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**The Development of the  
Auckland Primary Principals'  
Association 1901-1998**

**Forsan et haec olim meminisse iuvabit**

(The day may dawn when this plight shall be sweet to remember)

**A Study of a Voluntary, Professional Organisation  
in the New Zealand Education System**

**A Thesis presented in partial fulfillment of the  
requirements for the degree of**

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## ABSTRACT

This study investigates how, and why, over a period of approximately 97 years, primary principals developed the Auckland Primary Principals' Association (APPA) along particular lines. Hereafter, this discussion will refer to it as the Association or the APPA. The two central questions addressed are how the organisation served the needs of particular groups and how it served the needs of primary education in New Zealand. Supporting these two questions are four areas of focus - the extent of change, the external and/or internal catalysts, the political role of the Association and the Association's adaptation to the times. The Auckland Headmasters' Association (AHMA), now called the APPA, as an education organisation, was, and remains, a middle level organisation. It operated as a conduit between grass-roots concerns of classroom teachers and more embracing organisations such as the Department of Education and the Auckland Education Board (AEB). It provided a special forum, initially for Auckland headmasters and later for Auckland primary principals. It has been shown that the commonly held dual membership of the AHMA and New Zealand Educational Institute (NZEI) was usually a happy relationship. The AHMA acted as a male pressure group supporting policies that were beneficial to male principals and male senior teachers. By creating a separate organisation, the APPA, in its political role, had the choice of direct access to the Minister of Education, and proposals could also be made through the NZEI or, to a lesser extent, the Education Boards' Association. This is an organisation not touched on directly by other New Zealand educational histories. Of central importance to the thesis is an account of how the AHMA/APPA acted as a pressure group, funnelling grievances, modifying them, negotiating with the education administration above it and also accommodating itself to the demands of those below it. Also, when describing the activities of the Association, a clear picture emerges of a non-controversial negotiating style. Both traditional literary, historical techniques and oral history methods were used in gathering data and in interpreting them.

## PREFACE

The author attributes much of his personal and professional development to those education organisations of which he has been an active member. The APPA, the subject of this thesis, exposed him to new challenges and facilitated a gaining of insights which helped him to seek explanations for the events and structures of New Zealand society. This led to a desire to document the development of the APPA and record the experiences of some people involved. For most of the period being studied, the APPA was a male, mono-cultural organisation. Women were not admitted as members until 1972. The first woman to become president took office in 1982 and neither a Maori nor a person from a minority culture has yet been elected to that position.

This study documents and analyses the history and present roles of the APPA and, at the same time, examines its activities in relation to other educational organisations and Government policies. Interest in this topic stems from the author's own experiences as a primary school principal and as a Past President of the Association. For over 24 years he was a member of this Association and in that time he designed and conducted surveys for the members to develop policy. His knowledge of the inner-workings of the Association led to him being invited to write a commemorative history. The ongoing research for this history uncovered material which merits presentation in an academic forum.

This is not a commemorative document however, but a critical evaluation of the organisation. Obviously the particular questions asked, data selected and conclusions reached are the result of the author's experience and perceptions. Breaking new ground is a solitary process which is heightened by the immensity of the task. Much data was collected and not used in this thesis, but could prove to be fertile ground for further research.

The main object is to bring together historical data about the development of the APPA, so that past, present and future members of the Association can be exposed to knowledge and some insights which attempt to clarify its existence. The author will not follow an:

articulated political agenda (Gitlin et al. 1992: 21)

but recognises that educational historical research, cannot be value free. Another important aim was to record personal histories, not only in the researcher's quest for truth, but also to articulate the value of the experience and contribution that individuals involved in the story have made. An important outcome of this project was to record and make visible the beliefs and activities of principals who would probably remain invisible and unacknowledged.

## ACKNOWLEDGEMENTS

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Much of the content of this thesis was made possible by the kind permission (initially in 1988) of the Executive of APPA who gave me access to the Association's records and some financial support. Special thanks go to all those people who so willingly allowed themselves to be interviewed and gave permission to be quoted in the thesis. Those, who are still working principals, endured the interruptions to their busy schedules and were kind and trusting.

I acknowledge the critical oversight of this work by my supervisors Dr Roger Openshaw and Mrs Teresa Ball. The collecting of information from individuals, by means of recording the interviews used in this thesis, was spread over nine years and as a consequence, far too much data was originally obtained. The Supervisors, therefore, had to contend with the challenge of prompting and helping the candidate turn a mass of rich data into a disciplined research thesis.

Finally, I am very appreciative of the assistance, transcribing and word processing completed over these last six years by Cathy Newman. The 57 interviews generated 897 pages of verbatim transcriptions and with 80 pages of supplied biography, there are 977 pages in total (Appendix 1 and 2).

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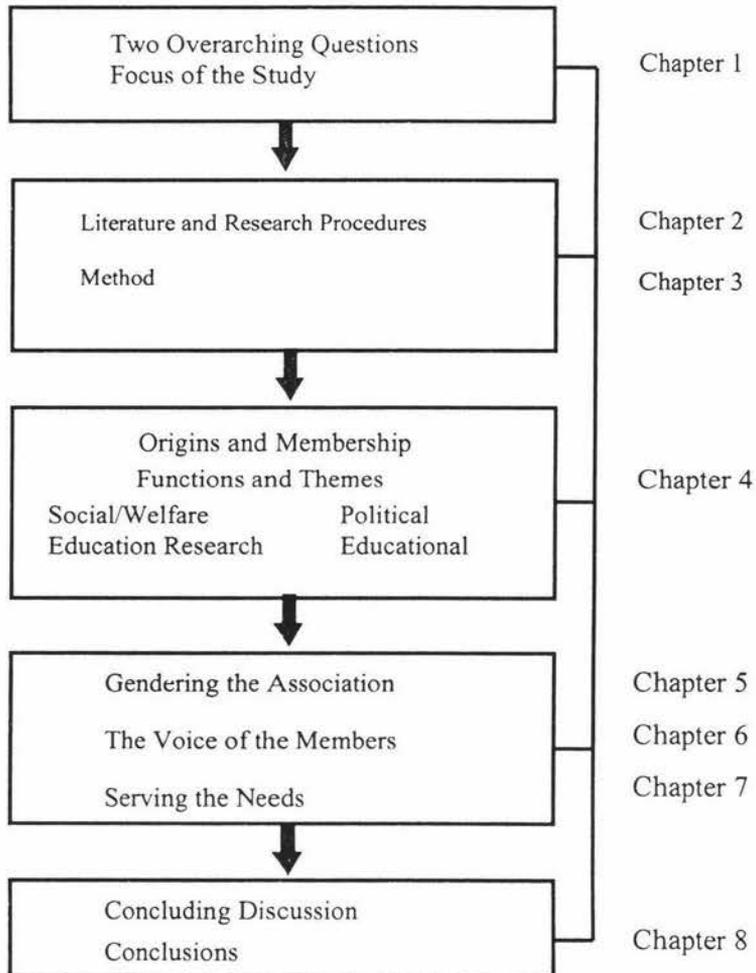
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## Diagrammatic Plan of Thesis



## Scheme Showing Inter-Relations



## ABBREVIATIONS

AAMA	Auckland Assistant Masters' Association
ACE	Auckland College of Education
AEB	Auckland Education Board
AGM	Annual General Meeting
AHMA	Auckland Headmasters Association (now called APPA)
AJHR	Appendices to the Journals of the House of Representatives
AMA	Auckland Masters' Association
AMTG	Auckland Men Teachers' Guild
ANZAC	Australia, New Zealand Army Corps
APA	Auckland Principals' Association
APPA	Auckland Primary Principles' Association
APTA	Auckland Parent Teacher Association
ASB	Auckland Savings Bank
ASTA	Auckland Schools Trustees Association
ATC	Auckland Teachers' College
A.T.Dip.	Advanced Teachers' Diploma
ATTC	Auckland Teachers' Training College
B.A.	Bachelor of Arts
B.Ed.	Bachelor of Education
BOT	Board of Trustees
Br	Brother
DHMA	Dominion Headmasters' Association (also called NZHMA)
Dip.Ed.	Diploma of Education
Dip.Drama	Diploma in Drama
Dip.T.	Diploma in Teaching
ERO	Education Review Office
ESOL	English as a Second Language
F.R.G.S.	Fellow of the Royal Geographic Society
HON.	Honorable
HONS.	Honours
M.B.E.	Member of the British Empire
M.Com.	Master of Commerce
M.Ed.	Master of Education
MOE	Ministry of Education
MTG	Men Teachers' Guild
NZCER	New Zealand Council for Educational Research
NZEI	New Zealand Educational Institute
NZFKT	New Zealand Federation of Kindergarten Teachers
NZHMA	New Zealand Headmasters' Association
NZPF	New Zealand Principals' Federation
NZPPTA	New Zealand Post Primary Teachers Association
NZPTF	New Zealand Parent Teachers Federation
NZQA	New Zealand Qualification Authority (was National Educational Qualifications Authority) (NEQA)
NZTCA	New Zealand Teachers' Colleges Association
NZWTA	New Zealand Women Teachers' Association
OECD	The Organisation for European Co-operation and Development
PTA	Parent Teacher Association
PPTA	Post Primary Teachers' Association - Also NZPPTA
RSA	Returned Services' Association
TFEA	Targeted Funding for Educational Achievement
TTC	Teachers' Training College
T.T.Cert.	Trained Teacher Certificate
USA	United States of America
WAG	Working Action Group
WAPA	Waitakere Area Principals' Association (Previously West Auckland Principals' Association)
WEA	Workers' Educational Association
WTA	Women Teachers' Association

## CHAPTER ONE

### Introduction

#### The Focus of This Study

The focus of this study involves two overarching questions. They are:

*How has the APPA served the needs of its members, who are principals of Auckland metropolitan primary schools?*

*How has the Association served the needs of primary education in New Zealand?*

Justification for this study and its focus can be summarized as follows; first, the Association has been active for a considerable number of years and historically warrants investigation; second, the focus on its effectiveness investigates what it did for its members; third, to record and evaluate the Association's role in primary education in New Zealand. The third reason is an extension of the second one.

The introduction draws attention to: the focus of the thesis and why the topic was chosen; the background to the Association with some preliminary comments of its functions; a brief note on the AEB and the socio-economic distribution of decile ratings of Auckland city schools. This chapter concludes by outlining the structure of this thesis, with an indication of the main content of each chapter.

#### Background

The subject of this study is a professional, voluntary, primary principals' association, drawing its membership from metropolitan Auckland. According to a note in the back of the 1923-25 AHMA Minute Book, the first meeting was held on 15 December, 1900. This has been taken as a signal of intention, as the first official meeting was held early in 1901. It was established in 1901, and called the AHMA, a name it retained until women were admitted in 1972. The name was then changed to APPA on 18 September, 1975, after a brief period of being known as the Auckland Principals' Association (APA).

To help understand, at this stage of the thesis, the purpose of the Association, a random selection of relevant opinions expressed by interviewees and recorded by the author are presented. The major functions of the Association have been described in different ways by the following ex-presidents:

. . . the sharing of ideas from one headmaster to another and from school to school. There was the professional contact. Then the consensus of opinion that furthered action (Dudley, 1989, President, 1961):

. . . a body to co-ordinate the professional concerns of its members and to negotiate the solution of those concerns with the relevant authorities. It was important to maintain the involvement of all schools, so that we could truly be seen to represent all schools (Gerrard, 1989, President, 1977).

. . . with each of us coming from our schools, we had information and background that either individually or collectively, nobody else had (Holland, 1990, President, 1979).

The role was to allow principals together to look at current problems and common needs, by using one another's strengths . . . the people who know most about running schools are principals, and that while no individual principal has all the answers, the combined knowledge of a very large number of principals is a powerful tool for learning about running schools (McDonald, 1992, President, 1981).

The Association has a vital role to play in education. I feel that it's really a voice to be contended with. You have a group of principals working together for education . . . it gives people great support and a feeling of security to know that there is an association like the APPA, where principals are working together for the good of teachers and children (Rawlinson, 1989, President, 1982).

These functions will be discussed further in Chapter Four, but at this point they are summarised as follows: fellowship, collegial friendliness and support, social inclusiveness, the continuing professional education of members, sponsorship of school children performing in arts, music, sport and speech, political action, maintenance of the status of principals, belief in the collective knowledge of principals. Finally, and most importantly, the promotion of quality education is a key function.

Consistent with the functions were the objectives of the Association. The objectives of the Association, when set up in 1901, were to advance the cause of education generally; to advocate and maintain the just claims of its members individually and collectively; to provide opportunities for social intercourse among members and also kindred societies; and to aid, foster and encourage any movement or societies whose objects promoted educational progress. Membership was open to headmasters of primary and post-primary schools (Appendix 5).

From the 1960's, the objectives and the conditions for membership changed and this is also discussed in Chapter Four. The Association started as a small organisation with members holding monthly general meetings in their own time. It had an initial attendance of no more than 24, but this grew rapidly after World War II to over 300 members attending meetings. An executive of nine, who were elected at an Annual General Meeting (AGM), initially managed the Association. Then, in the 1980's, an enlarged executive of over 20 members was elected, some at the AGM and the rest by the local principals' groups, which had developed to meet the local needs, for example, on the North Shore and in West Auckland. The growth of local principal groups will be discussed in more detail in the section of this thesis dealing with serving the needs of the Association members, (Chapter Seven).

The Auckland Headmasters have sought, from their beginning as an organisation, to work closely with the AEB. From 1878-1951 the Board covered a large area of the North Island as Figure 1.1 shows and it would seem that the headmasters of schools close to the Board's main office in Auckland, had the better opportunity of a working relationship. Figure 1.2 shows the reduction in total area from 1952 when the South AEB district was created. The Minister of Education, The Hon. Ronald M. Algie, persuaded the AEB to accept the change and at the same time gave the secondary schools under AEB control, provision for their own school boards. These changes were confirmed by act of parliament, the Education Amendment Act of 1952. There followed a difficult period of adjustment for the AEB that had to contend with a reduced budget, a reduction of staff from 120 to 65 officers and in the same time, population growth. This resulted in the need for a massive building programme of new schools and the consequential difficulties in staffing them continued for the following 30 years. In this period, membership of the AHMA/APPA soared to over 300 financial members.

Figure 1.1: The Auckland Education Board  
District of 1878-1951



Figure 1.2: The Auckland Education Board  
District of 1952-1987



Source: Cummings 1959:112

Key:  AEB Area

It can be argued that the APPA attained its dominant place in primary educational circles in Auckland through its practice of seeking dialogue with AEB, the Department of Education and in particular, the Minister of Education. Both the ritual of organisation and the conservative middle class image that were generally maintained through the years could also have contributed to their access to decision makers. Certainly, there was no statutory requirement for the above-mentioned authorities to consult with the APPA. Equally, there was the continuously held belief that if *Principals are captains of their ship* then the principals' organisation had a distinct point of view that should be heard. The revision of *Common By-laws for School Committees - Duties, Functions and Powers 1968*, illustrate this. When the AHMA heard about a draft, it was most concerned and commented:

Any by-laws adopted must eventually be operated, in the first place, by headmasters. We feel that it is quite likely that we could have some useful comment to make on the Draft by-laws and we would certainly welcome the opportunity to peruse them (Dynes, 1968).

Openshaw draws on other New Zealand research to show that:

. . . a contradictory and ambiguous reaction to a whole set of problems including other than educational, is created by competing single interest groups (Openshaw, 1995:121)

The APPA is but one of these contending regional professional groups. Its importance, however, lies in the number of members and the fact that its members operate within the largest metropolitan area in New Zealand where many New Zealand educational issues first appear to surface earlier than they do in other parts of New Zealand. A recent example was the pressure the APPA applied on the Government concerning the making of better provision for Asian immigrant children:

That came out of the frustration of years of talking to the Ministry about the fact that five year old children are not funded in any way what-so-ever for English nor was there any account made for when they arrived and didn't speak English (Hanna, 1997:11 Interview, Secretary, 1993-97).

The Association believed:

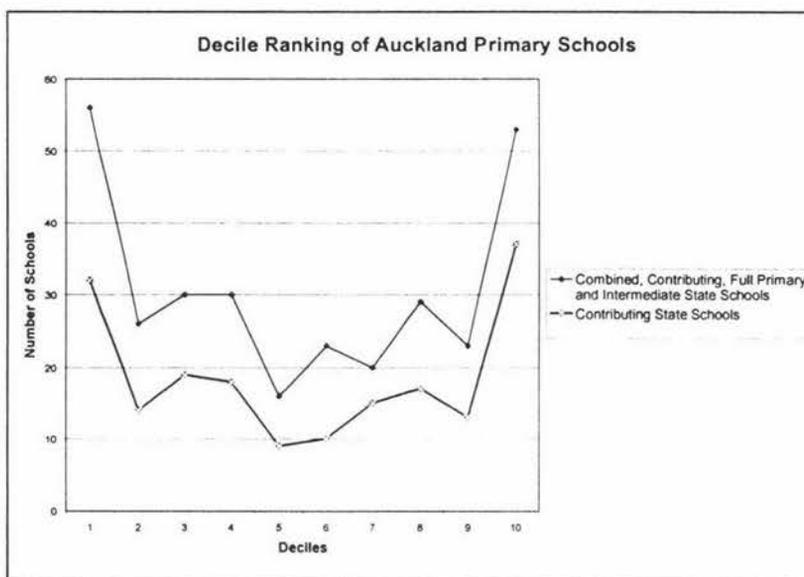
. . . we got an increase across the board, for English as a second language (ESOL) children, and five-year-olds were included (Hanna, 1997, Interview).

The process of applying political pressure consists of criticism being mounted by contesting groups such as employer organisations, teacher organisations, politicians, moralist groups and the education administrators. The media then fan the discontent and the previously fragile consensus reaches meltdown and a *settlement* is obtained. However, the settlement retains seeds of discontent and, therefore, Openshaw's title *Unresolved Struggle* is appropriate. However, the example given above about English second language children, does not quite fit the *Moral Panic Theory*. Cohen, states in *Folk Devils and Moral Panics: The Creation of the Mods and Rockers* that a key factor for the existence of *moral panic* is when:

A condition, episode, person or group of persons emerges to become defined as a threat to societal values and interests; its nature is presented in a stylized and stereotypical fashion by the mass media . . . (Cohen, 1980:9).

Certainly, there was a teachers' organisation contesting the lack of provision by the Ministry of Education (MOE) to meet the needs accompanying the influx of Chinese primary school-age children. (Hereafter, this discussion will refer to it as the Ministry or MOE). Furthermore, newspaper and television reports helped heighten public concern, even though the number of metropolitan primary schools involved were limited to Mt Eden, Remuera, Epsom and Howick; all of which could be labelled as upper middle class areas. Ironically, the primary schools involved in areas mentioned above, are also parliamentary seats held by the National Government, at the time of writing. Hansen (1981) wrote on the politics of education resourcing and this could also be an example. This graph (Figure 1.3) shows the decile ranking of Auckland metropolitan city schools and Figure 1.4 and Figure 1.5 illustrate which areas in the city have the highest and the lowest decile ranking. There is clearly a close relationship between income and ranking. It is clear therefore, that this action by the Association was an example of political lobbying even though the success of the lobbyists may have been due to other additional political pressures existing at the time, such as National Members of Parliament representing the electorates in which the schools are found.

**Figure 1.3: Decile Ranking of Auckland Primary Schools**



**Source: Targeted Funding for Educational Achievement (TFEA), 1998. Decile graphs, Langston, 1999.**





the low decile schools considered the most needy, mainly found in South and West Auckland, being compared with high decile schools (Figure 1.5) as for example Mt Eden, Epsom, Remuera, Howick. This system of grading schools is used by the MOE to determine need for extra finance for educational achievement. Racial discrimination was used as an explanation for the lack of provisions but class discrimination could be equally used for this apparent lack of even-handedness on the part of the APPA. It also could be argued that the APPA, because of its changed role following changes brought about by *Tomorrow's Schools*, was more overtly political. Another view could be that the Association, Principals of the schools in the areas mentioned, their Boards of Trustees and the middle class immigrant parents represented *middle* New Zealand and had relative ease in reaching agreement with a conservative Minister of Education. This is an example of political responsiveness to an electorate of voters. This early discussion on the enrolment of Asian pupils and the ranking of schools in the introduction is intended to alert the reader to themes such as race, gender and class which will be identified in more detail in other chapters. These themes, arising from the data, provide the basis for answering the two central questions, which are the focal points of this study.

### **Structure of the Thesis**

The thesis consist of eight chapters. It sets out to investigate the two central and overarching questions, as stated in the focus of this study. These questions however, concern two different issues. The first, concerning the needs of APPA members, is explored by using a framework of four functions that the Association has. These are: welfare, social and fellowship activities; political and educational and professional support. The second question explores the role the Association played in primary education in New Zealand.

Three related additional sub-topics are also developed. The first concerns the extent to which the Association changed its function to serve the needs of its members, and evidence for this was gathered by completing an analysis of items of business gained from AHMA/APPA minute books and reports. As well, data from transcriptions of

interviews were analysed. The second and third topics concern the external and internal catalysts that have helped to shape the Association's policy and action. From the minute books and interviews, the external influences are explained with reference to the context of national events and Government decisions – particularly those that affect education. Changes that arose within the Association and considered important enough for special sub-sections in this thesis include gender issues and the admission of integrated schools. These will be discussed in more detail in Chapter Five.

To these ends the rest of the thesis is organised as follows: Chapter Two reviews and critiques theoretical perspectives that have influenced this study or have relevance to it. In particular, the *Radical Revisionist Perspectives* and the theory of *ideological hegemony* are explained as they provide insight into the Association's place in the New Zealand educational scene.

Chapter Three sets out the research procedures used in this study and describes the methodology and its rationale. The search for histories of organisations similar to the APPA reveal a gap in our knowledge of these middle, professional organisations. Therefore, this is virgin territory and worthy of investigation. This chapter also details the procedures applied when searching for primary sources in Auckland and Wellington. It further details the need for, and the preparation of, procedures in interviewing people who had been, or were still involved in the Association. While these recorded interviews form an important part of the data gathered for this study, the reservations about the reliability of this method are also discussed.

Chapter Four is the major section of this study where the origins and development of the Association are described. An analysis of the 57 recorded interviews and minute books from 1919-1998 yielded understandings on the various functions that the APPA performs, the roles it adopted and it further illustrates how it met members' needs. The discussion of evidence that addresses the two major questions, unfold under the four functions as previously mentioned.

Chapter Five records the history of the admission of women principals to the AHMA/APPAs. The effects of the dominant male culture in delaying their appointment

as principals of large city schools and their membership of the Association is considered important enough to devote a separate chapter to the subject.

Chapter Six focuses on the range of perceptions that principals had of a range of contemporary education issues, including gender education, corporal punishment, religious education, peace studies and Maori education. The approach used was to collate responses and create tables to show the categories of them. The findings tend to indicate that there are diverse views on the selected issues. Also in this chapter, data were presented about the age of interviewees, place of birth, education level of parents of interviewees and why the interviewees went to teachers' colleges. These last questions were designed to explore whether or not the socio-economic background of respondents was significant. It also provides interesting information and personalises the organisation.

Chapter Seven discusses three matters. First, the Association's management structure, the changing themes of their conferences and the recurring items of business are considered. The second and third matters discussed are, respectively, the internal and external catalysts that appear to have shaped policy. Here, attention is paid to the effect of the rapid population growth of Auckland, the effect of the new market ideology, the admission of women principals and the inclusion of integrated school principals. This chapter draws on data presented in the previous chapter. The effect of major changes in Government policy is developed. Related to this is the political role the Association has played locally and nationally.

Chapter Eight summarizes relevant findings and, on the evidence presented, comes to a conclusion that it successfully met the needs of members and the needs of primary education. It did this by playing an active role in national and international educational affairs. In concluding, the operation and role of this voluntary group of primary principals is recorded as a contribution to the history of the New Zealand education system.

## CHAPTER TWO

### Reviewing the Literature and Theoretical Considerations

The purpose of reviewing research literature in a historical study is to: [discover] new sources or combine old sources in new ways (Anderson, 1995:97).

The review process is important for establishing a background to original research; including analysis, interpretations and conclusions. It should avoid unknowingly replicating previous research and yet be part of the process of increasing human knowledge, building on or relating to previous work (Bell, 1987). There is, however, a paucity of literature directly commenting on the APPA and there is little critical analysis of the role of similar non-union educational organisations for primary teachers. It is contended, therefore, that this study is breaking new ground.

The history of New Zealand education can be viewed from various ideological perspectives including *Liberal/Progressive* and *Radical Revisionist* approaches. The first claims neutrality, that it is non-political, is commemorative and believes there is gradual progressive improvement in a centralized state system, provision and equal opportunity for an evolving process. The second, wide ranging perception, influenced by United States of America revisionist historians such as Bowles and Gintis (1976) and Katz (1971), found fault with the state system and claimed it was part of the state's ideological apparatus for social control. The school, instead of being an agent for compliance, was a site of contention and struggle. It failed in its aim of preparing youth for the work-place or adult roles in society. Another theory, influenced by Marxist thinking and promoted by Gramsci (1971) also has wide influence. It is the theory of *ideological hegemony*, which shows how a ruling class retains its dominance through organised consent working through institutions such as schools, media, law, religion and popular culture. Each of these overseas theories have influenced New Zealand education historians. Indeed, it can be shown that theories used in New Zealand range from the progressive liberal to those of the classical Marxist, the latter being viewed as in opposition to empirical research and as taking a historical materialist model.

Roy Shuker (1987) wrote a revisionist history of aspects of the New Zealand state education system in which he was critical of the inadequacies of the liberal perspective. The study of the educational problems showed where the rhetoric was different from the outcomes. A feature of modern societies is that they have a plurality of views but solutions to the identification and resolution of shortcomings are scarce. Shuker's important interpretation of the history of education in New Zealand has not only contributed a great deal to our understanding of educational change in New Zealand, but helps to draw attention to major contributions which radical revisionists have made to American educational history.

In New Zealand, prior to the 1980's, education historians could be described as liberal. For example, the works of Butchers (1930) and Cumming and Cumming (1978) reflect the views of official policy-makers and little about the people implementing the system. Even Ewing (1970), writing about the history of New Zealand school curriculum development, neglects to name innovators in subject areas, and neither does he mention the various voluntary teacher committees that were developing curricula. It will be seen in Chapter Four, that the members of the Association seconded to various educational committees became swallowed into the new culture as anonymous entities (e.g. Brian Annan, Chapter Four). Eric Archer and Roger Openshaw (1986) put teachers into the centre of their account of the development of *new* mathematics, secondary school social studies and reading. Oral history was used as a data gathering procedure and was found to be particularly useful when studied in conjunction with other evidence. This style of *creating history* clearly identified, among other things, which people were the real movers of change. In a similar vein, this study, in Chapter Six, has attempted to look at individual principals, who were or remain, very much involved in the Association. Moreover, this study seeks to locate them in the context of their family history and the culture of their times. In that regard, Chapter Six uses interview extracts in the context of the subject being discussed.

Ravitch (1977) claims that there is a false polarity between liberal progressives and the radicals and that the personalities of educators cross political and ideological boundaries. He claims that other factors, such as ethnicity and gender issues, are also important and force the addressing and even acceptance of conflicting views, precisely

because of the differing perspectives they provide. In this study, it is apparent that progressives and radicals emerged as presidents of the Association but at the same time, such individuals had no great power base, and the tenure of office was for only one year. In a period when the difference between conservative and progressive liberal was thought to be more easily identified, two most progressive liberals, as presidents, were Amyas Ringer and Roy Sanders who had university and/or teacher college lecturing experience. Although they had different styles, they came to the presidency by sheer ability and well-articulated opinion on the professional development of a principal, rather than as a result of giving their sole attention to the mechanics of running the Association. However, in making this comment, it should be noted that more often than not, it is seldom useful to put people in categories as has been done here. Most people do not fit neatly into pigeonholes; they may be progressive liberals about corporal punishment, for instance, but insensitive about the role of women and the education of girls. However, the two presidents mentioned above, were identified because of their humanistic views on a wide range of educational topics, and, as their personalities transcend stereotypical boundaries, therefore, they tend to support Ravitch's claims.

The international literature on teacher organisations is a relatively recent development (e.g., Bessant and Spaul, 1972; Ozga and Lawn, 1981; Cooper, 1992). Much of the material available is about the unionism of teacher organisations or about the task of principals as leaders and managers; very little refers specifically to principals' organisations. The views of Auckland principals were divided mainly between those who believed the NZEI should handle all industrial matters and those who believed a separate principals' organisation would be the better advocate of the needs and interests of principals. The latter group could be accused of usurping the role of the NZEI in spite of principals dominating that Executive. Some presidents of the Association, (e.g., John Nesbitt, Joseph O'Rourke and Patricia O'Riley) have been on the National Executive of the NZEI. According to Kenny (1989) that dual role of members was not always viewed as beneficial to the Association because of the close relationships they had with the Department of Education and the AEB:

... while John Nesbitt was here, you see, that was clouded a bit at times because he had been head of the Institute in direct relationship with politicians (Kenny, 1989).

Yet probably it could be argued that a more pro-active leadership style was needed in tandem with the NZEI. As to the other question concerning material about the task of principals, a perusal of the list of the topics of AHMA/APPA conferences (Appendix 9) shows that from 1982 the emphasis was on leadership and management reflecting the influence of a new marketing ideology. This question is developed in more detail in Chapter Four when describing the effects of the restructuring of the New Zealand Welfare State.

Literature about Australian teacher organisations such as John O'Brien's *A Divided Unity: Politics of NSW Teacher Militancy Since 1945* (1987) provides an interesting comparison and alerts the researcher to relevant questions to be asked about the New Zealand situation. Questions emerge such as the struggle for equal rights for female teachers, but more particularly the role in the educational and political life of state primary education. Certainly there are similarities for women in gaining promotion and acceptance as principals between the two countries. In Australia in 1975, for instance, the Teachers' Federation trod:

... a wary path between the advocacy of the preservation of parliamentary democracy and the gains made by public schools under a Labor Government and the usual Federation practice of not directly supporting particular parties (O'Brien, 1987:125).

Yet it spent \$18,500 on the parliamentary election and because of the diversity of political allegiance among members, did not resolve the dilemma of state aid to private schools. This contrasts with the low key and informal approach, the APPA adopted when lobbying. Also, the Australians were better organised and better united in protecting or providing conditions of service such as when the principal of Minera Street School for handicapped children refused to enrol children in excess of sixteen per class. Only once, in the mid 1990's, and at no other time, did the APPA *flex its muscles* in a similar fashion over admission of non-English speaking Asian children. This development will be discussed further under the sub-heading Political, Chapter Four. Jocelyn Jesson's *The PPTA and the State: From Militant Professionals to Bargaining Agent. A Study of Rational Opportunism* (1995) is a useful text when investigating the political forces in New Zealand Education, because, even though this is a secondary school teachers' union perspective, it does highlight areas of contention and negotiation.

In spite of the Employment Contracts Act of 1991 which sought to restructure all labour relations (both private and state) into the limiting of individual relationships with the employer, Jesson expresses the optimistic belief that the New Zealand Post Primary Teachers' Association (NZPPTA, also known as Post Primary Teachers' Association, PPTA) would maintain its membership support and public status by voicing teachers' concerns and continuing to show the complexities of their roles and that of teaching. She describes too, the politics in education involving Treasury, reports, the Business Round Table and its front organisation, the Education Forum. These views are also pertinent when discussing the politicisation of the APPA. Roger Openshaw's scholarly work is, therefore, a useful example of a historical research of education in a politico-social context. Two examples are cited by Openshaw: *New Zealand State Primary Schools and the Growth of Internationalism and the Anti-war Feeling* (1980) and *A Spirit Of Bolshevism. The Weitzel Case of 1921 and its Impact on the New Zealand Education System* (1981). This study reveals individual teachers and principals promoting anti-war sentiments, such as the case of Mr J. B. Murray (see p.31). However, the Association has traditionally followed a no-comment policy over contentious issues. A more recent example is the Springbok Tour of 1981, which was deliberately not mentioned in the minutes of the APPA. The reason given was:

... the issue was too divisive (McDonald 1992, informal conversation)

but his Annual Report in 1982 commenced with concern that:

During the past year our nation has faced unprecedented upheavals - we have seen confrontation scenes, violence on our streets and a lack of tolerance shown by opposing groups within the community that have saddened and disturbed us. Values we hold, and endeavour to impart to our pupils, have been cast aside and we have been forced to re-examine the effectiveness of our school system in fostering respect and concern for others. And those that hoped the winter madness would pass, have come to realise that our dream of New Zealand as a multiracial society where people of varied cultural backgrounds live in mutual respect and harmony, is far from reality (McDonald 1982).

As noted before, this area for research on the APPA is only incidentally touched on in secondary sources.

Ian Cumming's *Glorious Enterprise. The History of the Auckland Education Board 1857-1957* (1959) is an exception to the literature because it makes 22 separate references to the AHMA. Cummings also uses many names of senior headmasters who played a role in the AHMA. A picture emerges from these references that the AHMA made strong representations of its views to the AEB on a variety of issues until the Education Boards were abolished in the late 1980's.

The prime sources of data for this study were AHMA minute books and correspondence that were made available to the author. The transcriptions of the interviewees were also a primary data source and these will be analysed and discussed in Chapter Six. Chapter Four to Chapter Seven present the author with two challenges. One is that of dealing with a mass of reference material and creating shape out of chaos; a process that is selective and, therefore, liable to be contentious. The other is that events are seldom simple, as often there are contending forces. These are not usually revealed in minute books but often come to light in interviews. Therefore, in this study, accounts of more recent activities have the benefit of additional data being provided by living observers, who were, in effect, participants giving reality checks. The data were collected before any conclusions or hypotheses emerged. Even the questionnaire, used as a guide, was expanded after the first interviews had been conducted. Only after the data were inspected and patterns observed, were conclusions drawn. The process used is similar to the *Grounded Theory* where:

Pieces of data are collected before the patterns are fully analyzed and conclusions drawn  
(Glaser and Strauss as cited in C. N. Anderson, 1990:150).

Therefore, the analysis of data, some coming from quite different sources and about different topics, build and coalesce to form a synthesis. The process is dependent on the researcher identifying that which could be important and, therefore, the results may be problematic. Alternative conclusions are sometimes reached because of the different set of data selected or because a different interpretive slant is adopted.

The author likens this study to the works of Openshaw, McKenzie and Shuker for two reasons. In the first place, this thesis is a sincere attempt to enquire in an open-minded way, into the roles of the Association. In the second place, it should be emphasized that

the author does not wish to subscribe to any one scholastic ideology, because this is an account of a pluralistic group of professionals. In this study, therefore, an eclectic approach is used to provide a critical reflection on a small group of people working in the New Zealand education system.

It is a major contention that there are gaps in our knowledge about middle groups, such as the APPA. The historical process has been captured by politicians, particularly what the Ministers of Education have said and what the curriculum framework has allowed. Not enough has been written about what happens in the level below the Education Department (now the MOE) and the union. This deficit is, of itself, a singularly strong reason for looking at the history of a middle level organisation such as the APPA and until now, this area has not been investigated by New Zealand historians. Consequently, it is not possible to cite similar research.

Because of this deficit, various ways of organising the data were tried. A chronological method was rejected because a number of themes emerged that cut across the grouping of years. In the end, it was decided that the most appropriate way to proceed was to address the two major questions identified at the outset. It was reasoned that such a procedure would limit the focus while enabling the data to be organised around a number of themes. It was contended that the end result will increase understanding of how policy moves from top decision making through to middle level organisations such as schools.

Another assumption explored concerns about whether or not the APPA has been, or is, one of the groups that contest the policy of the government of the time and, therefore, becomes involved in the governing machinery of the education system. Or, alternatively, Gramsci's theory of *Hegemony*, where the elite group in society is supported in retaining its dominance, could be applied to this study. However, what becomes clear in this study of a middle-level pressure group is that a small group at the top of the education hierarchy is not the only group of people involved in creating a constituency and in the shaping of policy. The principals, collectively on occasions, and both covertly and overtly, clearly contested policies from the top and also relayed to those at the top, albeit in a modified form, the concerns of those operating at the chalk face.

## **Conclusion**

In summarizing this chapter, it has been useful to view the data through a variety of ideological lenses, particularly the theories of Gramsci; the New Zealand feminists such as Middleton, Coney and the views of Shuker, Openshaw and McKenzie. The contributions to the literature and theory these people and others have helped the writer to appreciate, understand and critique the Association. The review of literature included primary sources, such as official documents and records, laws and regulations, AEB archives and records and, Education Department records held in the New Zealand National Archives. There are also published collections of selected documents. The researcher was also on the alert for any unpublished manuscripts. The Auckland College of Education (ACE), (previously, known as Auckland Teachers' College (ATC), and Auckland Teachers' Training College (ATTC) originally) has an archive that held useful data and interview transcripts which played an important part in the total review process. Secondary sources such as papers, theses, books, periodicals, booklets, school histories, professional journals in education and history, photographs, audio and visual tape and film were searched for information. The Auckland Museum library and the 'New Zealand Herald' archives were searched for relevant photographs and newspaper reports.

## CHAPTER THREE

### Method and Design

#### Method

Historians of education:

. . . impose order upon the multitude of past events. Bringing order out of chaos.  
(McKenzie, 1984:2).

The framework the historian uses for developing a reconstruction is crucial to the understanding of what is written. History then, is a selective interpretation of evidence of recorded or recalled happenings presented to the historian. These data include the opinions, ideas, social class expectations and comments about power or perceived lack of it. Wake (1969) states:

. . . history is a study of evidence

and McCrindle and Rowbotham (1977:1) confirm that:

A series of oral testimonies does not make a history. History is worked over more consciously; different sources open up various ways of looking at what happened.

Therein lies a caution for the interpreter of evidence for this thesis. Is the evidence cited sufficient to support a particular view or claims made, and does the interpretation reflect:

. . . the value commitments of the writer? (Olssen, 1984:10,12).

What is being argued here is that although the historian's beliefs are a necessary framework upon which to build and develop the evidence for a historical narrative, those beliefs need not be an ideological straight jacket. In this study, two major questions were asked about serving the needs of the Association members and of primary education in New Zealand, and from these overarching questions an explanatory framework for understanding the roles of the Association in four areas was developed.

The method of historical research used here is a multi-layered one, which is, without doubt, informed by my own role and experiences. First, I am a participant-observer, who took part in the operation of the organisation, the APPA. Second, I am an historical researcher who has examined e.g. documents of the Association, newspapers for reports and AEB minutes. Third, I am an oral historian, having interviewed past and present members of the APPA Executive, non executive members and people from other educational organisations as part of an AHMA/APPa project to record its history. All of those interviewed made oral responses to a semi-structured questionnaire and data from ensuing interviews were recorded and transcribed.

This research addresses the relationship and role of a professional, voluntary, educational organisation, the APPA. In particular, it focuses upon the stance of the APPA, centred as it is between primary schools and national organisations, whilst also serving as a mutual support service. This, it is contended, is a new area of study in New Zealand primary education. The position the APPA adopts at this *middle-level* and the roles it performs will be shown to be various and varying, unfolding primarily in accordance with current issues or leading personalities.

Resources used in this study included written records, such as minute books and correspondence, recorded memories of participants, newspaper reports and other secondary materials. This two-fold approach, therefore, combines document analysis from primary and secondary sources and importantly, engages oral history methodology through the harnessing of social survey interview techniques.

### **Primary Sources**

Various sources were used to obtain data. The most important were the minute books of the executive and general meetings of the AHMA/APPa from 1919 to 1996; correspondence (starting from 1965) and annual reports. Minute books from 1900-1912 of the AEB held in the National Archives, Mount Wellington, were inspected but contained only one reference to the Association. NZEI minutes in Wellington and the National Library were similarly searched without success. Local branch minute books

of the NZEI, held in the Auckland War Memorial Library Archives were, however, rather more useful in discovering the names of headmasters who were involved in both organisations. Two historical biographies were found in ACE Archives, those of Peter Kelly and J. G. Gasparich. Also, the New Zealand Council for Educational Research (NZCER) kindly supplied an unpublished biography of Frank Steven. Even though there was no direct reference to the Association, the material searched did provide a political and social context within which the AHMA operated. An example was the number of complaints which the AEB investigated about head teachers, and these data were useful when discussing the climate within which the AHMA was operating and therefore aided interpretation.

Primary sources are defined as providing information from manuscripts, official archives, administrative records, interviews and correspondence sources. In particular, correspondence was most sought after for this project because their use reduced the likelihood of reproducing inaccuracies and provided a source of data unattainable elsewhere. The researcher however, still had to apply external criticism, such as deciding the credibility and reliability of the information gathered. One example undertaken was to count the frequencies of categories of items of business recorded in the minutes and compare different periods with recorded recollections. In Chapter Four there are several tables, which illustrate this procedure whereby the frequency of data were used as a basis for confirming related statements. However, there are limitations that should be noted about the usefulness of written records. First, they were recorded, in the first place, for a purpose, and what is recorded may not reflect the total considerations, but rather only those which were *officially* to be preserved. Many of the recorded decisions therefore, are surrounded by silent words which now prevent them from becoming the basis of a wide-ranging discussion. The person who initiated such discussions, or who was present at the time, is not always identified, for such is the limitation of minutes. What led to bold and all too cryptic statements in minutes is rarely, therefore, included. One can only speculate about the lobbying and the unofficial negotiating that occurred prior to the recording of the meeting; such memories being reclaimed, perhaps imperfectly, from the memory of someone present and still living. The latter will be discussed fully when describing the oral histories used in this study.

## Oral History

Considerable use has been made of 57 transcriptions of recorded interviews, each of which lasted on average two hours (Appendix 1 and 2). These were completed either in the respondents home or school office. The intention was, first, to interview all past presidents and some secretaries, and although consideration was given to obtaining a gender and ethnic balance, the all-male membership of the past, prevented that. Seeking the willing participation of those who had been involved in executive decision making, was deliberate because this was seen as the best way of obtaining their personal opinions on various issues. But in addition, ordinary members and people who either have had or who continue to have an involvement with the Association were also interviewed because it was thought they might provide a different point of view. The following Table 3.1 shows that for various reasons, past presidents dominate the sampling. One reason is that the President has a good overview of the operation of the Association and many past presidents of AHMA/APPA were still alive and willing to be interviewed. Also, the status of the president is gained by its institutional function, requiring an information resource person who, to be effective, maintains open lines of communication to receive and act upon.

**Table 3.1: The Sample of Interviewees**

<b>The Sample of Interviewees</b>							
		Male	%	Female	%	Total	%
Principals	Past Presidents	27	44.3	5	8.2	32	52.4
Principals	Members	9	14.8	3	4.9	12	19.7
Principals	Non Members	3	4.9	0		3	4.9
Associate Members		2	3.3	2	3.3	4	6.6
Non-Members		5	8.2	0		5	8.2
Principals – Supplied Biography	Past Presidents	4	6.6	0		4	6.6
Principals – Supplied Biography	Members	1	1.6	0		1	1.6
<b>TOTAL</b>		<b>51</b>	<b>83.4</b>	<b>10</b>	<b>16.4</b>	<b>61</b>	<b>100.00</b>

Source: Langston, analysis of interviews, 1998

Oral evidence, sought through interviews, has proven to be a valuable method of gathering material which had not been incorporated within the official records. What is most important is that the oral history contributes greatly to the study and gives ‘voices’ not only to individuals but also to their organisation and especially to the APPA. This gives a unique opportunity, therefore, to understand the individuality of both. In this thesis, oral history is part of an historical jigsaw that attempts to uncover experiences of

principals involved in the Association whilst also understanding their place in the economic, demographic and socialising environment of their time. The researcher, in following this strategy, kept in mind the various relationships and connections that exist particularly in the interplay of their role in the Association, their school work, domestic life and community. The range of questions traversed during the interviews was designed to obtain that information.

It is stated that:

Oral history is not an easy research option, nor does it provide evidence, which needs no interpretation or analysis (Hutching, 1993:58).

Yet in the absence of written, sound or visual records, the value of oral history lies in the capacity to access information by interviewing people who have been personally involved in, or who have witnessed, key events. Furthermore, the process allows the researcher to tap into a part of the oral culture, which shapes the lives, perpetuating customs, attitudes, ethnical norms and beliefs of the group or groups under scrutiny:

Oral tradition is not a tool the historian can count on (Finley, 1986:28).

The oral historian must always ask, *Cui bono?* That is, for what purpose? Clearly, these serious reflections by principals, as recorded in the interviews, can contribute to better understanding our educational past.

Chapter Six will show in more detail, the interviewees' recorded responses to a number of educational issues. For now, it is sufficient to note that the principals were interviewed because they were in a position to be *opinion leaders*. If the assumption is correct about the effect of their leadership, then their views would permeate, not only their staff and pupils, but also the Association, hence the importance given of a separate chapter based on their opinions.

### **The Questionnaire and/or Interview Schedule**

Qualitative data were collected in semi-structured interviews using a questionnaire mostly as an interview schedule. The questionnaire contains three types of questions. First, there are those which ask personal details about respondents and their families. They give a glimpse of the person's background, looking for any common pattern in the responses. Second, there was a group of questions that explored attitudes and beliefs about such topics as the education of girls and Maori. The third type of question was about the Association and it attempted to discover if any of its significant events had, in one way or another, impacted upon the respondent. The assumption that was being tested was whether or not people are creatures of their past and to what extent there is a relationship with their current beliefs and actions.

The situation in which the interviewer asks each respondent a series of pre-prepared questions is called structured interviewing. But, as most of the questions were open-ended and not taken strictly in the same sequence, there was some flexibility and room for variation in response. Hence, the technique used here was that of a semi-structured interview in which a schedule of questions (called a questionnaire for convenience) guided discussions in an enabling manner rather than in a regimented fashion. This is consistent with *contemporary adult learning theory* (Knowles, 1986) in which the reservoir of prior experience is perceived to be an important platform for learning. Mezirow (1990) argues that critical reflection, about prior experiences, is an essential process for making sense of an individual's reality. This is clearly, therefore, a qualitative data gathering technique. A question that emerges for the interviewer however, is to what extent, if any, biases of class, gender, age or ideology impact upon data gathered. Most historical evidence requires the triangulating of one interview with other sources and with other interviews. In the present exercise, scraps of information were discovered in minute books, in the records of other organisations, as well as within the world of contemporary people. The word 'experience' is used when the question is asked, why do principals do what they do? It is because of their experience. When life stories are used as data, their use is criticized because they are subjective rather than objective and, therefore, they may have questionable appropriateness. The objections to the study of experience have been overcome in this study by using the middle-ground

argument of Carr (1986) who claims that experiences over time are in story form and are neither raw experiences nor cultural forms but a mixture of both. In telling their stories, the people live them:

... re-affirm them, modify them and create new ones (Denzin and Lincoln 1994:415).

The participants provided windows on topics and experiences not found in written records. The transcripts are off-the-cuff verbatim records. Consequently, some editing for grammar and completion of sentences was applied when this facilitated clarity.

### **The Interview Process**

As already noted, 57 interviews were generated for this study. Furthermore, semi-structured interviews offer an appropriate method for gathering data with which both the complexity of interactions, and the intricacies of issues can be examined. This study, therefore, illustrates both the benefits and costs of intensively gathering data from a relatively small number of respondents. It sacrifices breadth for depth, telling a great deal about a few people, but even though a sample of 57 may be considered large for qualitative research, the sample does not permit statistical generalisations to a larger population. However, given the nature of the overarching questions posed in this thesis, such an approach is likely to be neither appropriate nor particularly informative. The relationship between the researcher and those interviewed, range from an attempt to be a neutral observer to the *collaborative storyteller*. The collaborative storyteller and the manner in which the interviewer acts, asks questions and responds in an interview, shapes the relationship and, therefore, the response of interviewee. This researcher, although known to all those interviewed, felt the rapport was better with the men than several of the women. When considering gendered interviews, Oakley's (1981:30-61) comments are appropriate. She observes that both the interviewer and the respondents are considered faceless and invisible if the gathering of data is believed to be value free. Denzin (1989:116) states more directly that:

... gender filters knowledge,

because of cultural boundaries which exist in society and the hierarchical relationship that often differentiates the masculine and feminine. In the background of the author of this study are: 29 years as a primary school principal, 24 years as a member of the AHMA/APPA and the reality of having been one of its past presidents. It is contended that these experiences all helped to lessen barriers that could have arisen in the interviews.

One problem that all interviewers have to contend with is that of resisting the temptation to put words into the mouth of the respondent. While presenting a courteous, friendly manner, and adhering to a preconceived plan, as set down in the questionnaire, there was always the possibility of ignoring:

... the respondent's own concerns...[of curtailing]...any attempts to digress and elaborate...

which, as Fontana and Frey (1994:369) state:

... also stymies any revelation of personal feelings and emotions.

However, oral history provides a vivid insight into people's lives that may only survive in their memories. Indeed, these accounts may provide the only source of information that is available (Hutching, 1993). They also, coincidentally, provided data that was far in excess of what was needed for this thesis. But that is common place in qualitative research and data gathered here, through oral history, remains a valid method of collecting data about first-hand experience. Without such data being recorded and converted into transcripts, it is probable that data about the histories of women, the poor and people of colour would have been ignored and forgotten.

The respondents did not sight the interview schedule before the interview. The intention was to capture their first reactions to a question. Some respondents retrospectively expressed the wish to have pre-read the questions in order to be better prepared before the interview. Certainly, access to a written record in a file or diary may have permitted greater accuracy. However, all, except three, were treated equally, responsibly and with care, which could be described as an ethical relationship. The exceptions were an ex-president working overseas who was sent the questionnaire and returned a tape recording of his replies and two others, whose responses were received in the form of biographies submitted by relatives.

## Research Ethics

Ethics in research consist of principles that a particular group or research organisation accepts. The acceptance of a code of practice protects both the researcher and the subjects and the code used in this study is that set out by the Ethics Review Committee, Massey University. Two essential elements in the research procedures are the informed consent of the participants and their protection from harm. The consent form (Appendix 8b) which is signed by the respondent, makes clear the protection of the interviewee's privacy and interests. The research is described along with some expected outcomes in an explanatory letter (Appendix 8c). All pertinent information was provided, especially concerning the uses to be made of the findings. However, the interviews in this study were conducted more in a manner resembling friends having a chat than a formal interview. The researcher, in seeking the co-operation of the respondent, does not do anything that is covert and does not relay specific information about a person to others. The rule of anonymity is waived only by the written consent of the respondent. All respondents in this study entered the research project voluntarily and understood the nature of the study. Moreover, the transcribed scripts of the interviews were returned to interviewees to amend and/or to make additions where clarification was needed

Other ethical considerations determined another series of steps to be taken. The interviewees were informed, in writing, of the purpose of the research and signed a consent form to take part and to being named in the written account. After the amendments were addressed, two final copies were made; one for the researcher and one for the interviewee. It was important to clarify the built-in protection of the interviewee's privacy and interests. The participants were informed that transcribed scripts could be withdrawn in whole or in part at any time prior to publication. The interviewees were also told that they would receive a copy of the relevant section, if they were named, for their approval or withdrawal of the quotes attributed to them. At the conclusion of the writing of the study, each respondent received a short report and an expression of the author's appreciation.

## **Conclusion**

The literature review revealed a variety of research approaches that could be adopted. An eclectic choice was made which combined analysis of documents and considerable use of an oral history method. No one theory or ideological perspective has been totally useful. Qualitative research is a more difficult option than a quantitative one because it is not only more time consuming, but it is also more challenging as a multidisciplinary approach because it draws on history, sociology and anthropology. Central to this approach is the observer (the researcher) valuing the views and opinions of the respondents and discovering how they understand their world. Information about respondents' setting or culture is, therefore, an important part of the jigsaw when attending to the outlook of the informants.

## CHAPTER FOUR

### The Development of the Association

This chapter first describes the probable origins of the Association arising from the perceived need of male primary head teachers combining to preserve their status. This emerged as a major theme and a characteristic similar to other single gender teacher organisations which were also established at the beginning of the twentieth century in New Zealand. Other themes discussed are the emphasis on membership of state primary and secondary school headmasters and the development of the functions of the Association such as welfare, social, fellowship, political, the AEB relationship, educational and educational research. All these themes provide a basis for understanding the direction the Association took.

### Origins of the Association

Finding the exact date of origin of the Association has proved difficult. A detailed search of the AEB minutes spanning the six years of 1898-1904 (National Archives, YCAF 549: 9,10,11), New Zealand Herald 1901-1908 (Microfiche Auckland City Library) and the NZEI minute books 1901-1908 (NZEI Minute Books 1901-1908, Auckland Museum Institute Library) yields only one mention of the AHMA and that referred to the receipt of a letter (AEB 1902:72). Without minute books or correspondence of the Association, reasons behind the establishment of the Association cannot be explicitly stated. However, by studying issues that were affecting teachers generally, at that time, it is certainly possible to derive from archival material an explanation about the origins of the Association. The desire for unity is clearly the theme that emerges from the data. The AHMA in particular, expressed this by adopting a guild style of organisation with regalia and structure. It can be shown that a fraternity was formed which mustered strength in order to protect members' interests. Therefore, the original speculation regarding the *raison d' être* for the formation of the AHMA is procedurally defensible. Organisations which existed before the establishment of the AHMA, particularly the NZEI, dealt with the educational concerns of headmasters and

continue to do so to this day. However, the increasing involvement of women teachers in the NZEI and the custom of the times to have parallel organisations that were gender specific, conceivably provided a strong motivation on the part of Auckland headmasters in forming their own independent lobby group. The most obvious gender inclusive organisation was the NZEI, but other teacher organisations were gender specific e.g.: the Auckland Men Teachers' Guild (AMTG), Auckland Assistant Masters' Association (AAMA) and the Women Teachers' Association (WTA). This proliferation of organisations presents a picture of fragmentation and probable teacher disunity. Indeed, if teacher unity can be thought of as symbolising strength, then it may be reasonable to suggest that the proliferation of groups indicates the converse.

An interpretation of the AEB minutes casts more light on this matter. At each AEB meeting, the minutes show that the Board spent a lot of business time on the hiring and firing of teachers. The only checks on their authority seemed to be the NZEI on the one hand, and teachers gaining community support for their protest about being removed on the other. The latter being quite common. Reasons were rarely given in the minutes for terminating service. The research gave the impression that it was often difficult to get a permanent appointment and certainly this was well nigh impossible for a married woman, e.g.:

... Wainui Committee be informed that it is not the practice of the Board to retain in its service female teachers after they marry (AEB, 1896, December:167).

There was the interesting example of Mr J. B. Murray who, as head teacher, refused to instruct the scholars to salute the flag or grant a holiday:

... on the occasion of the entry of British [troops] into Pretoria (AEB, October, 1901, p. 11).

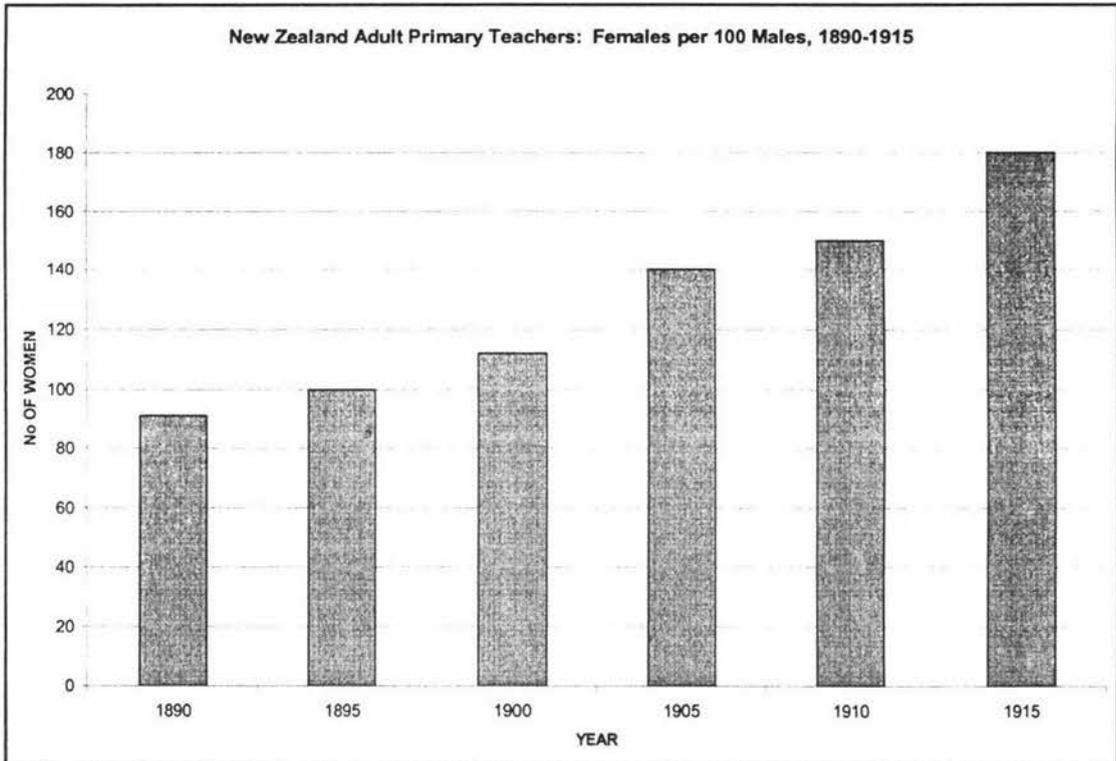
He was asked to resign and the motion was negated in October but reaffirmed in November (p.28). This suggests that head teachers were vulnerable to pressure from school committees, AEB and the local community especially when controversial issues were involved. Given those kinds of pressures it would seem logical for head teachers, even though they were also members of the NZEI, to gather for collegial support in an organisation, that specifically met some of their needs more effectively. Another item

from the archives demonstrated the petty interest that the AEB had in school affairs and its pressure on head teachers. Mr J. Christie (Secretary, AHMA, 1904) and Mr T. U. Wells, MA (President, AHMA, 1913), were each asked to explain their non-attendance at teachers' drill classes:

Secretary directed to reply that the Board does not insist upon their attendance but considers that they are neglecting a valuable means of improving their qualifications as teachers of that subject (AEB, 1901: March p.404).

This example of bearing down on head teachers illustrates precisely why they might have felt a need to bind together for mutual support.

**Figure 4.1: New Zealand Adult Primary Teachers: Females per 100 Males, 1890-1915**



Source: Annual Reports of the New Zealand Education Department.

Women teachers were another group of teachers who sought strength through unity. Figure 4.1 shows the steady *feminisation* of the primary teachers' service in New Zealand. The total number in New Zealand of certificated teachers in 1901 was 4,921. This included 1,296 men, 1, 328 unmarried women and 67 married women (Appendix 14). From 1901, branches of the New Zealand Women Teachers' Association

(NZWTA) were formed and in 1914 they established a national federation (Roth, 1985:94). This need arose from the:

. . . many weaknesses in the system that pressed very hardly on women teachers Roth, 1985:94.

They strongly believed that the NZEI should focus attention on this matter. Several factors resulted in this push by women. At that time, in New Zealand, there were large numbers of women entering the education work-force there were few opportunities for paid work. This work usually involved factory and domestic work often done in appalling conditions. Once in teaching, some women were frustrated at the lack of promotion and wanted to contest the myth that they were not capable of managing more than 30 students. At the time women entered the teaching force, there were changes in styles of teaching. The 'old style' teachers, mainly men, had to give way and:

. . . as women took over the schools, resistance to change occurred in a vain effort to counter the inevitable (Elizabeth, 1991:123).

This type of action was evident in the 1901 Staffing and Salaries Commission submissions where men were, in effect, claiming their rights by virtue of being merely male. This led to a *fracturing* of the teaching service with different roles for men and women. A caring, nurturing role for women, and a preponderance of women teaching in junior classes and in small (rural) schools was the result. At the same time a higher status role for men became the norm. Men became concerned with senior students, administration and providing for the academic needs of students; this at almost double the salary.

Trained women teachers however, soon showed they were equally capable of teaching and were equally as efficient as male teachers in small schools. However, women were only really given these responsibilities in the absence of 'preferred' men. The 1901 Staffing and Salaries Commission went further than staffing and salaries and delved into the ability of women teachers. Elizabeth states:

The Commission brought into the open many grievances, served to deflate women's position in the system and endeavoured to stop them from moving further into the control of the primary schools (Elizabeth, 1991:132).

**Table 4.1: Salary Differences of Head Teachers with an Average Role of under 100 in Full-time Schools**

<b>Salary Differences of Head Teachers With an Average Role of Under 100 in Full-time Schools.</b>		
<b>Role Number</b>	<b>Salary in £</b>	<b>Salary in £</b>
<b>Under 15</b>	<b>Male - £5 Per Head</b>	<b>Female - £5 Per Head</b>
15-19	114	90
20-24	124	106
25-29	130	112
30-39	145	120
40-49	160	130
50-59	170	138
60-79	185	148 <sup>1</sup>
80-99	195	

<sup>1</sup> Top female salary scale of £148 as women teachers were not appointed at a higher level.

Source: Appendices, Journals Legislative Council and House of Representatives.

Clearly, therefore, the evidence shows a polarisation between the genders that resulted in the formation of separate men and women teacher organisations such as AHMA, AMTG, AAMA, NZWTA, WTA, Senior Women Teachers Association (SWTA). In particular, it can be argued that women, wanting equal opportunity and equal remuneration (see Table 4.1 above), were challenging the positions of male teachers in the education system. It is logical to conject that this gender agitation could be construed as a major factor in male head teachers forming closed ranks through the creation of an organisation of their own. This desire for a single-sex body was not peculiar to Auckland and by 1919 there was a national organisation linking regional headmasters' associations.

It is also interesting to speculate on why so many teacher organisations were established around the turn of the century. Was it because the colony had at last developed a cohesive well-organised political party in the form of the Liberals. This was a political party which while in government had developed centralized power. It would certainly seem so and, as a consequence, pressure groups emerged to lobby for the merits of their policies. It would appear that some of these groups arose solely to contest single issues of central government decisions. One of the earliest established teacher organisations was the Auckland School Teachers' Association which was founded in 1873 and which:

. . . had the virtue of uniting into one body primary and secondary school teachers (Cumming, 1959:73).

The NZEI had been established in 1885 as a national body and the minutes of its 18th AGM in 1901, lists T. U. Wells, MA, as a representative of the Auckland branch. He was to become, in 1913, President of the AHMA. Mr W. T. Grundy, President of the NZEI in 1901, confined his address to two subjects of importance and interest at that time. These were the working of the new regulations for the examination of scholars and the proposed colonial scale of staff's salaries (NZEI 1901:1). Also discussed at this meeting was the establishment of a committee:

. . . to consider the desirability of establishing a superannuation fund for public school teachers (NZEI, 1901:10).

This section of the thesis has provided examples to show that the theme of unity was a unifying force for the AHMA and it can be argued, therefore, that it is valid to claim that the data confirms the speculation that headmasters sought security for their positions in the education system by both supporting the NZEI and also by acting as an independent organisation.

Exclusivity is another theme. This theme is explored next and focuses on the links made with other male teacher organisations to the exclusion of women.

What is clear later in the written records of the Association, is that there was a strong desire of male principals to retain their exclusiveness by linking with other male teacher organisations. In 1922, the AHMA joined the Federated Executive of Male Teachers. Three members of each executive formed the new Executive to co-ordinate agreed action on behalf of male teachers. In the same year, the Dominion Headmasters' Association (DHMA, also called the New Zealand Headmasters' Association, NZHMA) held a conference in Wellington and the report given to AHMA was that the timing for amalgamation was not yet right. The reasons why the AHMA could not amalgamate fully with the other male teacher organisations were that:

Headmasters could not express opinions freely and a great loss engendered by curtailment of opinions of Inspectors and lack of consultations by [Education] Board (Minutes, AHMA: 4 August, 1922).

Evidence of a dominant male culture continued in the AHMA. In 1936 a combined meeting with the Executives of the NZMTG and the AAMA decided:

. . . to agree to the nomination of suitable candidates for election as representatives at the Annual Conference of the NZEI in Wellington to the end that the interest of male teachers might be adequately safeguarded (Minutes, AHMA, 3 March, 1936).

The motion of Warner and Hillam was subsequently agreed upon. This read:

. . . that although it is not considered to be a wise policy to stress a 'ticket', after the nominations close, each of the Associations represented at this meeting, if it is then deemed necessary, send to its own members a circular letter dealing with the position as then apparent, asking them to exercise their votes in the interests of men (Minutes, AHMA, 3 March, 1936).

This stacking of the AGM of the NZEI with *suitable* male representatives seemed unnecessary considering how salaries and appointments favoured men. For example, a proposed new salary scale was discussed after having already received the general approval of the AMTG. In fact, Table 4.2 shows men teachers were paid more than women teachers and the maximum salary women could attain in comparison to the men was £280 less, or 41.2% below the minimum male salary. This table is shown only to demonstrate the salary difference between men and women teachers and that there was no provision for women on the highest scale. A feature of this scale was an increase in the differentiation between male and female teachers' salaries.

**Table 4.2: Group Grading Men and Women, 1936**

<b>Group Grading: Maximum for Each Group Attainable by Efficiency Before the End of Every 10 Years Service</b>		
	<b>Men</b>	<b>Women</b>
0-10 years	£150	£150
11-20 years	£400	£250
21-30 years	£550	£400
31-40+ years	£680	

Source: Analysis of AHMA Minute Books, 10 March 1936

So why did headmasters appear to be preserving their male culture while also actively politicising the denial of equal pay to women teachers? One clue can be found, as far

back as 1897, when the notion of equal pay was first raised at a NZEI Council meeting in Nelson by a Mrs Frances [a Wellington representative who was credited as the first woman to appear in NZEI records, (Simmonds, 1983:23)]. The successful motion that followed only drew attention to the great disparity that existed then between salaries paid:

. . . to male assistant teachers and those paid to female assistant teachers (Simmonds, 1983:65).

A more significant indicator of attitudes at this meeting was the argument against equal pay for pupil-teachers. Equal pay would:

. . . most certainly lead to a lessened supply of male teachers and act injuriously to the cause of education (Simmonds, 1983:66).

A further example can be found in 1901 *The New Zealand Journal of Education*, a monthly publication of the NZEI. This entry, which also reflected the views of that male-dominated organisation, had this to say:

It must not be thought that a few discontented females, who are now clamoring for equal pay for equal work represent the women teachers of the colony . . . Every sensible woman recognises that with equality of salary and free and open competition between the sexes, women would suffer (Simmonds, 1983:67).

Another explanation for headmasters preserving their male status was their perception, shared by school committees and the general public, that male teachers and headmasters were better suited to managing and controlling large numbers of pupils, particularly the older ones. It is important to realize that many of the inner city schools had large pupil rolls and large classes. Although it is data for a later period, Table 4.3 is still a partial indicator of the conditions teachers experienced in the first twenty years of this century. Indeed, even though the table does not provide data about class sizes, it is known that 1900 class sizes ranged from 35 pupils for the Standard 4 (Year 6) and from 32-94 pupils for Standard 6 (Year 8) (Cumming, 1959: 368). There were large class sizes, crowded classrooms and poorly trained teachers. Inspectors of the time also reported on the wide range of performance levels of each class.

**Table 4.3: Pupil Rolls of Some Auckland City Schools, 1919**

<b>Pupil Rolls of Some Auckland City Schools, 1919</b>	
<b>School</b>	<b>Number</b>
Avondale Side School	42
Bayfield	703
Beresford Street	601
Napier Street	569
Nelson Street	448
Newton East	790
Newton West	375
Parnell	620
Richmond Road	735
Stanley Bay	266

Source: Analysis of AHMA Minute Books, 1919.

In addition, the average age of pupils at each level was much older than they are today because children started school at an older age and there was rarely social promotion for slow learners. The following Table 4.4 illustrates this point:

**Table 4.4: Average Age for Primary Children for Each Class Level**

<b>Average Age for Primary Children for Each Class Level</b>					
<b>Auckland Pupils 1900</b>			<b>New Zealand Pupils, 1998</b>		
Standard	Year	Age	Standard	Year	Age
1	3	9.8	1	3	7.06
2	4	10.0	2	4	8.06
3	5	10.75	3	5	9.07
4	6	12.0	4	6	10.06
5	7	13.16	5	7	11.15
6	8	14.8	6	8	12.18

Source: Cumming, 1957:255

Source: Education Statistics of New Zealand, 1999

### **Membership of the Association**

Several themes have been discussed in investigating the origins of the Association. It is clear from the evidence that the male-dominant culture was unsuccessfully challenged by women head teachers and aspiring head teachers for over 70 years. Furthermore, it has also been shown that the AHMA, as a common interest group, reflected and was

consistent with the need, at the time, for separate organisations which operated independently but also within the national teachers' organisation the NZEI.

The AHMA was established in 1901 and the management structure changed very little until 1972 when the Association permitted woman principals to join and the name was changed to APPA. The Auckland Savings Bank (ASB)/AHMA Travelling Fellowship Trust also changed its name for the same reason.

Membership of the Association was exclusively male for the first 71 years. The reasons for that are to be found in the origins of the Association. In the 1960's, private school headmasters could be made Associate Members without voting rights. In the post World War II period there was a rapid expansion of state schools and pupil roll numbers. As a consequence of this, the integration of some private schools and the admittance of women principals the membership of the Association grew. Until the 1970's, even males did not have an automatic membership because of their position as a principal. They only became members after being nominated, seconded and their nomination put to the vote at a general meeting. Membership ceased when they entered the Inspectorate; they retired and became Honorary Members without voting rights. Associate male members were allowed from ATC, Specialist Service and the Psychological Service.

**Table 4.5: Comparing the Growth of the Association, 1919-1999**

<b>Comparing the Growth of the Association, 1919-1999</b>			
<b>1919-1920</b>		<b>1998-1999</b>	
Number of Headmasters, AHMA Members	30	Number of Principals APPA Members	393
- Nine Headmasters listed as members but had not attended at all.		Including 91 women principals Including 20 women principals of integrated schools	
<b>Boundary Areas of Members:</b>			
East	St Heliers Bay	Boundary Areas of Members:	
South	Drury/Papakura	East	- Bucklands Beach
North West	Pt Chevalier	South	- Paparimu
North	Birkdale	North West	- Waioneke
		North	- Warkworth

Source: Analysis of AHMA Minute Books, 1919-1920 and APPA Membership List, 1998

As is clearly evident from the comparative Table 4.5 above, the Association has changed in sheer size. Although membership, as recorded in 1919, was relatively geographically wide, with provision for country members from Helensville to Papakura

and Drury, the actual membership was small in number. There was a regular attendance, at the monthly meetings, of a maximum of 24 at any one time in the 1919-1920 year. It is worth emphasizing that a feature of the Association then was its relative smallness and hence its meetings were regularly attended by a small group of headmasters. The regular attendees, out of the 41 financial members, were principals of city schools such as Bayfield, Pt Chevalier, ATC, Remuera, Parnell, Richmond Road, Mt Albert, Richmond West, Newmarket, Normal and Ellerslie. The one exception was R. Harrison of Belmont School. He travelled by ferry across the harbour to the meetings.

Interestingly, the desire which had existed on the part of Auckland Headmasters for a national body of Headmasters, prior to 1919, re-emerged in the late 1970's and 1980's as a desire and the subsequent formation of the New Zealand Principals' Federation, (NZPF) (as referred to later). In the 1930's, there were also attempts to combine the executives of the AHMA, the AAMA and the AMTG to further the interests of male teachers in Auckland:

Amalgamation of the central executives of the three male teachers' organisations. It is earnestly hoped that the Guild will remain closely allied to the NZEI which is the one body to represent all teachers of the Dominion (350th Meeting, AHMA, 5 June, 1936).

It has been mentioned previously that the constitution of the AHMA permitted Associate Members from other educational institutions. Few became involved, however, until the Third Labour Government brought in the *Integration Act* of 1976 as a solution to:

. . . something that had been bugging me, politicians and other people for the best part of 100 years - the vexed question . . . of State aid (Amos, 1997, Interview,).

Ned Dobbs, Director General of Education chaired the meetings of interested people in 1972 and thrashed out a compromise scheme. Integration could mean:

. . . the coherence of a number of disparate elements to form a new whole (Kelly and Gilmore, 1995, Interview)

and

. . . it was a symbiotic relationship . . . (from) which (sic) both the state schools and the private schools profited (Kelly and Gilmore, 1995, Interview).

Because there are more Catholic primary schools in Auckland than any other type of private schools being integrated, it is not surprising that the first recorded full member of the Association from an integrated school was a female Catholic principal, Sister Helena of St Dominic's School, Blockhouse Bay in 1972. She was the representative of the Catholic Primary and Intermediate Schools, (AHMA Executive Minutes, 1972:2). Brother Anthony Ford was elected President in 1990 and was the first Principal of an integrated school to obtain that position.

In retrospect, it is surprising that the Association (and also the NZEI) once held strong views on State aid to private schools. In the 1950's, state aid and the teaching of religion in state schools were fiercely discussed topics. The latter was recommended in the *Mazengarb Report*, 1954 which was prompted by a moral panic over sexual misconduct, fretted over parental laxity and the lack of religious instruction (McGeorge; 1992:50). The only provision tolerated was the *Nelson System* which allowed the School Committees and Boards of Governors to 'close' schools for half an hour a week for voluntary people, from the churches in the school district, to give religious teaching to those children, the parents of whom have not objected in writing. The semi unofficial arrangement of the *Nelson System* was confirmed in 1962 with the Religious Instruction and Observance Act. The NZEI campaigned unsuccessfully against the use of state primary teachers as religious teachers. However, the state aid debate continued to be fueled by the National Government with a new basic equipment scheme in April 1963. This applied to both state and private schools.

At the same time the Labour Party, in opposition, was promising to pay 50% of salaries of teachers of private schools. These developments caused the teachers' organisations to review their policies which now appeared to have little chance of being accepted by either party. The NZEI seemed to adopt the view that without the integration of private schools those schools would receive state support without the controls that were likely to be put in place in the subsequent *Integration Act* of 1976. Over 90 years of

opposition crumpled and from 1977 teachers of integrated schools could become full members of the NZEI.

In the meantime, AHMA opened membership to Sister Helena and the same year women primary principals were also accepted as members for the first time. There is no written record of AHMA members' views expressed for or against this change. Probably, the issue was too divisive for principals and their Association as there were possibly equal numbers of people for and against. Even the responses to the questions of the teaching of religion in schools showed a lack of agreement among interviewees in more recent times. What is surprising is the *Integration Act* of 1976 coming into action in a period of Government cuts and in the face of rising schools rolls. The evidence for this was in the AEB Annual Report, 31 January, 1974, *From December 1972 to December 1973, the Boards total roll increased by 4,351*. Many state teachers believed that further state aid would lead to the creation of a dual, competing, state-funded system, in which the state schools would be inadequately funded. The Act was seen, by others, as an attempt to work towards a unified and uniform education service for all children and with the integrated schools being made accountable for any state funds they would receive (Wilson, 1975). Therefore, the conclusion that is drawn is that members of the Association would have voiced their opinions individually through the NZEI and the Association did not adopt a position.

To summarize the themes affecting the membership structure of the Association have been identified. It has been argued that first was the small size of the Association and its rapid growth in members during the post World War II period. Second, there was a strictly enforced gender criteria for membership which involved being male and a male head teacher of an AEB School, although in fact, active membership was restricted to mainly inner-city school principals, prior to the 1950's. A third theme was that full membership of the Association was open only to State school headmasters. Therefore, there were two powerful cultures, male and State school versus female and private schooling. However, a fourth theme was the desire for a national body to further the interests of male head teachers of State schools. Related to the male themes is a fifth, concerning the actions of developing informal and formal close relationships with other male teacher organisations. The sixth and final theme was the sweeping away, in the

early 1970's, of all restrictions on women principals and principals of integrated schools to allow them to become eligible for full membership.

It is difficult to reach a conclusion on the effects of the admission of women principals and principals of integrated schools because of the lack of evidence. However, it can be inferred that their admission was smooth, and certainly their rise to high office in the Association was relatively rapid because their presence was not made an issue. It could be argued that the Association, being a conservative organisation, easily absorbed the private school principals, who were also considered conservative by the very nature of their schools.

### **Meetings of the Association**

To discover the issues concerning the Association and the functions performed, all existing minute books were examined and analysed. Items of business were categorised to discover the range of activities, the recurrence of issues and the perceptions of what were viewed as the functions of the Association (Appendix 10). The fact that an item of business was recorded on a number of different occasions does not necessarily make that item more important than an item recorded only once. What also had to be taken into account was the number of items of business dealt with at a meeting. While no data are recorded in this study of the amount of business done, the author has made choices by excluding the repetitive, machinery-type minutes about attendance, speakers, etc. The presumption behind this search was that data would be found to support the proposition that the Association was meeting the needs of its members. The author, as a member of the Executive and a Past President, was familiar with the management of the Association and, therefore, was well placed to interpret the data.

**Table 4.6: The Number of Items of Business, 1927-1930 and 1951-1952**

<b>The Number of Times an Item of Business Occurred in a Particular Period in the Minute Books</b>			
<b>No of Times Mentioned</b>	<b>Item of Business 1927-1930</b>	<b>No of Times Mentioned</b>	<b>Item of Business 1951-52</b>
12	NZHMA	8	School Attendance
12	Social AHMA	6	Music
10	Sport	5	Social AHMA
9	In-service Course	4	In-service Course
7	Progress Cards	4	Sport
7	Proficiency Exams	3	Campaigns, Keep Auckland Clean
7	Scholarships	3	Commercial Attractions in Schools
6	Headmaster Refresher Course	3	Headmaster Refresher Course
6	Salaries	2	Other Organisations
5	Probation Teachers	2	Men Teachers' Guild
5	Broadcast to Schools	2	Retirement

Source: Analysis of APPA Minute Books, Langston, 1998

**Caution:** In examining the above table, one difficulty to note is that because an item is recorded in the minutes, it is not easy to gauge what importance it was given over other items at that time. Some minutes record the general consensus as well as the motion whereas others refer only to the motion without any supporting discussion. Also, a quite important matter could be discussed at a meeting without a formal motion being put. There is also a difference in periods of three years and two years insofar as the minutes examined were concerned. However, the data are useful for studying trends, but it could be invalid to compare qualitative data.

From a perusal of Table 4.6, it is apparent that some issues remain constant because of the number of times they were recorded in the minute books. But, at the same time, it is not surprising, that in a period of 34 years, some completely different topics occurred. The education of members through refresher and in-service courses occurred consistently the same for each period. Socials were another recurring item. In the early period, supper was part of each monthly meeting and an Executive Committee member was nominated as the steward. The annual dinner also has a long tradition too. The desire of the Association to be part of a national body of headmasters was the cause of much discussion from 1919 through to late the 1930's. It was not in existence in the 1950's but reemerged as the NZPF in the 1980's. Changes in Educational policy brought in the abolition of Proficiency Exams and Scholarships in 1938 which meant these items were no longer a concern for the Association.

The meetings were always conducted in a formal manner, the president wearing a chain-of-office upon which was inscribed, on individual plates, the names of each past president. Business was conducted according to parliamentary procedure. In the early 1960's, the author witnessed the very formal style presidents adopted when conducting meetings. New members could be intimidated by the small group of members such as Hugh Cox, Roy Ingles, Les Meek, M. F. Kedgley and Cliff Crossman. They upheld the status of headmasters in a positive manner and were described as:

. . . lively types in the Association. Roy Ingles, Hugh Cox and Les Meek were bright members who activated and kept the place from being too plebian . . . (Dudley, 1989, President, 1961).

. . . pervading the whole principal scene, . . . was a basic corporate lack of confidence which reflected in the inability of principals in Auckland to be unanimous on a major issue such as the injustices of salaries (Brown, 1989, President, 1976).

A major internal catalyst to change the management of the Association came from the increased number of members which caused a search for the best type of organisation to represent such a dispersed and diverse area as metropolitan Auckland. Initially, the Executive was increased from five to seven. Subsequently, sub committees were established to deal with concerns such as libraries, buildings, sporting events and music festivals. Progressively, as the workload increased, the membership of the Executive increased to nineteen. In some districts of Auckland, local principal groups were formed to meet local needs. The structure of the Executive changed from it being totally elected at an AGM to only the key personnel being elected as office bearers. The rest, depending on the size of the local principals' group, were nominated as representatives of these various constituent bodies. Several of these local principals' groups became powerful and often acted independently of the main body. One example was a West Auckland survey of reading needs of West Auckland Schools with a copy of the results being directly forwarded to the Director of Primary Education requesting the appointment of itinerant reading teachers. This trend towards acting independently was because large areas of Auckland had specific issues and concerns such as in the big

Polynesian belt of South Auckland, and the lack of recognition of the effects of large immigrant groups in West Auckland.

In addition to the rapid urban growth of Auckland encouraging committee and executive structures to change to meet the larger membership, the role of the principal was changing into a more complex and challenging one. The principal, after the 1989 reforms originating from the *Tomorrow's Schools* policy document, became the manager and chief executive officer for the Board of Trustees (BOT), yet was also a member of the BOT. This dual responsibility created a possible conflict of interest because the traditionally professional role of the principal could be seen to be incompatible with that of being a party of the BOT as an employer. To assist members with this change of role, the Association found it necessary to provide information and guidance on a complex number of managerial matters as shown in Table 4.7. The implication, for the Association, was a change in its focus and a culture of training and development was prompted by the process of State restructuring of the Education system. This required the acquisition of better skills, for both principalship and as an effective organisation.

**Table 4.7: Changes Affecting Principals, 1989-1998**

<b>Changes Affecting Schools, 1989-1998</b>		
<b>Structural Changes</b>	<b>Teaching Conditions</b>	<b>Resource Implications</b>
Curriculum Change	Staff Leave	Funding
Qualifications: New Zealand Qualifications Authority (NZQA)	Hours of Work	Salaries
School Review, Education Review Office (ERO)	Class Sizes	Increments
Teacher Registration: New Zealand Teachers' Registration Board	Employment Contract	Allowances
English as a Second Language, (ESOL)	School Charter	Buildings
BOT	Policy Statements	Equipment
Special Education	Teacher Discipline	Staff Appointments
	Principal Support	

Source: Analysis of APPA Records, Langston, 1998

## **Functions of the Association**

### **Overview**

The reason for gathering data on the functions of the Association was to discover a base of understanding about the needs of its members. Such needs can be expressed or discerned. The discernment was gained by an examination of records, including transcripts. In order to understand how the Association met the needs of its members and played its role in primary education nationally, it is the intention of this section to record the Association's main functions at various periods of its existence. It was found that the main functions can loosely be categorized as: Welfare, Social and Fellowship, Political, Educational and Educational Research.

### **Sources of Data**

The main functions of the Association, as briefly mentioned in the overview above, are now developed in more detail. First, the question to be answered is how the researcher arrived at a list of functions. The main source of data were the Association's minute books and Table 4.6 summarises key items of business which relate to a function of the Association. However, another important source of data was the recorded comments of people interviewed. These were people involved in the Association when education in Auckland was rapidly expanding because of population growth and then in the 1980's and 1990's when the education system itself became:

. . . absorbed into a market economy culture (Grace, 1989).

The written constitution of the Association (1969) also indicates, in general terms, the aims and functions. After remaining virtually unchanged for decades, the first major changes to the constitution were made in the 1960's and 1970's due to pressures from outside the Association. These pressures included the necessity to meet the needs of a growing number of schools, the establishment of local principal groups, the appointment of women as principals of large city schools and the provision for those schools which entered the State system following the Integration Act. But the greatest change occurred in 1992 when a new constitution adopted the language of the 'market' economy and dropped its social aims.

## **Welfare, Social and Fellowship Activities**

Frank Dodd, who had been also a member of the North Canterbury and Wellington Principals' Associations said:

They reflected the culture of each area as well as the size. Wellington is a case of its own because it is the capital and politics are written large in Wellington. Auckland's best work as a principals' association was when it was concerned with the professional development of its members and the emotional welfare and the sort of thing that Mary Rawlinson does. It's also an opportunity to have social functions. I loved the winter luncheons we used to have. Allan Jermaine's winter luncheon, which had Keith Sinclair speaking and then Tamas Vesmas' piano playing, lives long in my memory. But I do not believe that the Principal's Association has served education when it has moved into the political arena because it has tended always to move into it from a conservative right-wing point of view. If we go to the controversy in 1994 and we move through to the position taken on political issues that have been espoused by the John Flemmings of the Principals' Federation; these developments did not serve the members because it tended to divide us (Dodd, 1996).

Dodd's comment introduces a number of functions of the Association, including professional support and development, welfare and social activities and services, political involvement and educational action. As the nature of Dodd's comment illustrates, neither of these functions really exist in isolation, even though, in an academic exercise such as this, they will be focused on sequentially.

As indicated earlier, initially, the main purpose of the Association was to provide fellowship and support for headmasters of state primary and secondary schools in the city of Auckland. All the presidents from 1901-1972 however, had been primary headmasters, i.e. males. In that year, primary women head teachers were first admitted as members. The protection of their status and interests, which had become an increasingly important objective, subsequently, was no longer solely a question for male principals, but embraced by both gender.

Fellowship has been an important ingredient of all the meetings. When there were evening meetings, a cup of tea and biscuits were provided, and that gave an opportunity for members to converse. New members were brought into the circle, information about school matters was exchanged and the isolation of principals in each of their schools was lessened. Before World War I, places in Auckland such as Ponsonby, were considered rural and One Tree Hill was a golf course. Horse trams in Auckland changed gradually from 1905 to electric trams and motor vehicles:

By 1911, Auckland's population numbered just over 100,000 (Main, 1977:132).

As Auckland seemed to be a series of scattered settlements, these monthly meetings met the need for professional and collegial company. In 1919-20, the number of principals of primary schools as members was 45 and the number of financial members was 46 including the Auckland Training College. The average attendance was 17 with a range of 12-24, and attendance was sporadic.

A tram strike caused the cancellation of the August meeting of 1920. Eleven financial members of the 46 names listed, attended less than four of the eight general meetings held in that financial year. This small membership and poor attendance of barely 25% of the members would have placed greater responsibility and trust in the small Executive. In fact, most initiatives came from the Executive, and General Meetings usually confirmed motions presented to them. The venues for the meetings were, in the early years, the Institute rooms and the boardroom of the AEB. Other places used were the AEB's cafeteria in the basement of the red brick building on the corner of Rutland and Wellesley Streets; the Teachers' Rugby Club, Parnell; Auckland Primary Teachers' College; Arney Road Teachers' Centre; Kohia Teachers' Centre and ACE. As attitudes and laws changed about the use of liquor on school and educational premises, beer and wine became part of the refreshments after a meeting. Meeting times changed too, first from evening to after school, and then to afternoons in school time. This change made it difficult for teaching principals to attend, but then they were, at that time, a small minority among city principals.

The Annual Dinner, also known as the Annual Social and the Old Brigade Dinner, had a history stretching back to at least 1919. For many years it was an all-male affair to which retired and honorary life members were invited. These dinners had a function beyond the fellowship of members. They were used to strengthen relationships with the Primary Inspectorate, the Chairman and General Manager of the AEB, the Mayor of Auckland City Council, the Minister of Education and the Director of Primary Education. At various times this networking included staff from University of Auckland, the Teachers' College, advisory services and in more recent times, the 1990's, representatives of businesses who had provided sponsorships of various kinds (Table 4.8).

**Table 4.8: An Example of an Annual Dinner Guest List, 1927-1930**

<b>An Example of a Annual Dinner Guest List, 1927-1930</b>	
Members of the AHMA	Honorary Members of the AHMA
Retired Members of the AHMA	Auckland Members of Parliament
AEB Chairman, Secretary, Chief Accountant, Chief Clerk, Architect, Advisory Inspector	Inspectors of Schools
Minister of Education	Ex Inspectors of Schools
Assistant Director of Education	Director of Education
Educational Society, President	Senior Inspector of Schools
Schools Medical Staff, Dr Henderson	Headmaster, Auckland Grammar School
Director of Technical College	Schools Committee's Association, Chairman
Assistant Masters' Association, Executive	Senior Secondary and Technical Schools Principals
Rotary Club, President	

Source: Analysis of AHMA Minute Books, 1927-1930.

The Annual Dinner was, and is, a formal occasion, during which the Association honours those who are about to retire, along with those who have retired. Pending retirees are given the opportunity to say a few words, usually polite niceties about education, the Association and what they intend to do in retirement. When members were about to retire their achievements and contributions were recalled at the Annual Dinner and the retirees spoke about their experiences and identified people to whom they were grateful for support. Often these recollections and opinions are historically interesting and it is a pity they were not recorded. The retiring members received certificates in recognition of their service to the Association and to education. For outstanding service a member could be awarded a Certificate of Merit (a list of recipients is shown in Appendix 11b). Often these people who have been singled out, have not received any other recognition, outside the school, except a cup of tea and a dry

biscuit from the AEB to which the retiree was also invited for morning tea. It was, and remains, an important custom for colleagues to be honoured by their peers. It is recognition most valued. There are musical performances, wine on the table and a bar. In all, it can be seen as preserving some links with recently retired colleagues and also can be viewed as a means of preserving established network structures through the maintenance of professional relationships. The dinner could be described as a ritual during which shared networks of influence and values were reinforced; a phenomenon which the Organisation for European Co-operation and Development (OECD) in 1983, when recording the relative harmony of relationships in New Zealand, described as *the education family*. Perhaps however, this 1975 characteristic was consistent with the essence of small societies (*Gemeinschaft* – a sense of community) rather than larger ones where formal (*Gesellschaft* – a sense of rational interaction.) networks are favoured (Tönnies, 1963).

From the 1920's the Association adopted an active role in supporting community endeavours, such as the Mayor's Appeal for food and clothing during the Depression, the Returned Services' Association (RSA) Hospital Comforts ongoing annual appeal (since 1926), and more recently successfully fundraising \$48,000.00 for the digital computer electronic organ that is housed in the Aotea Centre.

The involvement of the Association in the city of Auckland's social issues seemed to be a more prominent issue in the period between the wars 1920's and 1930's. The annual collection of money from school children for the RSA to provide hospital comforts to returned service personnel was sustained by flag ceremonies, speeches by veterans and by a community which had experienced huge casualties. Many male teachers had been ex-servicemen of World War I (and later World War II) and it was not until 1983 that younger principals questioned the need and the desirability to continue this collection. After considerable debate the collection was continued.

But, as was contended at the outset of this section, the social and welfare role of the APPA has two dimensions; one applies to the benefit of its members and this has already been discussed. The second is the Association's involvement in wider community issues by working with other organisations. Two examples are given in

some detail; the first describes an initial concern with poverty and the second describes responses to truancy.

During the economic depression of the early 1930's, schools collected clothing for the Lady Mayoress' Annual Clothing Appeal. The minute books of the period indicate that this was an important issue that had AEB approval. This expression of compassion for the plight of the unemployed is in stark contrast to the apparent lack of concern expressed by the Association for the numbers of unemployed in some areas of Auckland in the last ten years. While individual schools have organised meals and food banks and most churches have made similar provisions, there has been no collective action by the Association.

It can be conjectured as to why this is the case. In the early period, Auckland schools were concentrated near the city centre, and comprised people from all socio-economic groups. Poverty and hardship were, therefore, highly visible and photographs of Auckland city slums bear testimony to that. There was also a general acceptance of the development of the *Welfare State* and this was, ironically, almost parallel in time to the formation of the AHMA. There was a public expectation that the State should provide a basic 'safety net' for the poor and unfortunate.

Towards the end of 1940, the AHMA expressed concern for the behaviour and the activities of school-age children in out-of-school time as well as truancy. The Association conducted a detailed study using the Child Welfare Report (Appendix 12) and observations about children's attendance at films, times they arrived home in the evening, before and after school employment and the observation of children in Queen Street between 11.45 a.m. and 1.40 p.m. on the Friday of a school week. Among the recommendations was a curfew for under fourteen year olds which prohibited them from being on the street after a certain hour each evening unless:

. . . accompanied by a parent or some responsible adult . . . especially in these abnormal times (AHMA 1941:5).

The report was adopted by the Association in 1941 and copies were distributed to the AEB, the Director of Education, the Superintendent of Child Welfare, Auckland, the Health Department (Schools Divisions), the school Medical Officer and other interested bodies. This claim that parental control had declined had also been made before (Auckland Weekly News, 2 March, 1889 and Appendices to the Journals of the House of Representatives, (AJHR), 1890, 45, p. 96). Heightened public awareness and a redefinition of a problem behaviour, therefore, lead to state intervention becoming required, whereas, previously, it had been solved informally. Lack of school attendance was also a problem and was believed to be linked to parental attitudes. School attendance improved as the use of child labour diminished and also for other reasons (e.g. the realisation that education is a means of upward social mobility, and the apparent success of the State becoming more efficient in promoting attendance by upholding the compulsory attendance provisions of the Education Act). Moreover, as late as 1941, the Child Welfare Report of the AHMA (Appendix 12) showed primary school pupils in Auckland worked before and after school, sometimes in employment that would be considered unsuitable even then.

From the mid 1980's, however, the *Welfare State* has been rolled rapidly back by advocates of *New Right ideology* which is based on libertarian assumptions. An assumption here is the view that the individual is responsible for his or her own success or failure, and that the State is less efficient than private enterprise, hence individual competitiveness is desirable for the national good. In this climate, schools compete for pupils, and school funds and sponsorships are used to market the school. Furthermore, when compared to the early times, contemporary Auckland, as a metropolitan city, has the largest geographic area of any city in the southern hemisphere and its sprawling suburbs can be classified as representing a complex mosaic of different socio-economic categories (Timms, 1971). Because of this social and geographic spread, most Aucklanders have little reason to meet people outside their homogenous social and ethnic group. It is contended, therefore, that social issues are now dealt with by the local Principals' Associations or by individual principals and their BOT rather than the APPA. In effect, the urban sprawl has unintentionally masked inequality and has thus eliminated such matters from the agenda of the APPA.

## Political

The APPA's political function can be defined as any action taken in dealing with the central government, the Minister of Education, the MOE and other educational organisations. In order to express a policy viewpoint, it might appear the Association was taking sides, or was even being partisan or factious. Most often, being political involved the searching out of key people in the administration system, in an endeavour to convince someone to support proposals. The options in a political role for the Association can be seen somewhere on a continuum from complete opposition to full support. The Association, historically, operated somewhere between these extremes, but never at the end of those extremes. The style used was, and remained, collaborative. The evidence shows that the Association's ability to gain direct access to key personnel in the political apparatus of the State was a powerful facility for informal as well as formal lobbying.

A lobbyist can be defined as one who frequents the lobbies of the House of Parliament in order to influence a member, and often a minister, in his/her vote or decision making. Lobbying can be done informally by developing a personal relationship, or formally by written submissions, letters, telephone calls and invitations to the Association's social functions. To lobby is, therefore, a political function. There is inherent difficulty in gauging the effectiveness of lobbying to assist change because much of it is carried out informally, and 'off the record'. It is also highly unlikely that a Minister of the Crown would advance a case because of the lobbying of one pressure group because there are certain to be other and opposing groups. The Minister would, however, have significant people in attendance if the proposal was considered important. What does take place, is an exchange of ideas and at some later date, a growth of the idea into a firm intention and *owned* by the Minister. There is, however, evidence that at various times the Association's Presidents did lobby politicians and also sent written submissions. One of the early examples is recorded in the New Zealand Herald, December, 1922 when the Association objected to the editorial comment critical of NZEI leaflets (Appendix 7). Another example, on 15 October, 1968, the Executive agreed:

That we prepare a preliminary policy statement for the December meeting and that building designs, ancillary staffing and teacher equipment be among the topics covered (AHMA, Executive Minutes, 1968:2).

The subsequent eleven-page submission was presented to local parliamentary candidates, asking for their support for better designed and furnished schools so that each child would have access to the type of education which best suited their needs. It was contended by the Association that the resulting reduction in class size and improvement in ancillary staffing would take the tasks of a non-professional nature away from teachers. The specific questions that were asked of the candidates are set out in Table 4.9.

**Table 4.9: List of Questions Asked Parliamentarians, 1968**

<b>List of Questions Asked Parliamentarians, 1968</b>	
1)	Will you and your party agree to put into effect, as an urgent measure, the provision of libraries in primary schools?
2)	Do you and your party agree to Education Boards having complete authority for the provision and design of school buildings?
3)	As a matter of urgency, do you and your party agree to the progressive reduction in the size of classes to a maximum of 30 pupils?
4)	Do you and your party favour a much more liberal and realistic policy towards employment of non-professional staff so that teachers are able to devote their full attention to their duty to teach?
5)	Will you and your party support the principle of much more generous employment of relieving staff?
6)	Will you and your party agree to the principle that all equipment, essential to the best possible education of our New Zealand children, shall be provided by the state?
<i>(Each of these questions was preceded by supporting statements.)</i>	

Source: Analysis of AHMA Minute Book, 1968.

It would appear from the earliest records up to the mid 1980's that the Association had at least a two-pronged approach when lobbying; the first of these was a direct approach to the Minister of Education or the Director General of Education, and the second was an indirect approach through the NZEI or the Education Board. The NZEI was usually seen as the avenue for industrial relations. But, in spite of the NZEI, the Auckland principals were not above seeking the School Committees Association's support in preventing:

. . . important Education Legislation being brought down by Order-in-Council (AHMA, General Meeting, 1919, 7 November).

However, the establishment of the NZPF was brought about on the initiative of the APPA because a group of Auckland principals firmly believed that they needed a

national voice to articulate the needs and views of principals. There has been, since its inception, an ambivalence between a strong direct approach to Government reflecting, what was believed to be the unique needs of Auckland. An alternative view supported a national body to promote the policies of the AHMA. These were either the NZEI, a national Headmasters' Association in 1919 and 1920's, or the more recent NZPF. Brian Annan, a past president, 1996, highlights the 'multi-pronged Association that has developed in the 1990's:

There is a clear political role and we are very much involved with consultation with the Ministry, on a daily basis, almost and with ERO and other groups. So there is a political role that we have to take and that is seen as very important to our members as well. Then there is a role of children and teachers and learning and that's where you have the Speech Contest and the Choir Festival and that sort of thing. There is a professional development role with principals. That is developed through the conferences and now, seminars. We run seminars as well. That arm of the Association is exceptionally important, too. Then, there is the pastoral care and looking after principals and making sure they are supported when things go haywire or when they get sick or when people, you know, deal with them. So all those different roles are crucial. It has got bigger. I mean, the requests for advisory are huge. We have four to five requests a week for somebody to look over something that they want checked out. So, to manage that, we are restructuring it so we don't meet as an Executive every month, we are going to meet four times a year; by having a principal's forum four times a year.

We have one-day sessions rather than short meetings once a month. We make sure that the regions small clusters, in Auckland, feed into the Executive, their issues rather than necessarily have to talk a lot at meetings. We collate the key issues across Auckland, then set agendas for what the key issues are coming from the areas. It's really become a very big multi-pronged association. It's highly complex, and there is no one thing that is more important than the other. If anyone said that the Town Hall Choir wasn't as important as our political role, . . . you just couldn't possibly say that. Each part of us is as important as the other (Annan, 1996, President, 1996).

The several themes to note in this transcript of the interview are first, a clear political role; second, consultation, almost daily, with the Ministry; third, professional development; and fourth, pastoral care which relates to the fifth theme of advisory service to the members, and by implication, the relaying of information gained in its

political role with the Ministry. This transcript provides evidence that deliberate lobbying and a political role had become a regular feature of the Association.

In answer to the questions about the quality of the current relationship with the MOE, Annan said:

Very good relationship. There is direct access for me to Ron Scott in Auckland. He is the manager of Auckland. Then to Howard Fancy in Wellington and then to the Minister if necessary. I don't approach the Minister because I don't see it as my role and we talked about that. It's not my role to go directly to the Minister on issues. If I know that it's Howard Fancy who is the secretary, or if I know it is Ray Read with staffing then I go directly to the person who's responsible for the area. I don't think it is in anybody's best interests to go over the top of other people when you know you should speak with that other person. So, we have a very good relationship with the Ministry now. They will second our principals when they send me to get a job done. There are three principals next year who have been seconded to work on the Ministry with the staffing shortage (Annan, 1996).

Annan substantiates the earlier statement that the Association does lobby. However, what was once spasmodic, has recently become a regular feature, with direct access to key personnel in the Ministry and ERO. This illustrates a powerful political potential of working together collaboratively. Hanna (1997) gives further evidence of the collaboration of the Association with the Ministry in the secondment of three principals to support those schools which have recently recruited overseas teachers. Judith Hanna, secretary of APPA, at the time of interview, and commenting on what external influences have acted as a catalyst in shaping APPA policy said:

I think the way schools are developing and the way things are happening to schools, is inadvertently shaping the way that the APPA behaves. For example, the APPA Support Panel came into being and is now going to go into another phase because we are realising more and more that there are principals out there who need help and who aren't asking for it and aren't coming to meetings so it's not apparent that they need help.

The way schools are going, is shaping the way the Association is responding to what is happening in education. We are also a lobby group over issues such as the ESOL. The Ministry has begun seconding APPA principals through the Association to assist them. For example, about another issue, Brian Annan and Margaret Zubcic were seconded for an amount of time to work on a special education programme that's just been announced - Special Ed 2000. They worked with the Ministry in Auckland on that for several weeks. Furthermore, three principals were seconded at the beginning of the term, through the

APPA, to work with schools who have a lot of overseas teachers. That was a need that was stated by the Association and answered by the Ministry. The APPA was asked to nominate them (Hanna, 1997, Secretary, 1992-97).

Hanna's recorded comments support and exemplify the available evidence that external influences do affect the APPA. First, there are the changes that occurred in the schools following the restructuring which ensued from the *Picot Report*. This caused principals to seek help from the Association and that organisation, in turn, requested and received from the MOE, the secondment of principals nominated by the Association. Some nominated principals assisted other principals requiring help and others worked on developing a special education programme. The themes that emerged in Hanna's transcript are consistent with those that emerged in Annan's transcripts. Both illustrate that the Association has a co-operative role as a working partner with the Ministry. This close working relationship is not questioned by the Association as it probably would be in a more radical organisation:

Influences that have affected the APPA's thinking are ESOL, property is a very big issue for Auckland and roll growth. We've had many, many meetings with the Ministry and with ourselves. We threatened not to enrol five year old [pupils] etc. if the school hadn't room because the Ministry was very slow in providing us with buildings and providing us with teachers for roll growth. Those sorts of things are only happening in Auckland. It's not happening in other places.

So, Auckland has actually gone out and fought - APPA has gone out and fought for Auckland principals because we haven't had our fair share of resources. Our Special Education Services discretionary hours are divided out over the country and Auckland doesn't get a per capita share. Some things we've been fighting for a long time. I think Ministry and the Minister said, 'There is no problem in an area' and they look at the whole of New Zealand. They don't look at [the fact] that one third of the children in New Zealand actually live in Auckland.

The problems that principals face in Auckland are very different from those in Invercargill or Nelson. So, they are quite regional in what they look at. But, I think they need to be because Auckland needs to stand up for itself or it doesn't get a fair deal.

We have regular meetings with the Minister of Education. We don't just have big general meetings where he does the 'party piece' to the assembled masses. We have small meetings

where he talks to the senior exec, about 3-4 of us, and we talk to him about the issues that are concerning us at the moment. We talk to him about the teacher shortage, pay parity, about property, about the problems we've had with the payroll system - with Datacom (Hanna 1997, Secretary, 1992-97).

These were the years, unlike any others, when the Association went public and made the teaching of new New Zealanders and recent immigrants, and the resourcing of such teaching, a big issue. Alistair Kay had this to say about significant activities in his year as President in 1994:

Successful increase in ESOL funding was an achievement. It was more than that though. It marked a change in approach between Central Government, i.e. the Minister of Education, and his officials in Wellington and the APPA, because they came to recognise that the APPA represents, after all, nearly 25% of the schools in New Zealand - over 400 schools in Auckland (Kay, 1998, President, 1994).

There are several issues to be addressed regarding immigrant children being enrolled in Auckland schools; a matter upon which the Association decided to focus, in 1994. First, is the question of the need to have a consistent policy concerning the enrolment of pupils. Second, were they using explicitly, a deficit view for the lack of English and demanding resources first? Third, was the lack of appreciation for the human dimension which stresses human values over financial and other resourcing considerations. The latter which had become the dominating factor.

The first issue was the decision to exclude mainly Chinese and Korean children. Was this being even-handed? From an historical perspective this would not be seen as such. The Association did not go out on a limb to threaten to exclude Polynesian children when schools, in the 1960's and 1970's were under-resourced in that period. Was the stance part of the concern about the inflow of Asian children into middle class areas? Immigration was made a national political and election issue in 1994 and the APPA could be seen as part of those who opposed immigration. On the other hand, many principals welcomed fee-paying Asian pupils and some travelled to Hong Kong to encourage them to enrol in their schools. The question then, is why did the Association mount its campaign for more resources if some Asian parents were paying fees of up to \$7,000.00 per year per child? Not all immigrants' children had wealthy parents. Some

were refugees and a six-week course at Mangere was insufficient time to learn English. School resources were often only partially adequate and for those schools there was a genuine need. But, these children were scattered in small pockets throughout Auckland. The middle class Chinese, Korean and Malaysians tended to congregate in particular suburbs in a most visible manner and these people became the object of the concern (refer Figure 1.4 and 1.5 pp.7-8). The Chinese Association also viewed the negative publicity with concern. While the APPA may consider their actions produced results, the whole matter of this style of lobbying could be viewed as a group applying leverage and thereby gaining a greater share of Government funding.

The second issue carried the implication that the lack of adequate English was a disability for which the school did not have the resources to do the teaching. Therefore, the Association, acting on behalf of the schools affected, required special provisions before enrolment. The burden was the individual's deficit not the school system.

The third issue, arising from the Association's action, is the over-riding one. That is, the human rights of a five year old child's (or older) entitlement to be enrolled in any state primary school. The human rights of the child to a free, compulsory and secular education in New Zealand, is supported by the first *Education Act* of 1877. The Association, by its action in this matter, was not supporting the basic rights of these children to be enrolled and after their enrolment, it failed to ascertain the professional and material support required. Being excluded from mainstream society can be viewed as a characteristic experienced by many minority groups. In mitigation, it can be argued, that because the schools have been inadequately funded for all categories of mainstreaming, it was a Government responsibility and, therefore, pressure was put on it to address the matter.

The point in giving some detail to this issue is that the Association was prepared to lobby publicly and contest the provisions for immigrant children. Executives of the Association believed their actions were successful in persuading the Government to provide for better resourcing. However, it has been shown above, that some motives could be viewed as unethical and that the issue affected a small proportion of members.

Probably, they were also too naïve and inexperienced in successfully contesting the Government.

However, there are important alternative views about the APPA being a lobby group. Joe O'Rourke, past president 1972, and several times a NZEI presidential candidate, had this to say:

We had a very strong Association in past years but I believe, that the [foundation of the] NZPA has meant a weakening of both the Institute and the local Principals' Association. The people ought to be working in their local [association] and working for their Institute that is for all the people . . . It's a bit like the Principals' Association in England. The Headmasters' Association was at one level and the workers at a lower level and I don't think that is a good view, myself. I think those same people put more into education by getting down to the grass roots instead of meeting on their own (O'Rourke, 1997, President, 1972).

O'Rourke reflected a strongly held belief that unity is strength and strength is needed in order to achieve improvements in the education system. Further, such strength is posited mainly through the union, the NZEI. The main concern, reflected by O'Rourke, was the separation of principals from other teachers, with the consequent danger of principals not being seen as part of a professional teachers' team, but seen only in a managerial role.

One can infer also from Dodd's comments (p.48) that there is a vacuum, so to speak, in which the APPA could, and does, sporadically operate as a lobby group. This task, to be done effectively on so many issues, required greater resources than a voluntary organisation based within a large city could marshal. It does, however, beg the question about the fracturing of the education system into less powerful, uncoordinated units, which the writer believes will create long term ineffectiveness, (and which is an integral part of modern *New Right ideology*).

The Association's lack of resources (compared with the NZEI) and lack of institutional knowledge is implied also in the comments of Peter Singh who was active in APPA and NZEI affairs:

I think it could become a very effective lobby group. They do need to understand how to manipulate politicians - what they've got to do and how to get their nips in. They haven't yet realised that it is a very hard world in the political field. They tend to be just a little bit

naive. They've got to realise that they will run in danger of being tarred with the union brush. Because they will be saying, "You're in the union". In actual fact, it's a very hard, aggressive stance they must take. If something is totally wrong, such as bulk funding, then they should come out very firmly. But, they're afraid to. It's all very well to say that some of the odd members are into bulk funding. Also, it's unpopular [to go against] the government. It's when you take the unpopular causes - that's the hard one. That's where the difficulty is. In the cases of the NZPF and STA, they are Government funded. Fortunately, at the present time, the Institute isn't, so it can be more independent than it was at one time. I think that, for the APPA, now is the time (Singh 1997).

Another issue is highlighted in Singh's comments. That issue concerns the consequences of the Association adopting and publicly declaring its opposition to a number of Government measures affecting primary education. One consequence would be the breakdown of any working relationship that existed between the Ministry and the Minister. A second consequence would be labelling of the organisation as unco-operative and disruptive; an image most principals would not want. The justice or the logic of a cause would not necessarily win acceptance. Singh also suggests that for the Association to take on the Government, requires considerable experience in industrial disputes. Probably, therefore, the most comfortable position to adopt is the one they have which involves developing corporate professional consciousness rather than the class consciousness attributed to the union movement. Historically, it is argued, that an elitist perception of their own status has been a determining factor in as shaping the manner in which the Association lobbies Government.

### **Other Political Relationships**

The Association, in serving the needs of its members, has developed over the years, a close relationship with a number of other educational organisations such as: ATC, AEB, NZEI, AMTG, Auckland Parent and Teachers Association (APTA), Northern Regional Superintendent of the Education Department and the Primary Inspectorate. These relationships were for mutual benefit and a number of principals interviewed spoke of these reciprocal relationships. The following sub-sections generalize the attitudes and include selected excerpts to illustrate the point of views expressed.

### **The AEB and the AHMA.**

Technically, until 1989 when they were abolished, the education boards were the employer of primary teachers. They received the funds through the Department of Education from the Government vote. For many years they operated in the traditional manner of an employer and exercised a strict control characterised by a lack of consultation. As far as the AEB was concerned, it was not until Len McCarthy became General Manager that it adopted a more democratic, consultative approach in its relationships with principals and their Association. Most ex-presidents spoke warmly of the AEB, probably because of the support services it provided, even though these are in marked contrast to the freedom of choice of services each BOT now has. These services take more time to organise and, therefore, the present system adds to the workload of principals.

It is interesting to record the recollections of the last General Manager, Barry Cashmore, who worked his way to the top job from a position of Junior Clerk. He remembers the Board in the old Normal School in Wellesley Street and noted that the Association:

... was not as strong as others that were around. The First Assistant Masters' Association, the Assistant Masters' Association and the Infant Mistresses' Association were very strong organisations and this [was] mainly because they had the commissions from the insurance policies, that teachers took out. The NZEI [or the union] was not a force at all. The Board was still very autocratic in its relationships with principals. . . . (Cashmore, 1996:1).

Once the NZEI received the insurance commissions the NZEI became stronger. They appointed counsellors who worked with principals and the Board staff:

... and at that stage both organisations became much more prominent and much stronger in their relationships with the Board (Cashmore, 1996:1).

The Assistant Masters' Association received commissions from various insurance policies the premiums of which were withdrawn from salaries by the AEB. The NZEI became the sole recipient of the commissions in the 1950's. The AEB did not benefit financially from this service.

Phil Amos, Minister of Education in the Third Labour Government, believed in the value of the Education Board and had this to say:

The Education Board was a very good institution. I regret their passing. I found them to be a group which schools could call at very short notice to overcome a whole range of problems that the school had . . . I think they played a very valuable role (Amos, 1997).

Peter Singh who was very active in the NZEI at National level, saw the Association as a facilitator with the Board, having a close contact and a very good working relationship with the [General] Manager (Singh 1997).

Most comments about the demise of the AEB, supported this view:

I would like to have seen some sort of area umbrella organisation to co-ordinate many of the roles that the Board had in terms of planning, acquisition of sites for building; the sort of thing that the Ministry does badly . . . But total self-management at the time that *Tomorrow's Schools* came into operation, I perceived would see the future of a school largely dependent on its socio-economic potential. And as a consequence, it would be the end of equality of opportunity. We never had equal opportunity in the old days but the gap wasn't as great as it has become (Dodd, 1996:8).

From the evidence and discussion above, it is apparent that political forays by the Association are usually done by quiet negotiation and this is similar to the stereotypical male image of maintaining a *stiff upper lip*. There is, it would appear, a required way of behaviour with courtesy, especially in public. There is evidence to show that younger principals become impatient with the apparent lack of progress and seek to take strong public action. If this tactic fails, the Association could be labelled negatively and its professional public image tarnished by being linked with the Teacher's Union's tactics, aside, however, it is a great pity that vigorous presentation of an educational philosophy that reflects the genuine needs of pupils and their teachers, is not presented clearly and repeatedly to the public. Instead, a cynic might suggest that opportunism best describes the Association's actions. On the other hand, a more balanced conclusion is that in the absence of a long-term philosophy, the Association frequently tends to pursue short-term objectives through re-active responses.

## Educational and Professional Support

In developing an understanding of the Association, the educational function can be viewed by either appraising evidence about the benefits individual members had purportedly gained, and/or from evidence about how the Association's activities benefit others. In general, it would appear that in-service training and refresher courses for members have always been important activities which have been promoted by the Association. After the Second World War there was a greater desire to upgrade and control the organisation of in-service training by establishing a two-day extension course which was initially held at University of Auckland. The theme of the first Extension Course, in 1969, was *School and Society*. Papers given focussed on: *The Ecology of the New Urban School*, *Victim or Fulcrum, the Landscape of Youth*, *Secondary School Design*, *School and a Maori Community* and *What Social Studies is Supposed to Do for the Learner* (Appendix 9).

An important sphere of influence and a key agency that has met some needs of principals was, and continues to be, the relationship which the Association has sustained for many years with the ATC. This relationship existed from the earliest period. In fact H. C. Cousins who, in 1911, was President of AHMA and headmaster of the Normal School became the Principal of ATTC from 1917-1929 (Table 4.10). The relationship between the Association and the ATC was valuable because of the professional exchange of ideas and personal development that led to the later provision in the 1970's for the secondment, of one year, of APPA principals to act as Senior Lecturers. This, it can be claimed, was beneficial to the principal, the school and ATC. By working with ATC staff, it was possible to put the perspective of a primary principal (Archibald, 1997:5). Since 1990, however, the liaison between the APPA and the ATC has been more with senior staff specifically concerned with primary education rather than with the Principal of the College, as had previously been the case. The Principals of ATC who were in primary education, attended most general meetings and social functions. Unlike the Association, the teachers' colleges of Auckland, North Shore and Ardmore went through massive changes. Ultimately, they were consolidated onto one site at Epsom and with Early Childhood, Secondary and Primary sectors combining to create ACE. In Table 4.10 the changes can be seen by the status of the principal.

**Table 4.10: Auckland Teachers' College Principals**

<b>Auckland Teachers' College Principals</b>		
<b>Year</b>	<b>Principal</b>	<b>College Name</b>
1906-17	H.A.E. Milnes	Auckland Teachers' Training College (ATTC)
1917-29	H. C. Cousins	
1929-46	D. M. Rae	
1946-62	R. A. Dickie	(1948) Auckland Teachers College (ATC)
1963-65	N. Lovegrove	
1965-83	D. McGhie	
1984-85	J. R. Archibald	
1986-89	J. R. Archibald	Principal, Primary, Auckland College of Education (ACE)
1986-88	D. McGrath	Principal, Secondary, ACE
1989	D. McGrath	Associate Principal, ACE
1990	D. McGrath	Principal, ACE

Source: ACE Archives, Langston, 1998.

Jack Archibald, Principal of ACE from 1984-1985, when speaking about the APPA described it as a:

... selfless group of people who were interested in education and shared common situations and common problems ... there is a huge pool of wisdom there (Archibald, 1997:4).

He also saw the role of the APPA in relation to ACE as being similar to the role a PTA might have to a school. This relationship is one not of the Association having authority over the ACE but an:

... association we valued very much, whose suggestions were valued and who worked as partners with the Teachers' College with the training of students (Archibald, 1997:4).

Heather Pinder, in her role of school liaison, since 1991, worked with a small group comprising ACE Principal, Lexy Grinoth, Director of Primary Education and Roz Palmer, College of Education. They held regular meetings with the APPA and a school trustee representative. The group was disbanded because of restructuring within ACE and the changing roles and increasing workload of the APPA. Currently, Frances Langton-Keo is a member of the APPA who acts as a liaison person between the ACE and the APPA:

I attend their meetings and luncheons and participate in conferences. We also have members of APPA on our advisory committees ... for example, the new Compressed Graduate Course ... We ask for representation from the APPA on anything that is major ... in primary teacher education (Langton-Keo/Pinder, 1997).

It can be concluded that, in living memory, there has been a close working relationship with the College. From the late 1970's, this relationship became closer because of the number of teacher trainees the colleges needed to place on section in the schools. Another reason was the desire on the part of the colleges to exchange school staff with college lecturers for the mutual benefit of each organisation. However, since the 1990's, ACE is no longer the only teacher training provider. As a consequence of competing providers, some schools have opted to form partnerships with other educational organisations such as University of Auckland and the Institutes of Technology. Not all members of APPA now have a close relationship with the College. However, the APPA has expressed concern for the need to ensure a uniform standard of teacher graduates.

### **Educational Research**

The earliest example of the Association using a questionnaire was in 1940. The details of which are set out in Appendix 12 and commented upon on p.52. From the early 1970's, research in the name of the Association was considered important, first as a means of informing members, and second, as a means of acquiring data for the Association which could be used when making submissions to the Education Board or to the Department of Education. The report *Community Use of Schools in Auckland, 1973* produced initially by the author, then Principal of Freyberg Memorial Community School, is an example. Assistance was received from the Auckland Regional Authority to upgrade the initial 1971 report with additions in 1973. This report was created by AHMA:

. . . in the hope that future policy will be based upon an up-to-date informed framework  
(Sanders, 1971:ii).

This report of the survey of 246 schools is an example of the Association's desire to support and firm-up particular policies first proposed by the then government, when it had been in opposition. This type of survey was unique and illustrates that the

Association, at that time, was interested in the primary schools' extended role in the community. The then president of the APPA had this to say:

It is our feeling that acres of school grounds and the buildings within them, should not be idle over the weekends, and that in each locality there should be provisions for the supervised use and enjoyment of at least some of them (Spittal, 1973:iii, President, 1973).

The report was also intended for the information and consideration of members of the Association, with the intended effect that more school principals would support greater community use of their schools. From 1969, schools such as Auckland Normal Intermediate and Freyberg Memorial in particular, had made extensive submissions to the Government to enable the actioning of the following provisions which were already approved in regulation:

1. Section N, Post Primary Boards Manual, Technical Continuation and Apprentice Classes, Regulations Paragraphs 1-6.
2. Primary Extension Classes Regulations.
3. Section 201, Education Act of 1964 which allowed the Minister of Education to establish a community centre either separately or in connection with any school, and pay for salaries of staff and maintenance.

In 1974, the Government authorised the establishment, in Auckland, of four pilot community schools, two of which were the primary schools mentioned earlier, Auckland Normal Intermediate and Freyberg Memorial Community School. This occurred during a period when community education was catching the imagination of educators across primary, secondary and tertiary sectors; not only in New Zealand but also in Australia, Canada and the United Kingdom. No other primary schools in Auckland had established community centres. But, in the mid 1980's, when a Labour Government again took office, its policies were to become dominated by economic concerns. On its second election to office, and following the *Picot Report*, it brought in, what appeared to be, the language of community educators, but which in actual fact, was a delegation of responsibility to local communities with strict guidelines. Principals and their Association were, therefore, burdened with the rapidity of change, both

institutional and philosophical, to pursue concepts such as providing education in a district to empower all local people and to create harmonious communities.

The Association also conducted a major survey, in 1974, of the range of tasks carried out by clerical assistants in Auckland schools. The data revealed that there were 23 main tasks undertaken by at least 100 clerical assistants that were not listed in the 1967 *Handbook for Head Teachers* (171 schools responded to the detailed questionnaire of 29 items). The Association used the research to show the complexity of the clerical assistant duties and the need of more specialized office personnel such as a secretary as well as a typist, with more working hours allocated.

Another broad ranging and general survey of the role of principals of primary schools in greater Auckland, conducted in 1980, is a further example of the Association being involved in research. The questions covered topics such as the principal and the AEB, the principal and the Education Department, the principal and the School Committee, ancillary staffing, size of schools, rights of children, punishment and discipline, the training of principals and principals' work load. The questionnaire produced positive responses and there was a high rate of return. Individual officers of the AEB and the Education Department received the report as did all the members of the Association.

Research information, in the sense of encouraging members to become informed about other research projects (either from New Zealand or overseas) was considered important enough by the Executive of the APPA to appoint one of its members as a research officer. This person was required to inform members of relevant research reports by providing an oral or written overview. One such person was Russ Gerrard, who during his time as research officer, and as one of his initiatives, renewed contact with other Principals' Associations scattered throughout New Zealand. Another initiative was by John Boyens who, when President in 1986, was to establish an Educational Research Trust with the objective of attracting funds so that the Association could sponsor research. Unfortunately, funding was insufficient for it to survive. An earlier initiative, in 1979, by the author was to receive a grant from Telecom for Parent Education. The Association contracted the ATC, through Brian Cutting, to produce a video which demonstrated to parents how they could best help their child at reading. This process

involved an Executive member being given a watching brief while another professional group was recruited to carry out the task. The process, therefore, required regular meetings to discuss and give input to the project.

Yet another aspect of research, supported by the Association, were the projects conducted by the staff of University of Auckland or Massey University. The Association had a willingness to co-operate with the researcher and smooth their access to schools. The researcher would explain the objectives at a general meeting. When the results were completed, an oral report or a paper would be given at a meeting or conference. In this way, work carried out in schools, such as that completed by Dr Marie Clay in reading and language, became instrumental in facilitating a wider acceptance of the research findings for better teaching practice. This networking with the universities, therefore, was useful for the informal as well as the formal education of principals. The establishment of the Principals' Centre at the University of Auckland was consistent with this desire for academic links. Ron McDonald, APPA President in 1981, and ASB Travelling Fellow in 1984, brought back the idea of a Principals' Centre following his visit to Tulaine University, New Orleans, and his visit to the Principals' Centre at Harvard. The objective of the Principals' Centre is summed up:

If you share the wisdom and the understanding of a lot of people who are doing the job, then you have got some good answers available (McDonald, 1992, President, 1981).

A second survey of Auckland primary school principals was conducted by the APPA in 1980, in order to discover principals' views on schools' finances; particularly teachers' accounts and the analysis of the clerical time used for finance. It also sought to discover who in the school, initiated action for a range of issues including excessive water use and plumbing repairs, activities of the PTA, police in schools and parent involvement in the curriculum. This was an example of research being founded upon the purpose of improving the management of education. Evidence shows 243 replies were collated and that the matter of teachers' accounts was of concern. This finding led to positive discussions between the Association and the AEB which resulted in the issuing of new regulations concerning the management and accountability of school finances. This clearly showed which were the responsibilities of Principals. The style of the

questionnaire was, in itself, an education for principals because the instrument drew to the attention of principals, matters about which they had not given much prior thought. There were a few who objected to the changes mainly because the accountability required created more clerical work to administer.

The above evidence suggests that the Association, particularly in the 1970's and 1980's used surveys of its members as a means of research for the purpose of obtaining convincing data to use in proposals to the AEB and the Department of Education. A strong initiative was the appointment of a Research Officer, whose task was to inform members of relevant research being conducted by the Association. Research was at last being fully recognised as a professional tool for the basis of providing information for members and data for advocacy.

## CHAPTER FIVE

### Gendering the Association

This chapter examines the dominant male culture and illustrates how for over seventy years it acted as a barrier to the appointment of women principals to large city schools and to their eventual membership of the AHMA:

Within groups, gender is, in some respects, the great divide and is an important theme of this book (Belich, 1996:99).

James Belich, in *Making People*, goes on to define the differences gender made to one's life experience and the change and continuity that happens through time. Elements of gender, as an issue, were a feature of the history of the Association. In the search for reasons for the earlier exclusion of women, once again, a quote from Belich is useful:

Male ascendancy, if not dominance, appears to cross most times and cultures. Differences between men and women obviously do exist, though they can be exaggerated and some can be socially constructed – more products of nurture than nature. The problem is not difference but the ranking of it, which men have consistently managed in their favour (Belich, 1996:102).

Probably, in 1901, the general expectations that were implicit in the role that men performed, was an accepted sex-role stereotype. This stereotype was accepted so that an evolving national image, emerging initially from the experiences of the predominant male frontier life, was built on by virtue of New Zealanders' participation in the Boer War and the ensuing two World Wars. In peacetime, the playing of rugby consolidated the male image. This stereotype:

... has been unusually influential upon the lives of both women and men (Phillips, 1987:VIII).

The main characteristics attributed to this mythical stereotype were mateship, courage, duty and independence. In this can be seen the stereotype of the New Zealand schoolmaster as a projection of the national male – a decent bloke, respected although poorly paid, and living in a kind of genteel poverty. He was seen as symbolic of the

desire, which the middle class elite had, for law and order, as well as being a symbol of their hostility to a frontier culture and the need to control rowdy elements in society. Not surprisingly, male teachers were expected to control large numbers of children. It is within this cultural milieu therefore, that male attitudes, as late as 1939, were expressed by male teachers and recorded in the AHMA minute book. Women teachers were clearly perceived to be a threat to men teachers because there was a conflict of interest. Two pertinent issues were economics and status. The resistance by male teachers and the employing authorities to equal pay for equal work epitomised both of these issues. Moreover, and as a consequence of this, was a fear that cheap female labour would reduce overall salaries and males feared the effect that this would have on their perceived status. That there were efforts to retain a dominant role is evident in the quote below. That quote is the most recent comment that the researcher was able to find in official records, and is similar to unrecorded discussions that took place in the late 1960's and early 1970's when the admission of women members was a hot topic. For example, at the 374<sup>th</sup> meeting of the Association, held in the Wellesley Street School, on Friday, February 10, 1939 at 7.30 p.m.; minutes signed Prows Broad, President, records:

Mr Murdoch spoke on the importance of adequate men's representation at the Annual NZEI Meeting in Wellington and the presentation of a united front by men teachers. He suggested a meeting of Guild representatives with members of the Association to arrange suitable candidates. It was left to the Executive to arrange for such a combined meeting; also to arrange a combined meeting of Headmasters and Assistants under the auspices of the MTG two or three times a year at which men's interests could be discussed (AHMA, Minutes, 1939).

Women, on the other hand, moved from being co-workers of their male partners into the realm of domesticity. Acting as an anchor for the male and as a civilizing moral agent, this stereotyping of both males and females set the development of attitudes and beliefs. The concept of *men's work* and *women's work*, the latter in roles similar to those of mothers and housekeepers, resulted in women's employment being of a demonstratively lower status, and more poorly paid than men in similar jobs. Male-dominated unions saw women as a threat because of this low wage rate. It was not until the *Equal Pay Act* of 1972, the *Human Rights Commission Act* of 1977 and the *Maternity Leave and Employment Protection Act* of 1980, that women achieved the beginnings of some

equality in the paid workplace. The Association was born in this culture with its tensions and ambiguity. To understand better the situation regarding women during the beginning years of the Association, it is necessary to consider briefly why the fact of women gaining the right to vote in the elections for parliament did not lead, for some considerable time, to equality in other areas of society. The Women's Christian Temperance Union, maintained a high profile throughout New Zealand, nurtured a sense of justice and had a strong influence on politics until the 1920's. It, and the Women's Franchise League was formed to widen membership beyond those women, to others with concerns broader than Christian beliefs and temperance. Amey Daldy (of Auckland), Kate Sheppard and Margaret Sievwright were examples of women who, at the turn of the century, wanted more than just the right to vote. Their hope was for a new freedom to expand their horizons and their minds. Some men, such as Sir John Hall, Robert Stout and Alfred Saunders advocated women's suffrage. Even when women received the vote in 1893, however, it did not make women equal to men in law. If that had been the case, why did so many organisations, including the AHMA, exclude women from membership? A possible reason emerges from the extract below found in S. Coney (1993). This extract was taken from a letter that Sir John Hall wrote to his brother in support of women's franchise, and he wrote:

[Female suffrage] would have a sobering effect - and tend to keep drunkards, profligates and professional politicians out of Parliament (Hall, 1891:473).

It would appear from this extract that women's franchise was perceived as beneficial, simply because the moral influence of the female could effect positive control of men. In New Zealand, the predominance of males until 1916 was an important factor in forming the characteristics of society. Another feature, at least until the First World War, was the almost equal numbers of unmarried and married men. Successful socialization of males through contact with females was, therefore, unlikely considering the ratio of adult females to adult males. Thus, not only was there a numerical imbalance between genders, but as well, social attitudes of norms, of that time, favoured males.

The exclusion of women, was not initially an issue for the Association because the AEB was not appointing women head teachers to city schools and, therefore, there were no candidates for membership. Furthermore, the male dominated NZEI, in submissions to the Cohen Commission, did not believe women were capable of managing older pupils of classes that comprised more than 30 children, at a time when there were instances of classes of over 100 pupils. Thus gender issues only became an explicit feature of the Association in the 1970's with the appointment of several women head teachers by the AEB. Moreover, at this time, the *Integration Act* of 1976 enabled some private schools, with women principals, to become eligible as members. But, the membership of women remained a controversial matter, and discussion ranged over several years before they were admitted. The majority of members attending general meetings voted, by a narrow margin, for the maintenance of the status quo. The first woman to be invited, did not herself seek membership. She was content to wait to be asked. However, other Auckland women primary principals were not so patient. It is, therefore, interesting to follow the experience of this first member in order to discover what were the impediments.

Mary Rawlinson became the first woman member and later became the first woman President. The following is the sequence of events as extracted from the Association's minute books of 1961. Maurice Dudley was Chairman and President and the item in the minutes of the Executive meeting held in the AEB boardroom, Tuesday, 14 March, 1961, at 3.15 p.m. reads:

That the question of admitting women head teachers as members of our Association be deferred to a general meeting when it would be incumbent on a member to bring forward a motion and the matter be debated and that the decision of that meeting would be binding. Lady head teachers in the meantime to be invited to special functions and addresses of professional interest to all. Meeting concluded, 5.15 p.m. Signed, M. Dudley, 18 April, 1961.

This is a cameo illustrating the climate of the time experienced by the first woman member and president, because the issue of female membership of AHMA was too difficult for the majority of the voters to deal with.

It is not until Tuesday, 14 March, 1972, at 2.00 p.m. at an Executive Meeting of the AHMA, held in the Teachers' Rugby Clubrooms, Parnell, that a motion of Roy Sanders and Glynn Beddoe, *that lady head teachers be notified that they will be welcomed as members of the Association* was put. The motion was carried and signed by Joseph H. O'Rourke, President. At the 703rd General Meeting, held at the ATC on Friday, 7 April, 1972, at 7.30 p.m., and with 54 members present, an inward letter was received from Mary Rawlinson thanking the Association for the invitation to join. These minutes were also signed by Joseph H. O'Rourke and were significant because Mary Rawlinson had broken the gender barrier. She had been appointed Head Teacher of Mt Eden Primary School in the early 1960's, and was the first woman Head Teacher of a large Auckland city school in the 100 years of the AEB's existence. As an aside, it is claimed however, that Miss Emma M. Fletcher was appointed Head Teacher to Brown Street School (now called Richmond Road School) in February 1884, some 74 years before. This was a rented chapel with two young pupil teachers as assistants (*Richmond Road School 1884-1994:5*, a historical booklet). It was not a large city school, and, therefore, the claim is not recognised. Rawlinson was also Head Teacher of Epsom Primary for five years and in 1970 was appointed Principal of Remuera Primary, from which she retired in 1982. This clearly shows that she served as principal for 12 years before she was invited to join the Association. During her time at Remuera she was seconded to the Auckland Primary Inspectorate for two years, and this also was a first for a woman.

Although female teachers were far more numerous than male teachers, there was a perception, by most male teachers and communities that males would be appointed to senior positions. Rawlinson was, therefore, breaking new ground, albeit with some difficulty. In her words:

I remember being told when I was applying for head teachership of Mt Eden Primary School that it was a waste of time, paper and stamp. I remember the utter dismay when I obtained the position (Rawlinson, 1989).

Since Rawlinson's membership acceptance, the number of women members has steadily increased, mirroring the reality that there are now many women primary principals within Auckland schools. Furthermore, Pat Riley (1989), Glenys Ashby (1992),

Madeleine East (1995) and Margaret Zubcic (1997) have each been elected Presidents of the APPA demonstrating a belated acceptance of gender membership equality.

Several factors could be identified as contributing to the delay in admitting women principals as full members. First, there was the culture of exclusivity with *all male* and *all female* organisations in New Zealand. New Zealand Rotary is a non-educational example of this phenomenon which maintained the choice of gender exclusivity up till the 1990's. Also, women were not invited to AHMA social functions even as spouses and that tradition was only broken just prior to women membership in 1972. Another reason for procrastination on this matter, was the division within the organisation and on one occasion it was only through the casting vote of the President, (for the procedural purpose of maintaining the status quo in an obligatory manner) that change did not occur (O'Rourke, Interview, 1997).

An important fact worth repeating is that in the first 71 years of the Association's existence, the AEB had not made a permanent appointment of a woman principal to a large city school. Therefore, prior to 1961, there was no need to consider female membership. This absence of women appointed as principals of large city schools could be partially explained by the thinking behind a discussion and a motion passed at an Executive meeting on 14 August, 1962. Mr Fred Dare had pointed out that there were two courses for Infant Mistresses and moved a motion, seconded by Jim Hook:

That the AHMA is disturbed at the lack of trained female personnel for senior posts and would approach the District Senior Inspector regarding the possibility of an early Walters House Course for those intending to apply for those [principal] positions (Executive Meeting, AHMA, 14 August, 1962).

Despite this quote, it is clear that the dominance of the Association's conservative male culture did not support female membership. Only with the appointment of women as head teachers of large city schools did the Association reluctantly and tardily become inclusive. By comparison, male Maori and Pacific Island principals were accepted more easily as members. However, in spite of a large population in Auckland of both ethnic groups, the number of members has been small and none has been elected president.

Thirteen years after women primary principals were admitted to membership of the AHMA, Molly Neville's study conducted in 1985 and published in 1988, states:

The management structures in New Zealand educational institutions give both men and women teachers and students a very clear message: men lead; women follow; men manage; women teach (Neville, 1988:3).

Her study, and the cultural phenomenon which this section of the study has investigated, show that gender differences within education were significant. To elaborate further on the unequal position women have found themselves, in New Zealand education, it is useful to consider briefly the theories advanced by, amongst others, Fox-Genovese (1982) and Shuker (1987). The basis of women's inequality is expressed in the opinions and practices of society. These are socially constructed and are not the result of some biological gender difference. The beliefs surrounding women's place in the family and society are learned behaviours and therefore, the roles attributed to women, can be contested. What this study has shown is that women teachers ultimately, after many years, received equal pay for equal work and equal responsibility, and also earned the opportunity for promotion. However, in spite of improvements for employment opportunities, women are still not appointed to positions of responsibility to the level that their numbers in primary teaching warrant as the following Tables 5.1 and 5.2 show.

It should be noted that because teaching in universities is considered to be of a higher status and has, therefore, higher salaries than kindergarten teaching, women are, within universities, a minority (Table 5.1).

**Table 5.1: New Zealand Women in Teaching, 1985**

<b>New Zealand Women In Teaching</b>		
<b>Women In Teaching, 1985<sup>1</sup></b>		<b>Women as a Percent of Full-time Teaching Staff</b>
<b>Category</b>	<b>Number<sup>2</sup></b>	<b>Percent</b>
Kindergarten	1 104	98.9
Primary school	17 218	66.2
Secondary School	13 249	41.4
Area School	520	42.63
Technical Institute	2 463	29.2
Teacher's College	389	27.2
University <sup>3</sup>	2 935	15.2
<sup>1</sup> Pay Period: 1 March, 1985; <sup>2</sup> Both Women and Men; <sup>3</sup> July, 1985		

Source: Research and Statistics Division, Department of Education 1986, in Neville 1988:153.

A variety of reasons are given by commenters as to why women, compared to men, in educational organisations, are not employed in higher status and better paid positions. One reason is male hegemony which is a powerful force with resultant sexual division of labour in the home, school and society. Moreover, in the primary service, men teachers hold the majority of the senior positions despite the fact that two thirds of primary teachers are women (Table 5.2).

**Table 5.2: Women in Primary Schools, 1985**

<b>Women In Primary Schools, 1985<sup>1</sup>, Women as a Percentage of Professional Staff in Primary Schools</b>		
<b>Category</b>	<b>Number<sup>2</sup></b>	<b>Percent</b>
Principal	2 272	14.3
Deputy Principal	1 339	33.0
Second Deputy Principal	135	39.3
Assistant Principal <sup>3</sup>	820	88.8
Senior	1 987	57.7
Sub-total, Administrator Staff	6 553	41.1
Teacher	9 725	81.7
Year 1	791	84.8
Other	149	54.4
Sub-total, Full-time Staff	17 218	66.2
Pro Rata	1 688	98.3
Relieving	1 970	86.0
<b>TOTAL, ALL STAFF</b>	<b>20 876</b>	<b>70.7</b>
<sup>1</sup> Pay Period: 1 March, 1985; <sup>2</sup> Both Women and Men; <sup>3</sup> Previously Senior Teacher Junior classes		

Source: Research and Statistics Division, Department of Education, 1986, in Neville, M., 1988:154.

Marian Court argues that male hegemony:

... supports beliefs that men are more suited to leadership than women (Court, 1992:182)

She suggests a reasoned case that these gender stereotypes vary from one culture to another, and, therefore, are not the result of an inherited difference of the sexes. In New Zealand urban culture, the ideology of the male *breadwinner* gave status to the male worker, while at the same time women's work in the home and the workplace was undervalued.

In this patriarchal climate many women did not have confidence in their own professional abilities and therefore, did not seek promotion. Other married women had broken service to spend time as an unpaid homemaker and caregiver. This latter was a contributing factor when women seeking promotion were disadvantaged by a lack of

teaching service, compared with men teachers, and because the skills developed at home were not recognised as appropriate qualifications. Another cause for the disadvantage of women teachers was that many with full time positions were also mothers of pre-school and school age children. As well as the dilemmas of juggling work and family responsibilities, came the cost and availability of suitable daycare.

Anne-Marie O'Neill, however, reminds us that within critical educational theory the focus is on cultural production (O'Neill, 1990:83). However, in spite of the male hegemony and patriarchy, people are not passive receptibles. It would be too simplistic to believe that. Human beings make choices, contest, become involved in power struggles and respond in a variety of ways about gender, class, racial or disabilities issues.

In 1978, Margaret Malcolm published an article which showed an equal number of young men and women at Seventh Form level, more women than men at Teachers' College, more men than women as Senior Teachers and only one woman principal. But, ten years later, in 1988, almost 20% of principals were women. With the community involvement in the appointment of staff, through the BOT, after October 1, 1989 around 4% of new principal appointments were gained by women (Gardner, conference paper). This state of affairs was attributed to the effects a male-dominated society had on attitudes held. Women were believed to lack administrative potential and often disadvantaged themselves by neither seeking nor expecting to obtain decision-making positions. It may be true, however, that women probably bring different skills, not better or worse ones, to the task of principalship. Therefore, diversity of talents are beneficial to the education of children and the APPA has a role in encouraging and promoting opportunities for developing individual styles of leadership.

## **Conclusion**

In summarising this chapter about women membership of the Association, the gender issue in New Zealand society has been discussed showing the permeance of the male-dominated attitudes of society in the formation and operation of the Association for 70% of its existence. The admittance of female members occurred at a time of legislative change in the form of the *Equal Rights Act*. It cannot be claimed, therefore, that the Association was a leader in recognising the rights of women principals nor can it be claimed that it was in the forefront of the agitation for gender equity. However, women members arrived approximately at the same time as the membership of principals of integrated schools and both developments have been significant, albeit uneventful, for the Association.

## CHAPTER SIX

### Voices of the Members

This chapter continues using a qualitative method, but the base data were obtained only from the transcriptions of the interviews. The methodology used in the analysis of a series of answers to questions to an attitude survey involved discourse analysis. The intention was to discover different beliefs and conceptions held, by what will be described later, as *opinion leaders* (Katz, 1957). The theories of Potter and Wetherell (1987) claim that recorded opinion cannot be taken as fact. Indeed, what is more valuable is the examination of the responses in a wider set of meanings because by doing this, a better understanding of stance and of context are obtained. Context, moreover, may reveal the recognition of the social consequences that reported statements presumed to have had on the Association, the members' schools and on their communities. Therefore, the questionnaire served as a device for providing the author with a snapshot of the interviewees' (the principals') attitudes, and although some tables have been created in order to summarise responses, without the qualifiers, the data that these tables display are, at best, indicators of tendencies. They are not therefore, able to be treated in precise quantitative terms. For that reason some tables are in Appendix 13.

Because of the popularly held belief, supported by research (Codd, 1989; Edwards, 1986; and Shoemaker and Fraser, 1981), that school principals have significant impact as *opinion leaders* on their schools and school communities, it is reasoned that they likewise, also influence the Association. This, therefore, is the claim that serves as the *raison d'être* for this chapter. Appendix 3 and 4 list the Presidents and Secretaries of the Association from 1901.

Leadership of the Association required the responsibility to direct the action of others and the ability to present to other organisations within both the education system and the public arena, a united front despite the varying viewpoints of its members. Nevertheless, there were differences of opinion between leaders of the Association and this is apparent when examining data from those who were interviewed. Specifically, differences can be seen in their responses to questions on certain issues such as corporal punishment, religion in schools and education of Maori.

It is the author's personal belief that leadership stances are not born but grow as a product of the personal experiences of each person. Certainly, no clear model seems to emerge here because no one could anticipate situations and circumstances that would require the exercising of leadership. Probably, the most useful measure of success in the role was the level of commitment that the person was prepared to give. Nevertheless, prior experience is clearly a necessary element in all educational positions and this has been demonstrably true of leaders of the Association:

A person's background can often affect her life patterns (Neville, 1988:41).

This statement has been taken, in this study, to apply to all the interviewees, men and women. The intention of this section of the thesis was to canvas the views of a number of key informants on a range of contemporary issues in New Zealand education in order to obtain a fuller picture of the views of current and retired members of the Association. Gordon Slane, President, 1948, and Fred Gair, President, 1959, were in their 90's when interviewed. Their views, and the voices of others, span about half a century; a time-span that also represents half of the Association's existence. Being able to reach back into the living memories of these informants, for a period of 50 years of presidencies, was a unique and valuable source of information to this thesis. The aim was, through interviews, to develop a series of personal profiles and data-rich stories which would highlight issues of concern to the Association whilst also illuminating normative perceptions of members. Accordingly, the information which follows has been selected and collated from the transcriptions of the recorded interviews.

But, as a predicate to an analysis of their views on a range of issues, descriptive data on the nature of the sample of interviews were prepared and examined in tandem with available interpretive commentary (see Appendix 13 for data used). Data regarding age distribution is presented first and this is followed by data about the country of birth of interviewees alongside that of their parents. The educational level attained by their parents has also been examined. Thereafter, a further breakdown of the place of birth of those interviewed is presented and here the information shows the rural and small town origins of many principals. In addition, the reason informants initially went to teachers' college and details about who most influenced them to go is followed by information on teaching and study overseas. The last area of information that was gathered concerned

the opinions of interviewees on issues such as the education of girls, corporal punishment, religion in schools and finally peace studies. However, no summary table on the education of Maori was included because of the wide range of responses. The objective of this exercise was to infer the Association's stance on a range of issues and, therefore, this section is an important indicator of the views of the Association over a time-span of some 50 years.

The range of ages of interviewees, and by implication their life experiences, reached back 90 years. During their lifetimes New Zealand underwent considerable social, political and educational changes which would certainly have had an impact on principals and the Association. Some of the interviewees had retired from teaching for about 20 years while yet others have retired since the interviews. One assumption that could be made from this sample of respondents, is that each cohort, despite sharing common concerns about education, had different views which were consistent with external changes which took place during their lifetime. This is speculation and more research is needed to confirm such a proposition.

Slightly more than 15% of those interviewed were born during World War II or in the period immediately after. These respondents have been referred to as the *baby boomers* and they worked during a period of economic growth, relatively full employment and social security. Their life experiences were therefore, very different from those who endured the economic Depression of the 1930's and World War II. This latter group have now retired from teaching after 40 years of teaching service.

Forty five percent of respondents had parents who had been born overseas. There is an assumption that immigrants moved in order to better their life economically and socially, a factor which could also be a powerful motivating force in the pursuit of upward social mobility. Another interesting feature is the high, (77%) proportion of respondents who were born in the North Island and in fact, only 15% (n=7) were born in the South Island. This would probably be expected considering the consolidation of manufacturing in the North Island, the rapid population growth of Auckland and the migration to the north from the South Island. Only eight percent of respondents were born overseas and, therefore, the number of immigrants from both the South Island and

from overseas are proportionately small in this sample of respondents. Also, 45% of interviewees were first generation New Zealanders with, at least one parent born overseas. Thus, it appears that the exercise of migration while not necessarily significant as a factor in shaping opinion, was nevertheless, fairly commonplace.

The education level achieved by the parents of those interviewed shows that 24 of the sample, or 52%, had only primary education and 33% of that number comprised the subject's mothers. If this is linked to the rural background, it can be surmised that often children left primary school early to work on the farm and that education of girls was not a priority.

The strong rural background of the respondents' parents in this sample was almost 60% of a total of 52. This would indicate that young people were leaving home and district for the main cities for training as teachers. Therefore, they probably came from conservative backgrounds and would not be easily *radicalized*. The conjecture could be made that some entered teaching as a means of escaping from work on the farm, although interestingly, only one person gave liking children as a reason to go to teachers' college. This is perhaps surprising since there is a general perception that this is the major reason for teachers entering the teaching profession.

There was however, a mixture of reasons why these interviewees decided to enter the teaching profession and it would seem that the majority had *noble* reasons. Some reasons given were very practical, such as the security of a government job in times when job choices were limited. However, if Appendix 13, Table 13.5 is considered in tandem with the number of interviewees who came from rural and small town places, where choice was even less, it is perhaps surprising that more did not choose security as a reason for going to teachers' college. The fact that they stayed in the profession as a lifetime vocation demonstrates remarkable loyalty. By asking the question - who gave them the idea to go teaching, it became apparent that family played a dominant role, closely followed by a teacher as the main influence (see Appendix 13, Table 13.6). This is interesting given that a nurturing role is typically assigned to women and yet most of this sample were men working within a female numerically-dominated workplace. But it must also be noted that the aggregate of responses on this matter was small (n=16

responses or responses from a third of the sample). Generally, the data indicated that the reasons could be divided into those who went teaching because of its approval as a worthwhile profession, those who approved of teaching and those that considered teachers college as a stepping stone to something better.

An important reason that the views of principals were worthy of study, was that such investigation was a means of exploring their beliefs and behind these beliefs emerged an understanding of how they were related to the development of the Association. Because the objective was not to identify the actions of individual principals but was to discover relationships between belief and action, and also the range of positions held, respondents are not identified in this chapter by name, gender or ethnicity. As is typical of much qualitative research, the study is open-ended in the sense of exploration rather than hypothesizing. Also, as is the case with qualitative research, non-random sampling procedures and wider statistical representativeness are not required. However, in their place are the author's description, analysis and interpretation. It is these that propose validity of the tendencies.

One conclusion that can be drawn is that most principals are *opinion leaders*, but some more than others. The attempt to identify the latter would be highly subjective and problematic in this study, but this could be a rich field of research for future scholars. Those few who have been identified, appear to have published their opinions more often than others and, consistent with *opinion leadership*, appear to have exchanged information through the network of people they deliberately established. But even in the case of *opinion leaders*, an interesting outcome of this study was that it revealed, among principals, the propensity to hold private views which are not articulated publicly because of the perceived divisive nature of some topics.

Auckland principals have historically travelled overseas to conferences (Table 6.1). Prior to 1930, individuals travelled to USA (United States of America), Canada and United Kingdom. From the 1970's, Australia became a destination for educational conferences and close ties were forged with principal groups in New South Wales, Victoria and Western Australia. Travelling Fellows also developed an international network. This network, assiduously developed, has contributed to the Association being open to new ideas and not remaining inward looking. The extent of overseas experience

generally confirms that the recipients of travelling fellowships, are *opinion leaders*. While overseas, they gather and impart information. When they return, they talk to groups and produce a report.

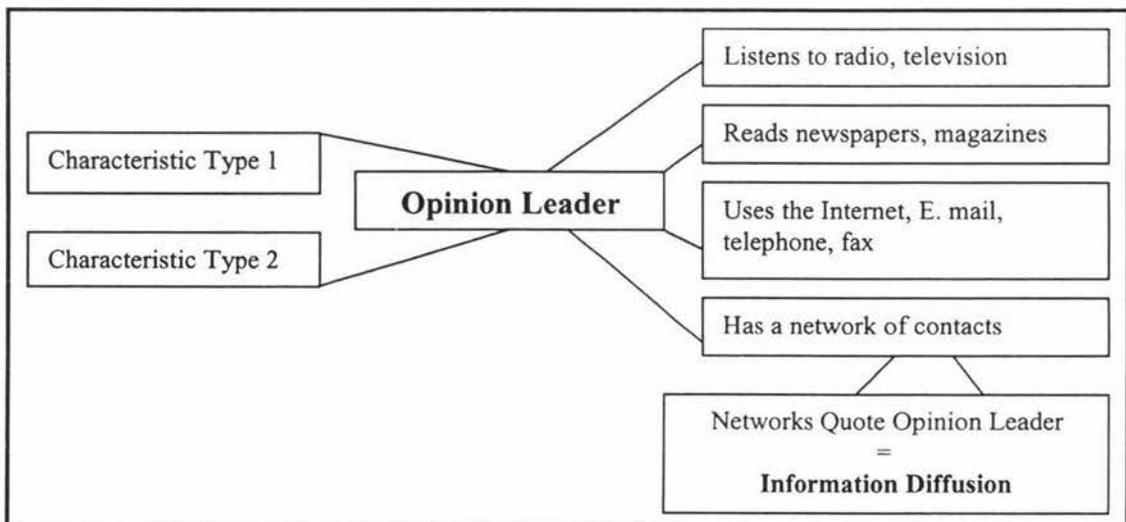
**Table 6.1: Study/Teaching Overseas: Interviewees**

Study/Teaching Overseas - Interviewees	
Type of Experience	Number
Travelling Fellowship NZEI Canada/USA	1
Travelling Fellowship ASB/APPA	5
Fulbright Scholarship	2
United Kingdom	3
Australia	1
Volunteer Service Abroad – Borneo	1
Exchange Student/Teacher	
Exchange Ideas – USA	1

Source: Langston, Analysis of Interviews, 1998

*Opinion leadership*, according to Katz (1957) in Hansen (1995:32), passes information through networks via a process described as the *two step flow* of information. There are three factors at work. These are the impact of personal influence and the transfer of that influence to compatible, like-minded groups of people. The third factor is the greater use and exposure to the media by *opinion leaders*. Figure 6.1 below sets out, in diagrammatic form, Katz’s theory as applied to the Association. Therefore, following the logical steps represented in this diagram, it is contended that if *the Opinion Leader* is both type one and two, then the Association has strong leadership.

**Figure 6.1: The Two Step Flow of Communication**



Source: Application of Katz’s Theory Hansen/Langston, 1998.

This chapter has clearly entered the arena of opinion. The task of discovering answers to the two overarching questions (of how the Association met the needs of its members and how the Association met the needs of primary education) was the first challenge. No single theory seem to apply when traditional concepts, practices and beliefs are challenged, especially at the stage of interpreting the data collected. Nor has theory emerged as a result of this study. The author still has a strong belief however, that the dynamics of the Association are influenced by the status of individual members and their social background; but such variables operate in tandem with other factors such as gender, ethnicity and age. Together they all form a complex framework.

The second challenge was the gap in knowledge which revealed the need for research of middle-level organisations, such as the Association, because of the effect the devolution of operating powers from central Government, to such organisations.

### Education of Girls

The questions about the education of girls produced a diverse range of opinions. Two of the five women suggested that girls had equality; another respondent attributed university study to raising her awareness on this matter, and another, who had been principal of a single-sex school, believed girls do better at single-sex schools. These responses illustrate that women held a variety of views. Of the fourteen principals interviewed, five of whom were women, responses to this question regarding the education of girls could be summarised as fitting into three categories: *No problems*, *problems* and *acceptance of gender differences*. (Table 6.2).

**Table 6.2: Opinions on the Education of Girls**

Opinions on The Education of Girls						
No Problem		Problem		Acceptance of Gender Differences		TOTAL
Male	Female	Male	Female	Male	Female	
6	2	2	3	1		14

Source: Langston, Analysis of Interviews, 1998

Typical comments by respondents from the first category, that there was no problem, include:

I never really thought of separating them out. I have treated and thought of both sexes being totally equal.

A very strong opinion that women have got equal opportunity. If they want it, they have to earn it.

At the Standard 4 level, physically the girls were stronger and could run faster than the boys at that level.

Comments of respondents, who typified the second category included:

I thought I had treated them the same but awareness raised through university study of research, showed powerful things working in books and the disproportionate number of males in principalships.

Girls are performing in spite of teachers.

Girls need good role models.

Gender equity has not been solved by legislation.

There is evidence that girls do better in maths and science in single-sex schools. It may be valid to have instead, single-sex classes.

A comment of a respondent, who typified the third category:

If you were not in the professional course then home economics was a good choice because that is what girls were good for. This belief was just part of the social values of the time.

As the above-recorded comments suggest, attitudes to gender were seen as neither problematic nor as a matter for concern. Some of the replies did not answer the question but spoke about women having equal opportunity and one respondent spoke about the role of women as principals. The interviewer gained the impression that the question came as a surprise and that there is a perception that, on the surface, no problems exist. This is difficult to understand considering the literature on the

education of girls which claims that gender bias in schooling is socially structured and can be changed to produce equality (Middleton, 1988; and Neville, 1988). The role of some Massey University studies is significant in increasing the awareness of impediments for gender equality of opportunity. It would seem to be a necessary part of teacher education.

## Corporal Punishment

Attitudes conveyed in the quotes on the use of corporal punishment can be interpreted as an indicator of either traditional values or of a more enlightened, well informed, free from superstition or prejudice view of being totally opposed to its use. On a continuum of support for corporal punishment, Table 6.3 shows that 33% were supportive while only 20% were opposed to it. There were however, 41% of the respondents who sometimes used it but changed their belief to one of disapproval. There was a further 6% who ventured no opinion on the subject. This is interesting considering that it is illegal to administer corporal punishment in schools and in good parenting, care givers and parents are encouraged to avoid smacking children.

**Table 6.3: Opinions on Corporal Punishment**

Opinions On Corporal Punishment									
Approved (used as a last resort)		Changed (from use to disapproval)		Disapprove (never used)		No Opinion		TOTAL	
15	33%	19	41%	9	20%	3	6%	46	100%

Source: Langston, Analysis of Interviews, 1998

The following two quotes illustrate firstly, those principals who had been part of the corporal punishment era but subsequently have become *wiser* by using more effective methods. Secondly however, they revealed that at least some have retained a lingering belief in the usefulness of corporal punishment:

In the early days, corporal punishment was part of the programme and like most other people there were times when I, in my first seven or eight years, strapped people; but not very often... In hind-sight, I think there were a number of times when we used the strap when it might have been a lot wiser to have counted to 10 and used other forms or ways of disciplining people. I stopped using the strap quite some time before it was officially

outlawed, but I do believe we have perhaps been slow to find effective ways to channel people's behavior and to discipline people. I think we went through a stage when we didn't really put anything in the place of the strap (O., Interview, 1993).

One that I can't really answer with a yes or no. I think that our approach to children of recent years has improved and gained more counselling skills but there have been times when I felt that the child required a sharp retort. Certainly with my home situation a smack over the backside completed the deal and the child got on with the correct way of living (A., Interview, 1992).

In the early years of the Association, until the 1920's, headmasters and the AEB were clearly concerned about the control of pupils and their discipline. Teachers considered it their right to administer corporal punishment. An example is the actions of W. W. Hill who was the first AHMA President in 1901:

Some headmasters revealed great organizing ability in the punishment of children they could not control. W. W. Hill of Grafton, for instance, directed his lieutenants in their daily battle against little children. During his command the pupils were compelled to enter and leave the school on tiptoe and in single file with their hands clasped behind their backs. (Cumming, 1959-203).

The AEB, however, brought in some conditions. Included amongst those conditions was the understanding that corporal punishment, by using the cane, was to be administered sparingly below Standard Two, and only then by a woman teacher and that only a woman in the school could administer it to girls in all classes above Standard One. But the overwhelming fact was that the number of pupils in classes was large and some of the primary pupils were over fifteen years old. Furthermore, the training of *teachers* by headmasters was carried out *in situ*. This involved on-the-job-training of unpaid cadets and pupil teachers, all of whom must have contributed to the difficulty of control that seemed to pervade. It can be speculated that this contributed to the widespread use of corporal punishment.

As an item of business, corporal punishment is however, rarely mentioned in the Association's minutes but the training of staff had become a great concern in 1980. A further example from the AHMA Survey, 1980 of the opinions of members on a number

of matters, included several questions concerning corporal punishment as shown in Table 6.4. Also included are the frequencies of responses to each categorical possibility for each question. This table, when compared with Table 6.5, shows that views on corporal punishment, held by principals, tend to be conservative.

Table 6.4: Extract From Results of AHMA Survey, 1980

<b>Extract From Results Of AHMA Survey, 1980</b>	
<b>Questions and Responses</b>	<b>Numbers</b>
<b>4) Do you believe that corporal punishment given by teachers is effective?</b>	
Always.	9
Never.	14
Sometimes.	148
Teachers do not use corporal punishment at this school. I believe in corporal punishment and when used sparingly is very effective. The above now does not altogether reflect my true opinion.	
<b>5) Is corporal punishment given in your school?</b>	
By you only.	24
Not by me.	Nil
By senior staff only.	58
Very seldom – if given by Principal – never.	Nil
By all staff.	36
By selected staff.	32
By no one.	23
In my short time at the school, has not been given, if the occasion arose would have to consider on merits, perhaps we should have a policy on this. Seldom used but there, if required, for cases where it would be effective.	
<b>6) Is corporal punishment given in sight of other children?</b>	
Always.	1
Sometimes.	53
Never.	105
<b>7) Do you keep a record of who receives corporal punishment?</b>	
Yes.	115
It is empty.	
No.	25
Not Applicable.	16
<b>8) Do you forbid other types of punishment in your schools?</b>	
Sarcasm.	
Yes.	101
How can you forbid this.	
Forbid more – discourage all.	
No definite ruling has been made on the other but they are seldom if ever used. Rather – positive reinforcement to set high standards, behavioural change in teachers. Encourage avoidance of.	

Source: Analysis of AHMA Records, 1998

Even though there was strong opposition to the use of corporal punishment, 148 schools were nevertheless, using it sometimes. It is difficult to know what sometimes meant as it is a rather imprecise term but it does suggest that a quite distinct attitude was held by members of the Association concerning its use. This is different from the trend which led to legislation and also later, finding alternative ways of dealing with pupils such as counselling, time-out rooms and parent-teacher conferences.

### Religion in Schools

Religion in the state schools of New Zealand has been a contentious issue. There is no state religion and since the establishment of state schools under the *Education Act* of 1877, there have been the three major provisions of it being free, compulsory and secular. In light of amendments to the *Education Act* of 1989, this question was asked to canvas the contemporary views of respondents.

Table 6.5 suggests that opinion on this issue that all children should compulsorily attend religious instruction in school time is divided. It can be assumed that most of those who approve of religion would accept the present voluntary attendance provision, but the overwhelming conclusion is that this question is a vexed one.

**Table 6.5: Opinions on Religion in Schools**

Religion in Schools				
Approve	20	Optional	1	
Disapprove	5	Family Responsibility	1	
Undecided	6	Comparative Studies	1	
Not Known	20			
<b>Sub Total</b>	<b>51</b>	<b>Sub Total</b>	<b>3</b>	
<b>Total</b>				<b>54</b>

Source: Langston, Analysis of Interviews, 1998

The quotes below illustrate opposing views and the subtlety of opinions on this matter:

Religion has its place in schools so long as the correct procedures are gone through by informing parents that it is happening in the school and they have the right to withdraw their children, if they so desire. Religion in schools, given by a teacher qualified to do so, I do accept. I also accept the fact that the teacher of the classroom must be aware of what is

going on and must be able to make instant decisions as far as behaviour is concerned. (W., Interview, 1993).

Should be referred to but not programmed in state schools. I think it should be referred to in context. (K., Interview, 1997).

I would support Christian Living in schools because I think if you are talking about religion you are talking about some base values and I go back to the Ten Commandments – that they need to be pursued as much as possible. I fully support Christian Living in schools. (A., Interview, 1992).

We are currently debating religious instruction here. I think in the current climate where boards have the right to determine their charters and where parents wish to be part of the curriculum, it is their right. We, as staff, have a responsibility to incorporate it into one of the options [for the development] of the curriculum. State schools being what they are, I don't think we can fundamentally change our charter so we can reflect a totally Christian influence, even if one liked that idea. The biggest difficulty I see with religion in schools is that half an hour a week is a very bare minimum of time and you are not going to be able to influence children in that time. So if it is truly to be effective, it has to be incorporated as part of the curriculum. The other difficulty is trying to find suitable teachers. (O., Interview, 1993).

I think religious instruction in schools must have to do with peace, welfare, kindness, goodness and all those kind of things. I don't think it is up to the schools – I say if you have one particular view that you have inculcated in your children, you do it yourself. Or, if it's into a wider community to go to – you give it to them but you have to realise that those children are growing up in a world and they're going to be individual. You can't ever hope that they will ever be a clone of yourself. I see it at tennis – people go there and I've said, "Look here, these children are never going to be cloned robots, otherwise your game would be on forever and no one would ever win a point". Life's like that, you've got to be prepared for your own children, to go on slightly different ways from the way you went. In general, my view is that in this world everybody should try to be happy and be kind to everybody else. (O., Interview, 1989).

Well, I have always been a fan for religion in schools because if they came at 9 o'clock they release the teachers for half an hour to have a staff meeting; that's in contributing schools. I like it in the contributing school. I think children should be exposed to the happy side of religion in schools because I think religion should be a happy thing not a hellfire and brimstone thing. I look back on my childhood and remember the happiness that went with my experience of religion. (P., Interview, 1992).

I'm easy about it [Religion in schools]. I'm a bit peculiar really, I love church music. Of all the music, I love English cathedral music and baroque music, choral, German, French and English (S., Interview, 1989).

Religion in schools was a bit of a comedy with dear old ladies mostly coming and taking it. No, I shouldn't say it was a comedy. I suppose it certainly was better than nothing, perhaps, but I've got my doubts about it and I don't know what they are doing now if anything. (R., Interview, 1989).

I'm quite happy for religion to be in schools. I try to go to church but I believe that any teaching must be, well I use the word inter-denominational. I believe it has to be fair to the various denominations that exist. I don't mean it has to be watered down, but it's got to be not pushing the plank of just some organisation. I think, secondly, it should include, for older children, other religions, Buddhism and so on. (W., Interview, 1996).

I didn't have any opinion on religious instruction when I was at school but I did when I was teaching. I thought if you ever wanted to turn kids off religion give them religious instruction in school. (W., Interview, 1992).

The current legal position of religious instruction in schools is that the decision to have it and how, is made by each BOT. In many schools, their decision must be a difficult one to make because of the pluralistic points of views held by principals, teaching staff, parents and religious groups in the community. Even the small population of principals interviewed in this study reveals significantly different, and for some, strongly held views. These views range from a *total Christian experience* through to some recognition of non-Christian beliefs as held by many new immigrants, to it is *not part of the state school programme*. A lot of criticism is levelled at the unpaid volunteers who stand in for those denominations who favour Bible in School. Only one principal mentioned religion as a subject, similar to a Swedish provision (this would entail the study of world religions). This could be considered a more neutral option and should promote greater understanding of other people's beliefs and the recognition of common values. As noted, Table 6.5 confirms the adversity of opinions and uncertainty on this matter.

Because the emerging pluralism occurring in New Zealand has increased with immigrants from Africa, Middle East and Asia, religion in schools would seem to be the one area where greater tolerance and understanding should be promoted; not by bible

studies, but by learning about all religions. However, very few of the respondents in this study, it seems, would promote such a provision. Certainly, the APPA does not have a policy on the teaching of religion in schools but the interviews show that the diversity of opinions would probably make agreement on policy difficult to achieve. It can be assumed that the majority of principals interviewed support the status quo of the present provision and that the Association has not made a statement on the subject because of its contentious nature. The Association has not provided leadership on this issue.

### Peace Studies

This was another example of seeking the opinions of principals on a specific topic, in this case Peace Studies. The reason, as for the previous educational issues discussed, was to discover any linkage between personal belief and the Association's policies. This is a relatively modern addition to the school curriculum and therefore, was not an issue for most of the retired respondents. The views on Peace Studies in the primary school curriculum are varied (Table 6.6) and for this reason, this question was asked of 24 principals.

Table 6.6: Opinions on Peace Studies

Opinions on Peace Studies			
	Responses	Male	Female
1	Approved without reservation	5	
2	Limited to conflict resolution, improvement of relationships	10	1
3	Part of Social Studies but not about nuclear war	1	
4	Should permeate many areas of curriculum	1	1
5	Neutral non-active role	2	1
6	Does not have a role in state schools	1	
7	Not an addition to the curriculum	1	
8	Not at all	0	
	<b>TOTAL</b>	<b>21</b>	<b>3</b>

Source: Langston, Analysis of Interviews, 1998

Three quarters of the interviewees approved of peace studies. The following are some examples of their views on Peace Studies:

We did some work last year with the Peace Foundation and it was very interesting. I think we are at a stage when we need to summarise all the programmes that are being offered. We need to have an amalgamation of programmes which tend to overlap. We have Peer

Mediation, Kia Kaha, Peace Studies and Quest . . . There is no doubt in my mind that we live in a very violent society and we have to come to grips much more with the whole issue of violence. (O., Interview, 1993).

I don't really like seeing Peace Studies being separated in the curriculum because I think it should permeate many areas, a bit like health. . . I think it is the way that you assist children to solve problems and their approaches to interact with each other. I think if a school has developed a climate of calmness that's part of your Peace Studies. (A., Interview, 1992).

It is rather more than just a look at nuclear issues . . . rather it's an attempt to look at some of the issues, to predict the sort of future we want for our children and then to actively work towards the sort of best scenario future that we can imagine . . . It incorporates things like environmental conservation and conserving the atmosphere. (Mc., Interview, 1992).

When I was at training college we had conscientious objectors . . . My father was in the First World War and my husband was in the Second World War so I believe subjects should be considered and thought out a bit. Where we wouldn't have given it thought earlier, I think it would be a possible study at the moment. (Mc., Interview, 1995).

Often, in private conversation, this question about Peace Studies produced negative comments because it was seen as part of the philosophy of activists of peace movements. There was a reluctance by some to give this topic a place in the primary curriculum probably for the same reason. It is surprising that it was not seen as an educational issue involving such concerns as violence in both the playground and television programmes, corporal punishment and race relations. All these require attention if the emotional, social and cultural needs of individuals, school and society are recognised. It would be a great dis-service, in humanistic terms, if Peace Studies were seen only as a left-wing advocacy, and not as a means of developing the principles which guide mutual understanding, co-operation and justice. The implications of these findings is that from fear of being associated with a particular political belief or the holding of untested or irrational beliefs, the Association is not likely to support the objectives of peace education, except in a carefully, controlled manner.

## Education of Maori

Unemployment figures and lack of educational qualifications of young Maori has brought a sharp focus on Maori education. It seemed appropriate for this study to ask respondents about the education of Maori. Below is a selection of extracts from interviewees:

I believe all children should know the correct pronunciation of Maori place names, Maori language to the extent of greetings, counting, the correct etiquette on the marae, history of the Maori people, how they played and what they made. They need specialist teaching. They have as much trouble learning the Maori idiom as we have in learning Maori idiom (W., Interview, 1993).

... everybody is getting it wrong. I think the real problems for Maori children are the expectations of parents for their children to succeed. I think, at the moment, Maori children are being used as political pawns, not by the politicians or by National politicians, but certainly by the radicals and activists within Maoridom (S., Interview, 1995).

I never thought about it seriously until about the mid 1970's. Up until then, I had tended to do the best for every pupil, call it *equality*. I am now far more aware of the need to particularly focus on Maori needs. I still feel, though, that many of the problems that are landed on Maori reflect hence, their socio-economic status, rather than their cultural one. ... the description of 'typical Maori behaviour' was mirrored by Scotsmen in Glasgow from low socio-economic families. I think that the first step is to continue with equity funding to schools that cater for low-income families. I think that parenting education should have been given more emphasis twenty or more years ago so that more people could have learnt the value of talking and reading to their children from a very early age, playing music and singing to their children. One of the reasons why I initiated the scheme was to put a community centre on Oranga's school grounds - a non-institutional venue for giving these parents the opportunity to learn more about getting their children's potential achieved (J., Interview, 1992).

I believe it is very important for Maori people to take control of their own destiny. That doesn't necessarily mean they have to travel a different path but, at the moment, I think that many Maori people feel disempowered by the education system and the education system has to discover ways of empowering them. The parents of the children here are very concerned that their children should have good English language skills, be able to read, write and function well in the English language. I don't disagree with this because I believe

that it is important but they perhaps have not addressed the questions of language maintenance of their own culture. Perhaps, they still are not aware that there is tremendous research evidence which show that bilingual children actually cope quite well with languages (A., Interview, 1992).

Respondents gave this topic the most serious consideration and generally, the opinions expressed were complex and not easily put into neat categories. A number of respondents had gone to school with Maori, had extensive experience in the Maori Service and several had learnt Te Reo Maori as a part of a degree. Many believed that urban Maori have missed out and need specialist help and resources. They also claimed that there had not been a problem in Maori Schools.

There is increasing interest and clearly conflicting opinions over the content of the primary school curriculum and the education of Maori. The teaching of Maori language is one particular area of the debate. In this debate, the question of teaching Maori children is contested by some Maori parents, Maori academics, classroom teachers and ideological protagonists. In this study a number of opinions have been touched on by the respondents. They spanned the options of:

- *The full integration of all primary children, irrespective of ethnic origin with English as the language of instruction.*
- *A fully integrated primary school within which are total immersion classes which are taught in Te Reo Maori.*
- *Separate Kaupapa Maori schools.*

The claim for separate schooling was based on the belief that regular schools have *failed* Maori children, and therefore, in order to solve their lack of success, Maori have to be taught separately.

Several respondents tried to identify the cause such as problem parents (five people responded thus in this study) or that Maori did not strive and compare their efforts with other ethnic groups. There were negative attitudes expressed such as, *they should*

*receive the same as others at the level at which they are capable, and they are no different from the rest of us.* There were also conflicting opinions about whether or not Maori culture or their racially determined socio-economic status had the greatest effect with respect to their performances within the mainstream education system. There was obviously a lot of frustration for teachers who recognised the injustices of the past and who generally appeared to be supportive of any initiatives which might address the situation, despite the insufficient resources allocated. Furthermore, it was clear that informants felt that the education system was not equipped for Pakeha teachers to teach Te Reo Maori and Maori children. Probably, as one respondent recommended, Maori should take control of the education of their children, but not necessarily on a *different path*. Some concern was expressed about separate development by respondents who had a preference for integration in the regular school. These views, as revealed in the interviews, are inclined to be conservative. This may have come about through the lack of Maori membership in the Association, in spite of the fact that metropolitan Auckland has a high percentage of Maori and other Polynesians. There are similarities to the gender issue when females were not appointed as principals of large Auckland city schools and, therefore, there was no need, for many years, to accommodate them in the Association.

## **Conclusion**

When considering the five sets of opinions in order to discover whether the majority of principals are *traditional* or *enlightened*, no single position can be identified readily. *Traditional* is defined in this context as the description of a person handing down from one to another or from generation to generation statements, beliefs, rules or practices. Whereas *enlightened* is defined as a person who is well informed, free from superstition and may challenge tradition and authority. Views on corporal punishment, religion in schools and education of girls would tend to put AHMA principals in the *traditional* camp whereas opinions about peace studies and education of the Maori seemed to provide slightly more *enlightened* views. These differences also occurred in individual interviews and, therefore, it was neither possible nor very useful to locate these principals into categorical pigeonholes.

What does seem to emerge is that past presidents of the Association have had a high profile in Auckland and New Zealand education. Several have been president of the NZEI and on its national executive; such as John Nesbitt, Skip Hunter and Pat Riley. Along with other members of the Association, they have devoted their working life to educating youth and are remembered, by their communities and ex-pupils with great respect and affection because of the personality, competence and sense of justice they possessed. However, the Association also benefited from their interests in, and considerable contribution to, other activities. They were not confined to the school curriculum and school management but extended to their considerable reputation in playing and coaching sport, the arts and even growing roses. Many served in the two world wars and served their communities by founding, and being officers of, various community organisations. For instance, Joe Gasparich, promoted from Sergeant to Lieutenant (in the field), served in Gallipoli and France, was Past President, AHMA, (1937), Primary Inspector, founder of the Auckland Primary Schools Music Festival and was involved in sport and other activities. He played for Grafton, University of Auckland Rugby Club and Auckland. He acted as a rugby referee, played cricket for the Eden Cricket Club, played golf with a handicap of six, and was Grand Master of a Masonic Lodge. Another example was Allan Spittal, who was past president in 1973, was a Brigade Major in World War II, played senior rugby for ATC and University of Auckland, played tennis, outdoor bowls, and remained a keen swimmer and swimming coach. He was also, President of Papatoetoe Swimming Club, President of the Auckland Rose Society and the editor of its journal. He had a wonderful collection of classical music records. Yet another past president, Amyas Ringer, retained a wide range of interests and had the distinction of having trained pilots to land on naval ships during the war.

What is conveyed by such data is that the Association alone did not create its reputation. Members who assumed leadership roles within the Association had gained extensive prior and alternative experience through working and recreating with other people, many of whom were non-teachers. These people gave them the requisite skills and understanding needed for managing the affairs of the Association and the presence of such prior experiences are a rich reservoir for learning and applying former learning which is consistent with Knowles (1980) *Theory of Andragogy*.

A brief comment on the APPA's culture and discussion on the significance the president could have in reinforcing and shaping that culture follows. An assumption made is that the president, in some respects, has the same ability as a principal of a school to deliberately modify that organisation's culture. Therefore, some observations made about the principals' references used while applying to their schools, are assumed to be also relevant to this discussion about the president and the Association. One example taken is:

If cultures are human inventions, then they are changeable, though not easily. (Kottkamp, 1984:153).

The *not easily* comment can usually be applied to the APPA. Unless the president has the vision and the ability to perceive and act on the leadership role more than the managerial role, very little change will occur. The president's effectiveness in creating culture is shown in every action, not just for the routine ones such as speaking as chairperson, but also the informal ones such as when mixing at social gatherings. Probably, the informal contacts with members help the president to form a support group which has the willingness to nurture those values and traditions that are compatible with the proposed change.

This chapter has proposed that the people interviewed, mainly presidents or past presidents were *opinion leaders*. Therefore, their views have permeated to other members of the Association, as well as staff and pupils in schools and to their communities. The presumption was knowing if the views of either members and/or presidents, through the interviews, would inform the author about *values diffusion*. In fact, what was really uncovered was a flaw in the method which provided a lack of data on members' views when in office, compared with views held now.

Because the interviews took place within a relatively recent time frame, between 1989 and 1999, it can be argued that the opinions expressed were a reflection of a strictly contemporary time frame. However, membership is lifelong and two of those interviewed were over 90 years old, having been president in 1948 and 1950 respectively. However, it is reasonable to suggest that the Association has always opted

for the status quo, as can be seen in the attitude to having women members. More significant, however, has been the diversity of voices illustrated by the responses. In all probability, the impact of the Association's *opinion leaders*, was not great. This study also lends some weight to the proposition that local group associations do respond to local needs.

## CHAPTER 7

### **Serving the Needs of Primary Education**

One of the purposes of this thesis has been to bring together themes that demonstrate how the Association met the needs of primary education while also fulfilling its purpose of providing mutual support. In so doing, this project has coincidentally recovered, in part, some of the institutional memories that had previously been lost or which had hitherto been untapped:

The success of an organisation depends on its ability to maintain control of its participants  
(Etzioni, 1964:152)

This chapter investigates how the Association mirrored contemporary social issues and attitudes in attempting to serve the needs of primary education and revisits some of the main points in Chapter Four. Several themes in this chapter identify how the APPA assisted its members in improving their performances as principals. In doing that the APPA could also be viewed as serving the needs of primary education. First, it is argued that the Association's promotion of a national body was appropriate and inevitable. Second, the importance of the external influences wrought by central government, particularly during the period of considerable structural change in New Zealand are described and examined. Third, consideration is given to the expanded role of the principal, particularly as the day-to-day manager for the BOT. The manner in which they have concurrently been required to assume the role of employer, thereby shifting the power base in employer-employee, is also discussed. A fourth consideration, the education of members and associates, is discussed. A fifth theme considered identifies members needs. Finally, the adaptation to changing needs is the sixth theme to be dealt with. This involves identifying initiatives that meet members' needs. It is reasoned that stating these needs contributed to many members subsequently playing a more effective role in other areas of education. In other words, it is clear that skills learned through the Association were generalised to schools throughout the region. If this is accepted as a reasonable outcome, then it is through continuing professional development that the Association is most likely to have influence.

## Seeking a National Voice

The first item considered in this section was the search for a national voice which was developed over a 40 year period, from the 1920's up to the 1960's while at the same time co-operating with the NZEI. The minute books of the AHMA record correspondence between various Headmasters' Associations, particularly: Wellington, North Canterbury (Christchurch), Dunedin and Hawkes Bay. The main topics of business were headmasters' salaries, school design, and teacher training. However, the first mention of a proposal for a national body for headmasters occurs in the minutes of the AHMA meeting held in the Institute Rooms on Friday 4 April, 1919. A letter from the Christchurch Headmasters' Association suggested the formation of a NZHMA and accordingly, it was agreed to send a delegate to attend the proposed Easter meeting in Wellington. The President's Report on 16 April, 1920 stated:

The establishment of a Dominion Headmasters' Association was deemed . . . to warrant support but a subsequent conference in Wellington proved the time to be inopportune (President's Report, 16 April, 1920).

Yet only twelve days before, AHMA Minutes recorded Mr Whittaker's strong support for a joint Male Teachers' Association:

. . . because he could see no other way to counteract the ingenuity and energy of [the] Women Teachers' Association on behalf of their own sex. There was only one dissenting vote (AHMA Minutes, 1920).

It was not until November, 1925, that the AHMA was again asked by the Christchurch Headmasters' Association to take the initiative and form a Dominion organisation. Finally, in 1926, headmasters from around the country met during the NZEI Conference Week in Wellington. Probably in order to reassure NZEI of their loyalty, in both the NZHMA and NZWTA agreed not to approach the authorities except through the NZEI. Finding this, the AHMA agreed to affiliate with the NZHMA, in December, 1926. In fact, only years previously, in 1924, the AHMA had amended its constitution concerning membership:

Membership of the Auckland Headmasters' Association shall be open to the Headmasters of any school [and] who are engaged in public Primary and Post-Primary education in the Auckland Education District and who are also members of the NZEI (AHMA Minutes, 1924).

But, by 1936, the NZHMA had ceased to exist according to the AHMA Minutes, 350th meeting, 5 June, 1936. In the following year, the AHMA received £4-8-0 (AHMA Minutes, 2 April, 1937) from the liquidator of the NZHMA as its share of funds held. It was not until 1973, when interest was expressed in a letter that Ian Payne sent to the secretary of the Wellington Head Teachers' Association that the suggestion of a federation of principal associations surfaced again (letter: I F Payne, Secretary AHMA to J V Head, Secretary Wellington Head Teachers' Association, 29 March 1973). Once more, in 1980, after a delay of several years, a strong initiative within the Executive of APPA, led by Russ Gerrard, Tom Brown, Ian Payne and Ross Whimp promoted the idea of a national organisation for principals. These principals had mixed motives but all believed they belonged to a successful, dynamic organisation and wished to create an enlarged circle of professional colleagues who would promote, in the best interests of principals, better primary education. A few were motivated to replace the NZEI by developing a parallel but independent role. Some of the latter were antagonistic because the NZEI was perceived as neither supportive enough nor fully appreciative of the role of the principal. Finally, the Association called an inaugural meeting with Tom Brown elected the founding president and the New Zealand Principals' Federation (NZPF) was the name chosen. Subsequently, restructuring of education administration, particularly in the 1990's, offered both the APPA and the NZPF a closer working relationship with the Government in the implementation of change. But, whether this development has been beneficial for primary education is debatable and frankly, this matter lies beyond the scope of this thesis. Nevertheless, records show how hesitant the endeavours were to establish a national organisation, not only in the mid 1920's, but also in the late 1970's and early 1980's. The formation of the NZPF in 1982 was the result of the APPA playing a major role in giving primary principals a national voice and at the same time thus providing APPA with another platform for the interchange of ideas which was ultimately filtered to the schools.

## External Influences

The role of school principals is characterised by ambiguity, dilemmas and contradictions and that the changes implemented in October, 1989 would exacerbate and highlight these dilemmas (Alcorn, 1990:7).

Interviews of principals reveal that the changes of 1989 brought about a huge expansion of their workload, a significant curtailment of their autonomy and yet little impact on learning and teaching effectiveness with classrooms. Yet there were some principals who reacted positively to the changes and more who saw the changes as exciting and challenging conditions and seemed happy in the post-Picot period to be perceived as part of the management rather than as part of a community or a professional team. Talking about the impact of *Tomorrow's Schools* on principals Hanna noted:

There was a lot of uncertainty. A lot of people were concerned over the impact of parental involvement. They were concerned over budgeting . . . nobody knew quite how much it would cost to run a school . . . and the work that was being piled onto principals, with the policies, the mad policy writing phase that everyone went through – if you turned around you had to write a policy about it. Of course the introduction of the Education Review Office was scary as well (Hanna, 1997).

The nature of the change can only be fully understood by taking into account the time during which it occurs and the changing educational, social and political context within which it was taking place. Codd, in the context of the classroom, writes about the social and cultural factors that impinge and claims that factors . . .

. . . from the wider community have been especially strong in New Zealand (Codd, 1981:50-66).

There have been periods in our history when the politics of education and public anxiety, whether real or imagined, have had negative effects on our education system. The AHMA/APPA has not escaped political involvement in the 1920's, 1940's, 1980's and the 1990's. It could be argued that the post-Picot period of New Zealand education is conservative in its effects and is similar, but more extreme, to another period in the

1920's. The paternalism of the welfare state has been changed to the uncertainty of so called market forces and it is now appropriate to consider this earlier period.

In the early 1920's, in a period of conservative zeal, teachers were required to take an oath of allegiance for the first time and restrictions were made on the showing of films to school children. The AHMA minutes of 1923 show that the Association became part of the censorship system by first vetting films for the Senior Inspector of Schools who would then approve them on behalf of the AEB and the Department of Education.

The period after World War I was one of anxiety and saw the imposition of control over returning servicemen in their consumption of liquor, control over youth in watching films and on socialists in general. There was a climate of concern for New Zealand youth and this was expressed in a variety of ways. The School Journal promoted Anglo-Saxon superiority. The Navy League, with the co-operation of Education Boards and headmasters, promoted the Royal Navy by enrolling thousands of school children as honorary members. The AHMA supported an essay competition that was run by the Navy League but the Association suggested that trophies instead of cash prizes should be awarded. Also, they disapproved of night recitals by primary school age children. (AHMA Minutes, October, 1919). About this time, Auckland school children were being encouraged to visit *HMS New Zealand* and naval personnel were frequently invited to be guest speakers at primary schools on special occasions such as Australia, New Zealand Army Corps (Anzac) Day.

Although the case of Hedwig Weitzel in 1921 (Openshaw, 1981) was used to promote legislation which required teachers to take an oath of allegiance, it did not feature as an item within the Association's minutes. However, there is a record of the Association's reaction to the subsequent legislation, promoted by the Hon. C. J. Parr, the Minister of Education. Weitzel, a Wellington Teachers' College student, was arrested in 1921 for distributing subversive literature of a Marxist nature. Because of the Russian Revolution, the prevailing attitude towards socialism was one of suspicion or uncertainty but the Minister was, despite this, accused of a *heresy hunt* by bringing in a law that teachers had to sign a loyalty oath. The Association had this to say:

After considerable discussion [concerning Saluting the Flag and the Oath of Allegiance], that the following communication be forwarded to the Minister. That the great body of teachers of Primary Schools are exceedingly loyal and, therefore, there is no necessity to enforce the Oath of Allegiance. If there are proved cases let it be recorded on their demerits with help from the Institute. If the Oath of Allegiance is insisted upon then all teachers, including teachers of registered schools be required to take such an Oath of Allegiance (AHMA Minutes, 4 December, 1921).

Significantly perhaps, the meeting desired that a copy of the above resolution to be sent to the Press. There were 17 members present which was high given that the maximum number at any one meeting that year, 1921, was 19. The following year, the Association adopted a stronger line when reacting to an AEB circular concerning a more minor issue, that of Toothbrush Drill. It was unanimously agreed:

That the AHMA respectfully inform the Board that it is agreed that under existing conditions it is quite impossible to carry out Tooth Brush Drill in the manner prescribed in the Board's circular of August 23<sup>rd</sup> (AHMA Minutes, 1922).

These instances could be viewed as examples of political manipulation and control with which the Association either tacitly assented or mildly objected, thereby joining society's other power elites, including interest and pressure groups, such as the Chamber of Commerce and Farmers' Federation. Another view, which probably fits the facts better, is that the Association in being mildly critical on some issues, served as a filter of criticism stemming from its rank and file members. The Association was, therefore, a conduit for ensuring that proposals became channeled in a more acceptable manner. These two examples - the Oath of Allegiance and the Toothbrush Drill, illustrate that the Association while not refusing to carry out the regulations was nevertheless pointing out to the AEB, fairly politely, and in what they believed to be a responsible way, the difficulties that they thought would occur. They were also conveying to the AEB what they thought the general reaction of members would be.

A very similar reaction from the Association occurred between 1981 and 1984 when the Hon. Mervyn Wellington, the then Minister of Education was advocating a *back to the basics*, a push as well as a greater emphasis on a higher level of technical and vocational education. He did this with help from the Employers' Federation and the

Manufacturers' Association and stressed the maintenance of standards of education while demanding a reduction of education costs by three percent. The Minister's moves were challenged by others such as New Zealand Association for Community and Continuing Education, Workers Education Associations (WEA), PTAs and NZEI. They voiced concerns about the demise of social and personal development and wanted schools to have, amongst other things, improved internal assessment, sex education, non-sexist education and improved Maori education. The Association did not support the daily flag ceremonies advocated by the Minister, and subsequently, when the NZEI came out publicly and strongly against it too, these proposed daily ceremonies dematerialised.

### **The Association and Restructuring**

The eighties, as already noted, saw education become politicized even more. The argument, put by a Labour Government then, was that change was necessary:

Because resources will be constrained and therefore more hotly competed for, because more than ever, the ends as well as the means in education are being questioned and argued; and because our society is self-questioning many of its basic assumptions, and the education system is inevitably the prime arena for the playing out of such re-evaluations (Clark, 1981:V).

The restructuring that started with the *Scott Report*, in 1986, included a definite structural change in the relationship of the teachers' unions to the state and these in turn had a direct effect on principals' associations. Previously, the NZEI was both a service organisation and a professional body working closely within the education bureaucracy. Progressively, the *State Sector Act* of 1988 treated the union as being only concerned with industrial and employment issues. It was registered under the *Labour Relations Act* of 1987 and lost its position of working closely with the Department. As a result of the 1989 reforms, the Department itself was divided into competing agencies such as the MOE, ERO, the New Zealand Qualifications Authority and the New Zealand Teachers' Registration Board. As well, the State Services Commission was accorded a role in the

negotiation of teachers' employment contracts. It was the *Employment Contracts Act* of 1991 however, which was used to divide and weaken the unions, and which was used to provide an expanded role for both principals and their organisations. The APPA, therefore, became involved in industrial matters to a greater extent and dealt with matters such as a principal having trouble with his/her BOT. The principal was portrayed as a manager of the day-to-day running of the school, a member of the BOT and at the same time was perceived as a professional team leader while also fulfilling the role of employer. The power of the APPA appeared, therefore, to have increased and it was in the interest of Government to divide and rule.

Previously, when the Hon. Merv Wellington was Minister of Education, principals were theoretically listened to and were theoretically encouraged to liaise. However, it is known that the Minister had a reputation for shouting at delegations that visited him. In the 1990's, the relationship with the Ministers of Education and various educational agencies such as the BOT and APPA again strengthened. John Boyens, Past President (1986) was invited to join the *Education Forum* and this suggests, perhaps, that the APPA is not seen by that organisation as a militant one. Boyens was the only primary principal who was a member. His membership provoked discussion at the general meeting with some approving, some strongly disapproving and some desiring greater primary representation. Ironically, in a private conversation with the author, he did not agree with all the public statements made by the *Education Forum*.

It can be concluded that the Association has responded generally in a supportive manner to the external influences created by Government policy. Despite increases in responsibilities and an administrative workload, most members and the Association have accepted the new role imposed upon them. It can be speculated that without the principals' co-operation and that of their Association, the changes desired by the Government would have been difficult to implement. They certainly could have slowed the process of change if they so desired.

## Educating Members to Serve Primary Education

The continuing professional development of members of the Association, as organised by the Association, was an important theme and the Association has, in the past, gained favourable notice for its educational endeavours. In the mid 1960's, through the leadership of Roy Sanders and Amyas Ringer, an Extension Course was organised with the approval of the Executive of AHMA. The intention was to expose principals to speakers from other disciplines; a multi-disciplinary approach. The rationale was given that:

Those who are assigned leadership roles are able to operate at a high level of understanding of current development (Extension Course, 1970:2).

In addition the Extension Course lectures were published in booklet form. This permitted some scholarly papers to be made available to primary schools in Auckland, to libraries of tertiary institutions throughout New Zealand and to other English speaking countries. Each year the course had a major theme and these are listed in Appendix 9. For example, in 1969, the overarching topic was *School and Society* and the papers given were *The Ecology of the New Urban School: Victim of Fulcrum?* (D. Garrett), *The Landscape of Youth* (Gerhard Rosenberg), *Secondary Schools Design* (Ian George), *Schools and a Maori Community* (Dr I. H. Kawharu) and *What Social Studies is Supposed to do for the Learner* (Phoebe Meikle). As can be seen from the above papers, the extension course was designed to be broadly educational with a theme of the schools' place in New Zealand society.

Thirteen years later, and reflecting the direction of concern that education had taken, the Extension Course topic for 1982 was *Educational Effectiveness*. The following papers were presented: *Quality Leadership: A Plea for the 1980's* (Jean Herbison), *Theories and Strategies for School Improvement* (Viviane Robinson), *Management of Resources for Learning* (Russell Aitken) and *School Effectiveness and the Role of the Principal* (Jack Archibald). The Extension Course was viewed, by the promoters, as a motivating force in improving principalship. It seemed to be viewed by non-Aucklanders as innovative and gave the Association a high profile. A principle that emerges here is that

once the precedent practice was established, it became cultural practice for the Association with slight shifts of emphasis to maintain relevance.

The ASB Travelling Fellowship was another educational initiative of the Association which provided overseas experience to two selected members each year. In 1967 a Trust Board of seven members met for its inaugural meeting charged with developing procedures with which to manage the orderly established fund that was to be provided annually by the ASB. The first Trust Board comprised four members of AHMA - all past, present presidents or president elect, Mr W. Barrett, Manager of the ASB; Mr R. Bradly, Northern Regional Superintendent of the Education Department, and Mr Len McCarthy, General Manager of the AEB. Membership of this committee was set at four AHMA members and one each from Northern Regional Superintendent of Education, ASB and AEB. The Travelling Fellowships were approved by AEB and were further assisted by the Minister of Education granting leave of absence for a period up to six months, on full pay for a married recipient, and half pay for a single person. Two members of the AHMA, Fred Dare (1963) and Alex Aitken (1964), Past Secretary and a Past President respectively, took a leading role. The two knew Bill Barrett, who was the General Manager of the ASB and they suggested that primary headmasters should have a trust similar to the one that the secondary principals had. (Probably they were referring to the Wolf Fisher Award). The Fellowship was open to Headmasters of state primary and intermediate schools in New Zealand who had played an important part in furthering development of education in New Zealand. After the admittance of women as members of the APPA, the Trust's name was changed to the Auckland Primary Principals' Trust. The objective was:

... to enable experienced Principals who are members of the APPA and Principals and Senior Teachers at rural primary, intermediate and area schools to spend a period of study overseas from New Zealand in circumstances which will allow and encourage the freest interchange of educational thought. Such Fellowships shall be known as *The Auckland Savings Bank Primary Principals' Association Travelling Fellowships* (Trust Deed).

A list of recipients of the Fellowship and their study topic is shown in Appendix 6. Generally, the majority of the studies undertaken concerned various areas of the curriculum and the catering for children with special needs.

This travelling fellowship is unique in New Zealand and although written reports are required, no evaluation of their value had been completed at the time of preparing this thesis. No doubt the experience has widened the horizon of those who received the award. Furthermore, it provided an opportunity of forming international networks through visits to educational institutions in a number of Australian, North American and Western European countries. Just as important, however, were the social and cultural contacts that were made. It could be argued though, that many of the recipients were near retirement and that younger principals would have a longer working period in which to contribute to the educational ideas in New Zealand. The Rural Awards, introduced in 1972 were made in recognition of the need of rural principals to participate in this educational experience and, ironically, those receiving these awards were often younger. Significantly, in so far as New Zealand education was concerned, this was the first opportunity for Auckland principals to have such study overseas. Any previous overseas trips were to conferences with all travel and conference costs personally paid for. Scholarships were rarely awarded to primary principals, although three members of the APPA who have been Fulbright recipients are Bob Menzies (1961-62), Brian Wilson (1975-76) and Brian Annan (1994).

However, since the mid 1980's, an increasing number of principals are travelling, almost routinely, to attend conferences in Australia, United States of America, Canada and United Kingdom. Many are assisted by their specialised professional organisation and/or by their BOT. Some are invited to provide guidance in aspects of curriculum and management. It is anticipated that this internationalism will, together with increased usage of the Internet, improve the exchange of ideas and skills. On the other hand, the cost effectiveness of travel can be questioned when compared to the much cheaper cost of locally run seminars, workshops and conferences that engage overseas experts being brought to New Zealand. Attempts by the Association were made to establish other travelling fellowships. One that was successful is the *Shroff Travelling Fellowship*. In 1986, the Shroff family approached the Association to establish the *Shroff Travelling Fellowship*. The reason was to celebrate 100 years of their family trading in Auckland. The value each year is \$10,000.00 and the Ministry grants fifteen weeks leave on full pay to the recipient, a primary teacher, chosen by a Trust Board, the membership of which is occupied by educationalists (Appendix 11a).

This section of the study has shown that the Association, from early in its existence, has placed importance upon the educational experiences of its members. The most innovative period could be considered that which started with the Annual Extension Course, in 1969, and the publishing of the key-note papers presented each year. Changes that have taken place are those of sophistication. Instead of pies for lunch, the conference is held in a hotel or conference centre with a sit down dinner. The other major development in the education of members, as a means of meeting their needs, was the establishment of the ASB Travelling Fellowship.

### Identifying Members' Needs to Serve Primary Education

If we were to ask how the Association met the needs of the principals, then one way of finding the answers to the question would be to establish what needs principals require the Association to meet in order they can carry out their prescribed or narratively agreed to role set. As the role set of a principal is multi-faceted, it is logical to list roles and to match these with related skills, attitudes, knowledge and understanding (Table 7.1). From this it could be ascertained whether the Association meets these needs or whether the Association provides for a different set of needs.

**Table 7.1: Roles of the Principal, 1998**

<b>Roles of the Principal, 1998</b>	
<b>ROLE AS:</b>	<b>SKILLS ETC</b>
An Educator	Curriculum planning, teaching methods, evaluations, assessment, staff training, self evaluating procedures, morale, sincerity, respect.
A Leader	Democratic style, developing strategic visions, delegation, monitoring working co-operatively, negotiating, resolving conflict and evaluating performances.
An Administrator	Non-coercive management, labour relations, group management techniques, budgets, collecting and analysing data, providing information, planning, using technology.
A Professional Person	Courses, conferences, projects, reading, professional journals, open to new ideas, integrating knowledge, increasing qualifications.
A Counsellor	Approachable, open door policy, sympathetic listener, privacy, discretion.
Public Relations	Liaison with parents and wider community, clear communications, informative, positive and enthusiastic about the education of children.

Source: Langston, from analysis of APPA records of tasks performed, 1998.

The roles of the Association are parallel to those roles shown in Table 7.2. The Association, from the earliest recorded evidence in 1919, had demonstrated concern for improving the effectiveness of principals by running courses for members as well as occasional courses for junior teachers. In the 1960's, the Association developed the Extension Course which was initially held at the University of Auckland and then for a number of years at the Auckland War Memorial Museum before finally going *up market* with hotels as venues. The annual Extension Course was different from the 'bread and butter' course, which continued to be organised in the August holidays. The two-day Extension Course was held in school-time and Primary Inspectors, Education Board officers and the PTA were invited to attend. The high profile people who presented papers aimed to be informative of current scholarly thinking in education; not only to its members but also to a wider audience. A spin off of this unique initiative for New Zealand was the building of a public image of the Association and of Auckland principals as a highly professional and innovative body of people. This image was further developed by radio and television programmes and by each member reporting to their BOT and parents through newsletters containing educational information.

**Table 7.2: The Roles of the Principal and APPA**

<b>Roles As A Principal</b>	<b>Roles of APPA</b>	
An Educator	Educational	Curriculum, teaching methods, travelling fellowship.
A Leader	Political	Contacts: NZPF, APTA, General Manager of AEB, ME, M of ED, International.
Professional Person, Counsellor and Administrator	Professional Support	Courses, Principal Centre, projects, research, surveys, questionnaires, peer support, conferences, general issues affecting schools e.g. vandal damage and administration.
	Social and Welfare	Annual Dinner, farewells, inductions, almoner, hospital comforts, appeals.
Public Relations/Cultural Promoter	Public Relations/Cultural Promoter	Music Festival

Source: Langston, Analysis of Minute Books and Annual Reports, 1998.

What emerges from a comparison of the role of individual principals and that of the Association, is an incongruence of purpose because of what appears to be a contradiction. Members are caught between the dilemma of fulfilling a pro-active role as critics of social and educational concerns in New Zealand society while also serving as stalwart *captains of their ships*. The first pro-active role emphasizes the concept of an educated, scholarly, democratic and independent thinking person. The second role

presents an image of the more traditional authoritarian person attempting to maintain the status quo as captain of their *educational ships*, and, therefore, serving as de facto supporters of the hierarchy that pervades education and society. Of course, in reality, the situation is not that simple. There are other individuals and groups that contest the role of the principal and the Association. Their existence also moderates and modifies the roles towards a more conservative position. First there are the autocrats who:

... gained control by authoritarian methods and maintained it, often in the grand manner, as captains of their ships – repelling boarders and, if necessary, going down fighting. Moral authority was theirs and personal power to lead was absolute while they ruled (Brown, 1978:4).

Then, there is the style of leadership developed in response to the democratisation of staff rooms and group decision-making. Finally, there is the decentralized managerial, instructional model and a notion of self-managing schools working in partnership with parents. In all of the above, the basis of the principal's authority derives from their perceived personal and professional competencies, the careful demarcation of their roles, their privileged access to information and, finally, from their knowledge, skills and service experience. These sources of authority, when brought to the APPA, became moderated, as not all individual interpretations of a principal's reality were accepted as valid. In spite of the changes in New Zealand society since 1987 (and in particular the restructuring of the education system), the Association still presents itself as a conventional structure maintaining rationality like a purpose built machine. It has done so for almost 100 years.

Attempts to respond to the phenomenal urban expansion and growth and to the abnormal nature of a modern city has seen the Association try to foster and cope with the development of local principal organisations, some of which have over 60 members, to take the West Auckland Principals' Association as an example. From its informal beginnings it has always been an all-inclusive organisation. Its members included primary and secondary principals, private and state head teachers and key personnel from kindergartens and specialist services. It developed a parallel structure to the APPA and most of its members maintained dual membership of both bodies. The West Auckland Principals' Association also devolved into five further associations (Te Atatu,

Henderson North, Henderson South, Kelston and North West) and the parent body changed its name to the Waitakere Area Principals' Association (APPA Executive Minutes, 23 October, 1997).

In the various revisions of the APPA constitution, it is apparent that every effort was made to include these local groups in the organisation by allowing each to send representatives to be members of the APPA Executive. There was real concern that Auckland principals should be able to continue to speak with a united voice when making representations not only to the then Education Board, but more importantly, to the Minister of Education. The strong organisational culture which was considered desirable by successive Executives of the Association, may in fact, give rise to values and habits that do not respond to issues of inequality and injustice in our contemporary society. Involvement in public appeals particularly during the depression years of the 1930's clearly helped to enhance the Association's public image and demonstrated a concern for the amelioration of poverty. It could be argued, therefore, that prior to the 1980's, principals and their Association had a genuine concern for conditions in our society and they felt that the disadvantaged required collective support. However, it is not clear that even with the proliferation of principal groups that the same is evident.

Professional support for its members was also required of the Association increasingly since the mid 1980's. At first this occurred informally but in more recent years formally. All gatherings of principals, whatever the main purpose may have been, provided opportunities for a chat, both before and after the meeting. This was important for getting up-to-date information. There were also *buddy* groups that gave professional support. Members, especially those who were sick, injured or had experienced a death in the family received and continue to receive, collegial support from the officially approved almoner and members. There is no evidence, however, that the Association provided any monetary benefits. Because the role of the principal changed from the mid 1980's, the Association, in order to meet the needs of members, appointed an honorary solicitor to advise on the increasing number of legal matters.

To serve the needs of its members, the AHMA/APPA required finance. When the Association was small in number and simple in the roles it adopted, its finances were

parsimonious yet adequate. A subscription of 6 shillings in 1918 for its 44 members (of whom the average attendance per meeting was 20) met their financial needs. The 1919 financial year started with a balance of 6 pounds 3 shillings and 2 pence. By 1937 the subscription was 25 shillings with a balance remaining, in the next financial year, of 26 pounds 5 shillings and 8 pence. Previously, in 1935, the first bank account with the Bank of New Zealand was opened. Noticeably, by 1981-82 the finances of the Association had grown to a total of over \$11,000.00 including investment accounts which were considered necessary as a reserve fund. Table 7.3 below provides details of the finances of that period.

**Table 7.3: Summary of APPA Finances, 1981-1982**

<b>Summary of APPA Finances, 1981-82</b>	
General Account	\$ 672.50
Term Deposit	1,000.00
Special Purposes Account	2,062.40
Term Deposit	3,545.00
ASB International Year of the Child Account	4,223.00
<b>Total</b>	<b>\$11,602.90</b>

Source: Langston, Analysis of Annual Reports, 1998.

Over the ensuing 10 years, the funds swelled to \$44,021.33 (1991-92) in spite of rising expenditure for clerical assistance, mailing costs, Executive travel expenses and meeting expenses. Subscriptions of 326 members contributed \$17,930.00 to the funds. This increase in the Association's funds, with an income in 1996 that exceeded \$270,000.00, mirrors the financial resourcing which schools now consider to be necessary. It also matches the complexity and sophistication of the activities that the Association has become involved in. However, the downside is that the need for funds on this scale soaks up time and energy in Association administration and this managerial emphasis may be to the detriment of the needs of the general membership.

## Adaptation to Changing Needs

This section continues the discussion of internal and external catalysts that could be considered to influence change in the Association and it discusses how, more specifically, the APPA has responded to those catalysts. Up to the post Second War period, the business of the Association was conducted by a small number of elected members. For example, at the AGM on 2 March, 1945, an Executive Committee of 11 were elected including an Honorary Secretary of the Music Festival and an Honorary Auditor. The total number of members present at that meeting was 23. Special interest members, an *ad hoc* arrangement, delivered any special reports that were required.

An inspection of AGM minutes shows the development of sub-committees and the election of official representatives of the Association onto other organisations in the late 1960's and 1970's. Examples include the Music Festival Committee, the Annual Athletic Field Day Committee, Road Safety Committee, the ASB APPA Travelling Fellowship Trust Committee and finally the ACE Liaison Committee.

By the mid 1980's, the structure had become even more enlarged in order to accommodate the increased size and diversity of the member body. The complexity of the organisation during the years 1983-89 is reflected in Table 7.4 for the 1980's and Table 7.5 for the 1990's, which show an increase in committees.

**Table 7.4: Committees and Representatives, 1983-1989**

<b>Committees and Representatives,* 1983-1989</b>	
ASB APPA Travelling Fellowship*	Annual Dinner
Commercial Approaches	DSI Association*
Music Festival	Education Development Foundation
District Senior Inspector Library Liaison Committee*	Video Production (1985)
Hospital Comforts (1926)	Music Relationships
Shroff Centennial Travelling Fellowship*	LARIC*
Retirement Seminar	Basic Equipment*
School Entertainment	Truancy and Vandal Damage*
PTA Association	Educational Trading Society
Principalship Skills	Trust Fund (1984)*
Multi-Cultural Committee for Teachers' College*	Service with Distinction Awards
Principals Centre, University of Auckland*	Resource Teachers of Reading Committee*
AEB Publicity Committee	School Secretaries' Course.
Research	Extension Course
* The following information is contained in Table 7.4. First, the sub-committees are listed to show the extent of the business conducted by the APPA Executive. Second, the Association has representatives on committees of other organisations. These are identified in the table by *. This table is then compared with Table 7.5 to show greater complexity in the organisation.	

Source: Langston, Analysis of APPA Minute Books, 1998.

From Table 7.5, it is apparent that the pace of change quickens in the 1990's, with the abolition of the Education Boards and with the demise of the Department of Education. Both phenomena were triggered by the *Picot Report* which announced a devolution of responsibility to the local community through *site based management* of schools. As a consequence, the changes in the roles that the Association experienced now continued even more dramatically. The list of committees and organisations (Table 7.4 and Table 7.5) which the Association created or worked with post-Picot, shows how complex the set of relationships is. Also, the type of organisations are revealing new needs and responsibilities which are a consequence of the radical change in the administration of New Zealand education. The Working Action Group was the result of an internal initiative of the APPA in the early 1990's, spawned because the President had authority to form task forces to deal with a single issue, for example, Special Needs Provision for Primary School Children. The number of Working Action Group members varied, but usually there were approximately five.

**Table 7.5: APPA Executive Roles, 1990's**

<b>APPA Executive Roles, 1990's</b>	
District Property Consultative Committee (MOE)	Equity Funding Committee (MOE)
Principals' Support Contract (MOE/ACE)	Multi-Serve Education Trust
SMDP (ACE)	Quarterly Education Discussion Group Security Committee (MOE)
<b>The APPA Sub-Committees</b>	
Professional Affairs Committee College of Education Council	Conference Committee ASB Bank - APPA Travelling Fellowship
Advisory Committee Diploma in Mathematics	ASB - APPA Travelling Fellowship Trust Committee
APPA Research Trust	APPA Annual Dinner Committee
Music Festival Committee	
<b>Special Interest</b>	
Children, Young Persons Act	Award Round
BOT Elections	Principals' Ethics
Communications	Development for Aspiring Principals
Maori Education	Class Size
Funding of Schools	School Building and Their Codes
National Curriculum	School Review and Development
Professional Vision	Special Education Management Diploma Advisory Committee (Unitec)
Secondary Teacher Education	Curriculum Review

Source: Langston, Analysis of APPA Records, 1998

Another element in the changes affecting the Association was the sheer size of membership. For instance, by 1992 the membership had grown to 326 paid up members with an Executive committee of over 20 members (APPA Minutes, 18 April 1992).

How the national changes were viewed, varied. For instance, some were highly critical of the reforms as this quote illustrates:

The educational reforms were pushed too far, too quickly. The amount of paper received in the first year was incredible. It would have been several metres high . . . It was a crazy time and very stressful for principals . . . (Jermaine, 1992, President, 1988).

Clearly, and consistent with the import of the above comment, the education milieu became more commodified:

. . . deregulation has had a major effect on the Principals' Association because with that comes a market driven environment where you can't show loyalty to one particular group; you've got to be objective towards all the different groups . . . The other thing I think that has influenced the Association hugely is privatisation. It has shrunk the world to the point of view of getting to know other people around the world . . . Having an international perspective is really an expectation now (Annan, 1996).

Association membership was now open to all principals in the greater metropolitan area although not all became members. Some became staunch members of their local principals' group but were not as committed to an Auckland-wide Association. Perhaps, inevitably, development of strong local groups triggered tension between them and the Executive of the Association. Certainly, it would appear that this development forced the APPA to change the constitution to allow direct representation of the local principal groups on the Executive. Not all members were now elected at the AGM. Instead, each group selected their own representatives as they wished. West Auckland, with over 60 members, was allowed more representation than the smaller groups. Furthermore, the composition of the membership of local groups differed. For instance, the membership of the Waitakere Association comprised secondary principals, primary principal representatives of the Advisory Services and Pre-School Head Teachers.

It is self evident to note that both the national and administrative developments affected all principals and hence, the Association itself. Principals, under pressure to accommodate the national changes that had taken place, were reluctant to use their time at meetings. Therefore, in time they were reduced from the regular monthly meeting to a once a term forum for the discussion of current issues. Yet at the same time there remained a pressing and valid need to meet and digest the new regulations thus, ensuring that principals understand the requirements. Smaller local networks were, therefore, established to give local support to members. Membership of a local organisation reduced the number of principal organisations in which some principals had become included; they, for instance belong to the local principals' group, Intermediate School Principals, Normal School Principals as well as the AHMA. Principals simply could not afford the time to be out of their schools as often as serial memberships invited.

## **Conclusion**

In serving the needs of primary education, the Association had considerable support from its members, especially during the considerable changes in the administration of New Zealand schools and the ideological retreat of the State in rolling back many of the provisions gained during the previous 100 years. But as a consequence of Government policies, the role of the Association changed. The fellowship of a monthly meeting has been shifted to a once-a-term forum where the emphasis concerns how best to deal with new issues. There were too many additional responsibilities which has been shown (Table 7.5). These changes clearly required the Association to provide more professional guidance to its members both individually and collectively. Also, on the national scene, members were representatives of the Association at the NZPF meetings where the concerns of Auckland principals were voiced. The NZPF was expected to relieve the Association of its national role by its representatives being the mouthpiece of Auckland's concerns. However, the APPA has found it necessary, perhaps as an Auckland need, to maintain direct access to the Minister of Education and the Ministry. The Association has continued to have an informal advisory role with the Minister and the Ministry when its views are canvassed on various issues.

## CHAPTER 8

### A Concluding Discussion

This thesis emphasizes the role of the Association as a middle-level educational pressure group acting like a conduit in a two-way flow of information and *polite* dissent. It has never been a radical organisation and has almost always presented a conservative image. This role is probably inevitable because of the middle position the Association has always been in the local educational system. Today, the Association's Executive Committee maintains working and social relationships particularly with the MOE and the BOT Association. Probably the Association's members believe they are fulfilling the public expectations of them, hence their moderate stance on a range of issues. It might be argued that principals cannot lead change because the community appears reluctant to see school principals and their schools at the cutting-edge of new ideas. Drawing on what we can learn from its history, what is the APPA?

An association such as the APPA is a secondary group which consists of a number of people with a common purpose and who elect and conduct a variety of interactions on a face-to-face basis. Individuals become a cohesive group when each has a sense of mutual involvement and regard for their colleagues although not all members are equally committed to the group's goals. As with all secondary groups, the Associations' members have a hierarchy, play roles and have status. It is clear that although members of the Association form but one group, most also belong to other voluntary professional groups, as well as to the base institutional groups. An institutional group is defined as members appointed by the employing authority, e.g. the BOT.

Historically, the main objects of the Association have barely changed which suggests that generations of principals have accepted the common purpose. This apparent cohesiveness has been cemented by the numerous opportunities for social intercourse as described in Chapter Four. All the principals interviewed generally believed the Association met their needs and expectations. What was problematic, however, was defining precisely their level of expectation. If expectations were set higher, it is

questionable whether the Association could meet their needs. Whether or not minority groups or individuals choose to participate in decision-making depends on whether the minority believes their views are respected by the other participants and that they can genuinely influence the decision making process. In more recent times, it was found that those who felt their time would be wasted did not attend and instead, put their energy into local principal groups or other professional bodies. A former principal of Richmond Road School was in this category. He held strong views on the education of Maori and Pacific Island children and expressed a deep concern for the widening gap between the rich and poor in New Zealand (name withheld, conversation, 1993).

All this suggests that it would be a fiction to claim that the Association is apolitical. If the *Systems Theory* of David Easton (1965) which proposes all society's institutions are unique in that they are the source of the values of society is adopted then some of these are compatible with the role of the educational institutions in:

. . . the historical production and reproduction of the genders, ethnic and working class ordering of social relations (O'Neill, 1985:75).

The records of the Association revealed a deeply entrenched male culture which lasted 72 years. Yet, in that period, the Association was directly involved in the caring side of society by supporting a variety of charities. Other organisations accepted this role of the Association as seen by the number of requests for assistance recorded in the minutes. However, there are attitudinal inconsistencies such as support given for small-bore rifle ranges for primary boys and the:

. . . re-introduction into our primary schools of instruction in marksmanship (AHMA Minutes, 5 February, 1920).

When the patriotic drum was sounded, the Association played its traditional role of supporting the Government. Flag ceremonies were an issue in 1921 and again when the Hon. M. Wellington was Minister of Education in 1981-1984. He too was a traditionalist in matters concerning education and social issues and:

. . . tried to hold the expanding pressure on education costs and maintain standards of education (Snook, 1990:314).

It was the NZEI as an organisation, not the APPA, which publicly objected strongly to his proposals about flag ceremonies. Progressively, the Education Department and sometimes the Minister of Education developed an informal working relationship with various educational organisations including the APPA. The concept of partnership was floated by the Education Department in the early 1970's. This policy of a voluntary organisation working with the State had some difficulties. There was an ambiguous attitude of suspicion of officials by members of voluntary organisations. Yet, a working relationship was necessary and was prompted by a mutual recognition of where power resided if new initiatives were to be accepted by the officials.

... they [officials] are capable of being amazed at the blithe assumptions that voluntary organisations make about the uses to which taxpayers' money might be put (Renwick 1978:232).

The APPA first became confrontational with the Ministry in 1994 and used the media to add power to its negotiations. Until then, the Association had used the *old-boy network*, that is, the quiet word, the maintenance of a dignified public image and an absence of a public slanging match. A picture emerges from Cummings (1959) and the Association minute books, that the AHMA/APPA made strong representations of its views to the AEB and the Education Department on a variety of subjects. These included grading lists (1908), plans for open-air work for infant classes, the *Cohen Commission* (1912), modern school buildings (1929), involvement of parents (1920), strong disapproval to any attempt to abolish or to curtail the powers of the Education Boards (1928), Flag Cup Competition (1934), refusal to help broadcasts to schools (1932), request for continuation of schools service by the Auckland War Memorial Museum, Protection of School Children (1941), inadequate organisation and facilities for the education of backward and retarded children (1951), ESOL for Asian pupils (1994) and children with Special Needs (1997-98).

The political has often been equated with the world of government and the citizen's relation to it. This study has shown that the Association has a long history of being political and has operated increasingly in a sphere where the *public* and *private* are interlocked in complex ways as described by Pateman (1985). Others argue that lobby groups such as the Association do not pose a threat to established democratic

institutions because the bases of democratic equilibrium and favourable development of public policy are the healthy activity of factions. And factions, it can be reasoned, formed one of the basic structures of modern democratic government (Held and Krieger, 1984). Max Weber (1978) confirms this when he writes about *status groups* as one aspect of the distribution of power. Members of the Association have greater choice of membership in factions in our society. Many enjoy multiple membership among a number of groups, some with incompatible interests and, as mentioned earlier, this affects their degree of participation. The concern about attendance and whether or not the Association is meeting the needs of its members can be interpreted positively, as revealing that continuing membership is based on individual members displaying trust in those who are managing the Association's affairs.

The Association has the social prerequisites of a functioning polyarchy in the sense of governance by many like-minded principals. It has consensus on rules of procedure often operating quite smoothly ahead of the written document. It obtains a consensus on its range of policy options by avoiding discussion of major divisive issues. There is also general agreement on its scope and style of political activity. There is clear evidence from the interviews that the presidents, secretaries and other Executive members in this study have a better grasp of the problems and issues which immediately touch upon the lives of pupils, teachers and principals of Auckland primary schools. They learn to participate in the Association's affairs, as well as locally, nationally and internationally, by being involved in its operation. The future development of the Association will be contingent upon its ability to continue to act as an efficient conduit and a central point (a nerve centre) for the increasing number of local principal associations. It is felt that the lack of resources, particularly a permanent salaried secretariat, will be an inhibiting factor. Some principals would, no doubt, oppose the establishment of a permanent, salaried secretariat on the grounds that the NZPF should perform that role. Also, they see merit in practicing principals running the affairs of the Association.

This study has shown that the APPA served the needs of its members by providing social and professional support. Its ability to do this has continued in a period of great political, economic and educational change when the needs of principals have expanded,

particularly in the 1980-1990's, with a significant increase in their work load and responsibilities. The inclusion of women principals and principals of integrated schools occurred in the 1970's without the direction or mode of operation of the Association changing. The broader base of membership is viewed as a strength, especially for its sense of inclusiveness. The appointment of Mary Rawlinson in 1983 as Almoner has recognised the essential function of giving personal and emotional support to sick members, families of the deceased and keeping the current Executive informed of the welfare of past and present members.

But metropolitan Auckland is large and sprawling and the sheer size of the region creates difficulties for one body to speak for all Auckland primary principals. The organisation has regularly, since the 1960's, amended its constitution, sometimes years after the practice, to cater for the emerging needs of the large suburbs in the north, the north-west and the south, each of which has posed a range of different challenges. This search for a balance of representation between metropolitan and local associations continues and as mentioned before, the biggest problem has been the lack of a permanent home and a permanent secretariat.

However, the Association is more than a body looking after the needs of its members. It has always had a strong sense of its role in the city as promoter of primary school educational events with the organising of sports events, music festivals, art exhibitions, speech contests and participation in royal visits. These, no doubt, have merit in themselves as cultural events for the participation of children but also they have a public relations value for education generally in Auckland. Another educational function has been the courses organised not only for its members, but also others for staff of schools such as pupil teachers in the early days and clerical staff and teacher aids in more recent time. This study has identified the significance of the conferences and extension courses organised by the Association. Their high standing was aided by the academics who presented papers and the attendance of members, other people in education and health and welfare officers.

Rarely has the Association sought headlines in the media. It presents itself as a conservative, loyal servant of education but this may change as it becomes more politicized. It has, however, become more business oriented, seeking and receiving considerable financial support from businesses in the city. It has become an incorporated society and has adopted, in its constitution of 1992, the language of management. In doing so, it has dropped from earlier constitutions the broad social object; the objects to advance the cause of education and the promotion of efficiency of the teaching profession (Appendix 5b and Table 8.1). The 1998 constitution (Appendix 5c), retains the 1992 mission statement but is more specific in its business matters.

**Table 8.1: Changed 'Objects' in the Constitution of AHMA/APP A**

<b>Objects Change</b>	
<b>Constitution 1924</b>	
<b>a</b>	<b>Objects</b> Advocate educational progress. Membership of the Auckland Headmasters' Association shall be open to the Headmasters of any schools, who are engaged in public Primary and Post-primary education in the Auckland Education District, and who are also members of the NZEI.
<b>Constitution 1969</b>	
<b>2</b>	<b>Objects</b>
a	To encourage the spirit of fraternity among the members and to support and to protect the status and interests of principals generally and to advance the cause of education.
b	To promote the efficiency of the teaching profession.
c	To advocate and maintain the just claims of its members individually and collectively.
d	To aid, foster and encourage any movements or societies the objectives of which are directed towards educational progress.
e	To provide opportunities for social intercourse among members and also with kindred societies.
f	The Association shall show no party political allegiance.
<b>Constitution 1992</b>	
<b>2</b>	<b>Mission statement</b> To promote, support and protect the professional role, status, and the interests of principals in the greater Auckland area.
<b>Constitution 1998 (no change)</b>	

Note: Appendix 5a is a complete copy of the 1969 Constitution.

Source: Analysis of AHMA/APP A Records, 1998

The Association has existed for nearly 100 years and in that time the country, society, technology, market and education system have all gone through major radical changes but not so the Association. It has survived in a period when success, at best, is an impermanent achievement. This state of the Association could be described as *dynamic*

*conservation* which is tolerant of bureaucracy, hierarchy and traditions of loyalty and conformity. It has developed a strong, placid culture but one that did not invade the individual schools where the principals operated separately and distinctly. As long as there are no significant gaps between the expectations and performance of the Association it will probably continue to remain stable.

The role of the Association, however, has increased in complexity as has the role of principals in their schools. Part of the difficulty is getting the right balance between the instructional, educative leadership role and the managerial one. Another difficulty, while strengthening the knowledge and performance of its members, is the necessity to foster an open, consultative process with teachers, parents, community, other educational groups and the Ministry. It has a dual focus; inwardly in support of its members and outwardly to the wider community, to others in the educational system nationally and internationally. It is incumbent upon the Association to strongly represent the needs of not only its members, but also the children and their teachers in their education system. This will require greater articulation and politicisation. Auckland schools serve a diverse population from varying socio-economic, cultural, ethnic and language backgrounds. Conflicting demands emanate from various sources including the Government. The Association is attempting to address contemporary educational needs. The management of the Association will need to reflect the multicultural nature of the city and must be seen to represent not just principal groups but ethnic groups in the community.

This may take time and energy. It also takes commitment on the part of the Association to advocate and provide special training for suitable individuals from ethnic groups to advance through the education system to take their place as teachers and principals. Fullan (1993) makes the point that inaction is action because those who do not work for change, and do not challenge the status quo, allow it to continue unchallenged. This applies to other challenges facing the Association.

However, most of the dilemmas facing the Association originate outside its control. The development of long-term strategies to cope may be difficult in periods of rapid change. Therefore, it will probably, with typical care and astuteness, maintain its middle ground in the education system, even while the target keeps moving.

## Conclusion and Final Words

This thesis has presented a picture of the association through a long history. It might be claimed with some justification that the face of Auckland city itself, in almost 100 years, has changed more than that of the Association. One of the reasons for this is that the Association is a voluntary body, acting as a representative of primary principals of metropolitan Auckland. This study has shown that the Association operates in several spheres: support of principals, negotiator with the MOE and the development of contacts with other groups of principals in New Zealand and overseas.

To describe the Association as a conduit between the MOE and principals is wishful imaginary. Since 1984 at least, the Government has not consulted before proposing legislation affecting schools and teachers. The Association has reacted to proposals and made submissions which are not necessarily taken on board by officials and Ministers. In the pre-Picot period, there were 20 national organisations lobbying for some issue in the education system. Five major teachers organisations: the NZEI, NZPPTA, Association of Teachers in Technical Institutes, New Zealand Teachers' Colleges Association (NZTCA), New Zealand Federation of Kindergarten Teachers (NZFKT) had:

. . . negotiating rights with the Government on all matters affecting salaries and conditions of service (Renwick 1983:3).

The responsibilities School Committees and Education Boards had prior to 1914 have resumed by the BOT some of which have even greater powers; as with *bulk funding*.

However, the Association appears to meet the needs of members. Whether the Association has played the role of catalyst in primary education nationally is problematic. As a conservative body, it has tended to act more as a specific lobby group and as such, it would be speculative to determine whether the proposals advanced had any effect on Government policy. The Association was not caught in any *crossfire* between the Ministry and others in the education system because it has historically adopted a role of a *sounding board* for those below it in the system, while for the Ministry it acts as a filter. This state of affairs varies considerably due to the particular

style currently adopted by the Minister of Education and senior Ministry officers. At all times, with few exceptions, the practice of the leadership of the Association has been to formally and firmly protest without a public battle. This conservative stance probably helped to maintain the loyal support of members. However, it can be claimed that the implementation of the far-reaching changes in the administration and funding of New Zealand primary education system would not have occurred so rapidly since 1989, and to such a magnitude without the tacit support, at least, of principals generally and of the Association, in particular.

This study has given a clear picture of how the Association operates and how it has developed. It has met the needs of its members because it has provided a reliable, status quo stance and retained membership in a new climate of competing organisations. It is much more difficult to evaluate the effect the Association has had on primary education beyond Auckland. The Association was instrumental in promoting the establishment of the NZPF but that could be seen as a divisive development for primary education. Others believe a national voice for principals remains essential. In the education of its members, the Association claim to occupy an educational leadership role. However, in social issues, a historically cautious approach may not serve primary education well in the long term. However, the Association has, in effect, mirrored tradition. This is also a stance adopted by New Zealand schools and defined by the working relationship the school has with parents. The latter have such diverse expectations of schooling that they have put teachers and administrators in a less certain position than was possible in the past.

Finally, the Association has exercised a vital role in maintaining the formal culture through ceremonial regalia, special badges for present and past presidents and annual dinners, which include inviting retired ex-members as guests. These traditions, basically unchanged for nearly 100 years, are probably the glue for the Association's longevity.

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## APPENDICES

### APPENDIX 1: List of Interviewees - Alphabetical

#### PRINCIPALS - MEMBERS OF AHMA/APPA

57	Noel Addison		60	Alistair Kay	(P)
58	Bruce Adin	(P)	18	Jim Kelly	
3	Ross Agnew	(P)	19	George Kenny	(P)
1	Alex Aitken	(P)	21	Ron McDonald	(P)
42	Brian Annan	(P)	20	Dorothy McMillan	
2	Glenys Ashby	(P)	22	Kevin O'Carrol	(P)
4	Bill Beach	(P) (S)	23	Joe O'Rourke	(P)
38	Jane Boyens		24	Ian Payne	(P) (S)
5	John Boyens	(P)	25	Mary Rawlinson	(P)
6	Tom Brown	(P)	28	Pat Riley	(P)
40	Frank Dodd		27	Amyas Ringer	(P)
7	Maurice Dudley	(P)	31	Roy Sanders	(P)
56	Brev Dynes		51	Roger Shearer	
49	Madeline East	(P)	53	Peter Singh	
8	Br Anthony Ford	(P)	29	Gordon Slane	(P)
9	Fred Gair	(P)	32	Allan Spittal	(P)
10	Max Garvitch		33	Ross Whimp	(P) (S)
11	Russ Gerrard	(P)	34	Ruth Williams	
43	Judy Hanna	(S)	46	John Willmott	
14	Jack Holland	(P)	35	Brian Wilson	(P)
41	Tamati Howard		61	Cedric Wilson	(P)
15	Skip Hunter				
16	Alan Jermaine	(P)	59	Margret Zubicic	(P)
17	Bob Jessup	(P)			

#### PRINCIPALS - NON MEMBERS

50	Phil Amos	Min of Ed	26	Elwyn Richardson	
39	Brian McEntee				

#### NON MEMBERS

54	Jack Archibald	(ATC)	452	Frances Langton-Keo	(ATC)
45	Barry Cashmore	(AEB)	52	Heather Pinder	(ATC)
36	Bill Gillanders		37	Amy Slack	(NZPTF)
48	Lex Grey	(ATC)	55	John Watson	(NZCER)
47	Robin Holst	(Music Festival)			

#### NOT INTERVIEWED BUT INFORMATION SUPPLIED

<u>Name</u>		<u>Information Supplied By:</u>
61	Frank Brown (P)	(Tom Brown)
12	Rob Giddings (P)	(Glenys Giddings)
13	Rupert Harrison (P)	(Len and Grace Wallbridge)
44	Jack Menzies (P)	(Bob Menzies)
30	Frank Sleven (NZCER)	

P = President

S = Secretary

## APPENDIX 2: List Of Interviewees and Supplied Biographies - Numerical

1	Alex Aitken	(P)	32	Allan Spittal	(P)
2	Glenys Ashby	(P)	33	Ross Whimp	(P) (S)
3	Ross Agnew		34	Ruth Williams	
4	Bill Beach	(P) (S)	35	Brian Wilson	(P)
5	John Boyens	(P)	36	Bill Gillanders	
6	Tom Brown	(P)	37	Amy Slack	(NZPTF)
7	Maurice Dudley	(P)	38	Jane Boyens	
8	Br Anthony Ford	(P)	39	Brian McEntee	
9	Fred Gair	(P)	40	Frank Dodd	
10	Max Garvitch		41	Tamati Howard	
11	Russ Gerrard	(P)	42	Brian Annan	(P)
12	Rob Giddings*	(P)	43	Judy Hanna	(S)
13	Rupert Harrison	(P)	44	Jack Menzies*	(P)
14	Jack Holland	(P)	45	Barry Cashmore	(AEB)
15	Skip Hunter		46	John Willmot	
16	Alan Jermaine	(P)	47	Robin Holst	(Music Festival)
17	Bob Jessup	(P)	48	Lex Grey	(ATC)
18	Jim Kelly		49	Madeline East	(P)
19	George Kenny	(P)	50	Phil Amos	(MOE )
20	Dorothy McMillan		51	Roger Shearer	
21	Ron McDonald	(P)	52	Pinder Heather/	(ATC)
22	Kevin O'Carrol	(P)		Frances Langton-Keo	(ATC)
23	Joe O'Rourke	(P)	53	Peter Singh	
24	Ian Payne	(P) (S)	54	Jack Archibald	(ATC)
25	Mary Rawlinson	(P)	55	John Watson	(NZCER)
26	Elwyn Richardson		56	Brev Dynes	(S)
27	Amyas Ringer	(P)	57	Noel Addison	
28	Pat Riley	(P)	58	Bruce Adin	(P)
29	Gordon Slane	(P)	59	Margaret Zubcic	(P)
30	Frank Sleven*		60	Alistair Kay	(P)
31	Roy Sanders	(P)	61	Cedric Wilson	(P)

P = President

S = Secretary

\* = Supplied Biography and interview with relative.

### APPENDIX 3: List Of AHMA/APPA Presidents

1901	W. W. Hill	1950	F. J. Gair, B.A., M.Com., Dip.Ed.
1902	J. C. Dickinson	1951	L. J. Le Grice,
1903	A. Taylor	1952	R. Blennerhassett
1904	J. Christie	1953	P. T. Keane, J.P., Dip.Ed.
1905	D. D. Metge	1954	H. Cox
1906	R. B. Herriott	1955	J. H. Menzies
1907	C. Hosking	1956	T. F. Kerr
1908	J. R. Whittaker	1957	R. C. Abel, B.A.
1909	J. Wooler	1958	M. F. Kedgley
1910	C. M. Carter	1959	R. J. Truscott
1911	H. C. Cousins,	1960	R. V. Burton, Dip.Ed.
1912	N. R. McKenzie	1961	M. P. Dudley
1913	T. U. Wells,	1962	J. McAllister, B.A.
1914	C. R. Munro	1963	J. W. Hook
1915	C. A. Semadeni	1964	A. R. Aitken, B.A.
1916	D. C. Brown	1965	C. A. Crossman
1917	A. N. Bowden	1966	G. A. Kenny
1918	R. Harrison	1967	J. Nesbitt
1919	R. H. Paterson	1968	R. A. Ringer, B.A.
1920	G. Wilson	1969	H. M. Hunter, B.A., Dip.T.
1921	N. T. Lambourne,	1970	R. Sanders, Hons. Dip.Ed., A.T.Dip.
1921	A. Murdoch,	1971	R. W. Jessup, B.A.
1922	A. J. C. Hall	1972	J. H. O'Rourke,
1923	W. H. Newton	1973	A. P. Spittal, B.A.
1924	J. B. Ramsey	1974	R. M. Agnew, Dip.T.
1925	G. H. Matthews	1975	L. D. J. Whatman, B.A.
1926	F. H. Brown	1976	T. L. Brown, M.B.E.
1927	W. O. Lamb	1977	G. R. Gerrard, , Dip.Ed., Dip.T.
1928	P. J. Hook	1978	I. F. Payne, J.P., B.Ed., Dip.T.
1929	F. A. Garry	1979	J. G. Holland, M.Ed., Dip.T.
1930	T. Turbott	1980	N. L. Langston, QSM, J.P., B.Ed.
1931	W. M. Kay	1981	R. B. McDonald
1932	J. W. McGechie	1982	M. Rawlinson (Mrs) Dip.T.
1933	H. P. Andrew	1983	W. R. Beach
1934	H. Binstead, F.R.G.S.	1984	R. C. Whimp
1935	E. F. Snell	1985	B. Wilson, B.A., Dip.T., Fulbright Scholar
1936	J. F. Roberts	1986	J. F. Boyens, B.Ed., Dip.T.
1937	J. G. Gasparich	1987	R. Giddings, Dip.T.
1938	R. Prows Broad, B.A.	1988	A. Jermain, Dip.T., Diploma School Management
1939	J. H. Hill,	1989	P. Riley (Miss)
1940	H. G. Hall	1990	A. Ford (Br) B.Ed., Dip.T., Dip. Drama, T.T.Cert.
1941	E. Reynolds	1991	K. O'Carrol, B.Ed.
1942	R. S. Webster	1992	G. Ashby (Mrs) R.S.M.6
1943	J. Marsh	1993	C. Wilson, B.A., Dip.T.
1944	W. S. Dempsey	1994	A. Kay (Hons.)
1945	A. E. H. Parkinson, .	1995	M. East (Mrs) Dip.T., Adv. Dip.T.
1946	R. A. Watson	1996	B. D. Annan, B.A., Dip.T., Fulbright Scholar
1947	F. C. Day, B.A.	1997	M. Zubcic (Mrs)
1948	G. W. Slane	1998	B. Adin, B.A., Dip.T.
1949	B. Evans, Dip.Ed.		

#### APPENDIX 4: List of AHMA/APPa Secretaries

1901	J. Christie	1951	P. T. Keane
1902	J. Christie	1952	T. F. Kerr
1903	J. Christie	1953	T. F. Kerr
1904	Not Known	1954	G. R. Inglis
1905	J. Wooler	1955	N. H. McIntyre
1906	J. Wooler	1956	R. J. Truscott
1907	J. Wooler	1957	R. J. Truscott
1908	J. Wooler	1958	M. P. Dudley
1909	G. W. Murray	1959	M. P. Dudley
1910	D. C. Brown	1960	J. W. Hook
1911	D. C. Brown	1961	J. W. Hook
1912	D. C. Brown	1962	A. M. Baildon
1913	H. K. Burns	1963	F. J. Dare
1914	A. N. Bowden	1964	F. J. Dare
1915	W. R. C. Walker, B.A.	1963	F. T. Power, G. A. Kenny
1916	W. R. C. Walker, B.A.	1966	W. J. Magee
1917	R. H. Patterson	1967	W. J. Magee
1918	R. H. Patterson	1968	B. Dynes
1919	A. Murdoch	1969	W. J. Magee
1920	A. Murdoch	1970	W. J. Magee
1921	G. H. Matthews	1971	I. F. Payne
1922	G. H. Matthews	1972	I. F. Payne
1923	G. H. Matthews	1973	I. F. Payne, B.Ed., Dip.T.
1924	W. J. Wernham	1974	I. F. Payne
1925	R. Paterson	1975	I. F. Payne
1926	H. E. Webster	1976	W. R. Beach
1927	T. Turbott	1977	W. R. Beach
1928	T. Turbott	1978	W. R. Beach
1929	J. W. McGeachie	1979	W. R. Beach
1930	J. W. McGeachie	1980	R. C. Whimp
1931	J. G. Gasparich	1981	R. C. Whimp
1932	J. G. Gasparich	1982	R. C. Whimp
1933	J. F. Roberts	1983	J. Hay
1934	J. F. Roberts	1984	J. Hay
1935	R. Prows Broad	1985	J. Hay
1936	R. Prows Broad	1986	M. Rooke
1937	G. W. Slane	1987	M. Rooke
1938	H. G. Hall	1988	M. Rooke
1939	J. Marsh	1989	M. Rooke
1940	W. S. Dempsey	1990	M. Rooke
1941	T. N. Hewlett	1991	M. Rooke
1942	F. C. Day	1992	J. Hanna
1943	F. C. Day	1993	J. Hanna
1944	F. C. Day	1994	J. Hanna
1945	R. Blennerhassett	1995	J. Hanna
1946	R. Blennerhassett	1996	J. Hanna
1947	R. Blennerhassett	1997	M. Bowden
1948	W. H. Scott	1998	M. Bowden
1949	W. H. Scott, P. T. Keane		
1950	P. T. Keane		

## APPENDIX 5: COPIES OF AHMA/APPA CONSTITUTIONS

### 5a: AHMA CONSTITUTION, 1969

1 NAME:

The name of the Association shall be "THE AUCKLAND HEADMASTERS' ASSOCIATION".

2 OBJECTS:

The objects of the Association shall be:

- (a) To advance the cause of education generally.
- (b) To advocate and maintain the just claims of its members individually and collectively.
- (c) To aid, foster and encourage any movements or societies the objects of which are directed towards educational progress.
- (d) To provide opportunities for social intercourse among members and also with kindred societies.

3 OFFICES:

- (a) The Association shall annually at a meeting to be held in March elect a President, a Vice-President, a Secretary and a Treasurer, a Music Festival Secretary, an Auditor and five members of an executive committee, all of whom shall have been nominated at the monthly meeting held in February, the consent of each nominee having previously been obtained.

The Executive, consisting of President, Vice-President, Retiring President, Secretary, Music Festival Secretary, and five elected Members of Executive Committee shall manage and direct the ordinary business of the Association.

If any extraordinary vacancy occurs during the year, the Executive shall elect a member to fill the vacancy for the remainder of the year.

Special Committees may be set up at the direction of the Association to act or report on special matters.

4 QUORUM:

For all ordinary meetings ten shall constitute a quorum.

5 MEMBERS:

Membership of the Association shall be open to Headmasters of primary and post-primary schools

Candidates for membership may be nominated and voted for at any ordinary meeting, voting to be by show of hands.

No teacher shall be elected to membership unless he obtains a majority of votes of members present.

It shall be competent for the Association to appoint as Life Members, teachers who have been ordinary members and are retiring upon superannuation. Such Life Members shall have the right to attend all general meetings and shall have all privileges of ordinary members, with the exception of the right to vote.

The Association may also appoint as an Associate Member, without power to vote, any person whose work for the advancement of education is considered worthy of recognition.

The names of all candidates for membership shall be submitted to the Executive prior to the meeting at which it is proposed to nominate them.

**MEETINGS:**

All general monthly meetings shall be held on the first Friday in each month except January and should that day fall on a holiday, on a day selected by the Executive.

Notice of monthly meetings shall be given by circular to reach members at least two days previously.

At all Meetings of the Association the President or the Vice-President or in their absence one of the Executive Committee selected by Members present shall be Chairman, who shall have a deliberative vote and in case of an equality also a casting vote.

Ordinary monthly meetings shall commence at a time decided upon but no new business shall be taken after 9:30 p.m. unless with unanimous consent of members present.

A special meeting may be called at any time by the president or Secretary or on request of any five members – the business to be dealt with being clearly stated in the notice calling the meeting.

**SUBSCRIPTIONS:**

The annual subscription shall be 30/- per member payable after the Annual Meeting.

**Amendment:**

“Subscription shall be fixed at the Annual Meeting and payable after the Annual Meeting.”

Any member whose subscription is two years in arrears shall cease to be a member and shall not be eligible for re-election until arrears have been paid or such arrangement made as meets with the approval of the Executive.

The financial year shall end on December 31<sup>st</sup>.

New members elected after 30<sup>th</sup> June each year shall be liable for half the annual subscription.

In case of emergency the Association shall have power to levy on the members.

**8 VISITORS:**

Any member having previously obtained permission of the President may introduce visitors to the Association and any visitor may take part in the proceedings by invitation of the Chairman but may not be allowed to vote.

**9 ALTERATIONS AND AMENDMENTS:**

These Rules may be amended, added to, or expunged at a General Meeting of the Association duly convened, provided that Notice of Motion for the proposed alteration shall have been given, and Members notified thereof, not less than four days before such Meeting.

Where urgency is sought the Notice of Motion shall be accompanied by a Petition signed by not fewer than ten Members of the Association, exclusive of the Mover of the Notice of Motion, demanding that urgency be given to the consideration of such Notice of Motion.

Such Petition shall be delivered into the hands of the Secretary who shall within ten days of its receipt act in accordance with Sub-Clause (a) hereof.

The quorum of such Meeting shall be Twenty and a majority decision shall be binding on the Association.

**9 HONORARIUM:**

That an honorarium be paid annually to the Secretary.

**SOLDIER TEACHERS:**

Members of the Association who are required to leave their schools to become members of the Military Forces retain full membership rights without the payment of membership fees during their period of military duty.

A Headmaster who is temporarily employed by the Education Board in another capacity shall, as long as he is so employed enjoy all the privileges of membership.

**AN ACTING-HEADMASTER**

Appointed by the Education Board and temporarily filling the position of a headmaster shall be invited to attend general meetings but shall not vote at such meetings.

**APPENDIX 5b: APPA CONSTITUTION, 1992****1 NAME**

The name of the Association shall be "THE AUCKLAND PRIMARY PRINCIPALS' ASSOCIATION INCORPORATED"

**2 MISSION STATEMENT**

To promote, support and protect the professional role, status, and the interests of principals in the greater Auckland area.

**3 MEMBERS**

Membership shall be open to any primary school principal in the greater Auckland area.

**4 NEW MEMBERS**

New members may be introduced at any ordinary meeting.

The names of all persons eligible for membership shall be submitted to the Secretary prior to the meeting at which it is proposed to introduce them.

**5 LIFE MEMBERS**

The Association may appoint as Life Members those members who are retiring. Such members shall have the right to attend all general meetings and shall have all the privileges of ordinary members, with the exception of the right to vote. They shall not pay any subscription.

**6 EXECUTIVE**

The administration of the affairs of the Association shall be vested in an Executive consisting of the President, Immediate Past President, one Junior Vice President, a Secretary, and a Treasurer. Other members of the Executive shall be representatives of local Principals' Associations. Local Associations of 24 members or less will elect one member to the Executive; local Associations of 25 or more members may elect up to two members to the Executive. Two additional members may be co-opted by the Executive should it consider additional expertise or balance is required.

**7 DURATION OF SERVICE OF EXECUTIVE**

The President, Junior Vice President, Secretary and Treasurer shall be elected at each Annual General Meeting. The President's term of office shall not exceed two consecutive years.

Written nominations for the position of President, Junior Vice President, Secretary and Treasurer, subject to the persons nominated consenting thereto, and signed by the proposer and seconder, shall be in the hands of the Secretary not later than ten days prior to the date fixed for the holding of the Annual General Meeting. In the event of the number of nominations exceeding the number of vacancies a ballot shall be held.

In the event of insufficient nominees being received for any office, candidates so nominated shall be declared elected and further nominations called for at Annual Meeting to fill the remaining vacancies.

Executive members who absent themselves from Executive meetings for more than three consecutive meetings without leave of absence shall be replaced. The Executive may request a replacement from that Local Association.

If any extraordinary vacancy occurs during the year in the position of President, Immediate Past President, Junior Vice President, Secretary or Treasurer, the Executive shall elect a member to fill the vacancy for the remainder of the term of office.

Special committees may be set up at the direction of the Executive or from General Meeting to act or report on special matters. Committees and names of persons therein will be made available to members.

Voting papers for the election of officers shall be issued to members present at the Annual General Meeting.

Two scrutineers from the floor shall be nominated and elected in the event of a ballot being necessary.

The retiring President shall preside until the conclusion of the Annual General Meeting, after which the retiring President becomes the Immediate Past President.

#### 8 QUORUM

For all ordinary meetings, fifty (50) members shall constitute a quorum. If within 15 minutes after the time appointed for the meeting a quorum is not present, the meeting may proceed but no business may be transacted nor motions passed beyond the reception of apologies. Such meetings shall be deemed unofficial.

#### 9 EXECUTIVE MEETINGS

The Executive shall meet at such times and places as it shall decide. The president shall take the chair at meetings of the Executive and General Meetings and in the President's absence the Immediate Past President or Junior Vice President shall preside. In the absence of these, a former president shall be asked first, and if none is present those present shall choose one of their numbers to take the chair. At Executive meetings 50% of the membership shall be deemed to be a quorum.

#### 10 GENERAL MEETINGS

Notice of monthly meetings shall be given by circular to reach members at least four days prior to the date of meeting. General meetings of the Association shall be held by authority of the Executive. At such meetings the President shall preside or in his/her absence the Immediate Past President shall preside. Or in their absence a former president shall be asked first and if none is present the meeting may elect a chairperson. All questions and resolutions submitted to the meeting and not otherwise provided for herein shall be on the voice, but any member present shall be entitled to call for a show of hands. In case of tied votes the President shall have the casting vote in addition to the vote to which she/he is entitled.

#### 11 SPECIAL MEETINGS

The President or Secretary shall, at any time or within 14 days of a written request for a Special General Meeting signed by 20 members, call a Special General Meeting to be held within 10 days. The petition and notices of the meeting shall set out the business it desired to transact. The procedure for the meeting shall be the same as that for a General Meeting. The quorum shall be 50 and a majority decision shall be binding on the Association.

#### 12 ANNUAL GENERAL MEETING

The AGM of the Association shall be held on a date not later than the end of April. The business to be transacted at such meeting will be:

- Apologies
- New Members
- Minutes of previous meetings
- Business arising from the minutes
- Correspondence
- President's Report
- Financial Report
- Election of Officers
- Appointment of Auditor and Solicitor
- Notice of Motion
- Ratification of Chairpersons of Committees
- Trust Members
- Representative on Other Organisations
- General Business

## 13 VOTING

Each member of the Association present at any meeting shall be entitled to one vote to be exercised by voice, a show of hands or by ballot.

## 14 FINANCE

The financial year of the Association shall close on 31 December in each year. Subscriptions shall be fixed at and payable after the November General Meeting.

## 15 BANKING

An account shall be kept at the Auckland Savings Bank by the Executive into which the funds of the Association shall be paid and upon which cheques shall be drawn for the payment of accounts on the authority of the Executive. All cheques shall be signed by any two of the President, Secretary and Treasurer. The accounts shall be named respectively the Auckland Primary Principals' Association General Account and the Auckland Primary Principals' Association Special Purposes Account.

## 16 HONORARIA

Honoraria shall be paid annually to the President, Secretary, Treasurer and Almoner on a scale decided upon by the Executive.

## 17 EXPENSES

Reasonable expenses shall be paid to office holders and authorised people on the presentation of such accounts to the Executive.

## 18 AUCKLAND PRIMARY PRINCIPALS' ASSOCIATION TRAVELLING FELLOWSHIP

The Association shall elect two trustees for a period of two years, such trustees to be eligible for renomination at the end of their term of office if they so desire.

If any extraordinary vacancy occurs during the term of office of any trustees the Board of Trustees is to forward a nomination to fill that position to the Executive.

Affiliated Associations to the Auckland Primary Principals' Association constitute the Urban Award, all others the Rural Award.

## 19 AUCKLAND PRIMARY PRINCIPALS' ASSOCIATION RESEARCH TRUST

The Executive shall set up committees as required to fulfil the mission statement of the Association.

## 20 DISTINCTION AWARDS

The APPA shall recognise members' outstanding achievements through the presentation of the Service with Distinction Award. Presentation of the award shall entitle the recipient to use the letters SDA (APPA) after their name. Members may be recognised during their service or on retirement. The Immediate Past President shall refer nominations to the Executive for approval.

## 21 VISITORS

Any member of the Auckland Primary Principals' Association having previously obtained the permission of the President or his/her deputy may introduce visitors to meetings of the Association and any visitor may take part in the proceedings by the invitation of the Chairperson but may not be allowed to vote.

## 22 ALTERATIONS AND AMENDMENTS

The Rules may be amended, added to, or deleted at a General Meeting of the Auckland Primary Principals' Association duly convened, provided that a Notice of Motion in writing for the proposed alteration shall have been given at a previous General Meeting, and members notified thereof, not less than four days before the meeting at which the Notice of Motion is to be considered.

Where urgency is sought, The Notice of Motion shall be accompanied by a petition signed by not fewer than 50 members of the Auckland Primary Principals' Association, exclusive of the Mover of the Notice of Motion, demanding that urgency be given to such Notice of Motion.

Such petition shall be delivered into the hands of the Secretary who will within ten days of its receipt act in accordance with sub-clause (a) hereof.

The quorum of such meeting shall be fifty (50) and a majority decision shall be binding on the Auckland Primary Principals' Association.

23 HONORARY AUDITOR AND HONORARY SOLICITOR

An Honorary Auditor and Honorary Solicitor shall be elected at the Annual General Meeting.

EXECUTIVE OFFICER:

The Association shall be empowered to employ a part time executive officer and remunerate that person accordingly. The duties of the Executive officer shall be:

To keep an updated list of financial members of the Association and issue receipts and certificates.

To receive and bank all subscriptions.

To pay accounts on the direction of the Executive, Accounts to be signed by any two of the President, Secretary or Treasurer.

To prepare for presentation an annual statement of accounts.

To keep a correct record of minutes at all General Meetings and Executive Meetings and despatch the completed Minutes to the Members.

To convene all Meetings as prescribed by the rules or under the direction of the Executive.

To furnish reports and statements as may be required by the Executive.

To conduct the affairs of the Auckland Primary Principals Association as directed by the Executive or President.

25 LEAVE OF ABSENCE

A Member who is temporarily employed by the Ministry of Education or Education Review Office in another capacity shall, as long as she/he is employed, enjoy all privileges of Membership.

However a member of the Executive must take leave of absence from the Executive for the period in which he or she is temporarily employed outside the position of principal.

26 ACTING PRINCIPALS

Shall be entitled to attend General Meetings of the Association for the period of their appointment.

27 DUTIES OF THE SECRETARY

To keep a proper record of all inward and outward correspondence, and supervise the executive officer.

28 DUTIES OF THE TREASURER

To assist the Executive officer and the Executive with financial advice and guidance such as may be necessary from time to time.

To present a Monthly Report on the finances of the Association to the Executive. This report will be prepared in conjunction with the executive officer.

## APPENDIX 5c: APPA CONSTITUTION, 1998

1. **NAME**  
The name of the Association shall be "THE AUCKLAND PRIMARY PRINCIPALS' ASSOCIATION INCORPORATED".
2. **MISSION STATEMENT**  
To promote, support and protect the professional role, status and the interests of principals in the greater Auckland area.
3. **MEMBERS**  
Membership shall be open to any primary school principal in the greater Auckland area.
4. **ASSOCIATE MEMBERS**  
That associate membership of APPA be available to individuals who are representatives of educational organisations. Associate membership shall be granted by the APPA Executive upon application. Associate members shall pay a subscription equivalent to 50% of the subscription of a Principal member. Associate members shall be entitled to all the rights of membership except associate members may not vote nor be nominated for office.
5. **NEW MEMBERS**
  - (a) New members may be introduced at an ordinary meeting.
  - (b) The names of all persons eligible for membership shall be submitted to the Secretary prior to the meeting at which it is proposed to introduce them.
6. **LIFE MEMBERS**  
The Association may appoint as Life Members those members who are retiring. Such members shall have the right to attend all general meetings, and shall have all the privileges of ordinary members, with the exception of the right to vote. They shall not pay any subscription.
7. **EXECUTIVE**  
The administration of the affairs of the Association shall be vested in an Executive consisting of the President, Immediate Past President, one Junior Vice President, a Secretary and a Treasurer. Other members of the Executive shall be representatives of local Principals' Associations. Local Associations of 24 members or less will elect one member to the Executive; local Associations of 25 or more members may elect up to two members to the Executive. Two additional members may be co-opted by the Executive should it consider additional expertise or balance is required.  
  
The formation of a new local Association, defined as a geographical group of principals (financial members of APPA), must make application for representation on the APPA Executive.
8. **DURATION OF SERVICE OF EXECUTIVE**  
The President, Junior Vice President, Secretary and Treasurer shall be elected at each Annual General Meeting. The President's term of office shall not exceed two consecutive years.
  - (a) Written nominations for the position of President, Junior Vice President, Secretary and Treasurer, subject to the persons nominated consenting thereto, and signed by the proposer and seconder, shall be in the hands of the Secretary not later than ten days prior to the date fixed for the holding of the Annual General Meeting. In the event of the number of nominations exceeding the number of vacancies a ballot shall be held.
  - (b) In the event of insufficient nominees being received for any office, candidates so nominated shall be declared elected and further nominations called for at Annual Meeting to fill the remaining vacancies.
  - (c) Executive members who absent themselves from Executive or forum meetings for two or more consecutive meetings without exceptional circumstances for leave of absence shall be

replaced. The President shall call on the Local Associations for a replacement representative on the Executive.

- (d) If any extraordinary vacancy occurs during the year in the position of President, Immediate Past President, Junior Vice President, Secretary or Treasurer, the Executive shall elect a member to fill the vacancy for the remainder of the term of office.
- (e) Special committees may be set up at the direction of the Executive or from a General Meeting to act or report on special matters. Committees and names of persons therein will be made available to members.
- (f) Voting papers for the election of officers shall be issued to members present at the Annual General Meeting.
- (g) Two scrutineers from the floor shall be nominated and elected in the event of a ballot being necessary.
- (h) The retiring President shall preside until the conclusion of the ACM, after which the retiring President becomes the Immediate Past President.

#### 9. VOTING

That where a ballot is required at the Annual General Meeting to elect the President, Junior Vice President, Secretary or Treasurer,

- (a) Elections shall be by secret ballot.
- (b) The highest polling candidate in any ballot shall be elected.
- (c) Only members present at the Annual General Meeting shall vote.
- (d) Elections for each position on the Executive shall proceed in order of seniority.

#### 10. QUORUM

For all ordinary general meetings, fifty (50) members shall constitute a quorum. If within 15 minutes after the time appointed for the meeting a quorum is not present, the meeting may proceed but no business may be transacted nor motions passed beyond the reception of apologies. Such meetings shall be deemed unofficial.

#### 11. EXECUTIVE MEETINGS

The Executive shall meet at such times and places as it shall decide. The President shall take the chair at meetings of the Executive and General Meetings and in the President's absence the Immediate Past President or Junior Vice President shall preside. In the absence of these, a former president shall be asked first, and if none is present those present shall choose one of their numbers to take the chair. At Executive meetings 50% of the membership shall be deemed to be a quorum.

#### 12. GENERAL MEETINGS

Notice of monthly meetings shall be given by circular to reach members at least four days prior to the date of meeting. General meetings of the Association shall be held by authority of the Executive. At such meetings the President shall preside or in his/her absence the Immediate Past President shall preside. Or in their absence a former president shall be asked first and if none is present the meeting may elect a chairperson. All questions and resolutions submitted to the meeting and not otherwise provided for herein shall be on the voice, but any member present shall be entitled to call for a show of hands. In case of tied votes the President shall have the casting vote in addition to the vote to which she/he is entitled.

#### 13. SPECIAL MEETINGS

The President or Secretary shall, at any time or within 14 days of a written request for a Special General Meeting signed by 20 members, call a Special General Meeting to be held within 10 days. The petition and notices of the meeting shall set out the business it desires to transact. The procedure for the meeting shall be the same as that for a General Meeting the quorum shall be 50 and a majority decision shall be binding on the Association

## 14. CLOSED MEETINGS

The Executive may declare any APPA general meeting to be a closed meeting. A closed meeting is one which can be attended only by principal members of APPA.

## 15. ANNUAL GENERAL MEETING

The Annual General Meeting of the Association shall be held on a date not later than the end of April. The business to be transacted at such meeting will be:

Apologies  
 New Members  
 Minutes of previous meetings  
 Business arising from the minutes  
 Correspondence  
 President's Report  
 Financial Report  
 Election of Officers  
 Appointment of Auditor and Solicitor  
 Notice of Motion  
 Ratification of Chairpersons of Committees  
 Trust Members  
 Representative on Other Organisations  
 General Business

## 16. VOTING

Each member of the Association present at any meeting shall be entitled to one vote to be exercised by voice, a show of hands or by ballot.

## 17. FINANCE

The financial year of the Association shall close on 31 December in each year. Subscriptions shall be fixed at and payable after the November General Meeting.

## 18. BANKING

An account shall be kept at the Auckland Savings Bank by the Executive into which the funds of the Association shall be paid and upon which cheques shall be drawn for the payment of accounts on the authority of the Executive. All cheques shall be signed by any two of the President, Secretary and Treasurer. The accounts shall be named respectively the Auckland Primary Principals' Association General Account and the Auckland Primary Principals' Association Special Purposes Account.

## 19. HONORARIA

Honoraria shall be paid annually to the President, Senior Vice President, Junior Vice President, Secretary, Treasurer, Almoner and Subscription Manager.

## 20. EXPENSES

Reasonable expenses shall be paid to office holders and authorised people on the presentation of such accounts to the Executive.

## 21. AUCKLAND PRIMARY PRINCIPALS' ASSOCIATION TRAVELLING FELLOWSHIP

- (a) The Association shall elect two trustees for a period of two years, such trustees to be eligible for re-nomination at the end of their term of office if they so desire.
- (b) If any extraordinary vacancy occurs during the term of office of any trustees the Board of Trustees is to forward a nomination to fill that position to the Executive.
- (c) Affiliated Associations to the Auckland Primary Principals' Association constitute the Urban Award, all others the Rural Award.

22. **AUCKLAND PRIMARIARY PRINCIPALS' ASSOCIATION RESEARCH TRUST**  
The Executive shall set up committees as required to fulfil the mission statement of the Association.
23. **DISTINCTION AWARDS**  
The APPA shall recognise members' outstanding achievements through the presentation of the Service with Distinction Award. Presentation of the award shall entitle the recipient to use the letters SDA (APPA) after their name. Members may be recognised during their service or on retirement. The Immediate Past President shall refer nominations to the Executive for approval.
24. **VISITORS**  
Any member of the Auckland Primary Principals' Association having previously obtained the permission of the President or his/her deputy may introduce visitors to meetings of the Association and any visitor may take part in the proceedings by the invitation of the Chairperson but may not be allowed to vote.

## APPENDIX 6: APPA/ASB Travelling Fellowship Award

(NOTE: The award was initially made the year prior to the commencement of travel).

List of Award Holders		Main Topic
1966	H. L. Francis	Continuity of Education Primers to Form 3.
1967	F. J. Dare	Teaching of English in Primary and Elementary Schools.
1968	C. A. Crossman	
1969	N. H. Irwin	Equal Opportunity Through Education for Multi-ethnic 3-13 Year Olds.
1970	M. G. Check	Education for Living. Morals, Character and Citizenship.
and	J. C. Davenport	Feelings of Adequacy of the Beginning Teacher.
1971	S. R. Rundle	The Professional Responsibility of Senior Teachers in Primary Schools.
1972	J. Peet	Preschool Education.
1973	W. E. Barris	Observations of Developments in Music Education.
1974	R. G. Fletcher	Education of Children of New Zealand Intermediate School Age.
1975	N. L. Langston	Community Schools and Community Involvement in Schools.
1976	W. Waters	Educational Television.
1977	G R. Gerrard	How Schools Plan for Changing Needs of Pupils.
1978	T. L. Brown	The Changing Role of the Principal.
1979	J. Kelly	Teachers' Centres and Educational Resources.
1980	L. Beck	Curricula and Methods for Multi-cultural Schools.
1981	I. F. Payne	Educational Administration for Principals.
1982	G. C. McGuigan	The Middle School System in North America.
1983	R. C. McConnell	In-School Development in Times of Falling Rolls.
1984	R D. McDonald	Assessing and Improving Teacher Effectiveness.
1985	B. E. Travers	Modern Technology as an In-school Aid.
1986	L. Thew	Mainstreaming Special Education.
1987	D. A. Speir	Alternative Programmes for Underachieving Pupils at Intermediate Level. (Bilingual Education).
1988	Miss J. Scanlan	Health Education.
1989	Mrs M. East	Community Involvement in the Administration of Schools. School Community Education.
1990	B. Pittams	Collaborative Management and Testing in Schools.
1991	No Award	
1992	R. Lamb	Evaluation, Assessment and Appraisal.
1993	C. J. Dale	Catering for Children with Special Abilities.
1994	J. A. Hucker	Maths and Minority Ethnic Groups.
1995	S. Batty	Total Quality Management.
1996	A. Jermaine	Teaching the Arts.
1997	C. B. Wilson	Professional Leadership Training for the Development of Quality. Principals.
1998	N. Smith	Moderation of Essential Skills and Learning Areas as Identified in the New Zealand Curriculum Framework.
1999	J. Hanna (Mrs)	Schools Making a Difference.
2000	F. Nelson	Improving Teaching and Learning Through Professional Standards for Teachers.
Rural Awards		Main Topic
1977	J. O'Reilly	Programmes for Children with Bad Language Backgrounds.
1978	R. Shepherd	Education in Southwest Asia.
1979	V. Dyer	Helping Able Children Overcome Learning Difficulties.
1980	M. Mulqueen	Schools Similar to New Zealand Area Schools.
1981	I. H. Babe	Health, Physical Education and Management in Schools.
1982	B. W. Adin	Agriculture Education in Schools.
1983	J. C. S. Mansbridge	Outdoor Education.
1984	A. J. Snell	Teaching Children with Special Needs in their Local School.
1985	B. J. Donnelly	Computer Assisted Learning and Instruction.

1986	No Award	
1987	Dr L. Robertson	Bilingual Education Programmes.
1988	Mrs V. Robinson	School Community Relationships.
1989	Mrs C. Gardiner	Women in School Management.
1990	Miss W Walker	Professional Leadership in Self Managing Schools.
1991	No Award	
1992	C. Cowie	Evaluation, Assessment and Appraisal.
1993	J. Hope	Enhancing Children's Learning.
1994	No Award	
1995	B. W. Adin	Alternative Staffing Strategies.
1996	T. Hewettson	Managing Curriculum Change.
1997	N. Skeet	An Integrated Curriculum Approach to Learning.
1998	R. K Knight	Barriers to Learning. Some Options.
1999	I. Fox	Developing a Vision for Learning in the Twenty-first Century.

## Appendix 7: Example of AHMA's Political Action

- New Zealand Herald, December, 1922

## EDUCATION PROPAGANDA.

### THE INSTITUTE'S LEAFLETS.

#### HEADMASTERS' SUPPORT.

Members of the Headmasters' Association, at a meeting last evening, expressed surprise and regret at the nature of editorial comment on the activity of the New Zealand Educational Institute in connection with its educational propaganda. Emphasis was laid on the fact that in none of the leaflets was there advocacy of the interests of the teachers. The value of education to the child and ultimately to the State was the one point that the institute had aimed at impressing upon the public in order that the new Parliament might deal with the question in the manner which its national importance demands. The following resolution was carried, with an instruction that it be communicated to the local press and the executive of the New Zealand Educational Institute:—"That the Auckland Headmasters' Association gives its unqualified endorsement to the action of the Dominion executive of the New Zealand Educational Institute in its recent educational propaganda, and congratulates the executive on making use of the present interest in political questions to further the cause of the children of the Dominion by advocating better educational facilities."

**APPENDIX 8a: Questionnaire**

- A**
- 1 Date of Interview. Place of Interview. Full Name.
  - 2 Date of Birth.
  - 3 Birth Place.
  - 4 Parent's Names.
  - 5 a Parent's country of birth. b Father's work. c Father's schooling.
  - 6 a Mother's work. b Mother's schooling.
- B**
- 1 What sort of school did you go to?
  - 2 What stream did you take at high school?
  - 3 What aspects of school life did you like best?
  - 4 What aspects of school life did you dislike most?
  - 5 How did you get on with the teachers at primary school?
  - 6 How did you get on with the teachers at secondary school?
  - 7 Did any of the teachers act as a role model for you?
  - 8 Did you find teachers difficult to get on with?
  - 9 Which subjects, if any, were you encouraged take?
  - 10 Did you stay at school or couldn't you wait to leave?
  - 11 Would you say you did well at school?
  - 12 Can you recall how you regarded school when you were there?
- C** QUALIFICATIONS
- 1 Qualifications when you began teachers college?
  - 2 Qualifications when you began teaching?
  - 3 Qualifications before you were married?
  - 4 Qualifications after you were married?
- D** PERSONAL
- 1 What did you envisage your main role in life to be: wife, mother, career person or any combination of these?
  - 2 Did you have a high or low self image as a teenager?
  - 3 What were your views on: contraception, abortion, sex outside marriage then?
  - 4 What are your: activities, interests, hobbies and recreational activities?
- E** FAMILY
- 1 What is your position in the family?
  - 2 Number of siblings?
  - 3 Which person did you relate to most in your family and why?
  - 4 Who influenced you most?
  - 5 What sort of household tasks did you undertake?
  - 6 How were the household tasks, home maintenance and housework allocated?
  - 7 Did you receive any sex education from your parents?
  - 8 What strategies did your parents carry out regarding learning and education especially:
    - a Home work attitudes.
    - b Attitudes towards learning.
    - c Value of school.
    - d Differentials in the sponsoring of girls and boys expectations:
      - 1 Family.
      - 2 Friends.
      - 3 Peers.
      - 4 Significant others.
      - 5 Towards future life path trajectory.
- F** AS A TEACHER/PRINCIPAL
- 1 How did you feel about:
    - a Religion in schools?
    - b Corporal punishment?
    - c Education of the Maori?

- d Education of girls?
  - e Effects of unemployment?
  - f Effects of the 1930's Depression?
  - g Coping through the war years?
  - h Coping with civey street after war service?
  - i Peace studies?
- 2 List the schools you have taught in and the year(s).
  - 3 Reasons for going teaching?
  - 4 To what do you attribute your success as:
    - A teacher.
    - A principal.
    - An Inspector/Lecturer.
  - 5 Did you think the promotion system was fair to you?
  - 6 Did you have adequate opportunities for training for your position?
  - 7 How did you obtain your knowledge of regulations and administration for your appointment to positions of responsibility and subsequently when in those positions?
  - 8 What characteristics of leadership style do you want or wanted to display?
  - 9 Are there any special problems or frustrations you faced in leadership positions?
  - 10 Did you teach overseas? Where?
  - 11 Have you studied overseas, attended conferences, presented papers?
  - 12 List articles or books you have published?
  - 13 Do you think there has been a cost in following a career and has it been worth it?
  - 14 Do you intend to work in education until retirement? After retirement?
  - 15 Relative to you, how successful have other members of your family been in their chosen vocation?

#### G APPA

- 1 When did you become a member of the Association?
- 2 When did you join the Executive?
- 3 What were the main issues in your year as President/Secretary?
- 4 How were relations with:
  - a Education Board?
  - b Education Department?
  - c NZEI?
- 5 What contact with other principal groups did you have?
- 6 Significant activities in your year.
- 7 How did you perceive the role of the Association?
- 8 Do you think the Association met your expectations? Visions?

#### H

- 1 What educational committees have you been a member of?
- 2 What influences do you consider to be most important for your subsequent career, such as:
  - a People you met, were taught by, or worked with?
  - b Opportunities membership gave in assisting your professional growth?
- 3 Did you feel you were part of any curriculum development movement?
- 4 Can you recall during the early part of your career, any person especially responsible for an innovation or a new direction in education?
- 5 To what extent has the Association changed to meet the needs of its members?
- 6 What external influences have acted as catalysists to the shaping of policy?
- 7 What place has the Association as a lobby group in creating change.
- 8 Any other thoughts?

(Please could we have a photograph - passport size for the records?)

**APPENDIX 8b: Consent Form****HISTORY OF THE AUCKLAND PRIMARY PRINCIPALS' ASSOCIATION  
1901-1998**

You are asked to sign this form. It will protect your privacy and interests. The information collected will be used for the purposes specified in the letter dated 12 December, 1995.

Name of Person Interviewed: .....

Address: .....

.....

Name of Interviewer: .....

**1 CONSENT TO PARTICIPATE IN THE RESEARCH**

This research project has been explained to me and I understand why it is being conducted and how it will involve me. I have had the opportunity to ask questions and have them answered. I understand that my offering to take part in the project does not put me under any obligation and that I may withdraw from the project at any time. I understand also that at any time before the project is completed I may request that any information I have given be returned to me or destroyed. I also understand that my name will not be mentioned in any written accounts of the research material without my written consent. My personal privacy rights will be respected in accordance with the Privacy Act of 1993.

I agree to take part in the research:

Signed: .....  
Interviewee

Name: .....

Date: .....

**2 CONSENT TO BEING NAMED IN WRITTEN ACCOUNTS OF THE RESEARCH**

I agree to my name being mentioned in written accounts of the research. I understand that if my name is mentioned I shall be given the opportunity to read those sections of the manuscripts in which my name is included, before they are published or circulated and that, if I then so wish, the manuscripts will be altered.

Signed: .....  
Interviewee

Name: .....

Date: .....

3 PLACEMENT

I agree that the recording(s) of my interview and accompanying material will be held at Massey University and University of Auckland.

Signed: .....  
Interviewee

Name: .....

Date: .....

4 ACCESS

I understand that recordings(s) of my interview and accompanying material may be made available to, and/or copies supplied to, bona fide researchers with the exception of those recording(s) and accompanying material listed in Paragraph 5 below.

5 RESTRICTED TAPES AND MATERIAL

I require that there will be no public access/use WITHOUT MY PRIOR WRITTEN PERMISSION of the following numbered tapes and accompanying material before the release date indicated.

TAPE NO: ..... REVIEW/RELEASE DATE: .....

6 PUBLIC USE

I understand that the recording(s) of my interview and accompanying material may be quoted in published work in full or in part and that the recordings may be broadcasted or used in public performances in full or in part, subject to any restrictions specified in Paragraph 5 above.

7 COPYRIGHT

I hereby transfer the copyright of the material contained in the interview and accompanying material to Nigel Langston.

8. COMMENTS

INTERVIEWEE: ..... INTERVIEWER: .....

DATE: ..... DATE: .....

## **APPENDIX 8c: Letter To Interviewees**

### **HISTORY OF AUCKLAND PRIMARY PRINCIPALS ASSOCIATION 1901-1998**

Dear

As one who has participated in this project by being interviewed at some time during the past few years, you are probably anxious to know what has transpired subsequently. I am giving you and an interim report indicating the progress of the history and the procedures and purposes still to be carried out.

To date, 57 interviews have been carried out and there are 497 computer pages of literal transcription. It is intended to complete 2-5 more interviews before the end of February this year. I may need to return to earlier interviewees to discuss further specific matters which were dealt with in more recent interviews.

These are extremely valuable contributions. They are unique in that they record experiences that would otherwise be lost. I am extremely privileged to be part of the retrieval process. There are, however, some important points I need to make.

#### **RESPONSIBILITY**

It is important that I inform you of your rights and obtain your written agreement before all or part of your contribution is used. The contents of your recorded conversation(s) are confidential and are made available only by your written agreement. A consent form is attached.

#### **PURPOSE**

- 1 The recommendation is that copies of the corrected transcripts be held at Auckland and Massey Universities (with a right of access by the APPA) where they are available for general research, subject to any conditions placed on any section of a transcript by the interviewee. Also the copyright of the transcripts should be transferred from the interviewee to the interviewer.
- 2 Extracts may be used from the transcripts for a History of Auckland Primary Principals. Any such quote(s) mentioning your name will not be published without your permission. (See consent form).
- 3 While recording oral testimonies are very time-consuming and their transcriptions even more so, the real task is abstracting and indexing major themes. These will then be interwoven with material from other sources. The objective is to have all the new data assembled by February 1999.
- 4 The first draft of the history will be completed by about April 1999. At this time you will be given the opportunity to read those sections of the manuscript which include your name and which you may wish to alter.
- 5 The second draft, with amendments, is to be completed by August 1999.
- 6 The final publication to be late 1999 or early 2000.
- 7 Prior to the published history is a completely different and separate project for a M. Ed Thesis. Professional guidance is being given by Dr Roger Openshaw, Education Historian, Massey University and Teresa Ball also of Massey University.

I consider the information provided is a special responsibility and privilege. I thank you for sharing your knowledge and understandings.

Finally, please sign and return the attached consent form. Many thanks and kindest regards.

Sincerely  
Nigel Langston

## APPENDIX 9: Topics of AHMA/APPa Conferences

How does a list of needs match the list of conference topics as listed here?

- 1969 School and Society.**  
 The Ecology of the New Urban School. Victim or Fulcrum?  
 The Landscape of Youth.  
 Secondary Schools Design.  
 School and a Maori Community.  
 What Social Studies is Supposed to Do for the Learner.
- 1970 Our Common Concern.**  
 Youth Leadership in Community.  
 Examinations: Instrument of Orderly Selection or Social Alienation.  
 Co-ordination: The Case From Research.
- 1971 The Child, the Teacher and Society. A Socio-legal Survey.**  
 Education and the Law.  
 The Child and the Law.  
 Understanding the Maori Child.  
 The Co-ordination of Community and Social Services.
- 1972 New Horizons in Social Codes.**  
 Drug Dependency and Abuse.  
 Little Boxes.  
 Education and the Deviant.  
 The Religious Content of a Liberal Education in a Secular World.
- 1973 The Social Well Being of Children.**  
 The Integrity of Education.  
 Race Relations in New Zealand.  
 The Well Being of the Individual Child and Young Person.  
 Greater Opportunities Through New Zealand Classrooms.
- 1974 Green For Go. Responsibility For Sex Education.**  
 Myth or Morality.  
 A Chinese Country Woman.  
 Success and Failure of Sex Education as Seen by a General Practitioner.  
 The Identification of Sexual Offenders.
- 1975 The Family in New Zealand.**  
 Family and Pre-school: The Early Years.  
 The Effect of Urbanisation on the Family.  
 On Ethnicity.  
 Children of Families in Need.
- 1976 Lifelong Education.**  
 Teaching Self-Control in Education.  
 Education's Territory.  
 Services for Fostering Imaginative Schools.  
 Education Life-Long.
- 1977 An Ethic for Environment and Economy.**  
 How Shall We Plan?  
 Affluence and Living with the Consequences.  
 Economics and the Environment.  
 The Hope of Rescue.  
 Growth for What?

- 1978 Impact. The Burden of Choice.**  
 Children Need Parenting.  
 Television and Children.  
 The Economics of Children.  
 World Views and Values, Religious and Secular. Whose Responsibility?  
 Management of Pre-School and Young New Entrant Dental Patients.  
 Families Great and Small - Professor Roy Muir.
- 1979 Children in New Zealand - The Raw Materials of our Society.**  
 Children of Separated Parents: Testing Some Assumptions.  
 The Health of Primary School Children - Robert B. Elliott.  
 Children in a Multicultural Society - Building on Cultural Assets in the School. A Sociological  
 Viewpoint.  
 Schools and Social Problems.
- 1980 New Zealand into the Eighties.**  
 Possibilities for the Future Economic and Social Development of New Zealand.  
 The Impact of Computer Technology on the Lives of New Zealanders.  
 Human Relationships in the 1980's.  
 Equality of Opportunity for Children of Different Ethnic Groups in the 1980's.
- 1981 Schools and the Real World.**  
 The Impact of Education on the Individual.  
 Changes in Emphasis in Education.  
 How Could the School Best Serve Racial Minorities?  
 The Pros and Cons of our Education System.
- 1982 Educational Effectiveness.**  
 Quality Leadership. A Plea for the 1980's.  
 Theories and Strategies of School Improvement.  
 The Management of Resources for Learning.  
 School Effectiveness - the Role of the Principal.
- 1983 Stress and its Effect on Interpersonal Relationships.**  
 Stress and the Family.  
 Leadership, Counselling.  
 Sources of Stress for Administrators and Ways of Combating Stress.  
 Personal Growth.
- 1984 Communication.**  
 Mis-communication Between Native and Second-language Speakers of English.  
 Communication and Negation.  
 Communicating - An Engineer's Perspective.  
 Spoken Versus Written Language - A Linguist Looks at Differences, Fallacies and Priorities.  
 Concerning the Teaching of Language Skills.
- 1987 Technology and Learning.**  
 Electronic Revolution. The Human Element.  
 Learning the Technological Revolution.  
 Impact. The Burden of Choice.
- 1988 Marketing Our Schools.**  
 Marketing an Educational Product.
- 1989 Executive Essentials. New Skills for School Principals.**  
 Relationships: Board of Trustees.  
 Charter Principles or Practices.  
 School Planning Model.  
 Information Systems Overview.

- Prepare Action Plan.  
Clarifying Issues.  
Personal Management Issues.
- 1990      Principally Curriculum. The Role of the Principal in School. Curriculum Development.  
                 From Pythagoras to Picot and Beyond.**  
Athletics, Art, Music and Drama.  
Assessment and Evaluation.  
Reading for the 1990's and the 21st Century.  
Special Education.
- 1991      Quality Schools.**  
Quality Schools.  
Moral Education for the 1990's.  
Community Involvement.  
Helping Hand for Planning and Preparation.
- 1993      Reflections and Directions - Reducing the Barriers to Effective Learning.**  
What the Task Force Wanted to See Happen and Why.  
Monitoring Today's Schools.  
Implications for Today's Action.  
Towards Developing a Quality School.  
Reflections.

**APPENDIX 10: A Summary of Items of Business Comparing  
AHMA 1926-31 and APPA 1990-95,**

**Table 10.1: A Summary of Items of Business Comparing AHMA 1926-31 and APPA 1990-95**

<b>A Summary Of Items Of Business At Executive And General Meetings In Alphabetical Order</b>			
<b>Item of Business</b>		<b>Frequency in the Records</b>	
		<b>AHMA</b>	<b>APPA</b>
AEB		2	
AEB			
Anzac		1	
Bible In Schools		2	
Broadcast to Schools		5	
Curriculum	Art		1
	Syllabus Revision	3	
	Supplementary Readers	2	
	Educational Films	1	
	School Journal		
	Scholarships	7	
	Recitations in Schools	1	
	Homework		
	Music Festival/organ Recital	4	3
	Speech Contest		1
	Children Helping Children		2
	Health		
	Science		
	Sport	10	
	Proficiency Exams	7	
Campaigns/Promotions	Eg Clean Auckland Camp	1	
Commercial Attractions in Schools		1	
Education Forum		1	2
Donations	Mayors Unemployment Fund	4	
	YMCA for Boys Camp	1	
	Return Soldiers Unemployment Fund	1	
	Clothes Drive	1	
	Radio Sets for Hospital	1	
	Fellowship		2
	Social	12	
Principals' Affairs:	Welfare	2	
	In Service	9	1
	School Management		3
	Headmasters Refresher Courses	6	
	Diploma Course		
	Dominion or NZHMA	12	
	Conferences		5
	Other Principal Groups – Auckland		
	Other Principal Groups – Not Auckland	4	
	Questions of Membership	2	
	Salaries	4	1
	Retirement	6	
	NZPTF		1
	Subscriptions	4	

Item of Business		Frequency	
		AHMA	APPA
Principals' Affairs	Travelling Fellowship		1
	Other Organisations	1	
	Elections		3
	Honorarium		1
	Support for Secretary		1
	New Form – Destination of Pupils	1	
	School Attendance		1
	Progress Cards	7	
	Special Education		1
	Responsibility for Education Groups Visiting		1
	Terms and Holidays		5
	Dis-establishment of Special Needs Units		1
	Life Education		1
	Reports	Presidents' Centre	
Adhoc Committee			2
Financial Statements			3
APPA/ACE Liaison Report			3
Submission Assessment for Better Learning			3
School Buildings	Open Air School (League)	4	
	Telephones in Schools	2	
	Spending Deferred Maintenance Grant	1	
Military Training and Teachers		1	
Staff	Relieving Teachers		
	Probationary Teachers	5	
	Associate Teachers		
	Teachers' Salaries		
	Teachers' Appointments		
	Training Student Teachers	1	
Young Citizens' League		4	
City Council Library	Buffalo Scheme	1	
Right to Free Secondary Education		1	
Against Early Competitions		1	
National Education 50 <sup>th</sup> Celebration		1	
Royal Visit		1	
State Organisations			1
Ways to Assist Principals			
Minister ref to Teachers Taking Sick Leave		1	
Compulsory Teacher Registration		1	
Jury Service out of Sick Leave		2	
Writing Articles to Lift Image of Education and Teachers		1	

Source: Langston, Analysis of APPA Records, 1998

**Table 10.2: Top Ten Most Frequent Items of Business**

<b>Top 10 Most Frequent Items of Business</b>			
<b>AHMA: 1927-30</b>		<b>APPA: 1989-91</b>	
Social	12	Socials	6
NZHMA	12	Conferences	5
Sport	10	Terms/Holidays	5
In-service	9	Constitution	4
Progress Cards	7	Music Festival	3
Scholarships	7	Reports Presidents	3
Proficiency Exams	7	Reports Ad hoc Committees	3
Special Education – HM Refresher Courses	6	Election	3
Socials	6	Ratification of Chairman	3
		Financial Statements	3
		Submission	3
		APPA/ACE Liaison Report	3

Source: Langston, Analysis of APPA Records, 1998

## **APPENDIX 11a: Shroff and Sons Fellowship**

### **SHROFF AND SONS FELLOWSHIP**

In 1986 the Shroff Family met to decide how to mark the centenary of the family hardware business.

Among other suggestions Neil put forward the idea of a scholarship for a primary school teacher working in the great Auckland area, for the purposes of travel and study in some area directly related to primary education.

The Shroff family agreed to this proposal and the fellowship was established for an initial period of ten years which has since been extended.

It was felt that secondary teachers were well served through the Woolf Fisher travel awards but there was little available for primary teachers.

Since its inception the fellowship has been awarded annually after applicants have been interviewed by an advisory panel consisting of family members and educationalists.

The recipients include:

Len Cooper (Maths Advisor)	Christine Hilton Jones (Special Education)
Laurie Thew	Shirley McMillian Rouke
Frances Nelson,	Madeleine East (Principals)
Norma Gibbs (Deputy Principal)	Cohn Tarr (NZEI).

The fellowship is to the value of \$10,000.00 and the Ministry grants leave on full pay up to fifteen weeks in length. A report is produced at the conclusion of each fellowship.

A total of \$140,000.00 has been awarded in the past fourteen years. At present, the Shroff family is reviewing the fellowship programme.

Neil W Shroff  
 Hon. Secretary  
 Shroff Fellowship

## APPENDIX 11b: Certificate of Merit/Service with Distinction Awards

### CRITERIA

As set down in the Constitution:

- 20 The APPA shall recognise members outstanding achievements through the presentation of the Service with Distinction Award. Presentation of the award shall entitle the recipient to use the letters SDA (APPA) after their name. Members may be recognised during their service or on retirement. The Immediate Past President shall refer nominations to the executive for approval.

### LIST OF RECIPIENTS

1979	Russ Gerard Roy Sanders (Debate over the name of the award ensued)
1984	Mary Rawlinson
1987	Nigel Langston Ross Agnew
1988	Ian Payne Russ Fletcher
1989	Barry Cashmore Ross Wimp Ron McDonald
1990	John Boyens
1991	Pat Riley Rob Giddins (posthumously)
1992	Alan Jermaine
1993	Marie Rooke
1995	Glenys Ashby Kevin O'Carroll
1998	Peter O'Sullivan (Minolta Sponsor) John Willmott Br Anthony Ford (date to be confirmed)

(Many thanks to Alan Jermaine, Kevin O'Carroll and Nigel Langston for supplying the above information.)

Margaret Zubcic, 13 August, 1998.

## APPENDIX 12: AHMA Child Welfare Report

At a meeting of the Auckland Headmasters' Association held towards the end of 1940, Headmasters expressed concern that, through the many activities outside school hours, there was over-stimulation, loss of sleep, lowered vitality and the normal progress of children with their studies was disturbed.

The Association felt that while it believed there were grounds for the complaints made, no good could be done until an investigation was made, and facts and figures placed before the members.

Accordingly, a sub-committee was set up to investigate the matter, and, if possible, suggest any measures to be taken.

This sub-committee has met some five times, and in addition, held numerous conferences. A questionnaire was drawn up and submitted to the Chairman and the Secretary of the Education Board for their approval and then posted to the members of the Association. Some 37 schools replied.

After obtaining permission from the Secretary of the Education Board, the sub-committee spent the period 11.45 a.m. to 1.40 p.m. on Friday (a school day - showery and cold) in patrolling likely places where primary school children might be found.

The results of the questionnaire and of our visit to town are tabulated below:

### QUESTIONNAIRE

#### 1 ATTENDANCE AT PICTURE SHOWS. Sunday evening to Thursday evening inclusive.

No. of visits made per week	1	2	3	4	5	Total
No. of children going Regularly each week	1,607	2,94	37	22	15	1,975

#### 2 SELLING SWEATS, ICES, PROGRAMMES ETC AT THE THEATRE DURING THE WEEK

No. of children regularly so employed .....	58
6 nights per week.....	3
5 nights per week.....	2
4 nights per week.....	1
(5 Primer 3 and Standard 2 boys.)	

#### 3 ATTENDING GATHERINGS IN THE EVENING, for example, Scouts, Guides, Radio Studies, dancing and other lessons, sports coaching and practice gymnasiums, rowing or other clubs, lodges, week-night Church meetings.

No. of nights out per week	1	2	3	4	5	Total
No. of children going out regularly	2,562	566	191	86	58	3,463

#### 4 TIME OF ARRIVING HOME - Children attending evening gatherings.

Usually not later than	6	7	8	9	10	11	12	Total
No. of Children	12	318	621	1,346	905	573	68	3,843

#### 5 PARTICULARS OF ANY SPECIALLY BAD CASES OF CHILDREN FREQUENTLY BEING OUT LATE AT NIGHT.

#### PERFORMING ON THE STAGE etc.

Groups at IZB regularly.  
7 Primer 1 out after 11 o'clock.

## EMPLOYMENT

- Bill, boy, 6 nights per week, 7.00-8.30 p.m.  
 Boy, billiard room, every night till 11.00 p.m.  
 Boy, (Form 2) milk sheds, 12.30-5.00 a.m. Also works in the evening.  
 Boy, (Std. 4) 5 nights for a week. 2 nights to 10.00, 3 nights to picture interval.  
 Boys (3) at speedway, Civic Square. 7.30-11.00. Picking up skittles - almost undesirable occupation.  
 Boy, out 6 nights a week - home at 9.45 p.m.

## PLACES OF PLEASURE

- Boy, aged 10 - skating until midnight, Saturdays.  
 Dances, 3.  
 Foresters' Lodges.  
 8-year-old at pictures every night.  
 Standard 1 child at pictures every night (Aged 6-7)  
 Standard 2 boy - 4 nights till 11:30 p.m.  
 10-year-old boy - choir, cubs, Lodge, gym, soccer, pictures.  
 Boy (10 years) - soccer (2), Cubs (2), gym, scouts.  
 Girl (12 years) - pictures (2), dancing (3).  
 Girl, out till after midnight each week.  
 Girl, claims to have a series of nights out with the sailors when the American Fleet was here a few months ago.

## 6 JUVENILE WORKERS OUT IN THE MORNINGS BEFORE 8.00 A.M.

Occupation	No. of children	Commence at	Finish
Herald delivery	112 (app.)	4-7 am	6-8 am app.
Milking & Milk Delivery	80	4-7 am	6-8 am app.
Shop and Errand Boys	14	7-8 am app	8-9 am app.
Gardening, Strawberries etc. in season	6	6-7 am app	8 am app

## 7 JUVENILE WORKERS EMPLOYED IN THE EVENING LATER THAN 6 P.M.

Occupation	No. of children	Commence at	Finish
Stars	67	3-4 pm	6-8 pm
Milking	48	4 pm	6-7 pm
Selling Sweets in Theatre	58	7.30 pm	9.15 pm
Shops and Errands, etc.	16	4-5 pm	6 pm

## 8 SCHOOL ATTENDANCE ON FRIDAY AFTERNOONS.

(a) Do you notice any marked decline in school attendance on Friday afternoons?	Yes, (23 schools) No, (14 schools)
(b) Estimate of the decline -- number of children	195+
(c) Reason for the decline -- in general	Shopping Helping at home Week-ending at seaside.

## 9 CHILDREN EXCLUDED TO INFECTIOUS DISEASE (CONTACTS)

Have any cases come to your knowledge of such children, while excluded from school, attending picture shows and other public gatherings?

Have any cases come to your knowledge of such children, while excluded from school, attending picture shows and other public gatherings?	13 schools reported that cases were known. On the bus, one of the members of the sub-committee met 3 children excluded on account of ring-worm.
--	---

- 10 CHILDREN HABITUALLY SITTING UP LATE TO LISTEN TO RADIO SERIALS AND OTHER PROGRAMMES OF SOCIAL INTEREST TO THEM.

No. of children sitting up until 9 o'clock.....2,745  
 No. of children sitting up until a later hour.....1,118

- 11 MENTION ANY OTHER REASONS, OTHER THAN ILLNESS, THAT FREQUENTLY CAUSES CHILDREN TO BE ABSENT FROM SCHOOL.

Helping at home.....17 schools report frequent absences.  
 Shopping.....12 schools report frequent absences.  
 Parent on leave.....2 schools report frequent absences.

It was indicated that these children working before and after school were, in general, backward in their school work, and took little or no interest in sports activities after school.

**SUB-COMMITTEE VISIT TO QUEEN ST. ETC., ON FRIDAY 13<sup>th</sup> JUNE, 1941.**

Time	Place	No. of Children Definitely of Primary School Age.
11.45-12 noon	Between John Court's and C.P.O.	35
12.00-12.15	From ferries	5
12.40-1.05	Farmers' Trading Co.	67
1.15-	Jumble Sale St. Mat. Hall	8
1.30-1.40	Karangahape. From Pitt St. to Queen St.	18
	Total	133

Note: That these figures compare favourably with those submitted by headmasters in answer to Question 8b (195+).

One of the members interviewed the assistant in charge of the Toy Department, Farmers'. He stated that children were there every day of the week, and openly boasted that they were playing truant.

A retired headmaster, interviewed in Farmers', stated that he frequently visits the Farmers' restaurant and notices any day he is there that there are many primary school children present.

**SURVEY OF FORM 1 AND FORM 2 CHILDREN OF 3 REPRESENTATIVE SCHOOLS LISTENING TO SERIAL WIRELESS PROGRAMMES.**

TITLE OF BROADCAST	TIME	NO. LISTENING %
Academy Award	8.00	61
The Woman in Black	8.00	--
Chuckles with Jerry	8.00	53
Khyber "Rebellion"	8.04	21
Easy Aces	8.15	42
The Masked Masquerader	8.07	4
Thrills	8.25	25
Hunchback of Ben Ali	8.39	38
The 4 <sup>th</sup> Form at St. Percy's	8.44	43
Apple Quiz, Jackpots, etc.	8.45	23
Doctor Mac	9.00	26
Imperial Reader	9.15	43
The Woman in White	9.28	15
You be the Detective!	9.30	35

## GENERAL NOTES, EXTRACTS FROM THE CHILD WELFARE ACT, COMMENTS ETC.

The figures quoted above show that some children are employed, or have set work to do, before and after school. The Committee is of opinion that this is good, provided that:

- (a) The conditions of work are not prejudicial to the welfare of the children.
- (b) The hours are reasonable.
- (c) The children have time for sufficient sleep and for taking their proper meals.
- (d) The children's participation in games and other healthy recreation is not unduly curtailed

This enquiry makes it evident that, in the case of many children, the provisions just outlined are entirely neglected.

The following quotation from one Headmaster's report is illuminating:-

"I find that most of these pupils are rather dull and apathetic; during oral lessons they are generally content to slump down to a comfortable position and let the others do the answering (if allowed). They do not like homework (naturally), and if they have to do any, it is usually done in a slovenly manner. I find, moreover, that these pupils are rather reluctant to join in school games, because they cannot remain after school to practise or take part in matches. So, my opinion is that such occupation is in direct conflict with the educative effort of the school."

Extract from " Suggestions to Parents" Home and School. 7, issued by the Health Department:

"Children attending school require at least TEN HOURS of quiet, refreshing sleep in a well-aired bedroom, with open windows."

Also from the same pamphlet, " Many young children are not sent to bed early enough, and do not get enough rest. Delicate, nervous and anaemic children especially need sleep. The excitement of evening entertainments is very harmful, and interferes with sleep and health."

Yet this enquiry reveals that even during the school week, when rest and healthy recreation are more than ever necessary, several thousand children regularly attend the picture theatres or gatherings of various kinds in other places and arrive home long after the time when the laws of health demand that they should be peacefully asleep.

It will be observed, by perusal of the statistics gathered, that a large number of children of primary school age arrive home between 9 and 10 at night.

During their recent visits to the schools, the Traffic Officers have stressed how very dangerous it is for children to be out after dark now that the Black-out Regulations are in full operation.

Hon. Mr. Justice Callan recently stated from the Bench that it is very undesirable for boys to be out at night unattended. This remark had reference to cases of assault which had come before the Court.

Children attending the Grammar Schools are not allowed to attend picture shows etc. except on Friday and Saturday nights. This is made a school rule.

In the light of the statistics herein set down, it is apparent that there exists among parents much lack of attention to the welfare of their children due to:-

- (a) Ignorance of the laws of health.
- (b) Lack of knowledge of the dangers besetting young people when unprotected.
- (c) Failure to exercise proper control over where their children go and what they do.
- (d) Pure selfishness.

Because of this neglect of parents to carry out their duty of controlling their children effectively, delinquency often becomes incipient at quite an early age. It is, therefore, by no means uncommon for children of tender years to have to appear before the Juvenile Court for serious offences against persons and property, such as theft, breaking and entering, mischief, unlawful conversion of bicycles, cars, boats, etc.

Such offences more often occur during the weekends, and when the schools are closed for the holidays. There is also a seasonal fluctuation, the number of cases rising in the spring and summer, and falling as winter approaches. Furthermore, the greater number of the offences are committed by boys, the girls apparently being kept more closely at home.

The natural protectors of the children are their parents, and the longer days of summer, the weekends and other holidays are times when the necessity of exercising proper control over their children becomes a serious and urgent responsibility.

The Child Welfare Act seems to give no power to bring the parents before the court to answer for their own neglect to control their children properly.

In Canada and some of the States of America parents, who neglect their responsibilities in this way are proceeded against, and the offence is called "Contributory delinquency."

SOME SUCH PROVISION SHOULD BE ADDED TO THE CHILD WELFARE ACT OF THIS COUNTRY.

In the Children's Court presided over by Mr F. H. Levien a few weeks ago, it was emphatically stated from the Bench that most of the cases of delinquency by children, then being considered, were entirely due to the lack of parental control.

Section 37 of the Child Welfare Act of 1927, reads:-

"The Minister of Education may, with the concurrence of an Education Board, appoint any Child Welfare Officer to be attendance officer within the district of that Board, and any Child Welfare Officer so appointed an attendance officer by the Education Board, pursuant to Section 64 of the Education Act of 1914."

#### RECOMMENDATIONS:

1. That the Department of Health be asked to assist in bringing before the public the urgent necessity of wisely regulating the lives of children.
  - (a) Addresses to Parents' Associations by the School Medical Officers.
  - (b) Talks to children by the Medical Officers and Nurses.
  - (c) Use of the broadcasting stations.
  - (d) Articles in the Press, the "School Journal" and other magazines.
  - (e) The issue, or reissue, of simply written and informative pamphlets for distribution to the homes.

NOTE: The new system of physical education which is just now engaging the attention of teachers and children in all our schools, can do no good to a tired, listless and ill-nourished body.

2. That teachers report to the Child Welfare Officers, or to the Society for the Protection of Women and Children, cases where children are known to be working excessively before or after school hours, or to be under insufficient control.
3. That all teachers emphasise, in the health and other lessons, the need for uninterrupted and sufficient sleep, if a sound and vigorous body is to be developed, and that they encourage children, by every means possible to observe the rule, "Early to Bed."
4. That consideration be given to the question whether it is not advisable, especially during these abnormal times, to introduce a Curfew Regulation for children of primary school age (those who have not reached their 14<sup>th</sup> birthday), prohibiting them from being out on the streets after a certain hour each evening, unless:
  - (a) They are accompanied by a parent, or some responsible adult.
  - (b) A permit has been granted to them for street trading, for performing on the stage, or some other purpose under the regulations.
  - (c) An occasion of national festivity is being celebrated.

5. That the Minister's attention be drawn to Section 45, sub-Section (g) of the Child Welfare Act of 1925, "regulating the employment of children in street trading and places of public entertainment, and also regulating and restricting the attendance of children at places of entertainment."

## NOTES:

- (a) No Regulations have, so far, been issued under this authority.
  - (b) Under this clause, any Regulations, while covering street trading, would not include the delivery of newspapers, or other articles, or produce that has been sold.
  - (c) To govern the delivery of newspapers and other articles or produce that has been sold, Special Regulations would be necessary.
  - (d) This enquiry indicates that there is a need for Regulations under this section of the Act.
6. The Committee is of opinion that the appointment of a uniformed Attendance Officer would be the most effective means of preventing the irregular attendance of children at school, indicated by the figures show in the Questionnaire.

## NOTES.

This officer should be a man who has received careful training under a District Supervisor of Child Welfare, and who, therefore, has a full knowledge of the social and psychological problems to be solved in the successful carrying-out of his duties.

- (a) Under the present system of reporting to the Education Board by correspondence, headmasters are virtually powerless to act when they receive notes from parents stating that their children have been absent through indisposition, or other legitimate reason, even when there is strong reason for believing that such excuses do not represent the true facts of the case. Often, too, no more than glib oral excuses are presented by the children on their return, which though false, are difficult to disprove.
  - (b) In England, an Attendance Officer visits schools, takes the names of absentees and, at once, visits parents to investigate the cause of absence.
  - (c) Under our system there is too much delay before enquiry is made.
  - (d) Irregular attendance at school is often the first step towards more serious delinquency.
7. That a copy of the above schedule, showing the number of children listening to the radio serials in the evening, be sent to the Director of Broadcasting with the suggestion that the more popular items be put on earlier.
8. That copies of this report as adopted by the Association be sent to:
- (a) The Auckland Education Board.
  - (b) The Director of Education.
  - (c) The Superintendent of Child-Welfare, Auckland.
  - (d) The Health Department (Schools' Division).
  - (e) The School Medical Officer.
  - (f) Other interested bodies.

(Signed) for the Sub-Committee,  
R. Prows Broad, B.A. Convener.  
J. W. McGechie.  
R. S. Webster.

4<sup>th</sup> July, 1941.

## APPENDIX 13: AHMA, VOICES OF THE MEMBERS

The following tables were established as a rough guide to trends and included in the appendices because the data in Chapter Six (Voices of the Members) has sufficient integrity without them.

**Table 13.1: Age Distribution of Interviewees**

Age Distribution of Interviewees			
Born	Male	Female	Total
1895-1900	3	0	3
1901-1909	2	0	2
1910-1919	6	1	7
1920-1929	11	1	12
1930-1939	10	3	13
1940-1949	5	2	7
1950-1959	1		1
<b>TOTAL</b>	<b>38</b>	<b>7</b>	<b>45<sup>1</sup></b>

Source: Langston, Analysis of Interviews, 1998.

**Table 13.2: Place of Birth of Interviewees and Parents**

Place of Birth of Interviewees and Parents					
Parent's Country of Birth	No	% <sup>2</sup>	Interviewees	No	%
New Zealand - Both Parents	17	35	New Zealand, North Island	37	77
New Zealand - One Parent	10	21	New Zealand, South Island	7	15
Australia	7	14			
England	5	10		1	2
Scotland	4	8		1	2
Ireland	1	2			
USA	1	2		1	2
Russia	1	2			
Shetland Islands	1	2			
India	1	2		1	2
Ethiopia	1	2			
<b>TOTAL</b>	<b>49</b>	<b>100%</b>		<b>48</b>	<b>100%</b>

Source: Langston, Analysis of Interviews, 1998.

**Table 13.3: Education Level of Parents of Interviewees**

Education Level of Parents of Interviewees			
	Father	Mother	Total
Primary Only	9	15	24
Secondary	4	3	7
Tertiary - Teachers' College	3	2	5
University	3		3
Trade Training	3		3
Nursing	-	3	3
Home Taught	1		1
<b>TOTAL</b>	<b>23</b>	<b>23</b>	<b>46</b>

Source: Langston, Analysis of Interviews, 1998.

<sup>1</sup> Not all interviewees responded to all questions and not all questions were asked every interviewee. Therefore the total number in each table varies. Also the number of cases and the percentages are a guide to tendencies only. One respondent refused to give details of age for publication.

<sup>2</sup> Percentages rounded to nearest whole number.

**Table 13.4: Farming/Small Town Background**

<b>Farming/Small Town Background</b>	
Grandparents Farmers	2
Fathers Farmers	9
Parents Country Towns – North Island	18
Parents Country Towns – South Island	2
<b>Total</b>	<b>31</b>

Source: Langston, Analysis of Interviews, 1998.

**Table 13.5: Went To Teachers' College Because . . .**

<b>Went To Teachers' College Because:</b>	
A particular subject or activity	3
Parallel experience: scouts, class monitor	2
To complete a degree, wanted to be an educated person	6
Security, government job	2
Something useful Sense of mission Self motivating Thought it would be good	'Teaching wonderful' 'General appeal' 'To improve teaching'
Get off the farm: Took line of least resistance	7
Like Children	3
Don't Know	1
Interviewee not asked or not applicable	1
<b>TOTAL</b>	<b>11</b>
	<b>52</b>

Source: Langston, Analysis of Interviews, 1998.

**Table 13.6: Influenced to go Teaching<sup>3</sup>**

<b>Interviewees Influenced to go Teaching By:</b>	
(a) Family	9
(b) Teacher	6
(c) Friend	1

Source: Langston, Analysis of Interviews, 1998.

<sup>3</sup> Although most interviewees gave a main reason, many had a number of reasons. The reasons have been grouped as the following chart shows. The size of this sample does not allow for reliable assumptions to be made and the percentages are based on the total cases of 52.

**APPENDIX 14: Supplement to the New Zealand Gazette. No. 64, 1385.  
Thursday 27 June, 1901**

**Teachers holding Certificates or Licenses under the Education Act of 1877.**

There are 2,230 certified teachers unemployed [not employed]. Among them are 712 married women and a large number of teachers who have gone into business, or retired from active service, or left the colony.

**No. 64, 1416.**

<b>Certificated Number of Teachers, 1901</b>	
Men	1,296
Women, Unmarried	1,328
Women, Married	67
<b>TOTAL</b>	<b>4,921</b>

Author's Note: Education Boards at the time employed uncertificated teachers, cadets, and pupil teachers, some of whom were unpaid.