



KINDERGARTEN EDUCATION

An official
publication of the
New Zealand Free
Kindergarten Union

FEBRUARY, 1975



Editorial . . .

AS I SEE IT

1974 has been a year of tremendous change in the area of education. Nowhere has the change been more evident than in the field of kindergarten work. Our colleges in Auckland, Wellington, Christchurch and Dunedin have, from February 1, 1975, become an integrated part of Teachers Colleges. This change can bring only good to the kindergarten movement, but the handing over of our colleges brings to an end an era in our history.

Kindergarten personnel on the National Advisory Council, on the District Pre-School Committees throughout New Zealand and on other working parties are spending a great deal of time telling our story time and again. Our Union is made up of thousands of voluntary workers who have made the New Zealand Free Kindergarten Movement one of the outstanding pre-school services in the world.

With the publication of this first journal we have written a new page in our history and commenced a new era.

Ours is a powerful and vocal organisation and these are the adjectives I would like to affix to our journal. Powerful because there are thousands of us to contribute to its success, and vocal because each of us speaks the same language — Kindergarten Education — its value, its quality and its absolute necessity.

PATRICIA M. LOCKHART,
Editor.

The New Zealand Free Kindergarten Union

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

President

Miss L. M. C. Ingram, M.B.E., J.P., Motueka.

Vice-President

Mrs K. D. Lockhart, Dunedin.

Secretary-Treasurer

Mrs B. L. Lindegren,
Box 27-351 Upper Willis Street P.O.,
Wellington.

Executive Members

Ward 1 — Mr K. J. Hayr, Auckland.
Ward 2 — Mrs T. J. Muir, Hamilton.
Ward 3 — Mrs E. Martin, Palmerston
North.
Ward 4 — Mr S. P. Bussell, Wellington.
Ward 5 — Mr T. J. Parker, Wairoa.
Ward 6 — Mrs J. H. P. Miller, Blenheim.
Ward 7 — Mrs J. Davey, Timaru.
Ward 8 — Mrs G. Logan, Invercargill.

Editor

Mrs K. D. Lockhart,
129 Easter Crescent, Kew, Dunedin.

Management Committee

Members of the Dunedin Free Kindergarten Association. A complete list will be published in the June issue of "Kindergarten Education".

In the next issue . . .

1. More about the research programmes.
2. Thoughts and progress on the teacher training integration.
3. News of the first National Pre-School Convention.
4. Your contributions!!!

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

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

Closing date is April 15, 1975.

UNION LIFE MEMBER HONOURED

Miss V. A. Hayward M.B.E., Life Member of the New Zealand Free Kindergarten Union and the Dunedin Free Kindergarten Association, recently retired after 18 years on the Otago Hospital Board. In recognition of her outstanding service to the Board and, in particular, for her devoted work for the welfare of handicapped children a clinic named the "Vera Hayward Clinic for Special Children" was opened on December 12.

Attached to the Dunedin Public Hospital the clinic will provide training facilities under one roof for more than 80 physically and mentally handicapped children. These children range in age from 6 months to 3 years. Many of the children have cerebral palsy or spina bifida complaints, but children with other handicaps are enrolled in the programme which combines physiotherapy and play therapy. The clinic is staffed by two full-time physiotherapists, some part time, and a part-time play therapist. The new clinic is attractively decorated and it will prove a delightful centre for the children. We congratulate Miss Hayward on the honour bestowed on her.

This copy of Kindergarten Education is made available to you free of cost by courtesy of the New Zealand Free Kindergarten Union.

The next copies will be on sale on June 1, 1975 and October 1, 1975, at 15 cents a copy.

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

Name of Association

Address of Secretary

Number of Journals

Payment enclosed \$.....

Please forward numbers and payment for both magazines.

Cheques to be made payable to:— The Editor, Kindergarten Education.

Please complete this form and return to:—

THE EDITOR,
Kindergarten Education,
129 Easter Crescent,
Kew,
DUNEDIN.

by April 1, 1975.

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

Around and About

AUCKLAND

Our President, Mr K. Hayr, has returned from six months overseas, and the Council is grateful to Mr David Scott who has been acting President for this time.

Mr D. C. O'Halloran resigned as Treasurer of the Association in July, after 27 years' valuable service.

A complete appraisal of the Association's administrative needs has been undertaken. Mrs Dent and Mrs Gascoigne have been appointed General Secretary and Clerk Typist respectively, and we are confident that office policies and procedure will be streamlined and a greater degree of efficiency will develop.

New Kindergartens

Mangere Bridge, Idlewild (Mangere) and Whiteacres (Pakuranga) buildings are due to open in February, and Rathgar (Henderson North), Massey and Sunnyside, should be ready in early March. St Johns, Hillsborough and the new Haeata building are at the "calling tenders" stage. Bucklands Beach, Cascades Road (Pakuranga) and St Christophers (Mt Albert) are at the sketch-plan stage.

A new establishment committee has been formed at Botany Downs (Howick) and a committee should be formed at Waiatarua (Remuera South) before the end of this year. Negotiations for sites are proceeding in the following areas:—Fayona Road (Mangere), Shelley Park (Howick). A concerted effort is being made to find sites on the North Shore. The Education Department through the Board has been unable to help us procure sites in some of the already developed areas of the Shore. A letter is being directed to local bodies in the effort to find suitable sites.

DUNEDIN

The Association is awaiting finalisation of the purchase of land in the Palmyra area for their fourth new kindergarten. As the land is a mere stone's throw from the first kindergarten

opened on June 10, 1889, it is to be called the Rutherford Waddell Kindergarten. This will provide a tangible memorial to our founder.

FRANKLIN

The Papakura West Kindergarten, Papakura, is running a special pre-school group of atypical children. The group has initially been set up with three children attending three morning sessions each week. They have an extra staff member who is responsible for this group, who works in close liaison with the Psychological Services, and the Pre-School Advisory Service. The initial group consists of a cerebral palsy child, an I.H.C. child, and a withdrawn child with a speech problem. It is intended that the group will build up to five children as a routine is established. This group began operating at the beginning of the third term, 1974.

The Franklin Association has just completed sketch plans for a new kindergarten which will be sited in the grounds of the Homai College for the Blind. This kindergarten will have a normal roll of 80 children, but will also cater for a special group of handicapped children both from Homai College and the surrounding area. As this building is permanently sited in a position where we can expect a constant flow of handicapped children we have been granted extra facilities over and above the standard requirements. We have included a resource room of approximately 150 square feet with access to both playroom and outside play area for the use of the special group. A changing room has been added, with sufficient space to accommodate a wheelchair, adjacent to the main toilet block, incorporating a shower with removable hand-piece and flexible hose, an adult-sized toilet and cupboard for storage of clothing, plus 5 extra lockers. Many other points have been taken into consideration in the design, but these are the main structural changes. We are all looking forward with interest to the building of this kindergarten which will be the first of its kind in New Zealand.

CHRISTCHURCH, NEW ZEALAND, AUGUST 25-29, 1975



OUR CARE — THEIR FUTURE

EARLY CHILDHOOD
CARE & DEVELOPMENT
CONVENTION

MEET YOUR EXECUTIVE MEMBERS

These "pen pictures" compiled from information supplied by the members themselves are published so that you may know something of those at the helm. In this issue you will meet the President, Miss L. M. C. Ingram; Mrs Shirley Muir, Ward 2; Mr Peter Bussell, Ward 4; and Mrs June Davey, Ward 7. A further series will be published in the June issue of Kindergarten Education.

Laura M. C. Ingram

PRESIDENT OF THE NEW ZEALAND FREE KINDERGARTEN UNION

Miss Ingram writes:—

My involvement in kindergarten education commenced in Motueka in 1954 with an exploratory committee which led to the formation of the Motueka Free Kindergarten Association in 1955 when I was elected President, a position I still hold. I well remember my first Annual General Meeting in 1955. I was nominated, from the floor, and elected a non-training member to the Executive. I was asked to propose the vote of thanks to Mrs A. F. Johnson, the retiring President; and I suggested the Union's Scholarship be named I. M. Jamieson. From 1955-1965 I was an executive member, during which time I was Supervisor of Junior Classes, Parklands School. In 1965, having retired from teaching, I was nominated for vice-president and was elected. In 1966 elected President and have held the office since then.

My chief interest is "education" followed closely by "health" and I am now in my 25th year on the Nelson Hospital Board. As recreation I enjoy all sport and get more exhausted than any All Black with test rugby!

I really like people, and my service to Kindergarten has been amply rewarded by the many friends I have made in my travels all over New Zealand, literally from Bluff to Kaitiaki.

MRS SHIRLEY MUIR

WARD 2

Shirley describes herself as a "Home Executive" who takes an active part in the administration of her husband's building firm of which she is a director. She has three daughters — two married — and the third a kindergarten graduate in 1974.

Apart from her active interest in kindergarten Shirley has been a student of pottery for many years, is a director of Quota Club of Hamilton (a service club for executive women with a particular commitment to the hearing and speech handicapped), and has been busy restoring an old house of historical significance in Hamilton.

Shirley's interest in the kindergarten field commenced over 20 years ago when her eldest daughter attended a kindergarten housed in a hall. Shirley became actively involved on an establishment committee and then on the kindergarten committee for six years. In recognition of Shirley's work for the Hamilton Free Kindergarten Association over a period of 18 years, six of them as President, a kindergarten has been named after her.

She has been a member of:—

Auckland Kindergarten Teachers College
Board of Studies for four years;
The Hamilton Teachers College Pre-School
Committee for two years;
Selection Committee for student trainees for
10 years;
National Executive for five years;
District Pre-School Committee for two years.

Shirley was a member of the sub-committee which investigated the feasibility of setting up the Union's office in Wellington.

Shirley explains how Ward 2 functions in the following paragraphs. This Ward consists of 15 associations: Bay of Plenty, Hamilton, Huntley, Matamata, Morrinsville, Ngaruawahia, Otorohanga, Paeroa, Putaruru, Taumarunui, Te Aroha, Te Awamutu, Te Kuiti, Thames, Tokoroa.

Because of distance and numbers involved we hold only one Ward meeting per year, when a programme of speakers is arranged. For the last two years the meetings have been held at the college in Hamilton in an effort to identify ourselves with the Training Unit now operating.

Teachers are also invited and a programme of interest to them is arranged.

Holding meetings in Hamilton has meant we can draw on speakers from the Training College, University and the Education Board.

I have divided the Ward into areas according to geographical location. These consist of three or four associations each and I organise discussion groups within the areas. It is here we discuss day-to-day management problems.

MR PETER BUSSELL

WARD 4

Peter's four children attended Wellington's Berhampore Kindergarten and it was here that his interest in the kindergarten movement began about 1959. As a member of the Berhampore Kindergarten Committee he represented that kindergarten as Council delegate on the Wellington Association, in 1962 and 1963.

Elected to the Executive of the Wellington Free Kindergarten Association in 1966, Peter represented his association at Conference in 1968, 1969 and 1970 when he was appointed to the New Zealand Free Kindergarten Union executive. Following the introduction of the Ward System in 1971 Peter was elected by Ward 4 to represent them on the Union executive. At this time he was appointed to the Wellington Kindergarten Teachers College Regional Council of Management as one of the three Union representatives. With the integration of Teachers College and Kindergarten Teachers College this position will cease to exist in 1975.

As chief architect of the Wellington Education Board Peter's knowledge of the building business has been of tremendous value not only to his own association, but to the Union. He has given generously of his expertise to help and advise those in need.

Peter's wife was for many years a member of the Berhampore Mothers' Club Committee and although now living in another area still receives an invitation to attend the Christmas party each year.

Ward 4 is made up of 13 associations: Carterton, Dannevirke, Foxton, Greytown, Kapiti, Levin, Lower Hutt, Masterton, Pahiatua, Paremata, Tawa, Upper Hutt and Wellington.

MRS JUNE DAVEY

WARD 7

June is a trained kindergarten teacher and is at present in her ninth year as Secretary of the Timaru Association.

She is a member of the Christchurch Kindergarten Teachers College Board of Studies and a member of the District Pre-School Committee.

The Associations in her Ward are Ashburton, Burnham, Christchurch, Geraldine, Temuka, Timaru and Waimate.

Christchurch has 45 kindergartens under its control, and this includes those at Greymouth and Hokitika, as well as five establishment committees.

Ashburton has five kindergartens, Temuka has one and a section for a second, while Timaru has nine kindergartens and this includes two at Twizel and one at Fairlie. The other Associations have one kindergarten each.

June is married to a school teacher, and has twin daughters, both trained nurses and now married.

She is Chairman of the South Canterbury Archdeaconry of the Association of Anglican Women, a Leader of a Group, and a Member of the Christchurch Diocesan Executive.

She is a member of the South Canterbury Travel Club, the Timaru Business and Professional Women's Club, The South Canterbury Road Safety Committee, and the Secretary of the South Canterbury Victoria League.

June has been Secretary of the South Canterbury branch of the National Council of Women for 12 years and is a Member of the N.Z. Standing Committee on Child and Family.

How to Kill a Committee

The best way to kill a committee:

Do not come to the meetings, or if you do, come late. Do not think of coming if the weather does not suit, or if you have another engagement of less importance.

If you attend a meeting find fault with the work of the officers and other members.

Never be nominated for a committee. It is far easier to criticise than do things. Be sure, however, to be annoyed if you are not appointed to a committee.

If you are asked to give your opinion on an important matter, indicate that you have nothing to say. After the meeting tell everyone what should have been done.

Do nothing yourself. If other members are busy, grumble and declare the Society is run by a clique.

Do not listen to the business, and afterwards say that nobody tells you anything.

Vote in favour of something, then do exactly the opposite.

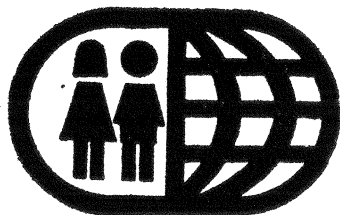
Agree with everything that is said at the meeting and disagree outside.

Get all the benefit you can through the work of the Society, but do not contribute anything yourself.

If you are asked to pay your overdue subscription, resent such impertinence and tender your resignation.

—Dunedin "Evening Star."

CHRISTCHURCH, NEW ZEALAND, AUGUST 25-29, 1975



OUR CARE — THEIR FUTURE

**EARLY CHILDHOOD
CARE & DEVELOPMENT
CONVENTION**

Dunedin Teachers College Centennial

Of interest to many Kindergarten people throughout New Zealand will be the above Centennial. This article, written by Mr D. R. Christiansen, Chairman, Publicity Committee, is printed here for the benefit of those who do not have access to "National Education," where it originally appeared.

From January 15th to 18th, 1976, a time chosen to enable the maximum number of people to attend, Dunedin expects one of the biggest gatherings of the conference/convention type in its history.

The first Teachers College in New Zealand, and one with a most interesting history of achievements and disasters, the Dunedin College will mark its first 100 years with a variety of events that have already enthused many hundreds of ex-students with a desire to share their memories, renew friendships, and suitably celebrate what will be a most important occasion.

Two major publications are to be produced. The first is a history of the College, and is being written by Mr Harry Morton of the Otago University. Mr Morton has collected a wealth of material, and is finding that such episodes as the changing of premises, with the attendant bickering and bargaining, the hotly-disputed closing of the College as an economic measure in the 1930s, the relationships between the Education Board, the Department, and the College, and the crippling fire of a few years ago are providing interesting research.

The personalities of such people as "Breezy" Moore, Ernie Partridge, Joe Armstrong, George Beath, F. L. C. Scrivener ("Scriv" to everyone), Henry Payne, George Wilkinson, Sandy Milne, Jane Watson, and so many others will conjure up many memories, and such of the anecdotes as Mr Morton will be able to include will make fascinating reading.

The second publication will be the Register, which, it is hoped, will include the name of every student and staff member to have attended the College, with brief biographical notes where possible. To complete this monumental task requires the co-operation of hundreds of people. Anyone who has not already supplied name, address, and years at College is urged to do so immediately.

The celebrations are being planned by a committee that has been functioning for two years already, and which is now getting activities very well organised. Two major aspects of organisation are registration and travel/accommodation.

Apart from the formal aspects of such a celebration, sports events, luncheons, socials, dances, a ball, recitals, drama presentations, dinners, get-togethers for conversation and reminiscences, tours, displays, and picnics will provide plenty of variety. Numbered among ex-students, for instance, are enough outstanding cricketers to

stage a really first-class match, and this event will feature players of at least provincial standard. Bert Sutcliffe, Alex Moir, Langford Smith, Ian Colquhoun, Les Deas, and Warren Lees are names that spring to mind of players who have made higher honours. If the season were right, we could field an All Black rugby side — although some may now be a little short of wind! Those who remember the College side of 1946, for instance, will recall that all but one became provincial representatives, and two were All Blacks. In every area, sport, cultural, academic, and in society, a host of ex-students have made their mark, but the greatest contribution of all is, of course, the thousands of teachers who have had their initial training at the College.

Although the new buildings will not all be complete by January, 1976, enough of the campus will be in use for those who come to see just how far things have come since the "good old days", and as visitors wander through the new buildings, looking at the displays of the past, they will be able to see much of the modern approaches to, and facilities for, teacher training. These displays will be a feature of the celebrations, and will doubtless be a focal point for many a conversation. Anyone who has old photographs, lecture notes, assignments, reports, uniforms, magazines, or, in fact, anything of nostalgic or historic interest, and is willing to lend them for these displays, is urged to send them to Mr D. R. Christiansen, at the College. They will be protected, insured, and returned — so please attach your return address, insurance value, and a comment that will facilitate display of the things you send.

In anticipating at least 3,000 people coming to Dunedin, the Committee is thinking big and acting accordingly. Every available bed in the City has been reserved ahead, including the main residential halls, and the bowling greens, golf courses, theatres, and meeting halls that will be required are all booked.

All that is now required to make the functions as enjoyable and memorable as they can possibly be is the co-operation of all concerned. It is thus vitally important that everyone concerned plans ahead, contacts the College, and gives the travel and accommodation people early notice of their requirements. For all purposes, other than travel and accommodation, which is being handled by the Government Tourist Bureau, whether it be to forward material, supply names and addresses, etc., the College address, P.O. Box 1285, Dunedin, is the one to remember.

D. R. CHRISTENSEN,

Chairman,
Publicity Committee.

OTAGO PRE-SCHOOL PROJECT

HISTORY

Since 1968 the Queen Mary Hospital Multidisciplinary Child Development Study has been studying the problems encountered by children who were considered 'at risk' at birth — with a view to determining what special needs they may have, and making provision to meet those needs. This study has highlighted the importance of the child's early language development, and it was believed that a project to provide for early identification and treatment of children with language problems should be mounted.

A great deal of experimentation and research is going on around the world to find ways of providing educational opportunities for children who come from disadvantaged backgrounds, or who because of other problems are far from "ready" when they start school.

Current research both in Otago and overseas suggests that the earlier such help is given, the better will be the long-term benefit to the child.

So that early action can be assessed within our New Zealand society, the Otago Pre-school Project has been set up. It's called an Intervention/Integration project because its objectives are:

- a. to evaluate the effectiveness of an intervention programme for educationally handicapped pre-school children — involving early identification and treatment of vision and hearing disorders, and developmental disorders in the area of language and intellectual functioning, co-ordinative functioning and behaviour.
- b. to evaluate the relative effectiveness of special programmes for children with educational handicaps, begun with some at age three, with some at age four — and these to be compared with children with similar handicaps who receive no special programme.

The children included in the programme will be selected mainly on the basis of delayed expressive language development. This will be the common factor — though reasons for the delay will vary e.g. some will be of generally slow development of socio-cultural and biological origins, and others will show specific language difficulties independent of intelligence, and reflecting such problems as minimal brain dysfunction.

SELECTION OF CHILDREN

All children born at Queen Mary Hospital in 1972 and who still live within the Dunedin Metropolitan Area will be assessed within a month of their third birthday. Those who are regarded as 'suspect' following this initial examination will be assessed in greater depth, and if problems are confirmed, will be assigned in order of appearance to one of the following groups.

- a. intervention at age 3.
- b. intervention at age 4.
- c. referred to their nearest kindergarten or play centre for early entry, but will receive no special programme.
- d. these children will be 'left' — that is, they will simply follow along whatever

are the usual pathways for such children when no intervention-type programme is available. (However, help will be offered to children from Groups C and D at age five if required).

AFTER SELECTION — WHAT?

The researchers plan to evaluate the effectiveness of an intervention 'package' with three main components:

- A structural language development programme,
- parental counselling and involvement,
- participation in a normal pre-school programme.

This is where the involvement of Kindergarten is being sought. If special help is to be given to children with special needs it would seem most beneficial to do this within the framework of already existing services. The intervention/integration programme should not be construed in any way as being in opposition to that which is already being offered — but rather as deepening and extending those services. We believe there is no better place in which to assess the effectiveness of this specific type of intervention than a kindergarten setting where you already have a normal group of children, a specially trained staff, and parental involvement a normal aspect of the work.

WHAT SET-UP IS ENVISAGED?

With the co-operation of the Dunedin Free Kindergarten Association, three kindergartens will be selected, where the staff are interested in being involved in the research, and to a certain extent with the special groups of children. The special groups will operate on six half-days a week, with a maximum enrolment of five pupils at each session. The same five will attend three morning sessions per week, and another five the afternoon sessions.

The Kindergartens concerned will be given an extra teacher, employed for eight half-days per week, who will have special responsibilities for the intervention children. She will need a thorough understanding of Kindergarten philosophy, and will work as a member of the Kindergarten staff.

Six of her half-days will be spent with the groups, and the remaining two half-days used for group meetings, parent contact and general maintenance. Obviously we will have to look carefully at the physical structure of the Kindergartens to be used, so that the little groups can function both independently of the normal programme and in shared activities with the minimum of inconvenience and distraction. Those children who are given intervention at age three

will be worked with in the morning sessions, and will have the structured language programme and activities which arise out of this. It is anticipated that they will have less contact with the total kindergarten programme than will those who attend the afternoon sessions.

Specific behavioural objectives will be set for each child, to be aimed for in the Pre-school groups. In the language field the Englemann programme (Distar Language 1) is to be used. Where required, a physical programme will be prescribed by the physiotherapist, and music, movement and art work will be regarded as important components.

The children will progress from one-to-one contact to small group situations and then to large group involvement. When adequate progress has been made on the language programme; when behavioural objectives have been reached; and when Kindergarten staff and the Co-ordinator feel that such a move is appropriate, then the child will be integrated into his nearest normal pre-school group. Progress will still be watched.

Many of the finer details will only be able to be worked out when the programme is actually in operation, and we are confronted with actual children and situations.

I know you feel that it's exciting and challenging to be presented with the opportunity of participating in a research project designed to assess the effectiveness of this three-fold type of intervention, and at what age intervention appears to be most appropriate. If successful programmes can be run within the already functioning structures of pre-school education so that the children operate within a normal environment, it means that such techniques could be employed so much more widely than if special "intervention units" had to be set up.

At this stage we cannot predict the outcomes — but we are hopeful that in working together we'll discover what are the most effective ways of helping children who otherwise will have many experiences of failure and defeat — experiences which may well NOT be necessary.

MARJORY GIBSON,
Co-ordinator.

National Pre-school Convention

New Zealand's first National Pre-School Convention launched by the New Zealand Free Kindergarten Union promises to be one of the most interesting education conventions ever held in this country.

The Management Committee headed by Mrs Ngaire Larcombe, President of the Christchurch Free Kindergarten Union, consists of personnel representing many pre-school agencies. Conference President will be Miss L. M. C. Ingram, President of the N.Z.F.K.U. Miss Ingram speaks very highly of the work done to date by the Convention Committee.

Committee members are:—

Miss Anderson
Mrs S. Craig
Mrs F. Fleming (Publicity)
Mrs G. Fleming (Accommodation)
Mrs S. Hunt (Hospitality)
Mrs N. Sheard (Registration)
Mr J. H. M. Dawson (Finance)
Mr B. O'Rourke (Programme)
Mr P. Rhodes (Transport)
Mr B. Wilson

The official opening will be held in the James Hay Theatre (part of the new Town Hall complex) on Monday, August 25, 1975, at 8 p.m.

The guest speaker will be Professor Marie D. Neale, professor of special education at Monash University, Melbourne.

Professor Neale is a New Zealander and a former student of the University of Otago School of Physical Education.

During a visit to Dunedin in 1974 she gave a public lecture on the pre-school education of children with problems of development.

Professor Neale's chair of special education is the first of its kind to be established in Australia. It was set up in Victoria in 1970 and it encompasses the exceptional child who needs additional help and at the other end the physically or intellectually handicapped child.

The centre in which Professor Neale works at Monash is a real kindergarten attended by staff members' children, children from the neighbourhood and the children who have been referred by doctors, teachers and in some cases parents.

The children needing special attention attend for a number of reasons — autistic children, children with sight and hearing difficulties, gifted children with physical difficulties and children with language difficulties.

The centre, which was made possible by a private grant in 1973, has a swimming pool and gymnasium for motor co-ordination. It is equipped with a TV control video taproom and with one-way windows so that teachers may observe the children at play.

The three-year research programme to be conducted in Dunedin commencing in February, 1975, will be modelled on Professor Neale's successful programme.

The Union is delighted that Professor Neale has accepted the invitation to be present at the Convention and to share with those present her wonderful knowledge of the pre-school child.

PARENT EDUCATION:

The Question of Effectiveness

PETER E. DINNISS

DEPARTMENT OF UNIVERSITY EXTENSION, MASSEY UNIVERSITY.

At a recent seminar on early childhood education one whole session was devoted to a discussion of the purposes of pre-school education in New Zealand. A small questionnaire was pre-distributed requesting that parents rank in order of priority seven statements on the possible provisions that pre-schools could offer children and parents. Parents were told that they were to rank them in order of their expectation for themselves and their children.

Later on in the session a further ranking was requested this time asking them to indicate the order in which they thought their pre-school actually met the expectation. Almost all people present had children currently attending a pre-school, about sixty per cent at playcentres and the remainder at kindergartens.

There were extremely wide variations in the rankings, on what parents wanted, to the extent that almost all seven statements received all possible positions from one to seven. However, there was general agreement over the first place which was given to the statement that read:

"Pre-school education is necessary in order to provide social experiences and assist in the socialization of children".

While there was this general agreement on the top priority there was also general agreement on the least important statement which was:

"Pre-school education is necessary as it enables parents to get together to share anxieties, worries and to learn about the ways to be a parent".

It would appear that many parents have been well conditioned to the child-centred nature of pre-school as perhaps in general this is what they have seen as being the major provision. It certainly was the thing they thought they received from pre-schools. One is left wondering just what demonstrations of pre-schools' achieving this have been given or provided. Maybe it is accepted on faith. Indeed, even the Hill report offers little in its pages which show that for New Zealand children this perceived objective is successful. Perhaps one ought not to be surprised when only one in three children under five years of age has any pre-school experience. And it should be remembered that amongst this minority group are children some of whom may get up to 15 hours a week for about 40 weeks before they are five and others who will receive no more than 9 hours a week and again others who may attend for as little as 3 hours a week (one session). Perhaps then it is unrealistic to assess pre-school experiences in terms of direct growth in children at all, when two-thirds of these youngsters do not receive any pre-school and even for the most favoured attenders they are still at a centre for no more than 15 hours out of approximately 90 waking hours in term time.

It is of some importance however, that the Hill report (1971), in discussing the value of pre-school education (pages 26-28), seems to suggest that there are two outcomes of attendance which

may affect parents more directly than children, but through this there will be **indirect** benefits to some of the children in the family. There seems to be an indication that the pre-school provisions should be, in part, viewed as an opportunity for mothers to be freed for some periods from direct contact with their young children. And further there seems a suggestion that parent education offered through pre-schools may be an important component of the provisions that **could** be offered. However, going back to the groups that discussed the first statements it would seem that either they do not receive much parent education and/or they do not need relief or were not prepared to admit to such needs. The latter may unfortunately contain a large element of truth.

The fact that parent education was ranked at this level may possibly be an outcome of linking it with "anxiety" sharing but in subsequent discussion it was fairly evident that the particular group had been exposed to little of educative flavour so they were probably in part responding to that. Beverley Morris (1970) stated that in her small survey 61% of a group who had never attended a course and 83% of those who had attended thought parent education necessary.

This preamble has been written in order to highlight what appears to be a very clouded picture so far as pre-schools and parent education are concerned. There appears to be quite a lot of **discussion** about it and it even managed a mention in the Educational Development Conference report, Improving Learning and Teaching. Just how much is being carried out and just how effectively is not known. The first would not be too difficult to determine but the latter would present real problems.

The question of effectiveness, then, is the focus of this article. It should be understood that, while the remainder of the article concerns parent education for those with young children, the writer acknowledges that there is a need for parent education across the entire spectrum of parenting, from childhood through the later teens. The other major acknowledgment which must be clearly noted is, that while the article concerns education for effective parenting, there is the need to recognise that this is just one area of education needed by adults. In other words, while adults have one role as parents, they at the same time still function in a variety of other roles some of which will give rise to the needs for access to educational experiences.

It is appropriate at this point to briefly justify the need for provisions for education of parents. Some of the reasons which are advanced are: the lack of first-hand experience adults have in child-rearing on account of the trend to smaller families raised over a relatively short period; the mobility, particularly of middle-class, removing people from kin support; the "isolation" of the nuclear family with its limited resources; the rate of change which tends to undermine confidence in what "was"; the onslaught of advice from magazines; the investment of so much energy, hope and expectations in just a few children as against the dispersion of this when families were larger. These then are some of the reasons for parent education being made available. Not that this education alone will be the panacea for all problems and needs. Education will be only a part of this.

Over the past twenty years the availability of literature on parenting and children's development has enormously increased. This has not meant, however, that those who read the literature are necessarily more effective as parents. As some people have stated, it has made it more difficult to parent inasmuch as literature contains contrasting findings, conflicting advice and even where there are some clear indications, there still remains the matter of choice, selection and the involvement of a range of judgments which have high "value" components — such as the whole concept of what is to be "acceptable" behaviour; how much and in what form can aggression be accepted.

With the increase in the literature has come an increase in the number of groups providing opportunity for so-called parent education. Plunket Mothers, Kindergarten Mother Club, Parent Centre, Play Centre courses are just a few of the groups now in the area. In passing it is recognised that many of these groups generally meet the needs of those who are educationally already sophisticated and tend not to meet the needs of these educationally or socially disadvantaged. Just how effective are these in terms of development and change of skills knowledge and attitudes is the central question. However, it is an important question. What may be some of the factors which will influence the effectiveness of these programmes?

To what degree are the parents directly and actively involved in the programme? It is known that there is likelihood of a learning experience occurring if people participate in the exercise in an active, personal manner as contrasted with the more passive "listen-to-me" approach. To what degree has the exercise permitted people to relate the teaching to their personal needs in the present family situation. To what degree has the leader been able to get direct feed-back from the parents on the relevancy, understandability of his or her presentation? Again this needs to be direct feed-back.

Or, as succinctly stated by Alice Yardley (1974):

"They're informed to a point where they're afraid of what they do to their children! But we've got further to go than that. We've got to be able to relate it to the upbringing of their own

children and not only of their own children but the children of the community."

The question of relevance has to be considered at this point. As a teacher of child development I must admit that I usually assume I know what is generally required and present a course covering the main areas of normal development. Presentation does allow for much discussion, question, answer and so forth between and amongst the group and me. However, I wonder now whether it would be more appropriate to ask the group either at first meeting or by posted questionnaire what they want to know about and discuss. Indeed I must really try this soon. Note, however, one complication for Extension courses. These serve a dual purpose — that of parent education and, at the same time, as a requirement of play centre supervisor training. These two functions do not easily inter-mix and it is probably the latter requirement which receives precedence. This example serves to illustrate one of the real difficulties which is met when offering multi-purpose activities. There is no doubt that these are in some ways less effective than single-purpose activities.

How much is the programme seen as being part of a sequence and how many of the group have participated more or less continually? Where a group has worked together for some time they will have become in themselves helpful to each other, as in "parenting" many people have had direct experience which they can share. Where a group has been exposed to a series of sessions then there is much more efficient communication between leader and group and amongst the group themselves. A common core of concepts, experiences and words is built up. There is also time needed in groups to allow each person to sound-off about the pressing problems of the moment, to decrease the amount of personally-centred statements and questions. Then a point can be reached where parents begin to see some issues in general terms rather than in more limited terms as it applies to their own very particular, personal terms centred on their family. This wider perspective is something which does not seem easy to achieve in brief unconnected sessions. It is at this point that parents sometimes gain new perspectives, begin to gain some objectivity, and begin to understand the normality of wide ranges of behaviour. This matter of course length will be mentioned again in a further section.

If only one parent is involved directly in the course, how does the other partner become involved? The use of small activities to be done at home which involve both parents' participation can be helpful. Where a course can utilise television presentations, such as the 1969 "On Camera" series or the 1973 "You and Your Child" series or the earlier BBC-TV series on "Children Growing Up" you may expect some home interaction. With these, however, some form of booklet directing watching and listening will enhance the experiences. Participation or activity outside the actual discussion group also helps a person to clarify and apply in-session material. It has a "practice" effect in that some points are reviewed which are an aid to recalling

and remembering, which is certainly one measure of effectiveness.

It seems likely that courses should not be too long for at least the **first** series people attend and should be based in the local district where possible. Accessibility is sometimes a problem. Also if locally based, it is possible that friends or neighbours will come together. As Beverley Morris (1970) states, "those who need it most are often not interested in attending courses". This matter is of much concern, is one which requires much more study.

You will note that all these involve parents moving out of home to groups. However, one must not overlook the education that goes on within homes during visits of such people as Plunket Health Nurses and Plunket. These, however, are of use to relatively few, if a recent unpublished study is any indication (University Extension 1973). Perhaps there are other groups who could work alongside these people on home visits and offer, in homes, direct help by and through demonstrating ways of managing children and ways of providing adequate environments. This has been tried out successfully overseas but on a very limited scale. There may be need in New Zealand for this to be developed both in isolated rural homes as well as in the crowded urban housing areas. It is not by any means "cheap" in terms of manpower. However, it could well be carried out by pre-school institutions in their local areas if so wished. And this doesn't mean the "teacher of children" doing the work.

As a university teacher I am conscious of the huge and varied literature available and in my own teaching probably over-use it. Just how much use is the written word? Of this I'm not sure but spend a considerable amount of time perusing material. The latest set of books seen at \$5.00, it is too expensive and is 300 pages too much. A little Penguin, "Children Growing Up", recently printed costs about \$1.00 and is related to the film series from the B.B.C. Later, as a child grows one could buy if required a book on middle years and adolescence, such as Elkin's "The Child from Six to Sixteen" or Ginott's "Between Parent and Teenagers". There certainly seems to be a number of indications that people benefit from some form of notes or readings as a support to the discussing and listening. However, these must be matched up with the group for which they are being used. Very often I am accused, with some justification, of requiring the reading of material which is too abstract and written in a manner which in itself causes difficulties. Therefore careful selection is needed. One must remember also to actually refer to the readings in the course itself. Nothing is more disappointing to a person than to have carried out the reading and then not be asked to use it.

The timing of the sessions seems important. It was mentioned earlier that parent education needs to be continuous as there are not only changes in children to be taken into account but there are also changes occurring in the adult as he or she ages. With the young children it seems that parent education is required from the very first months of having the first child. This means consideration being given to time and place of

meetings of the groups — if, by day, can a creche be supplied; what provisions are made for transport and so forth. So often it seems that the parents of first children do not receive this sort of support until the second child, or later, when the greatest need is with the first. Note here that Urban Women (1972) suggests that there is more chance for women over 30 attending parent education courses. Is this too late? Remember, too, that parent education should ideally include both parents, not just the traditional attendee, the mother. Should Sunday sessions be tried out! Nothing in this article should be taken to refer in the main only to mothers. It is relevant to the father as well!

At the centre of all this discussion on effective parent education is the question of leadership of discussion groups and such-like. Probably the most effective is a person who is in the general "peer" group of those parents participating and who has some "status". This leader will need at least three attributes: — One, is some understanding of normal child development, the second is an understanding of parenting and thirdly understanding of and ability to work with educational groups. The degree of each does not need to be necessarily great. There probably exists quite a number of people with at least two of these qualifications who need only the third to be able to function very well. Note that I have deliberately omitted "professional" training. If the needs for parent education are as great as they may possibly be then there will not be sufficient "professionals". The use of these people will have to be restricted. In any case, to meet the needs of many groups of parents will not require professional leaders with that sort of background.

It should be seen from this that effective efforts at parent education require considerable thought and planning. Having the occasional speaker along to a mothers' club may be entertaining, it may even be slightly informative but the chances will be small that it will be effective parent education. The presentation of a series of lecturers to a mass audience will also fail to meet most of the requirements discussed above. While it is not intended that this article present a prescription for successful group work it is hoped that it contains sufficient to help evaluation of some of the activities currently being held which are given the name parent education. Have you such a programme? If so, how effective is it?

REFERENCES:

- Morris, B. (1970). The education of parents of pre-school children in **The Role of the Parent in the Education of His Child**. Association for the Study of Childhood. Wellington, N.Z. University Press.
- Report of the Committee of Inquiry into Pre-School Education, 1971. (The Hill Report.) Department of Education, Wellington.
- Report on a Survey of Mothers as to their Sources of Information and Advice on Child-rearing. 1973. Unpublished report; Department of University Extension, Massey University.
- Society for Research on Women in New Zealand. 1972. **Urban Women**. Dunedin.
- Yardley, Alice. 1974. Early childhood education in **Education**. 23, 3, pp 5-7.

UNIVERSITY OF WAIKATO
CENTRE FOR MAORI STUDIES AND RESEARCH
Pre-school Project : Working Paper II
March, 1974

JANE RITCHIE, POST-DOCTORAL RESEARCH FELLOW

PROPOSAL

The writer proposes to set up a research oriented experimental pre-school for Maori children, under the auspices of the Centre for Maori Studies and Research of the University of Waikato. To develop pre-school experience for Maori children on existing Play Centre or Kindergarten models is not enough when one could do more. The traditional free play model nursery school was devised to remediate the deficiencies of the typical middle-class child from the typical middle-class background. Some experts consider such an approach to be completely inappropriate for other than middle-class children (Bereiter and Engelmann, 1966); others go so far as to state that the traditional model is probably inefficient in achieving its goals even with the middle-class child (Stimbert, 1971). This is due to the lack of measurable objectives and of clear methods for achieving them. Anyway, attempts to graft Maori children onto these systems have not been measurably or spectacularly successful.

PROJECT

Since accepting the Research Fellowship on the 1st of July, 1973 my energies have been directed towards the establishment of an experimental and research oriented pre-school which I am happy to report is now at the end of its first month of operation.

FINANCE

As the University had no funds available for the project my first task was to raise the funds needed to pay the staff of the pre-school and to buy the equipment needed. The Department of Education and the South Auckland Education Board both expressed approval of and interest in the proposal when first approached. The endorsement of the Minister of Education, Mr Amos, produced immediate results and my thanks must go to him and to Mr Pinder, at that time Acting Assistant Director-General, for the speedy and generous way that the Department funded the project. I should like to express at this point my thanks to the Board Officers, Mr C. Tennent and Mr J. Rolfe for their practical assistance. Also, thanks to the Pre-School Advisors, Miss Leonie Shaw and Mrs Joan Easterbrooke-Smith for their contribution to the project. To speed and facilitate the establishment and running of the pre-school it was decided that it should, for administrative purposes in relation to the Education Department and Board, be regarded as a pre-school unit of Knighton Normal School. To this Mr G. Spurway, Headteacher at that school, agreed and his ready co-operation has been invaluable. The Department, working through the South Auckland Education Board, has provided staff salaries (full-time teacher and part-time teacher aide), an equipment grant and help with transportation costs. In addition, the thanks of the Centre must go to the Sutherland Self Help Trust Board In-

corporated for their grant which has been applied to the purchase of a van for the transportation of the children.

STAFF OF THE PRE-SCHOOL

I have been extremely fortunate to have obtained the services of Mrs Nancy Gerrand, formerly Senior Teacher, Junior Classes, at Knighton Normal School. She has been seconded by the Board for two years. She is a highly qualified teacher with a great deal of previous experience in working with Maori children and is playing a truly significant part in the development of our pre-school research programme. Our teacher aide, Mrs Patricia Pratt, was formerly a Kindergarten teacher and her talents in art and woodcraft have already added greatly to our stock of teaching materials.

In addition to our permanent staff, the project is extremely fortunate to be drawing upon the services of nine former teachers who each regularly give one morning a week on a voluntary basis. Student assistance will, it is hoped, be forthcoming now that term has begun, both from Hamilton Teachers' College and the Schools of Social Sciences and Education in the University.

BUILDING

The University of Waikato has provided a most satisfactory building for the pre-school and has attended to the necessary alterations to structure and grounds. Its staff attend to the maintenance and daily cleaning of the premises.

SELECTION OF CHILDREN

Fifteen children have been selected by using the records of the local Public Health Nurses. Two criteria were applied to the selection of the children:

1. Birthdate. All children attending the pre-school have just had their fourth birthday and will, therefore, be spending a whole school year in the pre-school.

2. Geographical location of homes. The children come from the closest possible radius to the University, comprising the Silverdale and Fairfield areas of Hamilton.

CONTROL GROUPS

The Public Health Nurses supplied the names of fifteen other four-year-old Maori children from other areas in Hamilton. These children are not and will not be receiving any pre-school education. I would like to record here my thanks to the Medical Officer of Health, Dr Dawson, and to his Nurses for their willing and invaluable help in locating both pre-school and control samples.

The Hamilton Free Kindergarten Association supplied the names of fifteen Maori children who are, or will be, receiving a year of Kindergarten experience. My thanks must go to Mrs J. W. Bailey, President of the Association, for her interest in the project and her help in obtaining the Kindergarten control group. Thanks also to the Directors of all the Kindergartens who made their children and their facilities available to the project.

TESTING PROGRAMME

Both control groups and the pre-school children have been tested on two tests:

1. The Pacific Infant Performance Scale (PIPS). This is a non-verbal test of general cognitive ability.

2. The Peabody Picture Vocabulary Test (PPVT). This is a test which shows the results of learning and experience.

At the end of the year, all three groups will be retested on the same tests, and the end of the year results will be compared with the previous test scores.

RESULTS OF INITIAL TESTING

The non-pre-school control group and the pre-school children have very similar scores on both the PIPS and the PPVT. This shows that the pre-school children come from the same population as the non-pre-school group and are not, therefore, specially selected in any way for any particular ability. The Kindergarten control group scores in a similar way on the PIPS test, but considerably higher on the PPVT. This result, not unexpected, reflects the different home background of the Kindergarten group. A Maori parent who has managed to achieve the admission of her child to a Kindergarten (which in Hamilton means putting the child's name down on a waiting list at the time of his or her second birthday) shows considerable approximation to the Pakeha middle class way of life.

PARENTAL REACTION TO THE PRE-SCHOOL

All the mothers I approached from the Public Health Nurses' lists reacted favourably to the prospect of their child coming to the pre-school. I did receive one refusal. This, it is interesting to note, was from a Pakeha woman married to a Maori. An attractive information leaflet with a

Maori design on the cover was left with the parents. It is probably worth noting that none of the mothers said they could read the Maori text contained in the leaflet. The research nature of the pre-school was explained to the parents as was the more structured orientation of our daily programme. All parents seemed very much in favour of a pre-school that was designed to prepare their children for school; several mothers criticised Kindergarten for what they perceived as their informal play orientation. Both parents were required to sign a form consenting to their child's attending the pre-school. All parents expressed their willingness to commit their child to daily attendance throughout the year, barring accident, illness or unforeseen circumstances.

PARENTAL INVOLVEMENT

All the mothers came during their children's first week. One father took a day off work to come with his wife and daughter. Another father dropped by as he passed on the job. Those mothers whose children needed a longer settling-in period stayed for further sessions. We now invite mothers to visit on a regular basis, one or two at a time. This way they can observe the daily programme, and their own child's place in it in an informal way. All parents have been conscientious in filling in their responses in the children's take-home note books. The children report to us in the morning that fathers and older brothers and sisters have read them their take-home story books. A weekly information sheet goes out to inform parents of the weekly theme and to suggest ways they can supplement the pre-school activities that week.

FURTHER EVALUATION OF PRE-SCHOOL CHILDREN

A test for Readiness for Activities in Pre-school has been administered. An Australian Picture Vocabulary Test has been given as has a Distar Programme placement test. The results from these tests serve two purposes:

1. They provide baseline data from which we can evaluate the progress of the children during the year.

2. They have enabled us to assess the present abilities of the children so that we can plan an effective teaching programme.

At present we have two teaching groups who are working with material suited to their particular abilities and interests. One group is using the Peabody Language Development Kit and the other is using the Distar Language programme. Three children are not yet ready to join a small teaching group and these are being taught on an individual one-to-one basis.

CURRICULUM AND TEACHING ACTIVITIES

A list of curriculum objectives for the year has been formulated. These objectives include such areas as pre-reading skills, visual and auditory discrimination, problem solving, knowledge of body parts, the natural environment and the man-made environment. In order to achieve these objectives an ordered scheme of weekly themes has been devised. These themes cover such topics as parts of the body, houses and families, road safety, the seaside, farm animals. The teaching activities of the week are geared to the theme. Each week a unit is drawn up setting out

the weekly objectives, and daily activities designed to achieve these. For example, when the weekly theme was "houses", the children were taken on a walk to look at houses in the neighbourhood. Parts of houses such as chimneys and doors were identified and discussed. The children matched and sorted cards showing the various parts of houses, sorted and pasted pictures of rooms on to appropriately marked sheets of paper.

At the beginning of the week a brief Test is administered to evaluate the children's knowledge of the weekly theme. The same test is administered at the conclusion of the week's teaching.

DAILY PROGRAMME

Our daily programme is organised to alternate free-choice activities with planned teaching activities. The children generally have free choice of activity when they arrive and then are gathered together for a brief discussion period. A small group is then withdrawn for teaching purposes; the other children continue with an activity of their choice. All gather in the kitchen during the middle of the morning for morning tea. This is followed by a brief visit to the lake at the back of the building where the ducks profit from the left-over sandwiches. Story time follows. Two groups of differing ability are catered for, and five individual children, when personnel numbers allow, are each read a story carefully selected to that child's ability and interest level. The visiting mothers are particularly valuable at this point in the day and all most conscientiously apply themselves to story reading. The morning continues with further teaching groups in the various language programmes. Finally, the children are assembled to receive their take-home bags containing a story book, note book for parental comment, paintings, and the weekly news sheet to parents.

RECORD KEEPING

A crucial part of the pre-school as a source of research data is the record-keeping systems. We are still in the process of mounting such systems but I shall list those at present in operation.

1. Book File

Each book has a card and after it is read the reader, whether teacher, helper or mother, notes the date, the group or child to whom it was read, and comments as to its suitability for the child or group in question. By these means we will be in a position at the end of the year to evaluate every book in the pre-school (of which there are more than 200 to date, each already pre-selected from an initial bookseller's sample of 1,500 titles). It should be emphasised that not only are the children receiving the benefits of regular reading, which is known to be one of the most valuable activities in language development, and not only are mothers involved in this activity, but the mothers are also thus being trained in a discerning use of pre-school literature in a way that they might never otherwise be trained.

2. Individual Book Lists

A record is being kept of each book read to each different child. This will enable us to evaluate the exposure of each child to books over the course of the year. Raw figures, such as total

number of words to which each child has been exposed, can thus be derived.

3. Jigsaw Puzzle Records

Jigsaw puzzles are a primary and important source of a wide range of pre-reading, pre-mathematical and perceptual skills. Their use is generally so casual as to miss entirely their potential. We want to exploit this potential and so we will keep records of jigsaw puzzle use. At present we are keeping the following records concerning jigsaw use:

1. Frequency with which each puzzle is chosen by the children.
2. Level of difficulty of puzzles attempted and achieved by each child.
3. Frequency with which each child attempts to do puzzles.
4. Individual Records

We are keeping records of the progress of each child on a day to day basis. These files include samples of the children's artwork. In most pre-schools painting is an expressive activity and the day-by-day progressions of perceptual integrations by the children are not recognised or maximised. Recording is the first step in utilising such progressions. Observations of the behaviour of the children are recorded daily and notes on their responses to the daily activities are recorded.

5. Test Data

Comprehensive test records for each child are being assembled.

6. Tape Recordings

Tape recordings of the children's language at entry to the pre-school have been obtained and will be stored for later comparison.

7. Curriculum Material

The weekly units and daily activity plans record the academic activities of the pre-school and constitute a body of information vital to the future dissemination and training activities of this project in relation to pre-schools that already exist or to any special projects for Maori parents that may be devised.

8. Take-home notebooks

These notebooks record the story books sent home with the children each day and the parents' comments. While nowhere nearly as elaborate as the take-home kits developed in the Carnegie Corporation's research project on the use of this means of training for parents and children, this is a valuable first step requiring the concentrated attention of parents focused on their child's progress.

THE NATURE OF THE PRE-SCHOOL GROUP

It is always difficult to find language to describe any group who is focused on for research purposes without the language sounding clinical or derogatory. However, lest it be thought that we are applying a lot of time and effort to a privileged group, let me make it quite clear that these are without doubt children at need who would otherwise have been defined by the school system as not merely below average but for the most part presenting evidence of such low ability that they would be in the very lowest stream of an ordinary primary entry class. If we can show that the techniques that we are employing can help these children then undoubtedly there are many of intrinsically greater ability who will be helped even more at a later

stage when we are in a position to disseminate the results of our study and the techniques we are employing. We believe we can demonstrate, from testing already done, that this group would be likely to enter school without such basic conceptual equipment as colour names, names for parts of the body, words for which to identify such common objects as a flag, an axe, a saw, a spider, a whistle, a ruler, or, be it noted, a toothbrush. (The Dental Nurse will visit the pre-school next week!) If children are to enter school without concept names as basic as these, they are indeed under a considerable handicap regardless of their innate ability. If you have no word for something, you cannot talk about it, much less read about it, nor ultimately write about it.

How far we will be able to progress with these children in only one year we cannot say at this point, but we proceed with optimism to do what we can.

In spite of what has been said above, we are not conducting a programme for the intellectually handicapped but for children who in terms of the school entry environment may be truly said to be culturally deprived.

CONCLUSIONS

The aim of the Centre for Maori Studies and Research is to engage in action research. I think we have demonstrated that our project has been established to fulfill the spirit of this aim in ways that could lead to a host of direct and we hope immediate benefits to a much larger number of children and parents than the fifteen families which comprise the experimental population. However, when we are ready to begin dissemination (and this could be twelve months from now) we will need to establish a training team to operate out of the Centre to carry our findings to the community.

Quotable Quotes

EDUCATION:

They know enough who know how to learn.
Children have more need of models than critics.

The man who graduates today and stops learning tomorrow is uneducated the day after.

AGE:

Life is too short to travel second class.
Old age is not so bad when you consider the alternative.
Never regret growing old — be thankful you had the chance.

CRITICISM:

To be without criticism is to be without character.
No one can make you feel inferior without your consent.
If you do not wish to be criticised say nothing, do nothing, but remember you will be nothing.

CHRISTCHURCH, NEW ZEALAND, AUGUST 25-29, 1975



OUR CARE — THEIR FUTURE

EARLY CHILDHOOD
CARE & DEVELOPMENT
CONVENTION