



**TO SCHOOL AT FIVE - AT KINDERGARTEN!
MISS MORRIS' PRIMARY CLASS 1919 - 1927**

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Chance finding of a material source led to the research question & to other data

- Kindergarten reports
- Newspaper articles
- Images
- Tells a story - partial account combining known facts with historical speculation



Argued four key principles

1. that young children from needed a different pedagogy to that of older students.
2. the importance of kindergarten experience for future learning.
3. need for continuity of experience for children from home to kindergarten and then to school.
4. The need for knowledgeable and appropriately qualified teachers fully qualified to teach young children from three to eight – specialised training

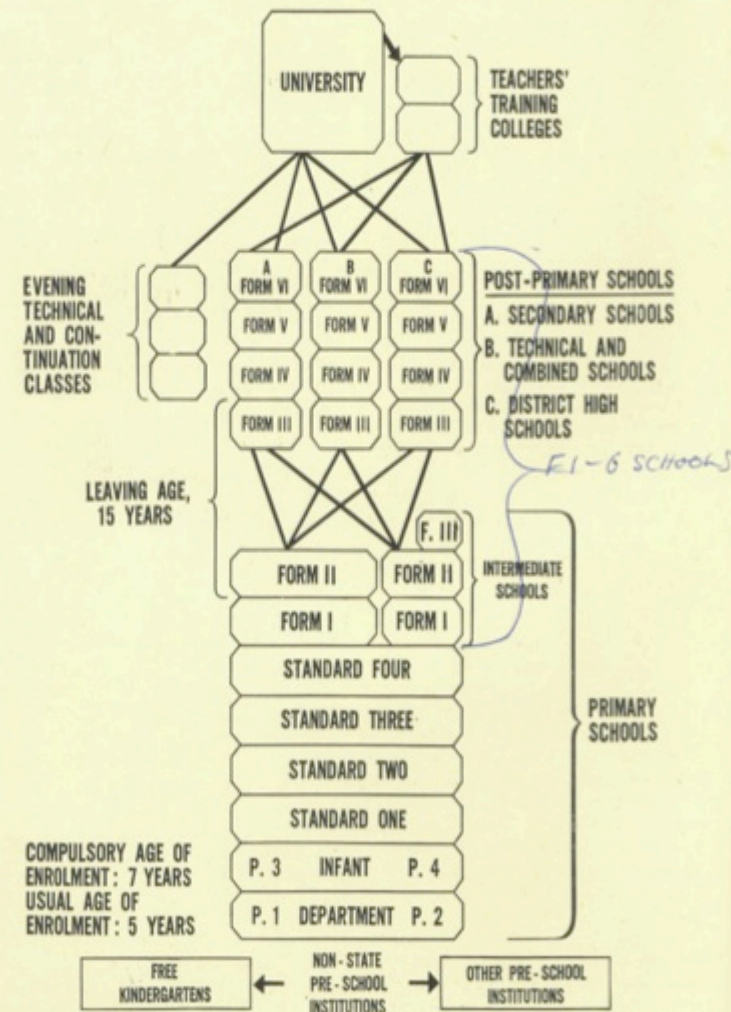
- Universal state school system established in 1877 provided free, compulsory & secular education for children from 7-13 (children could be enrolled from age 5)
- Designed to provide a narrow range of formal subjects up until Standard 6
- Not intended to cater at all levels for the whole of the population
- Not intended that schools should cater for every aspects of the pupil's broader needs

Kindergarten supporters argued this system of schooling:

- Lacked provision for children under five years
- Inappropriate nature of the instruction offered
- Concern for the education provision for children aged 5 & 6

‘Thin intellectual fare’

NEW ZEALAND STATE SCHOOL SYSTEM



1910 – 1919 Renewed efforts by associations to support the provision of education for 5 & 6 year olds

It is obviously not desirable to dissociate the work done with children of three to five from the work of children from five to seven, as continuity is at all stages greatly to be desired. Dorothy Fitch, 1912”

- ❖ Continued disquiet towards the sometime harsh pedagogy within infant classes
- ❖ Ferment of change and new thoughts at this time - New Education
- ❖ End WW1 – brought renewed focus on need for education to rebuilt society

How to justify the keeping of children in kindergarten once they turn five ?

THE FIRST GROUP OF CHILDREN TO STAY ON AT KINDERGARTEN FOR THEIR FIRST TWO YEARS OF PRIMARY SCHOOLING



I have to report that fifteen children who are to form the Primary Class for children of five to seven years have been obtained and the p a r e n t s a r e enthusiastic over the prospect of their children remaining at the kindergarten.

Miss Nettie Riley,
Principal's Report,
December 1920

Taranaki Street Kindergarten Primary class 1921 - 22 (adapted)

Taranaki Street Primary Class – 1921 – 22 ATL MSX 2533		
NAME	DOB ADDRESS FATHER'S OCCUPATION	DATE ADMITTED KDGN – PRIMARY CLASS, LAST DAY ATTENDANCE, DESTINATION
Finderup Cyril	15/8/15 15 Abel Smith St Wharf Labourer	Admitted 1/2/21 Left 8/12/22 Mt Cook State School
Johnson Harry	10/8/15 27 Hopper Street Foundry	Admitted (19/2/20) 1/2/21 Left 8/12/22 Te Aro State School
Nicholson Donald	20/7/15 16 Broadway Terrace	Admitted (19/2/20) 1/2/21 Left 8/12/22 Mt Cook State School
Gunn Cyril	10/10/15 15 Martin Square	Admitted 1/2/21 Left 8/12/22 Mt Cook State School
Winter Fred (twin)	13/11/15 26 Abel Smith St Dairy (mother)	Admitted (19/2/20) 1/2/21 Left 8/12/22 Mt Cook State School
Winter Jack (twin)	13/11/15 26 Abel Smith St Dairy (mother)	Admitted (19/2/20) 7/2/21 Left 8/12/22 Mt Cook State School
Cook Alex (Kinnie)	9/11/15 37 Martin Square	Admitted 7/2/21 Left 16/12/21 Mt Cook State School
Kemp Robert (Bobbie)	8/1/16 3 Hopper Street (Mrs Kemp)	Admitted (4/10/20) 7/2/21 Left 8/12/22 Island Bay State School
Patmore Albert	25/11/15 202 Taranaki Street	Admitted (1/11/20) 1/2/21 Mt Cook State School
Levy Louis	10/12/15 48 Hopper Street Carter	Admitted (1/4/19) 1/2/21 Left 16/12/21 Michael Town State school
Campbell Nancy	5/12/15 5 Francis Place	Admitted (19/2/20) 1/2/21 Left 8/12/22 Mt Cook State School
Cawrain? Winifred (Winnie)	13/2/16 34 Martin Square	Admitted (4/2/19) 1/2/21 Left 8/12/22 Mt Cook State School
Smith Doris	26/10/15 35 Hopper Street	Admitted 1/2/21 Ghuznee Street State school
Purdey Betty	1/8/15 4 Kelvin Grove No father	Admitted 1/2/21 Left 8/12/22 Te Aro State School
Martin Charles	18/3/16	Admitted 1/2/21 Left 8/12/22 Nelson

‘an oasis of green grass and trees, asphalt (for running as horses, or with barrows), two fine trees, a swing and the greatest treat of all to the tiny tots, a large sand bin.’



**Taranaki
Street
Kindergarten
Playground**



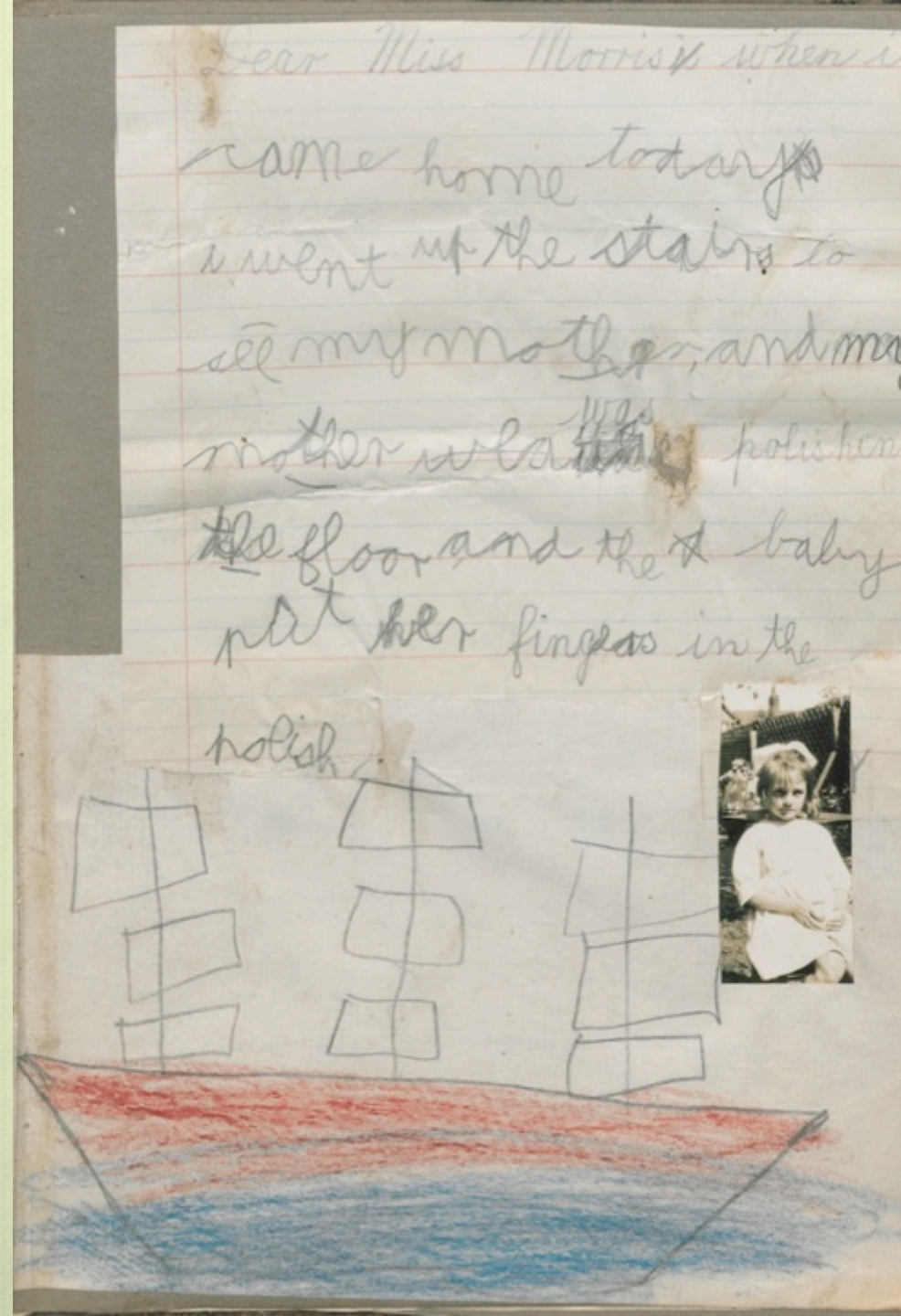
It is our earnest hope that when our group pass on they can take their right place in the State School. At the same time we have no intention of "speeding up" but rather aim towards helping the individual child to think and an all-round development, hoping and looking for the day when all interested in the education of children will realise that at the age of seven or thereabouts the child is most ready to begin to learn reading and writing.

Mary Gill, "President's Report" 1920

Child One story (Doris or Betty)

a domestic story written from personal experience

In her writing the child shows she has learnt the conventions of writing: demonstrates awareness of correct spelling and ability to self-correct spelling errors.



The Crusades

- Commonly taught as one of the greatest adventures of Western civilization, ...impressive feats of arms and spectacular defeats
- The reading texts were mostly moral tales written for British council schools and maintained class values and divisions.
- **Learning by doing – role plays**
- **Fresh air & exercise**
- **Integrated curriculum – expressive arts, history**
- **Learning through active participation in their own learning rather than learning imposed.**



April 7



Dear Miss Mott I have
written about H sawatha and
he is killing a lion and he
has got his bow and arrow
from Harry



Wellington Kindergarten Association

Four day public demonstration in aid of funds.

Concert Chambers September 1926

The demonstration aimed to provide a forum to promote kindergarten used the children as evidence of the success of their work with children of the poor.

‘Seated on the stage the primary class carried out their usual work in front of an attentive audience. Below them, 30 younger children from Newtown Kindergarten worked on the day’s thought - ‘letters’ the writing and posting and delivering of them. The primary children worked on their ‘sums’, each child on his or her portion of a blackboard, and also writing, reading, phonics and played games.’ The children, it is reported, entered into everything with ‘enthusiasm and great naturalness’.

“At work and play” *Evening Post* , (29 September, 1926), 5.

Learning about Maori

March 1922

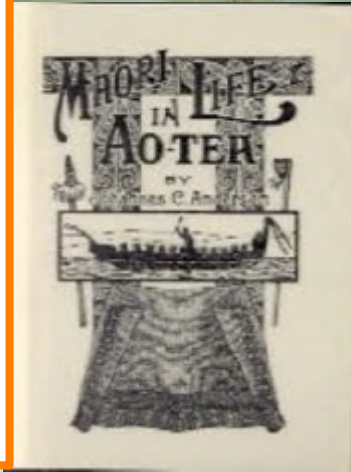
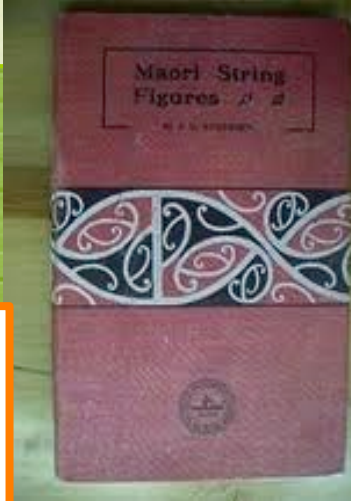
‘During the month, the older children visited the Museum, to see the Maori section, and showed that they knew very well the names and uses of the exhibits.’
(Evening Post, March 8, 1922, p.9).

‘... children in the primary class had been learning about Maori culture and that on their Museum visit they ‘recognised everything they saw in connection with Maoris’.

(from the WKA Principal’s Report for March 1922

Early 20th century search amongst progressives for local subjects that could be deployed to symbolise a specifically New Zealand identity.

Kate Andersen & husband Johannes Andersen – an established Pakeha authority on the Maori – addressed WKA – worked with teachers on the subject – tried to promote greater awareness of Maori (within a colonial understanding)



December 1927 Closure of primary class

❖

In December 1927 the Association's Council decided to discontinue the primary class. The reason given was 'in order that more children of kindergarten age might be accommodated.'

❖

Mrs Peacock, "President's Report", *WFKA Report of Kindergartens for year ending March 31st 1929*.

Seeds of the demise sown earlier.

- ❖ One was the ongoing shortage of students that had limited the opportunities for trainees to be freed to gain experience in the primary class
- ❖ Growing waiting lists of younger children
- ❖ Association's ongoing struggle to raise funds and its failure to gain further financial support from the government almost certainly contributed to the decision.

1926 Meeting of associations with director of education, Mr J Caughley

“look upon the work of the kindergarten chiefly for its social value although its educational lines are quite sound. But if we looked at it purely from the educational side I don't know that the department would be so keen on fostering kindergarten work on the present lines.”

“The government could not be expected to help, for there was little prospect for the young people being trained. They could not be taken into primary schools on the same footing as ordinary teachers, who had better training.”

The article ends:
‘Mr Caughley answered many questions
at the close of his address.’