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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.

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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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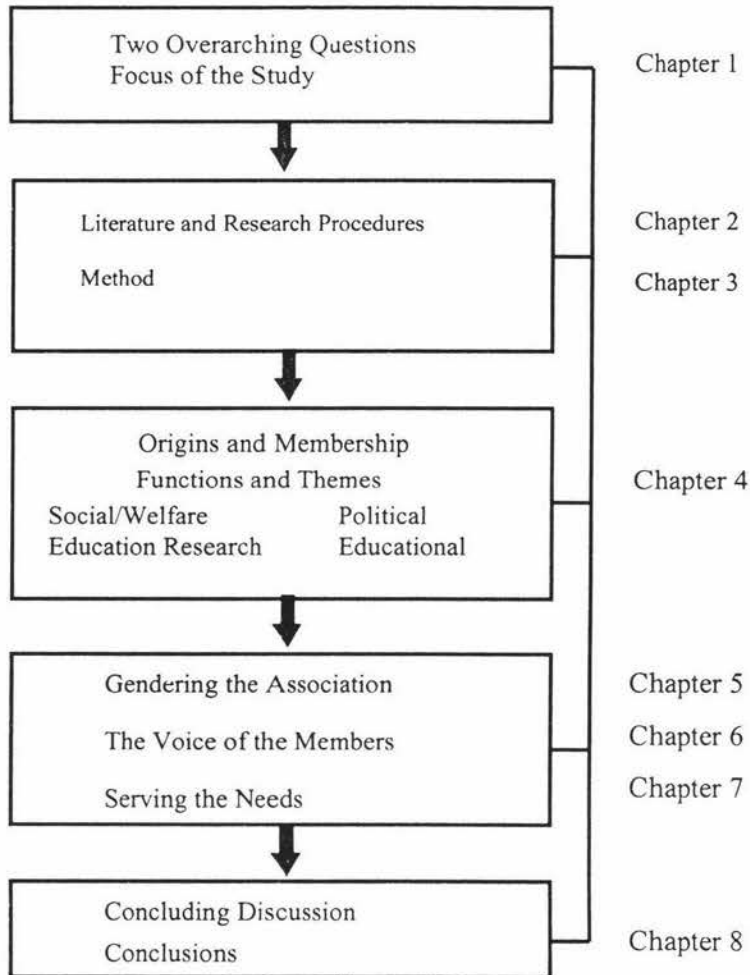
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Diagrammatic Plan of Thesis



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