



KINDERGARTEN EDUCATION

An official
publication of the
New Zealand Free
Kindergarten Union

October 1976



AS I SEE IT

A golden jubilee is not only a time for celebration, but also one for looking back with gratitude, for taking stock of the present situation and of planning for the future.

These were the sentiments expressed by the President of the New Zealand Free Kindergarten Union, at the 50th Jubilee Conference in Kaikohe in July and reiterated at the Jubilee dinner by guest speakers Mr Thurston, Superintendent of the Northern Region who represented the Director-General of Education, by Miss I. J. Christison, Officer for Pre-school Education, who proposed the toast to the Union and by Mrs A. F. Johnston, a past president who replied to the toast.

That the Union had not only survived but flourished is a tribute indeed to the foresight of the first members under the Presidency of the late Lady Helena Sidey, O.B.E. A need for a combined voice and approach on behalf of the Associations who were training their own teachers, paying them, building and maintaining kindergartens was felt, and so the Union was established.

Successive governments during the 50 years of the Union's existence have recognised with ever increasing awareness and with greater financial assistance the value of kindergarten education. It is the responsibility of the Union to keep governments and the Department of Education fully informed of the needs of the movement at all times.

Special mention was made by Mrs Johnston of the many Ministers of Education and Directors-General with whom the Union has dealt over the years. She paid tribute to their sympathetic understanding of the work of the Union and the many thousands throughout the country who make up the kindergarten movement.

For the present, vast changes are taking place, with the Union's opinion being sought on numerous matters of change and advance in many fields, from maintenance of our buildings by Education Boards to resource management in all fields; from proposed changes in the school year to the provision of information for parents of all pre-schoolers. From equality of the sexes in education to the re-organisation of the whole field of education administration.

What of the future? The Government has made the statement that pre-school education in a variety of fields will be available to all children (whose parents want to make use of it) by 1980. I cannot see this becoming a reality, but time will tell. What of the current issues that affect the future? Hundreds of extra teachers and no vacancies in kindergartens for them. Perhaps the adoption of a "new policy" by government to employ a third teacher in each kindergarten and thereby lower the teacher-child ratio will become reality—we all pray so. Our building programme which continues to fall behind because of the economic situation, hopefully will be injected with more of the old fashioned £.s.d. and allow to expand more rapidly. We certainly live in a time of uncertainty and vast challenge.

Fifty years ago Lady Sidey and her gallant band faced an unknown future with courage and determination in a cause they thought worthwhile. We now reap the benefits of that foresight—may we not lack the courage to face our unknown future with the same high ideals and determination of purpose.

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.

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Conference 1976

Kaikohe

If the following observations appear familiar to some of our Association readers it is because they were your exact comments overheard and compiled at Conference.

It was noted—

1. That delegates and observers started arriving two days before the Conference commenced.
2. It was the most northerly venue ever.
3. That two large banners, one in gold and the other in silver, spelt out the message that the Union was 50 years old and that the Kaikohe Association was 25 years old.
4. That the sound system was the best ever.
5. There was no official opening, but an 'official closing'.
6. A hangi luncheon—a first for many people.
7. Two buckets were seen circulating into which people put \$150 for the T.V.2 telethon appeal.
8. Seen and HEARD the President of the Union and the President of the K.T.A. singing for "lollipops" and the cheque for the appeal which was later presented to Michael Bentine at Waitangi.
9. Also seen were members of the Executive bathing in the therapeutic waters of the mineral springs.
10. Commented on—the rain which fell so freely, and the sharp frosty mornings in the winterless north.
11. On trial—a new President who—
 - (a) Missed a plane for the first time in her life.
 - (b) Paid \$7.95 in excess baggage for the golf clubs which she never used.
 - (c) Arranged her family's shift into a new house in her absence.
12. As many said this was a conference with a difference.

OFFICIAL CLOSING

To celebrate the Union's 50th Jubilee Conference a dinner was held at the end of the Conference. One hundred and eighty people sat down to the celebration dinner at the D.B. Northland Hotel to enjoy good conversation, good food, good wine, and the renewing of old friendships. Among those present were members of the Department of Education, Life Members, the Mayor and Mayoress of Kaikohe, the wife of the

M.P. for the district, members of the organising committee, and the President of the K.T.A.

After proposing the toast to the Union, Miss I. J. Christison presented to the President a beautifully framed photo of the first executive taken at their meeting in 1926 and a desk clock—both to go to the Union office. In thanking Miss Christison for the very fine gifts, Mrs Lockhart said that she had wondered on many occasions if it would be possible to acquire the original of that particular photo for the new office. She expressed her delight at the thoughtful gesture of the donor in making such a wish a reality.

The Jubilee cake which was made and iced by friends of the Kaikohe Association was cut by Mrs Helen Downer and Miss Vera Hayward both Life Members of the Union.



Mrs Helen Downer (left) and Miss Vera Hayward cutting the 50th Jubilee cake at annual conference.

Planning The Physical Environment For The Care And Education Of Young Children

This is the second part of the lecture given at the A.P.A. conference in Melbourne earlier this year.

The first paper was presented by Mrs Elizabeth Wood who was followed by Professor Lucile Lindberg who asked, "what is the best environment for young children?"

She made the following points—

1. That the physical environment will make a difference to children all their lives.
2. That what is good for us as adults is not necessarily good for children.
3. That the best building in the world is useless without the good teacher.

Professor Lindberg spoke of many schools she had visited throughout the world—the class under the shady tree in Africa, the 110 children sitting on benches crowded into one room in South America, the dank room where many children shared one book in South Africa, and the New Guinea scene where the school had only a roof. After each example she asked, "is this a good environment?" Her only comment spoke volumes, "here were teachers who believed in education—their priorities were the children in their care—theirs was a life of dedication." She continued, "the right environment is the one in which the child feels happiest—a room may need 30 chairs, it may need one, it may need none. It may need a desk, it may not. It does however need an understanding teacher—one who can gauge children's needs from the eye level of the child. One who can teach kindness by showing it, concern by being concerned, an appreciation of beauty, music, and art by her obvious appreciation of them. A teacher who can create the best environment out of very little for the needs of children, learning of these needs by listening to the children. Use the physical features of the room to the best advantage by ingenuity and imagination. The less things we get around us the better off we will be," said Professor Lindberg.

Mr Alex Podolinsky opened his address by stating "all adults are locked up in conventionality".

The Steiner method of education which was established in Germany in 1919 in the Waldorf Astoria cigarette factory is a truly child centred system of education from pre-school to University Entrance level. Their buildings are constructed to have a sound of warmth, a feeling of wonder, beauty and warmth in them to provide the right environment.

Mr Podolinsky showed video film of the Steiner pre-school centre in Melbourne which I was able to visit some days later. As it was holiday time and there were no children present when I made my visit to the centre I will write from my notes on the film and comment on the centre later.

The outstanding feature was the building which was irregularly shaped, described as having no definite front or back. (Interesting to note that the director lived on the premises—her flat formed a wing of the building.)

The walls were painted a pale shade of pink and were completely bare. The pink to denote quality and security. Across the front of the building about 40 feet in width was a tinted plate glass window from almost floor level to roof. The view out was on to a sloping lawn and bushland. The absence of doors on the wall gave an uninterrupted and soft view of the outdoors. The Steiner theory is to blend the outdoors with the inside without the obvious movement between the two.

The room was arranged for the morning children (25) ready for creative play. The equipment was made either of natural materials such as wood, or it is natural material. The children divide the room up to suit themselves and their particular activity. Their creative play appeared to be very advanced and to my mind directed. All groups were involved in constructing (I use this word in preference to making or building) a play house. Chairs were used to construct the house and several materials of different textures to make the roof and walls. Small planks were available over which to drape the roof. The house was furnished with open ended toys, and from the large wicker baskets, stones, shells, cones, nuts, acorns and rocks were taken. The teacher's role was to encourage and extend the children's play—may impression was one of direction rather than extension.

The equipment was made by the staff to encourage use of fantasy and imagination. When the creative play period was over (everyone engaged in the same activity at the same time) the children were asked to ensure that the farm animals were bedded down, that the gate to the house was closed, that the light was put out, and that the door was closed.

The music session commenced with the teacher singing to the children in German to the accompaniment of a guitar. This gave the children a

feeling of sound in another language. They were encouraged to move around (in an orderly circle) to the sound of the music and then they played a rather formal game also the music.

Morning tea was served to each child at a table. It consisted of milk served in pottery mugs and apples cut in either stars or crowns which were served on china plates. The pottery and china were used to teach the children an appreciation of texture and of the value of these articles. The particular shape of the apple was used as a conversation piece for language extension.

Puppets which had been made by the children were used by the teacher to tell a story. A candle was lit and continued to burn throughout the telling and acting of the story. The children participated in the story by adding details, but again it appeared to be less than spontaneous. At the conclusion of the story the candle was extinguished.

As easels create a distant experience all painting was done on wet paper flat on the table. The Steiner method of education claims that the putting of the water colours on the wet paper creates an experience of movement of colour therapy for the restricted child.

Clay Play. This was described as the activity provided for the mood of that day. The children 'created masterpieces' which were left to dry and take home.

A rhythm session began with the children harmonising to the sound of the xylophone with which they were already familiar. A new instrument was introduced—the lyre—the children were taught to pluck 2 strings to make a particular sound (no experimenting to make other sounds was permitted). The expression used was "qualitative listening to experience tones and feel." I wondered by looking at the children's expressions how much enjoyment was experienced by the qualitative listeners?

In the garden the children grew herbs, lavender to make perfume bags, veges which they cooked, and flowers which they picked. They kept hens, gathered the eggs and made omelettes. The children were taught to live with each season, to experience the meaning of each with various activities. They were encouraged to walk in the rain, to gather acorns, seeds, etc. in the autumn, to

plant in the spring, and to reap in the summer and autumn.

The children had decided to construct a new sandpit and achieved a two level model in three weeks. They dug (with the help of the teacher) a wide hole and surrounded it with large rocks which they transported in wheelbarrows from a short distance away. They then carried many loads of sand to complete a major undertaking.

When I visited the school some days later I was interested to find that everything appeared to be very familiar and almost as I had envisaged it. An air of spaciousness, light and warmth prevailed. The equipment made of a variety of wood and of many textures was beautiful to feel, to work with, and to look at. The large wicker baskets of natural materials gave a wonderful feeling of nature and brought happy memories of once gathering the shells, cones, stones, acorns and drift wood. All the visitors were impressed with beautiful parquet floor in dark wood which was completely bare. The very large tinted window certainly created the impression of the outside being as one with the inside of the building. When one stepped outside a remarkable sense of peace and quiet was immediately felt. There was very little formal outdoor equipment as such, so the grounds appeared very spacious. An old bath sat in a recess with a tap dripping into it. It was used to sail boats and to paddle in. The garden, quite informal with a clump of colour here and there was obviously the work of the children as was the newly constructed sand pit.

My lasting impressions are—

1. The total absence of any pictures, posters or pictures.
2. The total absence of bright colours—reds and blues.
3. The complete unreality of the whole scene.
4. The complete absence of man-made materials such as plastics and glassware.

I feel privileged to have had the opportunity to visit the Steiner School. I can admire their concept of education, but I feel that it would certainly not be for every child.

P. M. LOCKHART.

CORRESPONDENCE COURSE FOR PRE-SCHOOLERS

With the appointment of two kindergarten teachers to the Correspondence School service earlier this year, another of the Educational Development Conference recommendations was set in motion.

A pilot scheme of about 40 children will commence at the beginning of term three, 1976, and enrolments for the main programme in 1977 are now being received. To date the teachers have been preparing the programmes and arranging the resource material such as books and audio visual aids. The service will cater for pre-school children who are prevented from attending a pre-school centre because of the isolation of their homes or because of a physical disability which prevents attendance in the normal way.

The special programmes which the teachers are

preparing will not only benefit the children, but will offer guidance to the parents.

The Union welcomes this forward move to provide through the Correspondence School a programme for children who otherwise miss out altogether. It is a tangible recognition of the value and desirability of this facet of education.

It was for reasons such as those mentioned that the Union negotiated successfully to have "Kindergarten of the Air" introduced in March 1952. Although the name has been changed to "Let's Join In", the programme is still valued by children and mothers alike in 1976.

For those still wishing to make enquiries about the new service the address is, The Principal, Correspondence School, Private Bag, Wellington.

BOOK REVIEW

The Playgroup Handbook.

A world of activities for pre-school children.

By Laura Peabody Broad
Nancy Towner Butterworth

First published in the States 1974. This review edition published in Britain 1976.

A copy of this extremely well set out and documented book was sent to me recently to review for Kindergarten Education.

Written with the small type playgroup in mind and geared to the Northern Hemisphere, it gives a comprehensive history of the playgroup organisation, how to set one up, how to run it, and variations of it. That a need exists for extension of the pre-school services there, as elsewhere in the world, is spelt out in a chapter headed 'The Need for Day Nurseries'.

I quote, "Given the general consensus that the pre-school years are a vital time in the development of the child, and that 'the child is father of the man,' our society is grossly irresponsible at best, and committing suicide at worst, if universal provision of pre-school facilities is not given vital priority."

Part two of this 306 page book is entitled 'Activities through the Year.' The first pages deal

with September guideposts which gives ideas of 'things you can collect', such as shells stones, leaves, pine cones, etc. with suggestions for the different uses of each collected piece along with suggested stories and songs.

September activities are listed thus; arts and crafts, cooking, dramatic play, games, music, physical exercise, science, story-telling, trips, and woodworking.

Each month is dealt with in detail giving not only the type of activity but varieties of it, materials needed, and the age for which the activity is suited. Words for songs are included in Appendix 1.

Appendix 2 sets out and categorises activities which are suitable for use by fathers, grandparents, older brothers and sisters, etc.

Appendix 3 is called Activities by Type. These are set out in categories, e.g. story-telling and trips with a number of suggestions as to how each might be carried out and the page on which these suggestions can be found.

All in all a very interesting and well worthwhile book. I would consider it a valuable reference book for the college libraries.

Published by Souvenir Press, it retails in England for £4.

ED.

A Visit From An Anzac Fellow

A recent visitor to New Zealand was Mrs Rosslyn Roberts, an Anzac Fellow who spent three months here to look at pre-school work—particularly in the playcentre movement.

Rosslyn a former infant teacher, had commenced her work in the pre-school field by operating a play group in her neighbourhood in Adelaide when her own family were young.

The initial group comprised four children and their mothers who met in one another's homes for sand, water and dough play, reading in the book corner and other activities designed to stimulate young interests and creativity. It provided company as well as a learning situation for both mothers and children.

From beginnings in homes the play group idea grew and two years ago Rosslyn set up a group comprising 10 children and mothers in a local church hall. This grew to three sessions each comprising 10 children and 10 mothers. The mothers in each session worked as a team to their mutual benefit and that of their children. In her own words Rosslyn's next task was far more challenging—"I was asked to take a play group in a disadvantaged area 15 miles from where I lived. The Schools' Commission had funded the group, the only pre-schooling opportunity for the children of the area, and the first Government funded playgroup in an area of need. I provided encouragement for the mothers to develop creative and imaginative activities for the children." Although the funding provided money for equipment and materials, Rosslyn emphasised the use of scraps, odds and ends and ingredients which could be found about the house. In this way she encouraged the mothers to see play potential in the most ordinary materials, proving that toys and playthings did not need to be expensive. A recipe corner and notice board for the mothers to feature things that interested them were part of the play group's activities. There were also a "hand me down" box of clothes from which the mothers could buy for a silver coin. The group filled a community need and although Rosslyn has moved away from Adelaide with her family the play group is still functioning.

The mothers got to know people and lots of friendships developed. When they went back into their homes they created their own small groups.

Rosslyn was appointed play group adviser in Whyalla, South Australia, by the Children's Commission to facilitate the development of play groups throughout the area, help new groups become established, and assist already established

groups. The South Australia play group movement is still an informal one. Last year a Play Group Association was set up to co-ordinate and support the activities of the play groups.

As yet there is no training for play group leaders, or organised courses for parent education, and these were two areas which Rosslyn was particularly interested in studying in New Zealand. She intended to do this by looking closely at the play centre movement whose philosophy is close to that of the play groups. She said, "parents are the first and most important educators of their young children. All education begins at birth; children learn through play in a loving caring atmosphere. Play group, because it involves parents at all times to make it function, reaches the home. I see the early years as the beginning of life-long education."

Rosslyn spent a morning at the Union office with the President and the Secretary discussing with them the history, set up, and running of the kindergarten movement. She made the following comments during that visit.

1. I am impressed by the general feeling of acceptance and respect between kindergarten teachers and playcentre parents. There seemed to be agreement that parents be given the facts, and encouraged to make an informed choice as to the pre-school service to suit their individual needs.
2. Most of my time has been spent with the Wellington Playcentre Association, and I am indebted to the members for their hospitality and the friendship and expertise they shared with me. I am most impressed with the playcentre movement, with the caring and warmth amongst playcentre people, and with the comprehensive training programmes which seemed to develop initiative, enthusiasm and understanding amongst the participants.
3. I met a number of kindergarten teachers, and the President and Secretary of the Union and I would thank them for help and friendliness. The Union enjoyed the visit of Mrs Rosslyn Roberts and trust that much of the knowledge she gained during her time in New Zealand as an Anzac Fellow will be of use to her in the fine and valuable work she is doing in South Australia.

Kindergarten Teachers Association

ANNUAL COUNCIL MEETING

The President and Secretary were invited to attend the opening session of the K.T.A. Annual Council meeting in August.

In welcoming the guests and delegates the President, Ms Wendy Lee said, "This Conference is an extremely important one for the K.T.A. Decisions are being made for us, but not by those who work in the Early Childhood field. They are being made by men whose knowledge of our field in the main is limited. For this reason we have chosen as our guest speaker, a woman, Geraldine McDonald from the Early Childhood division of the N.Z.C.E.R."

Mrs McDonald commenced her address by asking, "who cares for Early Childhood Education and care?"

In recent years a number of trends in early childhood education and care have become apparent. These trends can be observed in a number of countries. They can be summarised as follows:

1. Supply of services is gradually over-taking the need so far as the children of what we can call mainstream families are concerned.
2. Inequality in provision of services has been revealed for migrant populations and for minority groups and this gap appears to be widening.
3. After a long period during which it was assumed that all children were healthy and fortunate, the health and welfare of young children has once more become a matter for concern.
4. There has been an increase in the variety of forms of education and care for young children.
5. Expansion has brought about a shift in control from voluntary movements to governmental and municipal authorities.

Parallels for all these shifts can be found in New Zealand. For example, there has been an expansion of kindergartens and playcentres. There appears to have been a decline in Maori participation. There have been requests from various quarters for the incorporation of day care services into the range of services available for young children. There has been a realisation that perhaps more attention should be paid to the health of young children and there has been an increased sensitivity to the needs of children with physical, emotional, or intellectual abnormalities.

In the past we have tended to think that the problem facing us was simply one of supply. We aimed at greater provision of pre-school education. Today there are three additional issues: first, the need for diversification of services if we are going to provide access for all children whose parents would like them to attend a pre-school; second, the need to match provision to local conditions, and third, the need for co-ordination of health, welfare and education services for young children.

As I have already mentioned, the changes and problems that we are experiencing are not unique to us. Other countries, too, have developed new forms of education and care and, then, found that they were burdened with traditions, procedures and regulations suited only to earlier conditions. What kind of solutions have other countries devised to bring about co-ordination and integration of services and to increase their supply? Following the Report of the Australian Pre-Schools Committee in 1973 and the Social Welfare Commission Report in 1974 the Australian Government decided to set up an interim Children's Commission. Here is one of the explanations the Government gave:

The establishment of a Children's Commission is a recognition of the fact that the care and development of children are inextricably related, especially in the early years, and that no rigid distinctions should be made between educating children and caring for them.

(Australian Government, 1975).

The aim of the Commission was to stimulate development of early childhood education and care including health care and to do this through a network of state and local committees. Initiative was given to individual states to discover what their needs were, to decide how to provide integrated services and to put forward proposals to the Commonwealth Government Children's Commission for funding. The interim Commission, held to three particular guidelines when deciding what particular programmes should be implemented. These were that priority should be given to people who needed help most, that there should be community involvement in the programmes and that groups should use what already exists rather than set up new institutions

or erect new buildings. Unfortunately, the Children's Commission did not get past interim status. It was recently disbanded and its functions transferred to a Government department. However, while it was in operation it was reported as "unleashing a groundswell of opinion and action." All kinds of developments from toy libraries to resource centres, from playgroups in areas of special need to systems of family day care were stimulated by the Children's Commission. But I would think that the most important result must have been that it made people begin to think differently about early childhood education and care. I will give you just one example of such thinking. I shall quote from a paper by Mr Justice Olsson, Chairman of the Childhood Services Council, South Australia on the provision of extended services (that is day care) for children of pre-school or near pre-school age.

It has been found in practice that, in many areas, there is only a limited need for extended hours care or emergency day care for children of pre-school or near pre-school age. Kindergartens are being encouraged to provide care services of this type . . .

Equally, it may be necessary to provide certain additional equipment and, if there are a number of children involved, some extra staffing. However, kindergartens are being encouraged to seek the maximum of community involvement in their operations—both because this is basically desirable, and also in an endeavour to minimise costs.

The full potential of this type of extended use of kindergarten facilities is far from being fully tapped and will particularly be exploited in the immediate future.

(Olsson, 1976)

GREAT BRITAIN

In Britain new developments in early childhood education and care began in 1973 when Mrs Thatcher was Minister of Education. A circular was issued by the Department of Education and Science which said among other things that "authorities should study alternative solutions to determine those best suited to the area". This, of course, is the theme of matching provision to local needs. In March of this present year, 1976, a joint circular from the Department of Health and Social Security and the Department of Education and Science was issued under the title "Co-ordination of Local Authority Services for Children under Five". "The circular urges co-operation at national and local level between the two departments and voluntary bodies working in the pre-school field and stresses the importance of

setting up local co-ordinating committees for this purpose". Here again (and this is true of the work of the Australian Children's Commission too) we can see an attempt to develop administrative procedures which involve voluntary and governmental bodies in partnership.

SWEDEN

I would also like to mention that in Sweden a Commission on the Children's Environment was set up in 1975.

. . . The Commission has tried to produce a composite picture of ongoing and planned studies on the health, development and care of children, on their material standard and conditions of life in general, as well as on the effects brought about by changes in working life and housing environment. The primary task of the Commission has been to produce a descriptive analysis of children's conditions of life and of the changes which have taken place in these conditions, with the aim of providing a basis for action-oriented discussion on the situation of children.

(Current Sweden, No. 115
May 1976, p.2)

I am bringing this Commission to your attention because it is concerned with broader social policy than the Australian Children's Commission and because it is concerned primarily with the collection of information relevant to the making of policy.

These three examples of schemes developed in other countries may not suggest anything that suits New Zealand conditions exactly but all would seem to have something to offer us.

Day Care.

One stumbling block to the co-ordination and integration of services for young children in New Zealand may be our attitudes to day care. I am not concerned today with whether or not we should be promoting day care or suppressing day care. Nor am I concerned with whether mothers should or should not work. What I want to do is simply to try to clarify our thinking on the subject of day care. Firstly, I want to point out that the reason that kindergartens run half-day sessions is largely a consequence, in the early days of kindergartens' trying to run a pre-school service on a shoestring and with a large component of voluntary labour. So far as my reading of the early records of the Wellington Free Kindergarten Association is concerned I have been unable to find any objection on principle, and I stress on principle, to sessions longer than the three-hour morning sessions. In fact, not very far from

where I am standing now there was an all-day nursery school conducted by the Wellington Free Kindergarten Association. It was in Taranaki Street. It started during the war and was closed down after it, but while it was in existence it was greatly admired and reports I have read of the nursery school and conversations I have held with Miss Ted Scott who was the Director, suggest that the children in it were happy and contented. In Newtown, again not very far from here, an all-day kindergarten operated for many years and was converted to a half-day kindergarten only in the 1960s and in the face of opposition from local people and particularly from the parents of the children concerned.

So I want to point out, as a matter of historical fact, that the kindergarten movement has not been inexorably opposed to caring for young children for more than three hours a day.

The next point is that there seems to be a trend to promoting all-day kindergartens under auspices other than the Free Kindergarten Association. For example, I believe that there are some private schools which conduct extended session kindergartens and I know that it has been suggested that if pre-schools are widely established in schools that they might be all-day nursery schools. One can imagine a situation where there are not sufficient children to fill a morning and an afternoon session and yet the teacher has to be employed for a full day.

The third point is that irrespective of what kindergartens are intended for they are used by some mothers as centres for the care of their children while they themselves are at work. There must be women in many of your kindergartens who work in the daytime and who send their children to kindergarten in the morning and to minders in the afternoon. And there must be other mothers who work at night and who sleep while the child is at kindergarten. In every study I have made that has included kindergarten mothers I have come across situations of this kind.

My final point is that the provision of extended care would not of itself persuade mothers of pre-school children to go to work. Many other factors have an effect on whether or not women work including, of course, whether jobs are available for them. Again, I would like to give a concrete illustration of what happens. I have interviewed many women over the years and recently I analysed for the magazine *Education* the responses to a questionnaire filled in by 245 women teachers with family responsibilities. The most common reason for mothers working so far as I can tell is not financial need, nor desire to fulfil themselves but simply because some employer has asked them to return to work. In other words if teachers are needed, if a doctor needs a recep-

tionist, if a kindergarten is understaffed, if a factory needs more workers to keep up production married women are pressed to return to work.

Therefore, it makes nonsense to say that day care centres encourage women to go out to work and that kindergartens do not. The situation is a little more complex than this. And although it is customary to speak of kindergartens as being educational rather than custodial, of course they are custodial or to some degree just as primary schools are, and I see nothing at all the matter with this so long as the custody is care of a desirable kind. I have often thought that kind and considerate care of young children was worth as much as teaching shapes and colours anyway.

If we could overcome our prejudices about day care we could ask questions such as, What is needed in particular localities taking into account the structure and characteristics of the population? And the moment we started to discuss social planning we would find as have Australia and Sweden and Britain, that the answer is not another kindergarten or another playcentre or another day care centre. The answers would be something like this: So many children need sessional care, so many children need day care, so many need short or long term residential care, so many need family day care. Then, so many parents need a place to meet, and need information on a range of issues, so many children need health care and specialist services. Then, these needs can be met by a variety of services including services which go into the children's homes; and by toy libraries, and by resource centres, for parents and teachers. As soon as you look at things in this way you can see that a local area may need 30-40 half-session places, a place for a play group to operate and care for half a dozen children during the day. These could be provided within one building or in a variety of buildings.

Decision Making

Who cares for early childhood education and care? A surprisingly wide range of people. Whereas once there were kindergartens and playcentres and that was that, today there are playgroups, pre-schools in schools, mobile pre-school units, pre-school by correspondence, creches in schools and universities, independent Maori pre-school groups and various forms of day care institutions. There are schemes for family day care and, of course, there is a host of women who mind the children of friends, neighbours and relatives. New groups of people have entered the field; teachers, colleges, lecturers, because kindergarten training is now carried out in the primary teachers colleges, research workers (they were almost non-existent 10 years ago), pre-

school advisers, because the advisory service has expanded markedly, community pre-school workers and secondary school teachers teaching courses in human development. Some city councils are taking an interest in providing services for the care of children.

Mrs McDonald then went on to talk about the various services giving support to one another and of cross crediting between the teachers and supervisors. She then spoke of the professional status of the kindergarten teaching profession and concluded by asking those delegates present to remember always that they were teachers and not just girls.

A second invitation to the meeting was accepted—this time to speak to the delegates and answer questions. This was an informal get-together, but was taken in committee so no report is available.

The third invitation was to hear the Minister of Education, the Hon. L. W. Gandar speak and to answer questions. Mr Gandar explained the very real difficulties facing Government at this time when a large number of teachers are surplus to the staffing schedule. Many questions were put to the Minister who could give no assurances that any of the ideas to absorb the extra teachers would or could be set up in the near future.

The Union is grateful to the K.T.A. for their courtesy in extending the invitations.

Ms Wendy Lee, president for the past two years has resigned and her place has been taken by Mrs Carol Garden of the Lower Hutt Association. The Union congratulates Carol on her appointment and wish she and her executive a fruitful and happy year. They also acknowledge the very real contribution Ms Lee has made to her Association during her two years as President.

50th JUBILEE YEAR COMPETITION

Contributions of no more than 2,500 words about any person who has made an outstanding contribution to the movement are invited. The winning entry and others will be published in the Journal at regular intervals.

All entries which become the property of the New Zealand Free Kindergarten Union must be in the hands of the **Editor, 6 Zaida Way, Wellington 3**, no later than the **31 January 1977**.

Copy must be typed using double spacing and one side of the paper only. Name and address must be included.

As soon as judging is complete probably late in February the winner will be notified by mail. The winner will be awarded the **Armstrong and Springhall Prize of \$50**.

All entries must be the original work of the person submitting it.

A Short Booklist for Small Children

Compiled by the Committee on Information for Parents

A good children's book should look exciting and interesting. Many of those listed below can be found in paperback and retail cheaply—and your local library is a good source.

UNDER 2'S

Simple picture books are best at this age, beginning with books of familiar objects.

Examples are:

First Things	Adams
I see a lot of Things	Adams

Scaredy Cat	Krasilovsky
About a shy cat who gradually becomes used to its owner.	

"Emma" books and "Thomas" books	Wolde
Everyday happenings of a young child—measles, dentist, baby brother, doctor, etc.	

TWO YEAR OLDS

As well as pictures, two year olds enjoy a story. Good beginning books are:

The Bruna Books
including The Egg
The King
Miffy etc
Snuffy

Potter: The Fierce Bad Rabbit—a simple, dramatic story where good triumphs!

Are you my Mother?	Eastman
A baby bird who has to search for its mother.	

The Best Nest	Eastman
Mr and Mrs Bird look for a suitable nesting place.	

Put me in the Zoo	Lopshire
About a spotty animal looking for a job in the zoo.	

BOOKS FOR THREE YEAR OLDS (Story Books)

Nursery Rhymes:

A Treasury of Nursery Rhymes	Hilda Boswell
Mother Goose	Brian Wildsmith
Lavender Blue	Kathleen Lines

Robert the Rose Horse	Hulbroner
The problems of a horse who is allergic to roses, simple, humorous text.	

The "Angus" books	Marjory Flack
Adventures of a Scottish terrier. Easy text, pleasant illustrations, an "old favourite".	

Nursery Tales:

Jack Kent's Book of Nursery Tales	Berends
Do you Want to be My Friend?	Carle
Simple story, delightful animal illustrations.	

The Carrot Seed	Kraus
A small boy plants a carrot seed. Very happy ending!	

Animals and their Babies	Carle
Pictures of animals and babies.	

Bears	Kraus
A fun, rhyming book about bears.	

The Very Hungry Caterpillar	Carle
Life cycle of a caterpillar with delightful illustrations.	

Harry the Dirty Dog	Zion
Story of a dog trying to avoid a bath.	

The Very Little Girl and the Very Little Boy	Krasilovsky
For the young child who thinks they will never grow up.	

Rosie's Walk	Hutchins
The adventures of a hen. Very little text, and a good book to talk about.	

FOUR YEAR OLDS

"The Bears" series by Berenstain
Humorous text about a father whose advice leads
to disaster and adventures.

The "Dr Seuss" type books
e.g. Sam the Firefly
A Fly Went By
The King, the Mice and the Cheese
Little Black a Pony, etc.
(All with a good story.)

The Story of Little Black
Sambo Bannerman
A classic

Borka the Goose with no
feathers Burringham

Trubloff the Mouse who played
the Balalaika Burringham

The Giant Jam Sandwich Lord
A town has a novel way of ridding themselves of
pests.

The Three Robbers Ungerer
About three unusual robbers who capture a little
girl.

Where the Wild Things Are Sendak
A boy's imaginary adventures.

Horton Hatches the Egg Seuss
A story about a faithful elephant.

A Lion in the Meadow Maley
A little boy sees a lion in the meadow but his
mother doesn't believe him.

The Story about Ping Slack
A duck who lives with a family on a houseboat
on the Yangste and gets lost.

The Happy Lion Fatio
A series about a French lion in a town.

Petunia Duvoisin

Veronia Duvoisin
Animal Adventure Stories

Fables illustrated by Brian Wildsmith including
The Tortoise and The Hare

The Rich Man and The Shoemaker

Peter Rabbit Beatrix Potter

Benjamin Bunny Beatrix Potter
These and others in the series are old favourites
with charming illustrations and stories.

Anatole Titus
A series about a heroic mouse in a cheese fac-
tory—for the nearly five.

SOME NEW ZEALAND BOOKS

David, Boy of the High Country Kohlap
A picture book with commentary about a small
boy on a high country sheep farm—for the older
child.

Tuki's Secret Shanks
A boy makes a kite in secret. Bright, bold
illustrations.

Tiberius The Titirangi Mouse Ross
Plenty of interest with familiar birds and insects.

Charlie the Cheeky Kea Lazenby
Adventures of a kea in New Zealand. Lots of
local interest.

The Story of Wiremu Stella Morice
An award winning story of a little Maori boy
who lives with his bachelor uncle in the country.

FACTUAL BOOKS

There are a lot of Richard Scarry books that are
useful here.

Also:

Look Around and Listen Friedman

What's So Important About Friedman
About everyday things but drawing attention to
their characteristics.

This paper was submitted for publication by the Auckland Kindergarten Association. It is clearly set out and will no doubt make an interesting discussion topic.

The Role and Responsibilities of a Kindergarten Association

A "Kindergarten Association" is one authorised by the Minister of Education, under the terms of the Education Act, to establish and manage kindergartens within its district. There are 67 Associations throughout New Zealand, controlling over 400 kindergartens.

Each Association functions under its own Constitution but within the guidelines laid down by the Education Department on behalf of the Minister of Education. The activities of these Associations are co-ordinated by the national organisation known as the New Zealand Free Kindergarten Union.

The Union acts as the official body in all negotiations with Government in connection with matters of policy, and expenditure of Government monies. It works closely with the New Zealand Free Kindergarten Teachers Association in matters pertaining to staff, and professional aspects of kindergarten work.

The personnel involved in both kindergarten association work, and at national level are democratically elected at annual meetings and serve voluntarily.

DEPARTMENTAL GUIDELINES

A kindergarten association is responsible for the observation of certain requirements re the administration of its kindergartens, as laid down by Government. These include:

- (1) The age at which a child may attend kindergarten—namely three and four year olds.
- (2) The number of children who may attend a kindergarten—namely 80 in two sessions of 40 each. In some areas additional children may attend, where an increase in the staffing ratio has been approved.
- (3) The number of sessions which the kindergarten will operate per week—namely five morning sessions of three hours, and three afternoon sessions of two and a half hours—except where special circumstances are present and additional sessions have been approved.
- (4) The number of trained staff in each kindergarten—namely on the basis of an adult/child ratio of 1-20.
- (5) The satisfactory keeping of records in the kindergarten—admission registers, attendance registers, attendance returns and waiting

lists—a child's name may be placed on a waiting list when he/she has turned two years of age, but attendance does not take place until after the third birthday. The Association, as the management body, must record and collate all such information and forward it to the Department of Education as required.

RESPONSIBILITIES OF A KINDERGARTEN ASSOCIATION

Programmes: An Association is responsible for ensuring that a well balanced, professional programme is maintained in its kindergartens, and must work closely with staff members to see that this is achieved. An Association is able to call on the Education Department's pre-school advisory service to assist staff with professional concerns.

Employment of Staff: A Kindergarten Association employs the professional staff in the kindergartens, and hours of duty and conditions of employment are uniform throughout the country. Teacher's salaries are paid by Government and serviced by Education Boards.

Four Associations in New Zealand, with large numbers of kindergartens under their control employ a supervising head teacher, in the same way as the kindergarten staff, to advise and assist teachers, and to deal with matters of a professional nature.

Generally, each kindergarten has just two teachers, and this can tend to become an isolated unit and there is a need for continuing ready availability of professional assistance and support. A supervising head teacher's role can, in some respects, be seen as similar to that of a head teacher in a primary school. Additionally, the value of a supervising head teacher from an Association's point of view is that a kindergarten association is made up of elected voluntary workers and one should question the wisdom of non-professional people being placed in the position of having to make decisions which may affect the work of professionally trained teachers.

Finance: A kindergarten association is responsible for all administration of all Government monies made available, and must ensure that each kindergarten under its control administers its finances in a satisfactory manner.

In addition to paying the teachers' salaries,

Government makes available a subsidy on new buildings (\$1-\$4) and on initial approved equipment (\$1-\$2), and administrative grant to assist associations with management costs, a sessional grant to individual kindergartens, and assistance with maintenance of buildings, this all relieves the financial burden on parents.

In areas of special need, where the burden on parents is too great to enable a kindergarten to function, additional assistance is available from Government through the kindergarten association.

Kindergarten Committees: A kindergarten association is responsible for all kindergartens in its district, but delegates certain responsibilities to local committees, which function under the constitution of the association.

These committees are elected annually from parents, and interested residents in the area which the kindergarten serves.

The local committee must raise sufficient finance to run the kindergarten, meeting such costs as daily cleaning, power, telephone and other "housekeeping" costs, care and up-keep of grounds, purchasing of new and replacement equipment and activity materials.

Government sessional grants assist greatly to meet these costs, but a local committee must arrange money raising ventures to meet the "short fall". Local committees are permitted to seek from parents, a voluntary donation on a regular basis, but NO FEE may be charged in respect of a child's attendance at a free kindergarten.

A local committee's financial matters are generally under its direction but the association exercises overall supervision. A local committee has no jurisdiction over the professional staff, or the programme in the kindergarten. The teachers attend the monthly meeting of the committee, and present a report on the activities undertaken in the kindergarten, and other items of interest and concern to the committee. A committee should work along side the staff to provide the necessary equipment and materials, and promote parental interest and involvement.

The waiting list and attendance registers of a kindergarten are the concern of the head teacher and local committees have "no say" in these matters.

Each Association works to the newly adopted New Zealand Free Kindergarten Union standard by-laws. These are applicable to local committees and for the smooth and efficient running of the Association and must be adhered to. To meet local needs additions may be added and these might cover:

- (1) Insurance on buildings and equipment.

- (2) Use of buildings and equipment by outside organisations.
- (3) Financial commitments to the association.
- (4) Excursions by children and staff.
- (5) Alterations of buildings and grounds.
- (6) Purchasing of new equipment.
- (7) Parental involvement.
- (8) Cleaning etc.

ESTABLISHING A NEW KINDERGARTEN

There are a few kindergarten associations in New Zealand that are not actively involved in expanding the service, and this aspect of an association's function is most important and extremely time consuming. From the time when parents elect to establish a kindergarten in an area, to the eventual admission of children, there are many hours of hard work and often many frustrations.

The procuring of a suitable ¼ acre of land is the responsibility of the Department of Education, working in conjunction with the kindergarten association.

A committee of parents and residents is elected at a public meeting, called for the purpose, by the kindergarten association and such a committee is generally known as an establishment committee. The function of this committee is to generate public interest in the new project, and to raise one-fifth share of the total cost of building, ground development and initial equipment. (This amount would vary throughout the country depending on building costs and other attendant concerns.) At the appropriate time the Association will place the project on the Unions building list.

The association is responsible for the preparation of plans and estimate of costs, which must be carried out by a registered architect, or in some areas by Education Board architects, and submitted to the Education Department for approval.

When approval and subsidy is granted, the association must see that all matters during building are carried out in a business-like manner, and continue to work with and advise the establishment committee.

When all is complete the Association applies to the Minister of Education for "recognition" and appoints the staff.

The initial enrolment of the children is completed by the association at three public meetings called for the purpose.

MANAGEMENT OF A KINDERGARTEN ASSOCIATION

The management, of a kindergarten association is carried out by a council, elected annually from the members, and representatives of local committees. The council may appoint standing com-

mittees to deal with particular aspects of its business, e.g. finance and policy, sites and development and education committees. Depending on the number of kindergartens, an association is administering, day to day business would be handled by either a voluntary or part-time secretary or by fully employed management

and clerical staff (working under the direction of the council). The salaries of such personnel are paid by the association, from monies received by way of levies from all kindergarten committees within the association, as are running costs, which are not covered by the administration grant from the Government.

READERS — Have you seen or read:

KINDERGARTENS IN NEW ZEALAND 1889—1975

This updated history of the movement is available through your Association or direct from the Union office, Box 27-351, Wellington at \$1.50 a copy. The book covers the individual history of every Association—perhaps your knowledge of your Association is limited and you would like to know more. Do this by ordering a copy of your history now.

A Challenge To Our 67 Associations

We have received a number of requests from many readers for more articles about Associations. Many of you have celebrated Jubilees, have conducted outstanding fund raising ventures, or have an interesting project in the pipe line. The Journal challenges each Association to contribute at least one article for publication. Auckland sets the ball rolling in this edition—what can the rest of New Zealand do?

Quotable Quotes come from readers this time.

If you insist on standing still, step aside, others may be going somewhere.

The world grows better because people wish that it should and because they take the right steps to make it better.

Don't be a carbon copy of someone else, make your own impression.

Rights grow out of duties well done.

Many a person might have become outstanding, but for the fear of appearing different.

It is well to keep your ideals high, but not so high that they cannot be reached now and again.