to work, I went upstairs as assistant principal to the college. I applied for the position of principal when Miss Burcke retired and I was appointed.

*You can't have been that suspect. Perhaps they'd come around to your thinking.*

What I meant was "suspect with the teachers", you know with these sorts of new ideas. Margery Connell, who was also full of new ideas was appointed Assistant Principle and there was Mary Patrick and Mary Thompson. She was flexible in ideas and was the supervisor of student practice and took music with the students in a very free way. Mary went to Auckland as supervisor of student practice and married. Mary Brooker (now Purdy) from Auckland eventually took her job. We worked well and the students were treated as equals. Now that's another expression, this is what we used to do, treating the children as people with personalities. These were outgoing lecturers, they were some of the most outgoing people, and they came from some of the top fields. We tried to make it dynamic. We had child development, principles and practices, psychology.

*What were the students learning in principles and practices?*

How to run a kindergarten and how to organise it. What we would call the curriculum or what you teach. I haven't told you what an influence Mrs Gwen Somerset was. We wrote a curriculum when she came onto our Education Policy Committee. She was a tremendous influence although some of the ladies on the Council and Education Committee they weren't quite sure about her. There was rivalry between playcentre and kindergarten. She used to lecture the students and I use to see a lot her in those days. We were writing this new curriculum that she was gradually introducing in her lectures to the students. I remember going up to her house in Kelburn one day and went out to the kitchen. And there was Gwen at the stove making soup, cutting up vegetables for soup because the boys were coming and her husband was coming in and here was I standing at the table writing down the kindergarten curriculum and Gwen was at the sink, I also saw a lot of Betty Odell. We used to mix freely with the playcentre people but they were suspect too. We sometimes had lecturers who would come from America such as Katherine Landreth and Katherine Whiteside Taylor and we would also have courses.

*It seemed a very exciting time.*

There was a tremendous amount going on. It was the girls who were different. It used to be the twin set pearl girl brigade, like myself from private schools. Then we started getting these girls from public schools and then we started having married women and then just before I left the males were coming in. The girls that had come from the High Schools weren't so social. Qualifications became important, but they weren't always the best students.

*Was kindergarten organisation changing.?*

It was changing a lot. The committees were resenting it. I remember one example. Our committee tried to stipulate our hours of work. You worked from 9 to 5 at night. I remember going to Jack Shallcrass. He was on our education committee and saying that they wanted to stipulate our hours of work even though we worked right through, of course. And then there was the famous time when they tried to sack Mrs Connell. She had reached 50 or 55 and they didn't have a retiring age. They thought it was time she went but we questioned what they did.

*You had some very key people in education associated with the college didn't you.?*

We did with Arthur Fieldhouse. I worked with him for years and Walter Scott who conducted the interviews for years. Anybody who was anybody in the education world was connected with the organisation with the kindergarten: Hazel Waghorn, Marie Bell, Joan Reid, Velna McConchie, Mary Purdy, Mary Rosemergy, Geraldine McDonald, Jim Ritchie - all influential people working in the field of education.

[Joyce Barnes retired in 1973 when all four Kindergarten Colleges closed and kindergarten training shifted in the Teachers' Colleges.]