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SECONDARY SCHOOL SUBJECT CHOICE

VOLUME II

Doreen Anne Darnell

University of Waikato

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IDENTIFICATION OF PUPILS IN THE SAMPLES

All pupils interviewed in the study are identified by school, form level, place on the interview schedule and sex. Maori pupils are also identified. In some instances where names are used, these are merely pseudonyms.

KEY

'A' and 'B' indicate the high school attended or for which the pupil is enrolled.

'x', 'y' and 'z' indicate the contributing primary or intermediate school attended by the form two/form three pupils.

2, 3, 4, 5 indicate the form level of the pupil at the time of interview.

Numbers (001, 002, etc.) refer to the pupil's position on the interview schedule at his or her school.

'b' and 'g' indicate whether the pupil is a boy or girl.

'm' indicates a Maori pupil.

'A' HIGH SCHOOL - THE FORM TWO/THREE SAMPLE

PUPILS IN FORM 2 1982
ENROLLED AT 'A' HIGH SCHOOL

RE-INTERVIEWED IN FORM 3 1983
AT 'A' HIGH SCHOOL

Ax2 001g	----->	Ax3 001g
Ax2 002b		Ax3 002b
Ax2 003g		Ax3 003g*
Ax2 004g		Ax3 004g
Ax2 005b		Ax3 005b
Ax2 006b		Ax3 006b
Ax2 007g		Ax3 007g
Ax2 008g		Ax3 008g
Ax2 009g		Ax3 009g
Ax2 010bm		Ax3 010bm
Ax2 011b		Ax3 011b
Ax2 012bm		Ax3 012bm
Ax2 013b		Ax3 013b
Ax2 014b		Ax3 014b
Ax2 015b		Ax3 015b
Ax2 016g		Ax3 016g
Ax2 017g		Ax3 017g
Ax2 018b		Ax3 018b
Ax2 019b		Ax3 019b
Ax2 020gm		Ax3 020gm
Ay2 001g		Ay3 001g
Ay2 002g		Ay3 002g
Ay2 003g		Ay3 003g
Ay2 004b		Ay3 004b
Ay2 005b		Ay3 005b
Ay2 006b		Ay3 006b

* Not available for re-interview

'B' HIGH SCHOOL - THE FORM TWO/THREE SAMPLE

PUPILS IN FORM 2 1982 ENROLLED AT 'B' HIGH SCHOOL	RE-INTERVIEWED IN FORM 3 1983 AT 'B' HIGH SCHOOL
--	---

Bx2 001b	----->	Bx3 001b
Bx2 002g		Bx3 002g
Bx2 003g		Bx3 003g
Bx2 004b		Bx3 004b
Bx2 005g		Bx3 005g
Bx2 006b		Bx3 006b
Bx2 007b		Bx3 007b
Bx2 008g		Bx3 008g
Bx2 009g		Bx3 009g
Bx2 010b		Bx3 010b
Bx2 011bm		Bx3 011bm
Bx2 012g		Bx3 012g
Bx2 013g		Bx3 013g
Bx2 014b		Bx3 014b
Bx2 015gm		Bx3 015gm
Bx2 016b		Bx3 016b
By2 001gm		By3 001gm
By2 002b		By3 002b
By2 003g		By3 003g
By2 004b		By3 004b
By2 005g		By3 005g
Bz2 001b		Bz3 001b
Bx2 002b		Bz3 002b
Bz2 003g		Bz3 003g
Bz2 004g		Bz3 004g
Bz2 005b		Bz3 005b
Bz2 006g		Bz3 006g

'A' HIGH SCHOOL - FORM FOUR/FIVE SAMPLE

PUPILS IN FORM 4 1982
AT 'A' HIGH SCHOOL

RE-INTERVIEWED IN FORM 5 1983
AT 'A' HIGH SCHOOL

A4 001b	----->	A5 001b
A4 002g		A5 002g
A4 003b		A5 003b
A4 004g		A5 004g
A4 005g		A5 005g
A4 006b		A5 006b
A4 007g		A5 007g
A4 008b		A5 008b
A4 009b		A5 009b
A4 010g		A4 010g
A4 011g		A5 011g
A4 012gm		A5 012gm
A4 013bm		A5 013bm
A4 014b		A5 014b*
A4 015b		A5 015b
A4 016g		A5 016g
A4 017b		A5 017b
A4 018gm		A5 018gm

* Not available for re-interview

'B' HIGH SCHOOL - FORM FOUR/FIVE SAMPLE

PUPILS IN FORM 4 1982
AT 'B' HIGH SCHOOLRE-INTERVIEWED IN FORM 5 1983
AT 'B' HIGH SCHOOL

B4 001b	----->	B5 001b
B4 002g		B5 002g
B4 003g		B5 003g
B4 004b		B5 004b
B4 005bm		B5 005bm
B4 006gm		B5 006gm
B4 007g		B5 007g
B4 008g		B5 008g
B4 009g		B5 009g
B4 010g		B5 010g
B4 011g		B5 011g
B4 012b		B5 012b
B4 013g		B5 013g
B4 014b		B5 014b
B4 015g		B5 015g
B4 016b		B5 016b
B4 017b		B5 017b
B4 018g		B5 018g
B4 019bm		B5 019bm

THE PARENT SAMPLE

PARENTS	CHILD	OTHER CHILDREN IN FAMILY
Mr Owen Mrs Owen	----- Ax2 006b -----	----- One older girl
Mr Keane Mrs Keane	----- Ax2 011b -----	----- Two younger boys
Mrs Vincent*	----- Ax2 017g*-----	----- One older girl ----- One younger boy
Mrs Green	----- Ax2 018b -----	----- Two older boys
Mr Selby Mrs Selby	----- Bx2 001b -----	----- One older girl
Mrs Trent	----- Bx2 003g -----	----- Two older girls
Mr Clive Mrs Clive	----- Bx2 004b -----	----- One older girl
Mrs Ingold	----- Bx2 014b -----	----- One older boy ----- One older girl

* Interview transcripts are included in
this volume (Appendix K, p372)

THE TEACHER SAMPLE

SCHOOL 'A'

Accounting/Economic Studies (f)

Art (m)

Biology (m)

Clothing (f)

English (m)

French (f)

Geography/Social Studies (m)

Home Economics (f)

History (m)

Horticulture (f)

Maori/German (f)

Maths (m)

Music (f)

Science (m)

Shorthand/Typing (f)

Technical (m)

SCHOOL 'B'

Accounting (m)

Art (m)

Clothing (f)

Economic Studies (m)

English (f)

French (f)

Geography/Social Studies/Environmental Studies (m)

German/History (m)

Home Economics (f)

Maori (f)

Maths (m)

Music (m)

Science/Biology (m)

Technical (m)

Typing (f)

KEY:

(m) = male

(f) = female

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FORM TWO PUPILS ENROLLED AT 'A' HIGH SCHOOL:

PUPIL	EXPECTING TO LEAVE SCHOOL	POSSIBLE OCCUPATION/TRAINING
Ax2 001g	Form 6 or 7	-
Ax2 002b	Form 6?	-
Ax2 003g	Form 7	University (music or science)
Ax2 004g	Form 6	Technical Institute (sewing or cooking)
Ax2 005b	Form 6?	Signwriter
Ax2 006b	Don't know	Cabinet maker or metalworker
Ax2 007g	Form 7	University
Ax2 008g	Form 5 or 6	I'll look in the paper
Ax2 009g	Form 6 or 7	Vet
Ax2 010bm	Form 7	pilot or cook (university?)
Ax2 011b	Form 5 or 6	Engineering/accounting/ computing
Ax2 012bm	Form 6	Mechanic or office job
Ax2 013b	Form 6	T.V. sound technician
Ax2 014b	Form 6 or 7	Farmer
Ax2 015b	Form 6	Farmer
Ax2 016g	Form 7	Manager (University- accounting)
Ax2 017g	Form 7?	Vet
Ax2 018b	Form 7?	Lawyer or electrician
Ax2 019b	Wait till it comes	What I can get
Ax2 020gm	Form 6	Look for a job
Ay2 001g	Form 6	Work in a bank
Ay2 002g	Form 6 or 7	Pharmacist/neurologist/ lawyer
Ay2 003g	Form 6	Secretary or jockey
Ay2 004b	Form 6?	Haven't got much interest at the moment
Ay2 005b	Form 7?	(Can't be a pilot - part colour blind
Ay2 006b	Form 6	Don't know

FORM TWO PUPILS ENROLLED AT 'A' HIGH SCHOOL:

PUPIL	HOBBIES/INTERESTS
Ax2 001g	Jobs for other people, cultural events (speech), Saturday hockey, reading, working with children.
Ax2 002b	Soccer, tennis, not much else.
Ax2 003g	Making clothes, fishing, skiing, training dogs, stamps, camping, staying at the beach.
Ax2 004g	Flute, ballet, jazz ballet, housework.
Ax2 005b	Art (haven't kept up sports).
Ax2 006b	Making models, gardening, helping Dad, collecting bottles and miniature cars.
Ax2 007g	Tap dancing, swimming, piano, badminton.
Ax2 008g	Reading, swimming, listening to music.
Ax2 009g	Drawing, horse riding, cooking, roller skating.
Ax2 010bm	Rugby, soccer, judo.
Ax2 011b	Electronics, scouts, camping, modelling.
Ax2 012bm	Rugby, tennis, helping around home.
Ax2 013b	Soccer, cricket, riding motorbikes, fixing motors.
Ax2 014b	Rugby, going to the beach, swimming.
Ax2 015b	Soccer, anything and everything.
Ax2 016g	Piano, organ, piano-accordion, books, T.V., cooking, sewing.
Ax2 017g	Guitar, hockey, animals, my aviary.
Ax2 018b	Soccer, tennis, squash.
Ax2 019b	Rugby, running, modelling.
Ax2 020gm	Love all sports, bike rides, long walks, acting.
Ay2 001g	Guitar, collecting badges and stickers (not sport).
Ay2 002g	Reading, badminton, swimming, tennis.
Ay2 003g	Guitar, piano, hockey, swimming, horse riding, skiing, diving.
Ay2 004b	Collecting things, cardboard models (gave up the trumpet).
Ay2 005b	Kitset models, cricket, soccer.
Ay2 006b	Xylophone, collecting stamps, badminton, soccer, rugby, tennis, T.V.

FORM TWO PUPILS ENROLLED AT 'A' HIGH SCHOOL:

ANSWERS TO THE QUESTION - WHAT WILL YOU BE DOING AT AGE 25?

Ax2 001g Have one child and be happily married
Ax2 002b A job
Ax2 003g Married or overseas
Ax2 004g Don't know
Ax2 005b Could be well off... a signwriter
Ax2 006b Have a house and family... be working...
 not on the dole
Ax2 007g Haven't a clue
Ax2 008g Travel... don't want to marry early
Ax2 009g Round the world trip... be a vet...
 settle down
Ax2 010bm Hopefully have a job
Ax2 011b Be settled... have a decent job
Ax2 012bm Can't think
Ax2 013b In a job
Ax2 014b Don't really know
Ax2 015b Farming
Ax2 016g Go for trips... live my life to the full
Ax2 017g Retire at 30?... Have a family?...
 Not really!
Ax2 018b In a job - law or technical
Ax2 019b Don't really know
Ax2 020gm Depends...
Ay2 001g Possibly travel, but if I have youngsters
 I'll have to stay at home
Ay2 002g Finishing university... looking for a job
Ay2 003g Be around horses
Ay2 004b No idea
Ay2 005b No idea
Ay2 006b No idea

FORM TWO PUPILS ENROLLED AT 'B' HIGH SCHOOL:

PUPIL	EXPECTING TO LEAVE SCHOOL	POSSIBLE OCCUPATION/TRAINING
Bx2 001b	Form 7	University? Music
Bx2 002g	Form 6	Librarian
Bx2 003g	Form 6 or 7	Nurse/doctor/architect
Bx2 004b	Want to leave at age 15	Builder/mechanic
Bx2 005g	Form 7	Hairdresser
Bx2 006b	About 17yrs	Farmer
Bx2 007b	Form 6	Electrician or university
Bx2 008g	Form 6	Truck driver
Bx2 009g	No idea	-
Bx2 010b	Form 7	-
Bx2 011bm	Don't know	-
Bx2 012g	Form 7	Social worker/journalist
Bx2 013g	(Want to go on as long as I can)	Secretary/P.E. teacher
Bx2 014b	Haven't thought	-
Bx2 015gm	May have to at 15	Nurse
Bx2 016b	Form 6	Engineer
By2 001gm	Don't know	Get a job
By2 002b	Form 7	Computing (university?)
By2 003g	Form 6	No idea
By2 004b	Form 7	Office work?
By2 005g	Form 5	Office work
Bz2 001b	Form 7?	Lawyer
Bz2 002b	Don't know	Engineering apprentice?
Bz2 003g	Form 6	Commercial artist
Bz2 004g	Form 6	University or policewoman
Bz2 005b	Form 5	Farmer
Bz2 006g	Form 5 or 6	Kindergarten teacher or nurse

FORM TWO PUPILS ENROLLED AT 'B' HIGH SCHOOL:

PUPIL	HOBBIES/INTERESTS
Bx2 001b	Rugby, soccer, squash, cricket, brass band (play the cornet).
Bx2 002g	Swimming, drawing.
Bx2 003g	Netball, gymnastics at the Y.M.C.A.
Bx2 004b	Electronic games, swimming, visiting a farm.
Bx2 005g	Flute, horses and riding, friends at my place.
Bx2 006b	Soccer, rugby, modelling, sports, running.
Bx2 007b	Rugby, tennis, electronics.
Bx2 008g	Working with my hands, skateboarding, canework, holography.
Bx2 009g	Drawing, tennis.
Bx2 010b	Reading, U.F.O's, roller skating, collecting rocks.
Bx2 011bm	(None mentioned.)
Bx2 012g	Writing poetry, reading, roller skating, painting and art, being outside.
Bx2 013g	Running, gymnastics, ballet, cooking, sewing.
Bx2 014b	Go to a friend's place (they've got a dog), space invaders.
Bx2 015gm	Y.M.C.A., riding motor bikes, softball.
Bx2 016b	Skate-boarding, soccer, tennis, go-carting.
By2 001gm	Guitar, Ukelele, netball, softball, basketball.
By2 002b	Kitset models, motor bike riding, (used to do the piano).
By2 003g	Walking the dog, riding a neighbour's horse, pictures, friends.
By2 004b	Sports, bikes, motor bikes, collecting pamphlets and stickers.
By2 005g	Camping, boating, motor bike rides, going to the beach.
Bz2 001b	Athletics, tennis, swimming.
Bz2 002b	Moto-cross, cricket, work in a shop.
Bz2 003g	Horse riding, Pony Club hunting, athletics.
Bz2 004g	Some piano and guitar, horse riding, roller skating.
Bz2 005b	Collecting stickers and erasers, rugby.
Bz2 006g	Guitar, running, horse-riding.

FORM TWO PUPILS ENROLLED AT 'B' HIGH SCHOOL:

ANSWERS TO THE QUESTION - WHAT WILL YOU BE DOING AT AGE 25?

Bx2 001b	Have a job
Bx2 002g	Be happy in my job
Bx2 003g	Not sure
Bx2 004b	Married ... trips round the world
Bx2 005g	Have a high paying job... go overseas
Bx2 006b	Playing rugby... be on a farm
Bx2 007b	Have a family... get a good job ... raise children
Bx2 008g	No idea
Bx2 009g	No idea
Bx2 010b	Normal... settled... decent income... independent
Bx2 011b	Don't know
Bx2 012g	Anything
Bx2 013g	Have a job... be coping pretty good
Bx2 014b	Don't know
Bx2 015gm	Don't know
Bx2 016b	Getting an apprenticeship
By2 001gm	Probably be married and looking after children
By2 002b	Probably be married... might be single... on normal work roll
By2 003g	Never really thought
By2 004b	Settled... a good job
By2 005g	Married or flatting... buy a motorbike or car
Bz2 001b	Get my lawyer's degree
Bz2 002b	Can't think
Bz2 003g	Depends... if I'm married, that's about time to start a family
Bz2 004g	No idea
Bz2 005b	Still on our farm
Bz2 006g	Travel before I settle down

FORM FOUR PUPILS ENROLLED AT 'A' HIGH SCHOOL:

PUPIL	EXPECTING TO LEAVE SCHOOL	POSSIBLE OCCUPATION/TRAINING
A4 001b	Form 6	Fitter and turner or butcher
A4 002g	Form 7	Vet
A4 003b	Form 6 or 7	architect or mechanical engineer
A4 004g	When I get a job	Typing
A4 005g	Form 6	Computing at tech./land surveying or university if I'm good enough
A4 006b	Form 6 or 7	Navy
A4 007g	Form 6	Sales rep. (home economics)
A4 008b	Form 6	Forest worker
A4 009b	Form 6	Don't know
A4 010g	Form 5 or 6	Hairdresser or boutique assistant
A4 011g	Form 6	Primary teacher
A4 012gm	Form 5 or 6	Don't know
A4 013bm	Form 5	Go on the dole? Bible training centre?
A4 014b	Form 5 or 6	Courier, toolmaker or mechanic
A4 015b	Form 6 or 7	Don't know
A4 016g	Form 5 or 6	Chef
A4 017b	Form 7	University (BMS degree) leading to computer software
A4 018gm	Form 6	Post office clerk

FORM FOUR PUPILS ENROLLED AT 'A' HIGH SCHOOL:

PUPIL	HOBBIES/INTERESTS
A4 001b	Scuba-diving, sailing, cycling (non-competetive)
A4 002g	Hockey, cricket, swimming, running, animals, drawing, piano, making things.
A4 003b	Fishing, violin, soccer, making models
A4 004g	Going out with friends, skating, netball, schoolwork
A4 005g	Swimming, social activities, working with animals
A4 006b	Snow skiing, rugby, softball, roller-hockey
A4 007g	Drums, tennis, having friends over, meeting people, talking
A4 008b	Water skiing, running
A4 009b	Organ, piano (don't play very well), rugby, tennis
A4 010g	Air Training Corps (A.T.C.)
A4 011g	Giving up A.T.C., used to watch the first XV, watch T.V.
A4 012gm	Softball, basketball, tennis, netball, homework (I work better at home)
A4 013bm	Guitar, rugby
A4 014b	Taking the dog for runs, riding my bike, watching T.V.
A4 015b	Piano, swimming, badminton, riding horses
A4 016g	Horse riding, hockey, watching ice skating
A4 017b	I have a half-share in a computer with a friend, reading, model railways
A4 018gm	Gardening, my jobs, homework, skating

FORM FOUR PUPILS ENROLLED AT 'A' HIGH SCHOOL:

PUPIL	HOBBIES/INTERESTS
B4 001b	Swimming (competetive), snorkelling, making paper maché models, basketball
B4 002g	Hockey, going out
B4 003g	Animals (I have 9 cats and one dog), swimming, diving, soccer, piano, harp
B4 004b	Cricket, squash, bike riding, rugby, writing
B4 005bm	Sports, drawing, watching T.V.
B4 006gm	Singing, drums, guitar, cricket
B4 007g	Ping pong, T.V., homework, rug-making
B4 008g	Reading, T.V., tennis, softball, badminton, walking the baby, animals (6 cats and a budgie)
B4 009g	Bike riding, meeting people, crocheting, embroidery, liquid embroidery, swimming
B4 010g	Swimming, running, going with friends i their car, going out on Friday and Saturday nights
B4 011g	Reading, horse riding, pen pals, talking, listening, cello, piano
B4 012b	Rabbit and goat shooting
B4 013g	Swimming, going out with friends
B4 014b	Listening to music, playing soccer, talking, going to my friend's house, kitset models
B4 015g	T.V., knitting
B4 016b	Tennis, rugby, fixing push-bikes
B4 017b	Speleology, diving, working on a fruit stall
B4 018g	Flute, piano, church, singing, roller skating
B4 019bm	Eating, acting, watching T.V., writing

FORM FOUR PUPILS ENROLLED AT 'B' HIGH SCHOOL:

PUPIL	EXPECTING TO LEAVE SCHOOL	POSSIBLE OCCUPATION/TRAINING
B4 001b	Form 7	Marine biologist
B4 002g	Form 6	Mechanic
B4 003g	Form 7	Vet or harpist
B4 004b	Form 6	Boilermaker/writer
B4 005bm	Form 5	Commercial artist
B4 006gm	Form 5	Police force
B4 007g	Form 7?	Air hostess, university?
B4 008g	Form 6	office receptionist or therapist aide
B4 009g	Form 6	Nurse
B4 010g	Form 7	Architect
B4 012b	Form 5	Refrigeration engineer
B4 013g	Form 7?	Accounting or teaching (juniors)
B4 014b	Form 6 or 7	Police? P.E. Teacher?
B4 015g	Form 5	Haven't thought
B4 016bm	Don't know	Mechanic or farmer
B4 017b	Form 7	Air Force or engineering or university (pharmacy or ear, nose and throat)
B4 018g	Form 5 or 6	Hairdressing or child care
B4 019bm	Form 5	Hairdressing? Something in T.V.?

APPENDIX CTHE INTERVIEW SCHEDULES

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FORM TWO INTERVIEWS

All of the children in the form two samples were asked the following questions:

- 1) WHAT DO YOU THINK ABOUT... (THE CORE SUBJECTS)?
Initially included in order to ease children into the topic, this question yielded some interesting comparative data, some of which has been alluded to in the study. Children were asked to comment on each subject separately.

- 2) WHAT DO YOU THINK ABOUT ... (THE OPTIONAL SUBJECTS)?
Children were asked this question of each of the optional subjects offered to them in form three at the school for which they were enrolled. In general, children commented first on the subject, then told the researcher whether they thought they would, or would not, choose it as an option.

- 3) WHAT HELP DID YOU HAVE IN MAKING YOUR CHOICES?
Children were asked to respond to a check-list of possible sources of information and/or advice which was derived from the pilot study. The list was as follows:

 - ... FROM PARENTS?
 - ... FROM OLDER BROTHERS OR SISTERS?
 - ... FROM FRIENDS? (Peers? Others?)
 - ... FROM TEACHERS AT THIS SCHOOL?
(Primary or intermediate)
 - ... FROM TEACHERS AT THE HIGH SCHOOL?

- 4) ARE THERE ANY SUBJECTS YOU WOULD LIKE TO STUDY IN FORM THREE BUT THEY ARE NOT OFFERED?
This question was in recognition of the fact that the lists of subjects offered at the two high schools were slightly different. (Only 3 of the 53 children said "yes" to this question. They nominated geography, electronics and Latin.)

- 5) WHEN DO YOU THINK YOU WILL LEAVE HIGH SCHOOL?
This question attempted to find out whether length of schooling would influence subject choice. (The majority expected to stay until their sixth form year or beyond.)

- 6) WHAT DO YOU THINK YOU WILL DO WHEN YOU LEAVE HIGH SCHOOL?
This question was trying to tap children's expectations of further training and/or paid employment.

- 7) CAN YOU IMAGINE WHAT YOU WILL BE DOING OR WHAT YOUR LIFE WILL BE LIKE WHEN YOU ARE ABOUT TWENTY-FIVE?
This was intended to reveal boy/girl expectations of marriage and/or paid employment. (Some differences were noted - see p282 and 285.)
- 8) WHAT THINGS DO YOU ENJOY DOING OUT OF SCHOOL?
This was looking for possible links between personal interests and schools subject choice. (Sporting interests and 'collecting things' dominated at this age level.)
- 9) IS THERE ANYTHING YOU ARE QUITE GOOD AT THAT YOU DON'T LEARN AT SCHOOL?
This was looking for particularly strong outside interests that could have occupational relevance. (Children at this level appeared to regard their leisure occupations in terms of amusement or general interest.)
- 10) WHAT DO YOU THINK ABOUT YOUR SCHOOLWORK GENERALLY?
This was intended to tap children's attitudes to school. (It was found that the question was too general to yield worthwhile data.)
- 11) WHAT ARE YOU LOOKING FORWARD TO MOST AT HIGH SCHOOL?
This was also intended to tap attitudes. (It was framed positively, but children mentioned both positive and negative expectations. Responses showed that the transition to secondary school marked a major change in the children's lives.)
- 12) HOW LONG HAVE YOU BEEN THINKING ABOUT YOUR SUBJECT CHOICE?
This question was designed to test the significance of time as a factor affecting subject choice. (Answers are summarized in Table 1, p89, Volume I.)

FORM THREE RE-INTERVIEWS

The main purpose of the follow-up interviews was to find out if pupils were satisfied with the options they had chosen. Option changes were also noted and pupils were asked to give reasons for their changes. All form three children in the samples were asked the following questions:

- 1) WHAT DO YOU THINK ABOUT THE CORE SUBJECTS?

This was a follow-up to question one in the form two interviews. (Discussion of responses has not been included in this study, except in relation to social studies, p173, and music, p221-224.)

- 2) WHAT DO YOU THINK ABOUT ... (THE OPTIONS YOU CHOSE)?

Pupils were asked about each subject separately.

- 3) IS THERE ANY SUBJECT THAT YOU'VE HEARD OTHER PEOPLE TALK ABOUT AND WISH YOU HAD CHOSEN?

This was intended to test pupils' satisfaction with choice. (No pupil at this level admitted to preferring another subject, even when expressing dissatisfaction with a chosen subject.)

- 4) WHAT'S THE BIGGEST DIFFERENCE BETWEEN THIS SCHOOL AND YOUR LAST ONE?

This question was a follow-up to question 11 in the form two interviews. (Responses have not been discussed in the study. It was found, however, that getting used to having a different teacher for each subject was a major concern of the children.)

FORM FOUR INTERVIEWS

All pupils in the form four samples were asked the following questions:

- 1) WHAT DO YOU THINK ABOUT THE CORE SUBJECTS?
This was felt to be an important question since core subjects become optional in the senior school. Pupils were asked to comment on each subject separately.
- 2) WHAT DO YOU THINK ABOUT... (THE OPTIONS YOU TOOK IN FORMS THREE AND FOUR?)
Like the core subjects, many of the junior options lead on to allied subjects in the senior school.
- 3) WHAT DO YOU THINK ABOUT ... (THE FIFTH FORM SUBJECTS)?
Pupils were asked to respond to all the fifth form subjects available to them as options. They were also asked to indicate whether or not they expected to take each subject in form five.
- 4) WHAT HELP DID YOU HAVE IN MAKING YOUR CHOICES?
Again a check-list of possible sources of information and/or advice was used.
- 5) IS THERE ANY SUBJECT YOU DIDN'T CHOOSE IN FORMS THREE OR FOUR THAT YOU WISH YOU HAD CHOSEN?
Lack of space has prevented discussion of the answers to this question, but there was evidence that a small minority of the fourth form sample had some regrets about previous decisions.
- 6) WHEN DO YOU EXPECT TO LEAVE SCHOOL?
- 7) WHAT DO YOU EXPECT TO DO WHEN YOU LEAVE SCHOOL?
- 8) WHAT ARE YOUR HOBBIES AND INTERESTS?
- 9) IS THERE ANYTHING YOU ARE QUITE GOOD AT THAT YOU DON'T LEARN AT SCHOOL?

NOTE: Questions 6,7 and 8 were asked for reasons given under similar questions in the form two schedule, p291 and 292. Question 8 identified a girl (B4 003g) who had learnt to play the harp with a private tutor and who was seriously considering a career as a professional harpist.

FORM FIVE INTERVIEWS

The main purpose of the re-interviews in form five was to find out how pupils felt about their fifth form subjects. Subject changes were also noted.

All pupils in the fifth form samples were asked the following questions:

- 1) WHAT DO YOU THINK ABOUT ... (YOUR FIFTH FORM SUBJECTS)?
Pupils were asked to comment on each subject separately.

- 2) IS THERE ANY SUBJECT YOU DIDN'T CHOOSE THAT YOU WISH YOU WERE DOING?
No pupil expressed regrets, although a number had made subject changes at the beginning of term or soon after the commencement of classes.

- 3) WHAT DO YOU EXPECT TO DO NEXT YEAR - LEAVE SCHOOL OR STAY ON?
Pupils were cautious in their replies to this question as generally they were not willing to predict the outcome of the School Certificate examination. All but a small minority were anxious to gain some examination success before leaving school. Most said they would either return to school to repeat the fifth year or go into the sixth form, depending on the examination outcomes.

- 4) WHAT DO YOU EXPECT TO DO WHEN YOU LEAVE SCHOOL?
Intended to check on the stability of pupils' career plans, this question yielded insignificant results, probably due to the small time lapse between the initial interviews and the re-interviews. No pupil had made a major change of plans, but some had forgotten what they had previously suggested as a possible career choice.

PARENT INTERVIEWS

Parents were asked the following questions (they were asked to from the point of view of their child):

- 1) WHAT DO YOU THINK ABOUT ... (THE CORE SUBJECTS IN FORM THREE)?
Parents were asked to respond to each subject separately.
- 2) WHAT DO YOU THINK ABOUT ... (THE OPTIONAL SUBJECTS)?
Parents were asked to respond to each of the subjects offered to their son or daughter at the high school for which the child was enrolled.
- 3) ARE YOU SATISFIED WITH THE RANGE OF OPTIONS OFFERED OR ARE THERE ANY YOU WOULD LIKE TO ADD OR OMIT?
Parents tended not to question the range of options offered at their local school.
- 4) ARE YOU SATISFIED WITH THE OPTION STRUCTURE?
Despite the differing systems, parents supported the system offered at their local school.
- 5) DO YOU FEEL THAT YOUR CHILD HAS HAD SUFFICIENT HELP FROM THE HIGH SCHOOL?
There was a range of responses to this question. (See Chapters Six and Eleven.)
- 6) WHAT SOURCES OF INFORMATION AND/OR ADVICE WERE IMPORTANT FOR YOUR CHILD?
This was a cross-check on children's responses to a question on the help they had received. The check-list was used.
- 7) WHAT KIND OF JOB OR CAREER DO YOU THINK YOUR CHILD WOULD BE INTERESTED IN WHEN HE/SHE LEAVES SCHOOL?
This was intended as a cross-check on children's replies to a similar question.
- 8) WHAT PARTICULAR TALENTS OR INTERESTS DOES YOUR SON/ DAUGHTER HAVE?
As above.

TEACHER INTERVIEWS

Interviews with teachers were much less structured than any of the other interviews. Two basic questions were asked, but generally teachers did not need any prompting to expound their views on a wide range of concerns. The questions were as follows:

- 1) HOW DO YOU SEE YOUR SUBJECT IN TERMS OF THE TOTAL SCHOOL CURRICULUM?

- 2) WHAT SORTS OF THINGS DO YOU EXPECT OF THE PUPILS WHO TAKE YOUR SUBJECT?

APPENDIX DFORM TWO PUPILS' ATTITUDES TO THE OPTIONS

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<p>I took that because a language can be useful. I wish that we could have taken 3 subjects so I could have taken 2 languages and economics. (Ay2 002g)</p> <p>I like learning different languages 'cos they might come in handy sometime. (Ay2 006b)</p> <p>1b,1g = 2 (7.7%)</p>	<p>Last year... I didn't really like it. The class had something like 60 children in it. We never got our books marked... but I'm taking it next year... (Brother) says it's pretty good. (Ax2 002b)</p> <p>Very useful... not so much of a main language now. If you're reading... and there's a French phrase, you'll know what it means. (Ax2 003g)</p> <p>I didn't enjoy it (in form 1). There was over 100 in form 1. Mum says it's good to know... Mum knows French ... she can help me. (Ax2 004g)</p> <p>If you want to speak another language or go over to France or be an air hostess... tourists need some kind of language. (Ax2 016g)</p> <p>I enjoy French. It's a bit confusing... getting the pronunciation right and that. (Ay2 001g)</p> <p>1b,4g = 5 (19.2%)</p>	<p>(You didn't consider that at all?) No. (Ax2 012bm)</p> <p>It'd be interesting... but I don't really need it. (Ax2 017g)</p> <p>I did French (here) but then I started going back to Maori. (Ax2 020gm)</p> <p>1b,2g = 3 (11.5%)</p> <p>Did it last year... didn't do it purposely... went to the wrong place... Didn't like that. Boring. (Ax2 015b)</p> <p>Didn't like it... haven't got an ear for languages. (Ax2 018b)</p> <p>Wouldn't like to... It'd be hard. (Ax2 019b)</p> <p>That's too hard for me. (Ay2 003g)</p> <p>I don't really like it (this year)... can't remember all of the French names. (Ay2 004b)</p> <p>It's a bit boring. (Ay2 005b)</p> <p>11b,5g = 16 (61.5%)</p>	<p>I don't like it. I took it in form 1. I couldn't do it... got all tongue twisted. (Ax2 001g)</p> <p>Don't reckon you need it unless you are going to France. (Ax2 005b)</p> <p>Not going over to France... no use in New Zealand. (Ax2 006b)</p> <p>I didn't like it (last year)... couldn't remember all the words. (Ax2 007g)</p> <p>Didn't think it was necessary 'cos I wasn't going to France. (Ax2 008g)</p> <p>I found it boring (last year)... tend to dozw off. (Ax2 009g)</p> <p>I found it quite boring. We were just doing vowels and stuff like that. (Ax2 010bm)</p> <p>I didn't seem to get along (form 1). (Ax2 011b)</p> <p>I don't like that. Too hard... We just learnt words... didn't learn to actually speak it. (Ax2 013b)</p> <p>Don't think I really need to take it. (Ax2 014b)</p>

1

2

3

4

It's a good language... It's good to learn languages- expands your knowledge... All my sisters took (French). They said it's really good.(Bx2 003g)

I did that... I like French 'cos I like having to work at it to get it right and I like the sound... We learned more of how to put words together, rather than just words. (Bx2 005g)

I've done it before... I just like it... learning all the words and that. (Bx2 014b)

We're going to France... That's why I'm taking that one... I have to really... Dad's learning ... Mum already learnt it...so she should help. (By2 004b)

I like French. We've been doing French. It's quite good. I think I might be taking it at high school. (Bz2 004g)

2b,3g = 5 (18.5%)

I reckon it's a good subject to take because a language will always help you... wherever you go... I've already picked (history). (Bx2 012g)

French would be good. At least you could talk a different language instead of plain old English. (By2 001gm)

I was thinking to do French, but... I have quite a bit of extra information on German which I'm going to do. (By2 002b)

1b,2g = 3 (11.1%)

I'm not really interested in it as much as other topics... S'Alright. (Bz2 002b)

We take French... It's...starting to get boring. (Bz2 003g)

I quite enjoy it... Probably won't go to France. (Bz2 006g)

4b,5g = 9 (33.3%)

I don't really know. I've never done it before. (Bx2 002g)

Haven't thought about it. (Bx2 004b)

I don't think I'll take (it) because it's hard to get and a lot of people go for it... I was thinking about it. (Bx2 007b)

I don't really wanna do French... see I won't use it for what I wanna be when I grow up, but I reckon it's a pretty good subject 'cos my cousin won a scholarship for French and German to Denmark. (Bx2 008g)

My sister... doesn't really like it ... She can't pronounce the words ... I can't really get my tongue around the words either. (Bx2 013g)

We take French... here, but Mum said ... I wouldn't need it for my job... I enjoyed it. It's good fun. (Bz2 001b)

I can't really talk very well when I do French... so I haven't chosen it. (Bz2 005b)

4b,5g = 9 (33.3%)

I don't find languages very interesting... mainly 'cos I can't speak it and don't really understand. (Bx2 001b)

I don't really think that I need to know French... 'cos I won't be going there. (Bx2 006b)

I haven't learnt it before but it might be too hard.(Bx2 009g)

I'll be bored to death trying to learn some other language... My brother tried French but never uses it. (Bx2 010b)

Probably... hard to learn. I don't like French (Hasn't tried it). (Bx2 011bm)

No... not useful. (Bx2 015gm)

I'm not too keen on... language. ...We do Maori... I just don't pick it up. (Bx2 016b)

I don't think it'd be any use to me. (By2 003g)

Unless you're going... where they talk French. I don't think it'd be any use to me. (By2 005g)

OPTION FRENCH - 'B' HIGH SCHOOL

1	2	3	4
<p>That's a growing language. My sister-in-law loves German. One of my sisters is in Germany ... Mum likes German... I like to be able to understand what they're saying. (Ax2 003g)</p> <p>It'd be pretty good to know the language... Some people say that (they) went over to France and their French didn't help them at all so I took German. (as reserve) (Ax2 012gm)</p> <p>Mum can speak it fluently... She can help us... Mum said I should take German.(Ax2 016g)</p> <p>That's what I would have taken if we were allowed three subjects. (Ay2 002g)</p> <p>I thought German'd be quite a good subject to take 'cos I've never been there and hardly ever heard anything about it.</p> <p>2b,3g = 5 (19.2%)</p>	<p>I was going to take that. I decided it wouldn't help me that much... It might, If I go overseas. (Ax2 007g)</p> <p>I was gonna have that, except... I thought I'd just started French so I'd keep that going. (Ay2 006b)</p> <p>1b,1g = 2 (7.7%)</p>	<p>I wouldn't mind speaking (it) but I hate doing languages. I can't get used to them. (Ax2 001g)</p> <p>Lots of my friends are taking that but I don't think it's as easy as French. (Ax2 002b)</p> <p>I had a choice of French or German. Mum knows French... she can help me. (Ax2 004g)</p> <p>I've never experienced it. It's probably much like French. (Ax2 011b)</p> <p>You only need it if you're going back there to do a job or something. (Ax2 017g)</p> <p>I don't know anything about German. (Ax2 020gm)</p> <p>I haven't given much thought to German. (Ay2 001g)</p> <p>Not really... If I knew things about it I'd take a subject like that. (Ay2 003g)</p> <p>2b,6g = 8 (30.8%)</p>	<p>You don't need it. (Ax2 005b)</p> <p>You're not going to be working with them. (Germans) (Ax2 006b)</p> <p>Same thing. (As French: never done it, not necessary, not going there. (Ax2 008g)</p> <p>I don't wanna learn any new languages. (Ax2 009g)</p> <p>No. (Ax2 013b)</p> <p>Same thing (as French: not necessary, not done before.) (Ax2 013b)</p> <p>I don't really wanna take that either. (Ax2 014b)</p> <p>Don't like that either. (Ax2 015b)</p> <p>I don't think I'll ever go overseas or need it. (Ax2 018b)</p> <p>It's much the same as French. (Never taken it; it would be hard)</p> <p>I don't really like learning... languages. (Ay2 004b)</p> <p>9b,2g = 11 (42.3%)</p>

1	2	3	4
<p>I already know a bit of German from my sister... and she taught me a few words once, and I've heard French and it sounds a fair bit harder. (Bx2 002b)</p> <p>1b (3.7%)</p>	<p>I might take German 'cos not many people don't take it... They're all after French. (Bx2 007b)</p> <p>I reckon that would be a bit more interesting than French because you've got all that World War Two background and you could learn what they're saying... the way they pronounce it is a bit more interesting. (Bx2 010b)</p> <p>German'd be alright. You'd probably learn it because you know you're going to a...country that speaks (it). (By2 002b)</p> <p>2b1g = 3 (11.1%)</p>	<p>I'm taking French because all my sisters know it and I can practise with them. (Bx2 003g)</p> <p>Same as French. (Haven't done it, haven't thought about it.(Bx2 004b)</p> <p>Haven't really thought about it 'cos I haven't had anything to do with German. (Bx2 005g)</p> <p>Same as French. (Won't use it in job.) (Bx2 008g)</p> <p>Dunno anything about that. (Bx2 014b)</p> <p>My sister takes (it) bit I don't know. (Bx2 016b)</p> <p>I've never tried that before but my stepbrother... likes it.(Bz2 001b)</p> <p>I won't take that. (Bz2 004g)</p>	<p>Same as French. (Don't know about it; don't find languages interesting.) (Bx2 001b)</p> <p>Not too keen on German... don't really know. (Bx2 002g)</p> <p>I don't think I need to know it at all. (Bx2 006b)</p> <p>Never done that... it might be hard. (Bx2 009g)</p> <p>Same as French (hard)... Probably never use it... might not go there. (Bx2 011bm)</p> <p>Mum says "You're not taking that" Not that I want to, but Mum's got this thing about Germans... because of the war...She thinks they shouldn't be forgiven. Bx2 012g)</p> <p>That always reminds me of 'Heil Hitler'... I'm not really interested in it. (Bx2 013g)</p> <p>No, I don't go round talking German... I only talk Maori. (Bx2 015gm)</p> <p>No, I don't think I'll use it. (By2 003g)</p>
<p>OPTION GERMAN</p> <p>'B' HIGH SCHOOL</p>	<p>I haven't done any... I don't know how you do it. (Bz2 005b)</p> <p>5b,4g = 9 (33.3%)</p> <p>I probably won't be going to Germany... Mum and Dad reckoned it was not very good. (Bz2 006g)</p> <p>5b,9g = 14 (51.8%)</p>	<p>Don't really know about German... Don't think I will ever go to Germany. (By2 004b)</p> <p>That'd be the same (not much use unless you travel). (By2 005g)</p> <p>Don't like...languages. (Bz2 003g)</p>	

1	2	3	4
<p>I took (that) because my sister learns it. She didn't want to at first but then she thought you'd learn a lot about your country. (Ax2 017g)</p> <p>Mainly I am a Maori and my mother and father are urging me to learn the Maori language, and I like dancing, singing and doing the pois. (Ax2 020gm)</p> <p>2g (7.7%)</p>	<p>I love Maori culture. I love knowing about our own country but... it's a bit 'piecy' but I'd really like to be in it. (Ax2 001g)</p> <p>One of the subjects I was thinking of doing. You can get one of those correspondence courses. (Ax2 003g)</p> <p>I would like to have done that. I like the singing. (Ax2 004g)</p> <p>I'm not going to take it next year. It was good. We had a good teacher. ... read us stories. (Ax2 008g)</p> <p>I like Maori songs. It's quite good... quite fun... but with me it goes in one ear and out the other. (Ay2 001g)</p> <p>5g 19.2%)</p>	<p>In st.4 we had a teacher who wasn't Maori but we did quite a lot of Maori studies with him. It was good learning songs... but I'm not a good singer. (Ax2 002b)</p> <p>We did think about it but we decided not to (self and parents). (Ax2 007g)</p> <p>Never really been into that. (Ax2 011b)</p> <p>That's alright...not actually learning to speak sentences, but the dancing and that. (Ax2 013b)</p> <p>I was going to learn that(last year) but was in the wrong place. ... Don't really want to learn it. (Ax2 015b)</p> <p>4b 1g = 5 (19.2%)</p>	<p>No. Don't need it. (Ax2 005b)</p> <p>Not many people... speak Maori in N.Z. I just don't like Maori. Never have. (Ax2 006b)</p> <p>I don't really like Maori. (Ax2 009g)</p> <p>No. I learnt French... here... wouldn't have considered Maori. (Ax2 010bm)</p> <p>My sister takes Maori. I think it's pretty hard. (Ax2 012bm)</p> <p>I don't think I need Maori... when I grow up. (Ax2 014b)</p> <p>Not... keen... I can't use it as well as French or German... hardly anyone ever speaks Maori. (Ax2 016g)</p>
<p>OPTION MAORI</p> <p>'A' HIGH SCHOOL</p>	<p>I'm not very interested in that... just not interested. (Ay2 006b)</p> <p>I'm not really interested in that. (Ay2 006b)</p> <p>10b,3g = 13 (50%)</p>	<p>In Maori culture... I didn't like it... The actions... I didn't like them and the words were getting me all confused. (Ay2 003g)</p> <p>I didn't really like it... the Maori words... I can't pronounce them. (Ay2 004b)</p>	<p>I'm not interested. (Ax2 018b)</p> <p>Don't like that sort of thing. (Ax2 019b)</p> <p>It's not going to get me anywhere... In primary school... I disliked it. (Ay2 002g)</p>

1

Yes, I put it down 'cos see, I'm a Maori and my father's a Maori and my mother's a Maori, and if I talk something else they wouldn't be too pleased. (Bx2 015gm)

I reckon that it'd be good... I know lots of songs but I can't get the meaning... It'll be about the past... how they came and that. (By2 001gm)

2g (7.4%)

I wanted to take that but I can't. (Doing French) I just like Maori. My mum takes (it) at the univer- sity... studies it... You learn a bit about what they used to do and that. (By2 004b)

We had that in Maori week. Didn't really do much, but Maori's alright. (Bz2 001b)

4b,4g = 8 (29.6%)

2

I think it's a good subject... because we have it here in New Zealand, but... I think it best to try something you haven't done before. (Bx2 003g)

Since it's New Zealand's native language I really take an interest in it, but I won't take it next year. (Bx2 008g)

That's a use. (Done before?) Yeah, don't learn how to talk it ... just learn words, (Bx2 011bm)

(No) but I do think that it's really good... I think we should have at least some Maori. (Bx2 012g)

It's quite a good language, I might take that. (Bx2 013g)

I like that better than French or German, and I know a few... basic things. (Bx2 016b)

3

I suppose it's alright. I don't really like Maori culture much. (Bx2 001b)

I like Maori. It's a smoother lang- uage than some others... I like the culture... but some of the things'd turn me off. (Bx2 005g)

I like Maori... I'd like to learn how to speak it... but I'd like to be brought up to it slowly. (Bx2 006b)

I understand some of it, but some of it's hard. (Bx2 009g)

I wouldn't mind... but I guess we've done a fair bit here. (By2 002b)

It would be good to do Maori, but I'm not really a fan. (By2 005g)

I know a bit of Maori, but not very much. I won't be taking that. (Bz2 004g)

I probably won't use it... It's quite good, but then I don't like Maori... It's pretty hard... big long words. (Bz2 006g)

3b,5g = 8 (29.6%)

4

I'm not really interested. (Bx2 002g)

Did a bit... last year, but I don't like Maori. (Bx2 004b)

Every time I learn the words... I always forget what it means. (Bx2 007b)

It doesn't appeal to me... I think I'd rather have German. (Bx2 010b)

I don't like that much... can't understand any of the words or anything. (Bx2 014b)

Gets a bit boring and might not be any use to me. (By2 003g)

It's alright if you're a Maori, but... I'm not keen on languages. (Bz2 002b)

I don't really like languages and if I really want to learn it, I can learn it later on. (Bz2 003g)

My sister taught me and I didn't like it much. (Bz2 005b)

6b,3g = 9 (33.3%)

OPTION MAORI - 'B' HIGH SCHOOL

1	2	3	4
<p>I quite like that... It's popular isn't it? (Ax2 005b)</p> <p>'Cos for woodwork and that (I) would need how to read the plans and draw changes to them. (Ax2 006b)</p> <p>I'm good at T.D. I do things like mouse houses... Seeing I'm good at it I wanna take it. (Ax2 009g)</p> <p>I like that. I like drawing using compasses and things. I wanna become a pilot... might help me. (Ax2 010b)</p> <p>It's draughting and engineering. I always do well at that. (Ax2 011b)</p>	<p>I was going to do that. I looked at this girl's folder... It looked really interesting. I had too many subjects. (Ax2 001b)</p> <p>I'm interested in that. My father does a lot of designing things... I like inventing things too. (Ax2 003g)</p> <p>I was going to do that, but we chose art in the end. It was hard to decide. (Ax2 007g)</p> <p>I would like to take that... It includes some maths and I like maths a lot... not enough choices. (Ay2 002g)</p> <p>1b,3g = 4 (15.4%)</p>	<p>I considered that, but I don't think it's necessary. (Ax2 012bm)</p> <p>I don't really want to take it... be quite good. (Ax2 015b)</p> <p>I was going to take T.D. then I decided what I wanna be when I grow up, so that's not one of my choices. (Ay2 001g)</p> <p>I quite like T.D... I'm quite good at it, but I don't really like doing it. (Ay2 004b)</p> <p>3b,1g = 4 (15.4%)</p>	<p>I'm not good at drawing... I don't think it's going to help me much unless I'm an architect. (Ax2 002b)</p> <p>Drawing with a ruler! Too boring. (Ax2 004g)</p> <p>Dad says you only take that really if you're going to be an architect, and I don't want to. (Ax2 008g)</p> <p>If you're not going into that kind of job you don't really need to take it. (Ax2 016g)</p> <p>You really have to study in it... My dad does that... He teaches me that. (Ax2 017g)</p>
<p>I like that. You use it in metalwork. (Ax2 013b)</p> <p>I like doing designs and things like that. (Ax2 014b)</p> <p>We did a bit of T.D. in maths, and both my brothers took it and were good at it. Hopefully I'll be the same. (Ax2 018b)</p> <p>We did a bit. I quite enjoyed it. (Ax2 019b)</p>	<p>I like it 'cos I like drawing maps, motors and things... It's quite handy if I get a job. (Ay2 003g)</p> <p>I reckon it'd be pretty good 'cos you learn how to draw freehand things. (Ay2 005b)</p> <p>I sort of like drawing lines and geometry and stuff. (Ay2 006b)</p> <p>10b,2g = 12 (46.2%)</p>		<p>I don't know if it's kinda like art, but I can't really draw. (Ax2 020gm)</p> <p>1b,5g = 6 (23.1%)</p>

OPTION TECHNICAL DRAWING - 'A' HIGH SCHOOL

1	2	3	4
<p>Mum told me a bit about it and I think I'll quite enjoy that. She says I would. (Bx2 001b)</p> <p>I was thinking about a career as an architect... so that would be quite a good subject to take. (Bx2 003g)</p> <p>Mum's told me it was a good one and my cousin... liked it, and the girl down the road... liked it. (Bx2 004b)</p> <p>I think I'd like to do T.D. It'd be a challenge for me to get it right. (Bx2 005b)</p> <p>I like T.D. because of what it looks like... gives you an advantage on other people... teaches you art at the same time. (Bx2 006b)</p>	<p>Is it something to do with... all the angles and things? I thought about that one. Maybe, (Bx2 002g)</p> <p>I wanna learn how to do landscapes and plans of houses... so I might do that. My cousin takes it. (Bx2 008g)</p> <p>I saw some T.D. a friend does... I'd try that. (Bx2 011bm)</p> <p>I've heard people say it was really good... I'm debating. (Bx2 013g)</p> <p>I might do that... It's just like doing... plans and that for things. (Bx2 014b)</p> <p>My brother showed me some of his... I might take it. (Bx2 015gm)</p>	<p>I don't really like doing that... but it's alright sometimes... lot of fun, but. (Bx2 007b)</p> <p>I think you have to be good at maths to do that, don't you? (Bx2 009g)</p> <p>I'm not very good at drawing. Bx2 006g)</p> <p>1b,2g = 3 (11.1%)</p> <p>That'd be quite good to get a job with, because you can draw plans ... I'm not that good. (By2 001gm)</p> <p>That was the one I was deciding about... I've seen my brother's work and that.</p> <p>3b,5g = 8 (29.6%)</p>	<p>No, because I've got no patience. ... I can stand it for about 5 minutes... not very good at getting things perfect. (Bx2 012g)</p> <p>They showed us some drawings... It looked a bit boring and a bit easy... Friends said it wasn't that good. (By2 004b)</p> <p>My brothers... hated it... I'm not too good at an exact angle. (By2 005g)</p> <p>My brother... didn't enjoy it at all... The type of drawing I want to take up is to do with my own imagination. (Bx2 003g)</p> <p>I don't really like that much. (Bz2 004g)</p> <p>1b,4g = 5 (18.5%)</p>
<p>It would help me a lot... I'm going to put it into my job. (Bx2 010b)</p> <p>I thought it might help me a little bit... My uncle took it. He was really good. (Bx2 016b)</p> <p>I really like sketching... using my rulers. (By2 002b)</p>	<p>I'm alright at that. I'm quite good. That's why I like it. (Bx2 003g)</p> <p>I picked that 'cos I've never tried it and I reckon it'll be exciting. (Bz2 001b)</p> <p>I like sketching. (Bz2 005b)</p> <p>8b,3g = 11 (40.7%)</p>	<p>OPTION TECHNICAL DRAWING</p> <p>'B' HIGH SCHOOL</p>	

1	2	3	4
<p>It's quite good fun to do and it might help (for)... a job later on. (Ax2 002b)</p> <p>I like working with my hands. That's what I'd like to do - a metal or woodworker. (Ax2 006b)</p> <p>I'm good at metalwork here and I enjoy doing it. (Ax2 009g)</p> <p>I enjoy that... It's interesting... You've got different kinda projects. (Ax2 010bm)</p> <p>I just like it. (Ax2 012bm)</p> <p>I like 'cos you learn to do all handy things. (Ax2 013b)</p> <p>I've taken that... in case I have to build pens and those kind of things (as a farmer). (Ax2 015b)</p> <p>At this school I really enjoyed doing it. I like making things. (Ax2 017g)</p> <p>I like making things... out of wood and metal. (Ax2 019b)</p> <p>7b,2g = 9 (34.6%)</p>	<p>If there was a fourth I would have taken that... I always do very well in that... I can learn from (Dad), and can pick it up in later life. (Ax2 011b)</p> <p>I wanted to, but I didn't think I'd use it very much for my job, (farmer). (Ax2 014b)</p> <p>I really enjoy those... but it's the choices... how many you've got. (Ay2 020gm)</p> <p>Pretty good, but I didn't choose it because I didn't really like it here. (Ay2 005b)</p> <p>3b,1g = 4 (15.4%)</p>	<p>I like it. I keep cutting myself. I carve the wrong things. I'm absolutely hopeless at it... What would I do with it?</p> <p>I'm interested. I like doing carving... don't really think it's necessary. Dad can teach me. (Ax2 003g)</p> <p>Those are quite good. I'd rather take art. (Ax2 005b)</p> <p>I like doing it, but I don't know that that would have much effect on me when I was grown up... when I had a job. (Ax2 007g)</p> <p>I liked making the wood things; the metal ones were a bit boring. (Ax2 008g)</p> <p>I'm not so good at it... kind of enjoy it... but it depends what we make. (Ax2 016g)</p> <p>I enjoy that, but people told me too many people are in the classes... I'm not particularly good. (Ax2 018b)</p> <p>I enjoyed (them) last year... I just prefer to get the job done in one lesson, otherwise it drags on forever. (Ay2 001g)</p>	<p>I did it this year. I didn't enjoy it. It got boring. We just stood and you sort of sand away. (Ax2 004g)</p> <p>No thanks. We had to take it in form one. I really didn't like it much. (Ay2 002g)</p> <p>2g (7.7%)</p>
	<p>OPTION METAL AND WOOD TECHNOLOGY</p> <p>'A' HIGH SCHOOL</p>		<p>Metalwork, I like that... It's difficult, but I like it. I've done it here, and the same for woodwork. (Ay2 003g)</p> <p>I like them a little bit. I like woodwork better than metalwork, though. (Ay2 004b)</p> <p>I quite like that, except there were other subjects I like better. (Ay2 006b)</p> <p>4b7g = 11 (42.3%)</p>

1	2	3	4
<p>I think I'll probably like it 'cos I enjoy doing woodwork here. (Bx2 001b)</p> <p>I like woodwork... better than metalwork... You get more satisfaction out of making a wood thing which you can colour... and varnish. (Bx2 006b)</p> <p>I love woodwork. I've got an A+ for woodwork here... It's a lot of fun carving... cutting down to shape. (Bx2 007b)</p> <p>Interesting 'cos you can use it as a natural hobby... I'm especially interested in doing things on the lathe. (Bx2 010b)</p> <p>We make good things here... My brother, he makes chairs and that, so I thought I might take it up. (Bx2 014b)</p>	<p>I was gonna take that... but... we've just done (metalwork) and I liked it better. (Bx2 004b)</p> <p>Same as metalwork... I like them both. (Bx2 011bm)</p> <p>I like it... but I wouldn't choose it. (Bx2 012g)</p> <p>Last year... we really didn't do much... Next year, if I do take it, we'll be learning more. (Bx2 013g)</p> <p>That looked a bit easy, and mainly because they told you not to take two like woodwork and metalwork. (By2 004b)</p> <p>That's one I'm thinking about. (Bz2 002b)</p> <p>4b,2g = 6 (22.2%)</p>	<p>I quite like making things, but I don't know really. (Bx2 003g)</p> <p>I like working with wood, but if I can't get right into it right when I want to, I get bored. (Bx2 005g)</p> <p>In a way I've got an interest, in a way I haven't. (Bx2 008g)</p> <p>O.K., but some of the things I don't like... big machine... looks... scary. (Bx2 009g)</p> <p>I thought metalwork's better. (Bx2 016b)</p> <p>That would be interesting... useful... but... quite hard... (Teacher) tells you what to do instead of shows you. (By2 001gm)</p> <p>I don't really need it.(By2 002b)</p>	<p>I'm not very interested in woodwork. (Bx2 002g)</p> <p>It gets a bit boring after a while ... you have to work on the same thing... if you do art you can do different things each week. (By2 003g)</p> <p>I don't really like woodwork. I go wrong everywhere. (By2 005g)</p> <p>Our woodwork teacher has put me off... I don't really trust him.. I don't think it will help me that much in the future. (Bz2 003g)</p> <p>I can't do it very well. I don't like it very much. (Bz2 004g)</p> <p>5g (18.5%)</p>
<p>I've picked that because I was quite good at manual... I enjoy it. (Bz2 001b)</p> <p>(Yes) because we've been doing it at manual and I got quite successful marks. (Bz2 005b)</p> <p>7b (25.9%)</p>	<p>I quite enjoy it but I don't think it would come in handy, sort of thing. (Bz2 006g)</p> <p>2b,7g = 9 (33.3%)</p>		

OPTION WOODWORK - 'B' HIGH SCHOOL

1	2	3	4
<p>I quite like it... We make some good things... I like it better than the others. (Bx2 004b)</p> <p>I like metalwork... I like to make things... I like to use my hands a lot. (Bx2 006b)</p> <p>I like doing metalwork... and (It's) something I'm good at doing. I just enjoy (it). (Bx2 007b)</p> <p>That's one of the subjects I wanna take, but Dad says it's not really useful... for a girl... I like working with my hands...doing boys' stuff and that. (Bx2 008g)</p> <p>I like metalwork better than woodwork. It's more difficult. I like them both. (Bx2 011bm)</p> <p>I like doing that... I've got a soldering iron at home. (Bx2 016b)</p> <p>We've already learnt woodwork at manual. I'll take metalwork and Dad can help me with spot welders and that. (By2 004b)</p> <p>5b,2g = 7 (25.9%)</p>	<p>I enjoy that. I think I'm better at woodwork and I enjoy woodwork more. (Bx2 001b)</p> <p>I like working with metal. It interests me... It's the written side of it... that doesn't interest me. (Bx2 005g)</p> <p>I like enjoying that... I don't really think I will take it, though. (Bx2 009g)</p> <p>That was one of my choices- T.D. and metalwork, but that doesn't really fit together... so I'm... doing woodwork. (Bx2 010b)</p> <p>I like metalwork but some of the things we made aren't very useful. ...A lot of the girls... we just threw away our stuff... rocking chairs, but they didn't rock, for Barbie dolls... but we're past this stage. (Bx2 013g)</p> <p>It's a good one... Just all the things you make and that. (Bx2 014b)</p> <p>It's either that or woodwork. (Bx2 002b)</p>	<p>I'm not really specially interested. (Bx2 003g)</p> <p>My brother... said "You shouldn't take it because you won't learn nothing"... He thinks it's for boys. (Bx2 015gm)</p> <p>It could be good for girls, but boys mostly I think. (By2 001gm)</p> <p>I don't think I'd suit doing any things like woodwork or metalwork when I get older. (By2 002b)</p> <p>(No) 'cos I haven't really done any metalwork anywhere... only done woodwork. (Bz2 001b)</p> <p>I haven't done (it). My brother... enjoyed it... but he said it did get a bit boring. (Bz2 003g)</p> <p>It's a sort of boys' subject and that, eh? (Bz2 004g)</p> <p>I've never done metalwork, so I don't know what it's about. (Bz2 006g)</p> <p>2b,6g = 8 (29.6%)</p>	<p>I'm not really interested. (Bx2 002g)</p> <p>I can't see that helping me. For the work I wanna do, I need other subjects. (Bx2 012g)</p> <p>No, not really interested in it... just doesn't appeal to me. (By2 003g)</p> <p>My brothers did metalwork. The things they made, I figure that they'd be pretty hard. I don't really want to do metalwork. (By2 005g)</p> <p>4g (14.8%)</p>
<p>at manual and I'm gonna stick with woodwork. (Bz2 005b)</p> <p>5b,2g = 7 (25.9%)</p>	<p>I quite like that but... I've already been doing woodwork</p>		<p>OPTION METALWORK</p> <p>'B' HIGH SCHOOL</p>

1	2	3	4
<p>I like it. I'd like to know how to do it. (Ax2 001g)</p> <p>I enjoy it. It's quite fun. Mum is a caterer, so I enjoy it. (Ax2 004g)</p> <p>It's good because you learn to cook... and for a person that likes cooking... that could become a chef... It's something you can use. I enjoy it a lot. (Ax2 016g)</p> <p>I hear that's pretty good... I think that would be rather a good subject. (Ax2 020gm)</p> <p>4g (15.4%)</p>	<p>I like doing the cooking. It's good fun, but when it comes to the questions... (Ax2 008g)</p> <p>I like cooking. I'm quite a good cook... but I'm not too keen on doing the dishes and that after. (Ay2 001g)</p> <p>I like it but ... I wanna try things that I haven't done. (Ay2 003g)</p> <p>I like that quite a bit... I get a bit mixed up with things usually though. (Ay2 004b)</p> <p>I quite like that... I'm doing it here and I don't really wanna do it again. (Ay2 005b)</p> <p>2b,3g = 5 (19.2%)</p>	<p>I quite like that. I do quite a lot... at home... It gets a bit boring sometimes. (Ax2 002b)</p> <p>You can teach yourself... Mum can too. (Ax2 003g)</p> <p>No. (Ax2 005b)</p> <p>I like it. It's not really a subject that I'd like to take... It seems more girlish. (Ax2 006g)</p> <p>I like cooking but... if you're going to get a job, I doubt if cooking's going to be very popular. (Ax2 007g)</p> <p>I'm not too sure what it's really like. (Ax2 009g)</p> <p>I did enjoy that more than sewing. ...Not really a thing I can follow for a job. (Ax2 011b)</p> <p>I think I can learn that from Mum and Dad. (Ax2 012bm)</p> <p>I don't know what they are. (Ax2 013b)</p> <p>What's that - cooking? I wouldn't really take it. (Ax2 014b)</p>	<p>I'll get married and I'll get my wife to do all that. (Ax2 010b)</p> <p>Mum teaches me to cook. At school they don't use... time-saving things like Kitchen Wizz. I learn about that at home. (Ax2 017g)</p> <p>It just didn't... interest me at all... I can cook things anyway. (Ax2 018b)</p> <p>I don't like that either. I always seem to make a mess of it anyway. (Ay2 002g)</p> <p>2b,2g = 4 (15.3%)</p>
<p>OPTION HOME ECONOMICS - 'A' HIGH SCHOOL</p>			<p>I might use it a bit... I might learn a bit... in economic studies. (Ax2 015b)</p> <p>Dunno much about it. (Ax2 019b)</p> <p>I like cooking, except sometimes it gets a bit boring... learning the same types of things... having to clean up the messes. (Ay2 006b)</p> <p>9b,4g = 13 (50%)</p>

1

I like cooking a lot... I've had a few mistakes, but I do like it. ... It's a lot of fun. (By2 005g)

I enjoy cooking and learning and all that. (Bz2 006g)

2g (7.4%)

I'd love to do that one but I don't really want to because I don't really think it'll be too much help... pretty easy to learn. (By2 004b)

I think it's more fun to learn at home and I think you learn things you wouldn't learn at school. (Bz2 003g)

I quite like that but I'd rather do something else. (Bz2 004g)

I quite like cooking but I do quite a bit at home and I don't want to really do any more. (Bz2 005b)

8b,6g = 14 (51.8%)

2

I like cooking... enjoy it quite a bit... I'm more interested in other subjects. (Bx2 001b)

A 'maybe'... I'm interested... don't really want to do it. (Bx2 002g)

Quite good... My sister... says it teaches you... how to budget your money. (Bx2 003g)

I like cooking but I don't like learning what's good for you... I like to go at my own pace. (Bx2 005g)

I like cooking... don't really need to know all this stuff.(Bx2 006b)

It gets good recipes... nice food ... I'm not really sure. (Bx2 007b)

An interesting subject... I can just learn the basics... off my mum. (Bx2 010n)

Yeah, I like that 'cos there's a lot of things you can make. (Bx2 011bm)

Better than clothing. I like cooking. (Bx2 016b)

Good, because you would know what kind of food and drink to put out for friends. (By2 001gm)

3

I don't really wanna 'cos my sisters take it and Mum's a chef... so I get untold stuff from her. (Bx2 008g)

I don't really like cooking but I do enjoy it in some ways. (Bx2 009g)

No, same reason (rather learn other things) also my mum can teach me. (Bx2 012g)

At school I haven't really had a chance... to enjoy it... didn't really have enough time. (Bx2 013g)

(Father) said "No, 'cos I'll teach you cooking at home... we mostly eat Maori food. (Bx2 015gm)

Mum said I could learn that at home... there's plenty of books around on it. (By2 003g)

I'm alright at that, but I chose another two. (Bz2 001b)

I like cooking... at home... not one of my favourite subjects. (Bz2 002b)

2b,6g = 8 (29.6%)

4

No, 'cos they make things I don't like... chow mein and all that. (Bx2 004b)

Don't like cooking much. (Bx2 014b)

I don't think it'd be too good because it's really about homes and the setting out of places, and that... not for me. (By2 002b)

3b (11.1%)

OPTION HOME ECONOMICS

'B' HIGH SCHOOL

1

N I L

2

I think it's quite a good course to take, but I think I can learn it at home. (Ax2 003g)

I like mucking around with sewing machines sewing things up. (Ax2 014b)

I think all girls really need to do sewing because clothes are so expensive... Mum can show me. (Ax2 016g)

That's good... because the price of clothes these days is really high ... At this school I'm a bit bored with clothing 'cos I do it at home as well. (Ax2 017g)

1b,3g = 4 (15.3%)

OPTION CLOTHING

'A' HIGH SCHOOL

I like to sew but I can get in a lot of hassles... I'm not very good at that. (Ax2 020gm)

I really enjoy clothing but I'm not very good at sewing. (Ay2 001g)

I like clothing but I'm no good at it... There's so many people in one group it takes a long time to get the things. (Ay2 003g)

6b,7g = 13 (50%)

3

I like (it)... You don't do much sewing, you learn about fibres. It gets monotonous. (Ax2 001g)

I like making clothes... I'm a bit impatient when it comes to sewing machines. (Ax2 004g)

Sewing's alright... but when you have to... make things that the teacher wants you to... sometimes it's a bit boring. (Ax2 008g)

I enjoy it sometimes, depending on what I'm making... at school you have to make (what the teacher says). (Ax2 009g)

Alright... gets a bit boring after a while. (Ax2 010bm)

In a way I like (it)... It's not a working subject. (Ax2 011b)

Don't know... It was O.K. (Ax2 012bm)

(Did you consider it?) No. (Ax2 013b)

No. (Why?) I don't know. (Ax2 015b)

Alright. I'm not very good at it though. (Ax2 019b)

4

I didn't really like doing that. I thought it boring. (Ax2 002b)

Is that sewing? I can't sew. (Ax2 005b)

Didn't like it (here), end up sewing your fingers in it. Just seems girlish. (Ax2 006b)

Not that keen... won't help me much... for a job or anything. (Ax2 007g)

It wouldn't help me at all... in my career... doesn't interest me at all. (Ax2 018b)

I'm not very good... didn't like it... too practical. (Ay2 002g)

Not very good at sewing. We done it last year... kept on making fumble things. (Ay2 004b)

Not really... a bit boring. (Ay2 005b)

Don't know what that is. (Sewing.) Oh, don't really like sewing much. (Ay2 006b)

7b,2g = 9 (34.6%)

1	2	3	4
<p>I love sewing. I might take that one. (Bx2 009g)</p> <p>Clothing's not quite so easy (as cooking)... I'm not going to have all that much money to buy clothes. I think that's a thing that everyone should know - even boys. (Bz2 003g)</p> <p>2g (7.4%)</p>	<p>I like clothing... we've made a bag. ... I suppose I'm only average at it for a boy but it's quite interesting. (Bx2 001b)</p> <p>I quite like clothing here... I already know what to do... I don't really want to be a dressmaker ... when I grow up. (Bx2 002g)</p> <p>I love sewing... working it out how it's supposed to go, but I get mad if I can't... get it done... I don't like the written part. (Bx2 005g)</p>	<p>I've done it here... so I think it best to try something I haven't done. (Bx2 003g)</p> <p>I wanna take two other subjects but Dad doesn't really want me to. (Bx2 008g)</p> <p>I think my parents can buy me clothes... if you want that skill... there's untold sewing classes when you've left school. (Bx2 012g)</p> <p>I can do sewing at home, and he (father) said "no". (Bx2 015g)</p> <p>With manual... that's enough... as long as I know how to sew and darn and that... I'm alright if I flat by myself. (By2 002b)</p> <p>Mum said they make quite good things but I didn't really wanna take it. (By2 003g)</p> <p>I do clothing at home... I learnt the basics (at manual)... I don't really think I need it. (By2 004b)</p> <p>2b,5g = 7 (25.9%)</p>	<p>I didn't like that much this year... mainly, I wasn't used to it. (Bx2 004b)</p> <p>It's not really my line...it's more girls' line. I think I'd be best to keep out of it. (Bx2 006b)</p> <p>I don't like that much. (Bx2 011bm)</p> <p>I don't like doing it. (Bx2 014b)</p> <p>Sewing I'm not over keen on... not too good. (By2 005g)</p> <p>Done enough of that this year. (Bz2 001b)</p> <p>I'm not too interested in that. (Bz2 002b)</p> <p>I don't really like it that much... probably because I can't do it very well. (Bz2 004g)</p> <p>Not that interested.(Bz2 005b)</p> <p>7b,2g = 9 (33.3%)</p>
<p>I like it... but I'm not that good at it. I know how to do things like darning and doing up buttons and sewing. (Bx2 016b)</p> <p>Quite good 'cos you won't have to spend so much money. (By2 00gm)</p> <p>I quite enjoy clothing. (Bz2 006g)</p> <p>4b,5g = 9 (33.3%)</p>	<p>It's good fun but... it costs too much for the materials... sometimes you don't use it. (Bx2 007b)</p> <p>Interesting... but wouldn't...use it much... You feel quite proud of the things you've made... but I make a mess of them. (Bx2 010b)</p> <p>I enjoy clothing a lot, but sometimes I... go out of control... Teacher... tells you how to do it... my mum shows me. (Bx2 013g)</p>		

OPTION CLOTHING - 'B' HIGH SCHOOL

1	2	3	4
<p>I'd like to be able to type. It'd be easy to get a job - <u>easier</u>. (Ax2 001g)</p> <p>I'll probably be a secretary or something. Typing seems to be a good subject. (Ax2 008g)</p> <p>I might be a receptionist before I go and study for a vet. It comes in handy if you change your mind. (Ax2 009g)</p> <p>I enjoy typing... I've got a typewriter at home... a good thing if you wanna go somewhere in life. (Ax2 001g)</p> <p>I like typing... got a typewriter at home... mainly for a job, then I like it. (Ay2 003g)</p> <p>5g (19.2%)</p>	<p>It's very useful. I feel I could learn it somewhere else. (Ax2 003g)</p> <p>Mum's going to teach me typing - that's why I didn't take it. (Ax2 004g)</p> <p>I thought it would be quite good to know how to type, but we (parents and child) decided not to do that. (Ax2 007g)</p> <p>My sister's teaching me at home so I can take other subjects at school. (Ax2 016g)</p> <p>I like typing. We've got a small typewriter at home and I like playing with it. (Ax2 017g)</p> <p>I think that'd be quite good fun to do. I don't think I'd ever really need it. (Ax2 018b)</p> <p>I like typing... I like to muck around on a typewriter. I write stories with one finger. I'd like to learn. (Ax2 020gm)</p> <p>I've done some typing before 'cos my mother does computers, so I can type... I didn't think I needed it that much... and I thought if I'm going to learn the basic skills now, it's</p>	<p>I don't know what I'd use typing for. (Ax2 005b)</p> <p>Jobs I'm going to take don't really operate that. Dad... can't type - Mum does a bit for him. (Ax2 011b)</p> <p>We've got a typewriter at home and and I can just push the buttons. (Ax2 012bm)</p> <p>Never tried that. (Ax2 013b)</p> <p>I wouldn't really need typing when I grow up. (Ax2 014b)</p> <p>Mum's got a typewriter. I fiddle around with it sometimes.</p> <p>I dunno much about it. I've tried a little bit though. (Ax2 019b)</p> <p>going to be pretty boring for me. (Ay2 002g)</p> <p>I like typing. I always liked typing stories. (Ay2 004b)</p> <p>1b,8g = 9 (34.6%)</p>	<p>I don't enjoy it because I don't do much. It helps with computers and that. (Ax2 002b)</p> <p>Not really, 'cos usually women are typists - more so than men. I don't really care for that sort of thing. (Ax2 006b)</p> <p>I'm not very quick at using my fingers. I've tried, but I can't work it out. (Ax2 010bm)</p> <p>Didn't interest me. (Ay2 005b)</p> <p>4b (15.4%)</p> <p>I dunno. We've got a bum one (typewriter) at home... takes about half an hour to get it going. (Ay2 006b)</p> <p>3b (30.8%)</p>
<p>OPTION TYPING</p> <p>'A' HIGH SCHOOL</p>			

1	2	3	4
<p>I like typing. I haven't done it before but I think it's a good thing to be able to do... in the future... it's all going to be electronic things. (Bx2 002g)</p> <p>I might take typing, 'cos when you look through the jobs... there's quite a lot that need typing experience. (Bx2 003g)</p> <p>I like using my fingers... being able to achieve something almost instantly... I can use it later too. (Bx2 005g)</p> <p>I think it's... the basic skill. ... You need it whatever you do. It's essential. (Bx2 012g)</p> <p>My sister does it and she says it's really good... Mum says "Maybe you'll be able to get a job easier. (Bx2 013g)</p> <p>Typing'd be a good one... you could get a job out of it... be quite interesting... you can make your fingers go quite fast. (By2 001gm)</p> <p>I was thinking of taking that... because now that computers are in I wouldn't mind programming and things like this. (By2 002b)</p>	<p style="text-align: center;">N I L</p> <p>I've taken typing... I think it would be really good if you're in an office or something. (By2 005g)</p> <p>I'm taking typing because... if I don't get into the art... it just leaves that extra something that I know how to do... There are a lot of jobs (typing). (Bz2 003g)</p> <p>I like typing and I think I'll be taking it... I can practise at home ... and my mother can type 'cos she's a secretary. (Bz2 004g)</p> <p>That's another one I'm gonna take. I enjoy typing and I think if I'm gonna be a secretary it would help me a lot.</p> <p>1b,10g = 11 (40.7%)</p>	<p>I just like mucking around... I don't wanna type. (Bx2 004b)</p> <p>No - it's a lot of fun when you're young but I don't think I'd like to take it. I was hoping to be an electrician. (Bx2 007b)</p> <p>I'm not sure. Only had one turn at a typewriter. No good. (Bx2 009g)</p> <p>I'm not going to be a secretary... I don't think I'd ever use it. (Bx2 010b)</p> <p>I do typing at home sometimes... what's there to learn about it? (Bx2 011b)</p> <p>Never tried it before. (Bx2 014b)</p> <p>My brother... told me all about that... My father said no... wouldn't give me a reason. (Bx2 015gm)</p> <p>My sister... tried to get me to take it... I'm not that interested in it. (Bx2 016b)</p> <p>6b, 2g = 8 (29.6%)</p>	<p>I haven't done it before... it didn't really interest me. (Bx2 001b)</p> <p>I don't think I need to learn it... I don't think I'm going to be a typist. (Bx2 006b)</p> <p>My sisters take it... I don't wanna be a secretary, I wanna be a truckie. (Bx2 008g)</p> <p>I wasn't gonna take that... can never get the hang of it. (By2 003g)</p> <p>Mum said I wouldn't really need it. (By2 004b)</p> <p>My sister's taking that, bit I don't think it'll be any use to me. (Bz2 001b)</p> <p>I'm not too interested... wouldn't use it much. (Bz2 002b)</p> <p>We haven't got a type... thing at home... and I'm not very interested. (Bz2 005b)</p> <p>6b,2g = 8 (29.6%)</p>
OPTION TYPING - 'B' HIGH SCHOOL			

1	2	3	4
<p>We do it once a fortnight. I feel that I'm quite good at it... I want more chance of doing it. (Ax2 003g)</p> <p>I like art because I'm good at it. I take art classes (out of school)... That's my favourite subject. (Ax2 005b)</p> <p>I like doing art. Mum and Dad think I'm quite good at it. (Ax2 007g)</p> <p>I do like art. I've always been reasonably good at it from a very young age. (Ax2 011b)</p> <p>I enjoy art here... I was told... it's quite good. You've got time to relax... not writing. (Ax2 018b)</p> <p>I'm doing art 'cos I like drawing... quite good at mixing colours and things. ... Good fun. (Ay2 004b)</p> <p>4b,2g = 6 (23.1%)</p>	<p>I enjoy it. I'm not very good... I can do leisure art at home. (Ax2 001g)</p> <p>I enjoy art... I'm not really very good at it... I can do some of it. (Ax2 004g)</p> <p>I like it but it's not really good for a living ... it's more of an enjoyable thing. (Ax2 006b)</p> <p>I really like doing art... Everyone sort of puts you off... they say what the teacher's like. (Ax2 008g)</p> <p>I like art. I've just recently found out I'm a good drawer. (Ax2 009g)</p> <p>I like art. It's really good. I work with my hands. (Ax2 010bm)</p> <p>I like art... I like fiddling around with a pencil and that. (Ax2 012b)</p> <p>That's pretty good. I like drawing. (Ax2 013b)</p> <p>I like art... if you're not really a bright person you can go easily into that if you've got a skilled hand... It's relaxing... you don't have to think. (Ax2 016g)</p> <p>I like doing art... I wasn't really interested in it enough. (Ax2 017g)</p>	<p>It's alright. I quite like doing it. I'm not that good. (Ax2 002b)</p> <p>I'm not very good at art. I think it's alright though. (Ax2 014b)</p> <p>No, it won't get me anywhere. I'm gonna be a farmer.</p> <p>3b (11.5%)</p> <p>I quite like art. Some things I'm good at, some things I'm not, but I like trying. (Ax2 019b)</p> <p>I like art... I'm not very good at it. (Ax2 020gm)</p> <p>I'm not a very good artist, but I enjoy doing art for fun... If I'm really in the mood... I can draw alright. (Ay2 001g)</p> <p>I like art, mostly because I can do it... I like it when we have a free hand - can do what we want. (Ay2 002g)</p> <p>I like art... I like drawing... collage. I like most things in art. (Ax2 003g)</p>	<p>N I L</p> <p>I like that. I don't know, I just like it - not very good at it though. (Ay2 003g)</p> <p>I quite like art. I enjoy doing clay stuff and sketching. (Ax2 006b)</p> <p>7b,10g = 17 (65.4%)</p>
<p>OPTION ART</p> <p>'A' HIGH SCHOOL</p>			

1	2	3	4
<p>I like art very much. I like drawing and that... I enjoy it. (Bx2 009g)</p> <p>I'm taking that... I really enjoy art because you can... do your own thing. It really interests me. (Bx 012g)</p> <p>Yes, I was gonna take that... I just enjoy art. It gives me something to do with my fingers... I like sketching, (By2 003g)</p> <p>Yes, I think I'd probably take art. It's good to take 'cos I think I'm alright at drawing... I'm not too sure, but I think I could improve my skills on it. (Bz2 002b)</p> <p>I think I might be taking that. I like art, that's why, 'cos I'm quite good at drawing and that. (Bz2 004g)</p> <p>1b,4g = 5 (18.5%)</p>	<p>That's a maybe... I just like art. (Bx2 002g)</p> <p>Oh that's neat. I like doing art. ... I'm hoping to take art when I'm up at high school... I'm not really sure. (Bx2 007b)</p> <p>I enjoy art a lot... sometimes I'm not very good at it. When I'm just sketching I'm alright, but when we're painting, I... get a bit sloppy. (Bx2 013g)</p> <p>I dunno. I like that quite a lot. (Bx2 015gm)</p> <p>I thought about taking that but... I want to do engineering and... I thought technical drawing'd be better. ((Bx2 016b)</p> <p>Art'd be interesting 'cos you've got different choices... like painting, crayons... I don't really think I'll choose it because I'm already gonna do it (in the core). (By2 001gm)</p>	<p>I'm not really all that good at art. (Bx2 003g)</p> <p>I like drawing pictures in art but I don't like doing portraits or clay work. (Bx2 004b)</p> <p>I like drawing... but I can't get it right... I can see in my mind how I want it, but I can't quite get it. It makes me mad. (Bx2 005g)</p> <p>I like art, but I don't think I'd like to do it for half a year... I think there's other, better things. (Bx2 006b)</p> <p>Depends on what it is. Don't like art that much unless we're doing cartoons or making up your own drawings instead of doing what they say. (Bx2 011bm)</p>	<p>I don't like art much because I'm not very good at it. (Bx2 (Bx2 001b)</p> <p>I'm not gonna take art 'cos I'm not that good. (Bx2 008g)</p> <p>I'm not very good at it and it doesn't really appeal to me. (Bx2 010bm)</p> <p>2b,1g = 3 (11.1%)</p> <p>I'm not taking art 'cos it's not my strong point... not good at art, but I like it. (By2 005g)</p> <p>I like art, but I'm not very good at it, that's why I didn't choose (it). (Bz2 006g)</p> <p>4b,4g = 8 (29.6%)</p>
<p>OPTION ART 'B' HIGH SCHOOL</p>	<p>I really like art. I really like working with different materials and that... Ther's quite a few choices I would like to have... I've already got art in the core. (By2 002b)</p>	<p>That should be pretty good... you learn a lot about art... It's very good if... every art session you do something different. (By2 004b)</p> <p>I enjoy that. It's quite good fun. (Bz2 001b)</p>	<p>I was going to take that, but I think later on... I don't want get sick of it. (Bz2 003g)</p> <p>I like it. I'm quite a good drawer. We'll be doing a bit the core). (Bz2 005b)</p> <p>6b,5g = 11 (40.7%)</p>

1	2	3	4
<p>I play the flute and enjoy it. I enjoy playing with the orchestra when they make good sounds. It's fun to be at concerts and have people clapping for you. (Ax2 004g)</p> <p>I like doing music. I learn the piano. Mum and Dad decided that I'd take music 'cos I liked doing it except for the theory part. (Ax2 007g)</p> <p>2g (7.7%)</p>	<p>I love music. I play the clarinet. ... You do lots of theory work... (My sister) showed me some of the books. I just couldn't do it. You've got a music class anyway. (Ax2 001g)</p> <p>I like music. I play the violin ... I'm up to a level where I don't need to do it in form 3 as an extra subject. (Ax2 003g)</p> <p>I play the piano... there's two other subjects I want to take. (Ax2 009g)</p> <p>Depends on what we're learning. I like guitars... drums... but... I just play the recorder. (Ax2 013b)</p> <p>I like music. I play the saxophone... You have to take it (core) anyway. (Ax2 015b)</p> <p>It's one... you have to take. I didn't think I'd need to do it again as I play three instruments. (Ax2 016g)</p> <p>I love music... guitar... singing. ... but I can always do that somewhere else. (Ax2 017g)</p>	<p>It's O.K. Unless you're going to be a professional... it's not worth taking it. (Ax2 005b)</p> <p>I haven't learnt an instrument. (Ax2 008g)</p> <p>I like music, but I've never been able to learn an instrument. (Ax2 011b)</p> <p>No. (Ay2 002g)</p> <p>I'm not very good at it. (Ay2 005b)</p> <p>3b,2g = 5 (19.2%)</p> <p>I like listening... to all sorts... I do enjoy music. (Ax2 020gm)</p> <p>I enjoy music... guitar...singing. (Ay2 001g)</p> <p>I'll be going back to piano so I don't really need to do music at school. (Ay2 003g)</p> <p>I've given up (the trumpet)... takes up too much of my time. (Ay2 004b)</p> <p>That's O.K. I like playing the instruments... not the theory bit. (Ay2 006b)</p> <p>4b,8g = 12 (53.8%)</p>	<p>I don't like music. I'm not good at it. (Ax2 002b)</p> <p>I don't like it. I can play music, but you gotta practise and it takes too long. (Ax2 006b)</p> <p>Fail! I don't like music. (Ax2 010bm)</p> <p>I don't like music. (Ax2 012bm)</p> <p>I like listening... don't like playing. (Ax2 014b)</p> <p>It's not my thing. (Ax2 018b)</p> <p>I don't like music... just can't get the heck of it. (Ay2 019b)</p> <p>7b (26.9%)</p>
<p>OPTION MUSIC</p> <p>'A' HIGH SCHOOL</p>			

1	2	3	4
<p>I like music... play a cornet... band and all that sort of stuff. (Bx2 001b)</p> <p>That should be good... I'm not really that good at music but I wanna learn a bit... Gonna learn the guitar. (Bz2 004b)</p> <p>2b (8%)</p>	<p>I love music. It's sort of a toss up between French and music for me, because I play the flute. (Bx2 009g)</p> <p>I enjoy it very much... I don't play anything... so it's not really any use. (Bx2 009g)</p> <p>I've played a few instruments and I really like music... It's a bit of a hard choice. (Bx2 013g)</p> <p>I'm not really professional in it. but I like it. I used to play the violin but gave that up... liked... soccer... better. (Bx2 016b)</p> <p>I like music... all types of music. I can play a bit of the piano and the guitar. (By2 004g)</p> <p>I like that 'cos I can sing quite good... We'll do a little bit... I don't want to do too much of it. (By2 005b)</p> <p>I enjoy that. I play the guitar. I wanted environmental studies and music. (By2 006g)</p> <p>Music's quite good 'cos I can play quite a few instruments. (By2 001gm)</p> <p>2b,6g = 8 (32%)</p>	<p>I don't mind music... not very good at singing. (Bx2 002g)</p> <p>I like... playing the recorder but I don't... like doing the written work that much. (Bx2 003g)</p> <p>I like (to) sit down and listen... but sometimes you get boring stuff like opera. (Bx2 007b)</p> <p>That's reasonably interesting, 'specially the great composers, but I'm not too interested in music. (Bx2 010b)</p> <p>I can stand it, but I'm not really rapt in it. (Bx2 012g)</p> <p>I enjoy it to a certain extent... I don't take any music lessons privately. (By2 003g)</p> <p>I've got to a certain stage. I've had... a fair bit... It's... hard work. (Bz2 002b)</p> <p>I think that's quite good, but sometimes it can be a bit boring. (Bz2 003g)</p> <p>3b,5g = 8 (32%)</p>	<p>I don't like music. I don't like singing. (Bx2 004b)</p> <p>I don't like it... can't do it. (Bx2 006b)</p> <p>I'm not interested in music. (Bx2 008g)</p> <p>Don't like music much... just don't like playing instruments or anything. (Bx2 014b)</p> <p>I don't really like it all that much. I'm not too keen on it. (By2 002b)</p> <p>I don't like that very much... It gets boring at times... doing it yourself. (Bz2 001b)</p> <p>5b,1g = 6 (24%)</p>
<p>OPTION MUSIC</p> <p>'B' HIGH SCHOOL</p>			

1

My brother's doing it... He's quite enjoyed it, so that's what I'm gonna do. (Ax2 002b)

I took it because they said it's a really good subject. My brother... takes it. (Ax2 008g)

It's a good one 'cos you need it today. (Ax2 012bm)

Mum suggested that I should take it... When you're older you need it. (Ax2 014b)

I'll have to do that (to be a farmer)... buying and selling... bookwork. (Ax2 015b)

I took that. It's for my job. I want to be a manager. (Ax2 016g)

I was really relying on what my mother had told me... and my sisters... I found out that a lot of children had been taking this... They said... it's good. (Ax2 020gm)

I think it'll be good fun... I wanna work in a bank. (Ay2 001g)

It interests me... It could be useful (in a career). My sister took it. (Ay2 002g)

2

My sister took it... She's good at it. She said it's a good thing to take. (Ax2 001g)

Dad said he took it and enjoyed it. I'm quite interested. I think it can be useful. (Ax2 003g)

You need it for your own business, don't you? I wanna be a signwriter. (Ax2 005b)

Mum told me a lot about that. It sounded a good subject... it would help me with...jobs. (Ax2 007g)

In the future I want to be an accountant... I'll want to learn that sort of thing. (Ax2 011b)

It's a good thing to be in. It's to do with businesses - if you wanna have your own business. (Ax2 013b)

I don't really know what that is. My dad said something to do with maths... kinda money and cheques ... I like doing that... I wanna learn about it... I'm quite good at maths. (Ax2 004b)

5b,5g = 10 (38.5%)

3

I don't think it'd help me. I wanna be a vet. (Ax2 009g)

What's economic studies? (Ax2 010bm)

Mum said I should take it. I thought it'd be quite good, but it didn't really interest me. (Ay2 005b)

2b,1g = 3 (11.5%)

It could be useful for going to become an accountant or something. I think it would be quite interesting... I think it would be quite fun to see what it's like. (Ax2 018b)

I chose that one for my third one. I don't know much about it. Mum told me to take it. (Ax2 019b)

I like learning things like that... like temperature and things... I've forgotten what it is, but I'm taking it as my third choice. (Ay2 005b)

4

I suppose it's alright... book-keeping - I'm not very interested in that. (Ax2 004g)

I think I'd be bored stiff doing that. Mum and Dad don't really want me to take it. (Ax2 017g)

My sister took it, and the things she did, I didn't like it... I don't want to be stuck in an office. (Ax2 006b)

1b,2g = 3 (11.5%)

I chose that. I thought it would be good to find out how you would work out bills and stuff like this. (Ay2 006b)

6b, 4g = 10 (38.5%)

OPTION ECONOMIC STUDIES

'A' HIGH SCHOOL

1	2	3	4
<p>My sister... said it was quite good and she enjoyed it... I didn't like any of the other ones. (Bx2 004b)</p> <p>I like to study trees. I like to get out 'cos I'm a scout. That's one I like. (Bx2 006b)</p> <p>I think quite a lot about pollution and that... so I think I'll take that. (Bx2 007b)</p> <p>It's like science and I wanna do science sort of stuff. (Bx2 008g)</p> <p>I don't want to take the others...(Sister) said it would be about what I want to do. (Bx2 016b)</p> <p>I reckon that's quite good... I'm just interested in it. (By2 003g)</p>	<p>That'd be quite fun, I should think. ... My second choice. (Bx2 001b)</p> <p>Is that sorta like science?... Sounds alright. (Bx2 003g)</p> <p>I've heard that it's really good, but I'm not taking that. (Bx2 012g)</p> <p>That'd be good... mostly about... your own country. (By2 001gm)</p> <p>Sounded quite good but I suppose you can't take all of them. (By2 004b)</p> <p>I think that should be alright... learning all about nature and that. (Bz2 002b)</p> <p>I don't really know much about that but I think it might be quite good. (Bz2 004g)</p> <p>3b,4g = 7 (25.9%)</p>	<p>What do you do for that? (Bx2 002g)</p> <p>(Do you know what that is?) No. (Did you read the prospectus?) Only some of it. (Bx2 009g)</p> <p>Depends... If it's about dancing or something like that I wouldn't do it. (Bx2 011bm)</p> <p>I'm not sure 'cos I haven't really studied the prospectus. (Bx2 013g)</p> <p>What do you do in that? (Bx2 014b)</p> <p>(Do you know what it is?) No. (Bx2 015gm)</p>	<p>I just don't like it. I'd rather choose something I can really get involved with. (Bx2 005g)</p> <p>It doesn't appeal to me much...it can get a bit boring after a time. (Bx2 010b)</p> <p>1b,1g = 2 (7.4%)</p> <p>I wasn't exactly sure what it was but I found out it was about different areas, or something. (By2 002b)</p> <p>3b,4g = 7 (25.9%)</p>
<p>I think I'll like it... I like trees and insects and stuff like that. (By2 005g)</p> <p>I've taken that because my sister said it was a good subject. (Bz2 001b)</p>	<p>Mum's told me a lot of it is on people and there's experiments... I like that. (Bz2 003g)</p> <p>My sister told me a bit about it and it seems to be the best of those. (Bz2 005b)</p>	<p>I like that... Mum and Dad... read the booklet and they told me what to do, and I quite liked it. (Bz2 006g)</p> <p>6b,5g = 11 (40.7%)</p>	<p>OPTION ENVIRONMENTAL STUDIES</p> <p>'B' HIGH SCHOOL</p>

1	2	3	4
<p>That's my main choice in one of the options... I'm interested in the past... and what's the difference between then and now. (Bx2 010b)</p> <p>It's really interesting... I think it helps people to understand how we are today and what happened beforehand. (Bx2 012g)</p> <p>It'd be a good subject to take, learning about what's in the past. (Bz2 002b)</p> <p>2b, 1g = 3 (11.1%)</p>	<p>I'll only take that if I can't get into environmental studies. (Bx2 004b)</p> <p>History's alright... just depends what part... It's good to see some people that care about other people. (Bx2 007b)</p> <p>Yeah, I like history... know what happened a long time ago. (Bx2 011bm)</p> <p>It's quite interesting... I like listening and doing the work on it. (Bx2 014b)</p> <p>Yeah, it's that one or the other one. (Bx2 016b)</p> <p>That's my second choice but Mum says one of the disadvantages is you gotta learn all the dates. (By2 003g)</p> <p>4b,2g = 6 (22.2%)</p>	<p>I don't really know much about history... I don't know what sort of stuff you do in it. (Bx2 001b)</p> <p>I don't really know 'cos I haven't done history before. (Bx2 002g)</p> <p>I feel I could get bored if I took that... parts... are interesting, but parts of it don't interest me. (Bx2 005g)</p> <p>Is it something to do with the past or something? (Bx2 009g)</p> <p>I dunno. What's that about? (Bx2 015gm)</p> <p>You talk about the past, mostly... like pilgrims and all this. (By2 001gm)</p> <p>Alright, but not too good... You have to memorize quite a few things. (By2 002b)</p> <p>I'm quite interested... as long as there's not too many dates... I'm not really interested... because it's all sort of gone, and it's not going to be too much use later. (By2 004b)</p>	<p>I think the things that have been ... have been, so it's no use worrying about them. (Bx2 003g)</p> <p>Hopeless at it! I can hardly remember anything. (Bx2 006b)</p> <p>I'm not really interested... 'cos I get it all from my sisters and I read the books they bring home. (Bx2 008g)</p> <p>I don't think I'm really interested... don't really like it. (Bx2 013g)</p> <p>Not too interested in the past... I think the future's more important. (By2 005g)</p> <p>I wasn't too keen... It's too long. Bz2 001b)</p> <p>I think it could get a bit boring ... Mum and Dad tell me a lot of history things. (Bz2 003g)</p> <p>Not very interested. (Bz2 005b)</p> <p>We did (the local area)... It seemed quite boring. I didn't enjoy it at all. (Bz2 006g)</p> <p>3b,6g = 9 (33.3%)</p>
<p>OPTION HISTORY</p> <p>'B' HIGH SCHOOL</p>	<p>I don't know too much about history. (Bz2 004g)</p> <p>3b,6g = 9 (33.3%)</p>		

APPENDIX EFORM THREE PUPILS' ATTITUDES TO THE OPTIONS

(Combined samples)

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POSITIVE COMMENTS

I did French in form one ... I knew a bit of it, but I'm learning quite a lot still. It's alright. (Ax3 002b)

I'm really enjoying it. I think it's really good... Form one I was in French, form two I didn't go. I only took it (here) to see what it was like, and it's much different. It's more fun. (Ax3 004g)

That's good as well. A lot different to at (Intermediate). We had two different teachers, but we didn't do much of the geography... We've got Mademoiselle here, and she's actually from France. And we had a teacher that just went over to New Caledonia and she was teaching a lot of French that they spoke when they were over there. (Ay3 002g)

I quite enjoy that... I dunno, I just enjoy languages. (Ay3 006b)

It's a lot of work, but it's good because it's rewarding when you learn something, and then you can... recognise it, and you're actually learning to say something in a different language and that. I sort of like that. (Bx3 012g)

AMBIVALENT COMMENTS

It's good, but it's hard. It's hard learning a different language. I mean pronunciation. You can get them all wrong and things... I mean, I can sort of remember which way the words go, but it's hard to remember how to pronounce them. It's easier to write than say it. (Ax3 003g)

I like the teacher, she's nice. But somehow I feel we're sorta rushing it a bit. We do a lot of work each day and we always have tons of homework ... We learn a whole lot of vocab and that, and it's really quite hard, and she doesn't give us enough time to learn it - sorta sink it through into our brain, so I don't really sorta understand it. I like it but we sorta get too much work done. I'm not saying as if I wish I hadn't've chosen it now. I like it, but well, it's just that we sort of cram it all in, and it's just too hard... A lot of kids feel that way too, in our class. (Bx3 013g)

Oh it's going quite good. I sort of get behind a bit but then I just do it for homework. Most of the time it's quite easy out of the exercise book. It's just sort of copying. (Bx3 014b)

NEGATIVE COMMENTS

Nil

At the start of the year it was quite easy but now we're getting on it's getting harder, and you've gotta lotta homework and that... You've gotta learn a lotta words and some of them look different than they sound - most of them do! ... I didn't like that at the start ... all the homework we got and that, you know. We have a test every day in that. (Bz3 004g)

That's pretty good. We've got a really good teacher and he's very good, though it's hard. My mother and father ... know a little bit, so I can talk to them. (By3 004b)

POSITIVE COMMENTS	AMBIVALENT COMMENTS	NEGATIVE COMMENTS
<p>I like German 'cos it's another language... can go over to another country, and with a lot of jobs you just about need another language if you want some job. It's really good. I've got three A's for it. I've only got one C... It's not that hard, 'cos I can understand quite a bit of it. (Ax3 016g)</p> <p>I like German. That's pretty good... I'm surprised I've learnt so much already. (Ay3 005b)</p> <p>I'm getting on really well. Mr --- the teacher had my sister as well, and he's a really good teacher. And I've been getting on quite well. As soon as I get home I try and do all the homework we have, and get it ready for the next day. I don't find it too hard. (By3 002b)</p>	<p>Nil</p>	<p>Nil</p>

POSITIVE COMMENTS	AMBIVALENT COMMENTS	NEGATIVE COMMENTS
<p>It's better (than economic studies). You learn more things and I like it... We go and visit maraes and learn new words and that. (Ax3 012bm)</p> <p>That's good. We were on a trip last week and it was really fantastic, and it's the first time I've ever been on a marae ... And we're doing a project on it now. It's a bit hard 'cos you can't remember what you did. And I'm learning to say "hello" and "how are you?" and things like that, and it's good, you know. (Ax3 017g)</p>	<p>S'alright. (Bx3 011bm)</p> <p>That's good. I like that. It's interesting. But, you see, some of the words have macrons on top ... If you say it in the right way it means the right thing, but if you say it a different way, it means something completely different. ... At first it was difficult, but it's getting a bit easier now... Dad and my grandma always talk and I catch on a bit now. (By3 001gm)</p>	<p>I don't like it now. (I: Why is that? - no reply - Is that hard work?) Yeah. (Bx3 015gm)</p>
<p>Maori, I'm really enjoying. It's thoroughly exciting, and I love it. We've already been on a trip to the east coast, and that was ... just full of knowledge... I think Maori is very educational and everybody should take it up. I think it's beautiful. Right now we're doing a diary on what we did on the trip, and she said she only wanted three pages and some kids have come up with 14 pages ... She wants us to cramp it and miss out a lot of stuff, which we don't really want to do. (Ax3 020gm)</p>	<p>It's good. It's interesting, and different... It's not just learning the language, it's learning about the people and their ways, and food, and stuff like that. ... Our Maori teacher's been all over the world, America anyway. And she's told us a lot about that. (Bz3 003g)</p>	

POSITIVE COMMENTS	AMBIVALENT COMMENTS	NEGATIVE COMMENTS
<p>That's quite good. We're just sort of learning what to do. We haven't really started. We're drawing, but it's not hard and things. It's just easy. (Ax3 006b)</p> <p>It's sort of hard to say. It's interesting, it's not boring. You're always doing something. (Ax3 007g)</p> <p>That's one of the ones I really wanted to take 'cos of computer technician and that. (Ax3 011b)</p> <p>That's good. I like it - doing all sorts of things I've never done before... doing lots of different designs and that. ((Ax3 013b)</p>	<p>It's good, yeah. It gets a bit boring in the odd bit ... Some people in the class are a bit more advanced than other ones, so you've just got to wait for them to catch up. (Ax3 010b)</p> <p>Well at the start, I dunno. There aren't many girls in there ... (I: Does that put you off?) Sometimes, yes. But there are quite a few, and the thing is in the beginning it was quite easy. Now you're starting to use all your - all the technical stuff, and you're getting all mixed up, but I've got it right now. I just like drawing and I wanted to see what technical drawing's all about. (Ay3 003g)</p>	<p>That's a bit of a waste of time. It's boring. I think it's just our class because all the other classes are way ahead of us. They're starting to design cards and all this stuff. We're just still on boxes and different angles. (I: Are you glad you took tech. drawing?) Don't think so. I was always ahead of this girl, and this girl has got all A's and I only got B pluses. Dunno how she got that because I was always ahead of her and she was always the one who needs help... All the girls in our class seem to be bad and he's doing all this basic stuff. (Ax3 005b)</p>
<p>That's quite good now. I've learnt a lot so far. You learn all the angles and things like that... I didn't really understand it at first, but now I've got the hang of it. (Ax3 014b)</p> <p>Yeah, I like that. I find it strange 'cos ... the teacher will say "Draw this" and I can draw it, and other people have trouble. I don't see how they can have trouble, 'cos it's easy for me. (Ax3 018b)</p>	<p>I like that. I just like drawing and designing things. (Ax3 019b)</p> <p>I really like that one the best... Well, we don't do any writing, and you sort of learn in a way that you're doing, more than normal subjects... When you're drawing I think you learn more than when you're writing out everything. (Ay3 005b)</p> <p>That's good fun doing that ... I like constructing things and just find it interesting. (Ay3 006b)</p>	

POSITIVE COMMENTS	AMBIVALENT COMMENTS	NEGATIVE COMMENTS
<p>Tech. drawing is the best subject. It is better than my other options. I don't like the teacher much, but in the third term we have a different teacher, so it will probably get better. But I really enjoy tech. drawing and will probably take it for School Cert. (Bx3 001b)</p> <p>I think it is an excellent subject as it will be helpful in later years. I am enjoying it at the moment as we do ... interesting drawings. (Bx3 008g)</p> <p>Yes, I'm pleased to have joined tech. drawing. I'm finding it very useful and logical. It's working with simple maths and physics. It's taking advantage of simple equipment, and the teacher's a laugh. (Bx3 010b)</p> <p>That's good. I like that one. You have something different in the work and that. (Bx3 014b)</p> <p>That's good. It's about one of my best subjects at school... It's a good one. I didn't really know what it was going to be, but I knew it was drawing, not so much shading and things like that, but drawing accurately. (Bx3 016b)</p>	<p>It's alright. It's just what I thought it would be, you know, but I don't really enjoy it that much. I don't really know why. I mean, it's exactly what I thought it would be, but ... last year I really wanted to be an architect, but this year, I dunno ... I've gone off that idea. I'm glad I chose it, but I don't think I'll carry it on next year. (Bx3 003g)</p> <p>Oh, that seems to be quite good, but I find that we start a thing one week and we get half way through it, then the next week, instead of finishing this, we start a different thing. It seems to be going through pretty fast... We work on special boards and we got special rulers and that kind of thing, so ... we can't do it for homework. We leave our folders at school. ... Quite a few fellers, they do finish, but the majority of them don't. The guys sitting in front of me and beside me don't finish... I have learnt a lot. It's just the way we draw them which goes a bit fast. (Bx3 006b)</p> <p>I really like it. My teacher had my father for tech. drawing, and it's really good. I've been getting pretty good marks for it. ... Enjoying it. (By3 002b)</p>	<p>That gets a bit boring sometimes... It's hard sometimes, too ... Sometimes it's hard to understand. (By3 003g)</p> <p>(Positive Comments Continued)</p> <p>Yes, tech. drawing is good and I reckon the work is pretty easy, and now we're getting into harder things. Yes, I'm pleased I took it because it's great. (Bz3 001b)*</p> <p>I really enjoy the subject... It is easy to understand the work. We have a good teacher who is always helping us. It is a good subject as it does not drag on. You are no sooner finished one drawing when another is underway. (Bz3 002b)*</p> <p>...An enjoyable subject. It's quite hard - that's why I like it. (Bz3 005b)</p>

POSITIVE COMMENTS	AMBIVALENT COMMENTS	NEGATIVE COMMENTS
<p>We're doing metalwork at the moment. That's alright. We're making a shovel thing, and I've almost finished... It's quite good. The teacher's a bit of a dag ... He said "I don't mind if you get cut open, it's just that I don't like cleaning up the mess"... He's quite good. (Ax3 006b)</p> <p>It's quite good, 'cos last year we were told.. We were given the design we done. ... Here you make up your own design and that. (Ax3 012bm)</p> <p>That's going good. We're doing one project on a little broom, half-broom and shovel, and that's been good. We do a bit of bookwork, but it's really neat fun. (Ax3 015b)</p>	<p>We don't seem to work as fast (as in form two)... but then again we had longer. We only had it once a week. (Here) you get more in the long run, over the week. I like that. That's good... I wouldn't mind having another subject, 'cos you know, it's so slow it's getting boring. (Ax3 013b)</p> <p>Well, at the beginning of the year I was the only girl in the class and all these other boys were a bit rough. And I was a bit scared and that and I wanted to be changed to music or tech. drawing... And Mum was trying to con me into it and she rang up Mr --- and Mr --- and everybody, and tried to tell me what we were gonna do, and she said "Give it about 6 months trial and then we'll see if we change you". And from the Maori trip I've got to know a couple of boys in the class, and they help me with my work and I'm getting along well now. I'm glad I did it because it's fun. You do harder things than you did at intermediate ... but it's really good. You learn a lot of things, you know, not just making things. You learn about the metals and that. (Ax3 017g)</p> <p>It's alright I suppose, metalwork. It's a bit boring at times. Probably get better. (Ax3 019b)</p>	<p>Nil</p>

POSITIVE COMMENTS	AMBIVALENT COMMENTS	NEGATIVE COMMENTS
<p>(Teacher's) real good. He's funny, and we're doing good projects ... done a book-case, cassette rack, and now we're on a tool box, and it's quite good. (Bx3 001b)</p> <p>Woodwork is very good and interesting. I like woodwork better than metalwork. In woodwork you need to be pretty good with your hands. (Bx3 007b)</p> <p>I think woodwork is good so far ... We are making things for the kitchen and we could make what we wanted. It was better than the one at intermediate because we were told what to make and they were useless. (Bx3 014b)</p> <p>Yeah, I like that. Making different things. (Bz3 001b)</p> <p>Yeah, it's really good. Make lots of stuff and that ... We've made two things so far... I think it's a lot better (than metalwork). (Bz3 002b)</p>	<p>I think it is a bit slow because when we are making something it takes a lot longer than it should. Most of the things we are making we made at intermediate, but over all it is alright. (Bx3 006b)</p> <p>I'm quite enjoying it. I'm getting behind quite badly, but it's quite good. It gets you away from everything, you know. Like we've got it last period one afternoon, and you know, you're feeling really down and wouldn't really be listening to any of the other subjects... I'm slow. I like to take care of my work. No-one else does and they get better marks than me. (Bx3 010b)</p> <p>It's alright. (Bx3 011bm)</p>	<p>Nil</p>

POSITIVE COMMENTS	AMBIVALENT COMMENTS	NEGATIVE COMMENTS
<p>I like that one too. It's because we make things and it's different from down in intermediate... At high school we've got a casting bay and we make moulds. (Bx3 004b)</p> <p>That's good. I like doing metalwork. It's good. (Bx3 007b)</p> <p>I think it is the best subject I could have taken and I like it so much I will be doing it every other year, and when I leave school too, because it is something I like to do and I think I do it well. I would also like to have a job after school dealing with engineering, not just cleaning up, and I am very pleased I chose metalwork. (Bx3 016b)</p> <p>Yeah, that's been really good because there's a lot of things I haven't really done before at home or anything like that. And it's different. We're doing things - perspex and that type of thing. It's really been enjoyable. Very good. (By3 004b)</p>	<p>Nil</p>	<p>Oh I dunno. I don't really like it. (Bx3 011bm)</p>
<p>Yeah, that's quite good. I chose woodwork but I got put in metalwork, but I didn't mind. I'm happy that I did get put in</p>	<p>metalwork now. It's good... It's a change (from woodwork). That's why I like it. (Bz3 005b)</p>	

METALWORK - FORM THREE ('B' only)

POSITIVE COMMENTS	AMBIVALENT COMMENTS	NEGATIVE COMMENTS
<p>We do a lot less practical, but it's been pretty good. We're doing nutrition and nutritional goals and all that sort of thing ... which is very good. (Ax3 001g)</p> <p>I have changed my option to home economics. This is because I lost interest in tech. drawing. The reason why I took home ec. is because I had done a bit of cooking at home and I really enjoyed it, so I thought it would be good to take home ec. since I enjoyed cooking. I am very pleased I changed my option. (Bx3 002g)</p> <p>Home economics is an interesting subject because it helps me to know how I should budget things when I leave home, what's good and not for my health, how to keep a good figure. And when you haven't got something like a special type of food, you can know what to put in its place. Home economics can help you know what is the best way to budget money and food. (By3 001gm)</p> <p>I think it's better than environmental studies. I like home ec. It's really good. I like the practical work, and I don't mind doing the theory. (By3 005g)</p>	<p>I like the practical, but we do too much writing. It's fun. It's something that I can fall back on, but it wasn't something I was going to take up seriously. It's more something to go to for fun. (Ax3 004g)</p>	<p>Nil</p>

POSITIVE COMMENTS	AMBIVALENT COMMENTS	NEGATIVE COMMENTS
<p>I got clothing because too many people must have wanted art ... I don't really mind because I like clothing as well ... I'm learning a lot in clothing and I don't really mind. (Bx3 012g)</p> <p>I think clothing is well worth taking as it will help you in the long run, with clothes so dear. It will cost you half the price, so you can nearly have two garments for one garment you buy at the shop. I am pleased I took clothing because I feel I have more confidence in making things. When you wear it people comment. You feel happy that people comment on what you do. (Bz3 006g)</p>	<p>I really like clothing although I haven't studied any practical yet, because we've done a whole lot of bookwork, and I still haven't caught up on that, although I've done all my homework and that. But every time we have clothing, we have a lot of theory, so I don't get a lot of time to sew, because we have sample seams as well, and that takes up a lot of time... I'd rather get more sewing done than theory... I really enjoy it. The teacher's nice although I find her a little too soft on us kids ... Well, no offence to them, but the Maoris sort of slack around. I sort of feel they chose the subject because last year they thought the teacher was a bit soft, too, and they could just slack around, do anything they wanted. (Bx3 013g)</p>	<p>I got put in the (withdrawal) room for sewing. (I: What did you think of sewing?) Hated it. I just hated sewing. Hated the teacher, hated the work. (Bx3 015gm)</p>

POSITIVE COMMENTS	AMBIVALENT COMMENTS	NEGATIVE COMMENTS
<p>Well we've learnt a lot. I know every key on the board just about, and you just do things like tabulation, which is putting words in columns, and you learn lots of things about the typewriter and what you should and shouldn't do. We do a lot more typing than I thought we would. I dunno why, but I thought we would be doing a lot of writing or something. But every lesson we do typing. It's good. (Ax3 001g)</p> <p>That's fun. When you get used to it, it flows easily. And the teacher's nice. (Ax3 008g)</p> <p>It's good. I like it ... because I've always wanted to do it ... and it's just what I expected. It's good. (Bx3 002g)</p> <p>I think typing is a good subject because it is leading me up to a good job. Typing is needed for a lot of jobs especially those involved with computers. I enjoy typing. (Bx3 003g)</p>	<p>I'm going well in that, but I wish I'd taken art now. Typing's fun, but I would have preferred art now. I've had a look at what other people are doing and it's really neat. I wish I could have done it. (Ax3 009g)</p> <p>It was a bit boring at the start, but now that I can type and know where most of the letters are, it's quite good. We're gonna make Easter cards on Wednesday, and we've learnt all about tabulation. (Ay3 001g)</p> <p>Well, beginning it was fun, because you're learning all new things, and now it's getting a bit boring. But as you go on you'll be right. (I: Why boring?) Well, you're doing sort of the same stuff you're doing right at the beginning, and you're going over and over it again, which is a bit boring. (Ay3 003g)</p> <p>Some days I like it and some days I hate it! I get very tired after a typing lesson. I quite like typing paragraphs if they are</p>	<p>I thought it might be interesting, but I hate it... because you just sit on a chair and then you use your fingers. Boring. (Bx3 008g)</p> <p>I'm not so sure (why I chose it). Mainly because I thought typing was fun, but it's not really. I don't really like typing now. It's quite boring ... There's too many mistakes and she always stops us, and we're not allowed to rub it out or anything. We just carry on. I dunno, I just don't think it's interesting. I wish I didn't (do it). (By3 001gm)</p> <p>interesting, or about something I don't really know about already. (Bx3 012g)*</p> <p>Typing is a big change from my last option (art) but I enjoy it just as much. Some days I go are harder than others, and I think Mrs --- gives us a bit much work sometimes. (Bz3 004g)</p>
<p>I'm really quite pleased I chose typing because it's teaching me to type, which I've always wanted to do, and also to use my memory. It's helping with my precision too in a way. (Bx2 005g)</p>	<p>I really enjoy it. The teacher is really nice. (Bx3 013g)</p> <p>I quite enjoy it and find it quite interesting. (By3 002g)</p>	<p>I really like typing. I like the teacher, she's really nice... humorous. (By3 005g)</p> <p>That's good. I like it. (Bz3 003g)</p> <p>I really enjoy it... It might help me in ... a job. (Bz3 006g)</p>

POSITIVE COMMENTS	AMBIVALENT COMMENTS	NEGATIVE COMMENTS
<p>That's good. I'm quite pleased with that. Whereas in (intermediate school) we all drew .. told to do that .. and she was see .. compared it to the rest of the class, this year we're learning the skills of art and how and what to do. That's very good. I like that. (Ax3 001b)</p> <p>I really like it. It's good fun. I look forward to going there. It's a time when you can stop writing and you can ... start drawing and do a bit of your own thing. That's why I like that. I'm learning all the time, but learning in a way that it doesn't really give you a headache. It's easy to learn ... through pictures. (Ax3 018b)</p>	<p>That's good. I don't get as good a marks as I hoped 'cos last year I got all A's, but this year I've only got one A and two B's. I was hoping to get a bit better, but it's quite good, really. (Ax3 005b)</p>	<p>I don't really like it that much. I sort of get bored in the class ... Well, I'm not all that great at art, but I like drawing things. So far we've been doing the human figure, then the human face, and we haven't really been doing much with it ... We haven't really done anything interesting so far. Not long ago I wished I could change from art to tech. drawing. (Ay3 004b)</p>
<p>It's good. I like drawing and that. We're doing pottery at the moment. (Bx3 009g)</p> <p>I find that art is very enjoyable and I like going to it. I like it because it gives me a chance to use my own ideas and create something I usually wouldn't have thought about. One thing I do like is clay, and working with crayons. (By3 003g)</p>	<p>Yes, I am pleased I chose art. It is better than I thought it would be because it has more variety. It is a very good fill-in subject and it brightens up the day, and gives me a change from slogging away at a desk. I would not change this subject in any way other than to make the period longer. (Bz3 003g)</p> <p>I like it. It's really good. We do a lotta things. We do more in that art than core art. You do pottery and all this. (Bz3 004g)</p>	

POSITIVE COMMENTS	AMBIVALENT COMMENTS	NEGATIVE COMMENTS
<p>That's more interesting (than core music) because you can have more - freer time. You can do what you like. You can have practical practice or theory practice, or whatever you want. You can do assignments that he sets you out of this book. It's more interesting than core music is. I like it. It's good. (Bx3 001b)</p>	<p>Since I've got this flute, I've been playing that. I thought it might be good to choose music for an option so I can get to know more about the notes and ... things about music... (It's) alright. . It gets a bit boring at times, but it's O.K. (I: Why does it get boring?) It's just the sort of things we do - some things that are not even to do with music. (Bx3 002g)</p>	<p>Nil</p>
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POSITIVE COMMENTS	AMBIVALENT COMMENTS	NEGATIVE COMMENTS
<p>That's very good. Last year on the orientation day we were supposed to have Mr ---. We were told about him ... and from what my brother said he was fairly strict and that, and I was a bit worried, but I think he's quite a good teacher now. But we haven't got him anyway. We've got the other ... teacher. He's good and what we do with him's quite fun. Very good. Probably my favourite subject. (Ax3 002b)</p> <p>It's good. You learn about what's going on in the world, and I've never really taken much notice of the newspapers until now. (Ax3 007g)</p>	<p>That's a bit like social studies, I reckon, 'cos you do a lot of drawing and poster work and stuff, but I don't like the idea of groups ... He puts you in groups. We had a group. I hated it. It was awful, 'cos the boys have one idea ... and you have the other idea, and then they just reckon their idea is the only idea and so they have to stick to it. I prefer to work on my own, anyway on a poster. Get much more work done by yourself I reckon. (Ax3 016g)</p>	<p>I don't seem to catch on to things in economic studies. Mr ---, he's really nice, but in economic studies my mind seems to waver and doesn't seem to pay attention. I really should make it, but it just doesn't ... I can catch on to some things, but since I've been away I've got to catch up and it's been rather hard doing it on your own. (Ax3 020gm)</p>
<p>That's a good subject. I like it except sometimes I can't understand some of it. But he's a good teacher and he doesn't give us too much homework and ... he doesn't make us write essays and things like that. It's alright. He thinks, you've got pictures in the book so ... they give you more of a message than writing down a whole lot of stuff. It's a good idea. We can understand it too. (Ax3 008g)</p> <p>Oh it's good. A bit hard sometimes, but otherwise, you know, it's going really well. (Ax3 009g)</p>	<p>It's a lot better (than metal and wood tech. would have been). (Ax3 010b)</p> <p>That's good 'cos we learn all about the different things that are going on around and that. Banks and stuff like that. (Ax3 014b)</p> <p>It's good. It's not that hard. You do book work... The last couple of days we've been doing posters. But it's good. S'nothing too hard ... S'not boring or anything. (Ax3 015b)</p> <p>Oh that's good. I'm really interested in that because when I grow up I wanna work in a bank. I've learnt a lot that I didn't know. It's been really good. (Ay3 001g)</p>	<p>It's really good... It's quite easy. It's quite enjoyable - good teacher. (Ay3 002g)</p> <p>I've learnt a lot from there. We do quite interesting things in economic studies. It could be a bit more work than I expected, but it's still good. I like it. (Ay3 004b)</p>

POSITIVE COMMENTS	AMBIVALENT COMMENTS	NEGATIVE COMMENTS
<p>I like that one of the best 'cos we do lotsa diagrams and maps and that's better than the rest ... It's not really too much work. Doesn't take us long to do a map. We've just got to copy it from the board or something. (Bx3 004b)</p> <p>(It's) good. It'll help me pass part of my School C. if I go for it ... Normally talk about things like social studies, and teacher asks ... about how come volcanoes come up, and tectonic plates and all things like that. It's good. Teacher's good. (Bx3 007b)</p> <p>Oh it's good, because you're learning about plate tectonics ... and ... first part we did was ... had to do everything down to scale, our bedroom and our classroom and everything, and we did the school, and then we did maps of (town) ... which was fairly good. (Bx3 008g)</p> <p>I like that. It's sort of social studies. It's good. It's like science though... You do all sorts of things about the environment around us. (Bx3 009g)</p>	<p>Oh it's alright. So far we've been looking at lots of different things. We seem to be hurrying through a bit faster than I would have liked ... I'm not a very fast worker and I can't write that fast... Seems alright. Teacher's alright. I thought we'd be looking at the land and the bush and all that sort of thing, but we've been looking at the environment around us, like the roads and houses and how towns have been set up. (Bx3 005b)</p> <p>It's alright, but I find it a bit hard sometimes, learning all the different types of things. (By3 003g)</p>	<p>Nil</p>
	<p>Oh it's good. I like it, but I suppose I'm quite good at it, and if I'm good, I might as well keep it up ... I'm gonna learn something out of it. (Bx3 016b)</p> <p>Yeah, it's good. I like environmental studies ... drawing of maps and diagrams and things like that ... It's good. (By3 005g)</p> <p>Oh that's alright. You learn about the environment around us and stuff like that (Bz3 002b)</p>	<p>That's quite good because I live on a farm and I'm gonna be a farmer when I grow up ... Just learning about the soil and all that. It's quite good. (Bz3 005b)</p> <p>It's different, because when we're here we're studying (the town). First we studied what's in our bedroom, and then we compared it with the classroom, and then we did the suburb we live in ... It makes you aware ... of your environment. I really do (enjoy it). (Bz3 006g)</p>

POSITIVE COMMENTS	AMBIVALENT COMMENTS	NEGATIVE COMMENTS
<p>Nil</p>	<p>Oh well at the moment we're doing the beginning of our surnames, which I'm finding really boring, because what we've done so far is done a big chart, and we've had a look through telephone books, and I didn't like that bit. Before, we did the Second World War, and we did a whole lot of subjects back home in England, like we did the home guard and paratroopers and a few other things, and that was really good ... I'm looking forward to quite a few of the subjects (topics) we're doing... We've got a list of what we're doing during the year. (Bx3 010b)</p>	<p>Nil</p>
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APPENDIX FSAMPLE WORKING DOCUMENTS

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NOTE: All taped interviews were transcribed in full. Brief summaries of each transcript were made under subject headings in order to facilitate data analysis.

Transcript Summary - Form Two:

- 8/2/004 French - I chose that one 'cos we're going to France... That's why I'm taking that one. I have to, really... August, next year... That should be good. Dad's learning French, so's mum... mum's already learnt it. She already knows a lot so she should help and when they go over to France I'll know a lot, so I'll be able to take it on to school. German I don't really know about German... I don't think I will ever go to Germany. I don't know... really. Mum, I wanted to take that but I can't. (because of doing F in class?) Yeah, I just like Muzi. My mum takes language at that at the university... Studies it. It should be interesting and you learn a bit about what they used to do and that. Environ - Don't know much about that one. I'd like to take that one too... sounded quite good, but I suppose you can't take all of them. I suppose you're quite interested in history as long as there's not too many dates and that. I'm not very good at remembering them... I'm not really interested too much in history, because it's all sort of gone, and it's not going to be too much use later.
- Music - I'm gonna have it in the other option. Parents - They gave me the choice but they advised me... 'cos they know what I'm interested in and that... (French) They wanted me to choose something that was hard 'cos they reckoned it was all too easy at High School... they didn't want me to take some things like clothing and that... They say that when you go to high school you might as well learn as much as you can... when you're older you're going to benefit if you learn a lot more at high school... your mum, sort of, learning stage.
- Art - That should be pretty good too. Well, you learn a lot about art and that. I don't really know much about that one... It's very good if you just do every art session, you do something different. No... not choosing that. Clothing I could do that but I do clothing at home and I learnt a bit at manual (You know the basics?) Yeah, I do. I don't really think I'll need it too much.
- Home Ec. I'd love to do that one but I don't really want to because I don't really think it'll be too much help... but that would be really good fun. (Not much use?)... It's pretty easy to learn cooking really, 'cos, well, mum taught me quite a bit and... already know quite a bit, so... if you've got a recipe or something, you don't have to learn it. It's not like with or without you have to learn to use a welder & stuff like that. Metals - I'm taking that one because you've already learnt Welding at manual. I'll take metals and that can help me with Spot welding and that... I wanted to learn about Welding too but I've already done that so I don't really need to, and we've got stuff at home so I can do it.
- Music - I'm taking that one. Gonna learn the guitar. I couldn't really decide on any other one... I was going to take W, 'cos Mum but they said you shouldn't... you can't take it on to do in school certificate. and things like that, 'cos it stops at a certain age so they advise you to take another one - in fact that.
- Tech - I didn't want to do that 'cos it was too easy... They showed us some drawings and that and it looked a little bit boring and a bit easy, and we got friends... that go to rugby, and the next-door-neighbour, and they said it wasn't that good. Typing I was thinking about that, but mum said I wouldn't really need it. The only thing I could use it for is computers, but I don't think I'll go into that. Welding - I wouldn't have minded taking that but that looked a bit easy, too, and mainly because they told you not to take two like W - Mum because you shouldn't really take it on - use it for school 'cos anything like that (NB - not true)

B4 009g

English I like it sometimes... I like essay writing... mostly stories (what don't you like) I spose punctuation and things like that.

Maths I like maths. I don't really know what's good about it, but I like it. I find it's quite easy.

Science I like science... it's O.K. when you can understand the work... sometimes it's a bit difficult, but at times it's good... I like doing experiments.

Soc. Studs. No. Don't like it.. I spose I find the topics boring... we're doing something about women... Do you know somebody Rankhurst.. how she started that war. things like that. I find that boring. (Do they sometimes have interesting topics?) Not that I've come across music (F3) At times it was (good) but I spose I don't like listening to Beethoven records and that

Art (core) I'm not really keen on art

Ec Studs. It's alright. We only have it once a week.. so... that's not so bad... the teacher tries to cover as much ground as he can, in an hour.

(Germ I did a bit of German at int... it was good but I can't remember it now)

History I took that last yr. (F3) It was quite interesting. we did some interesting projects... I enjoyed that. Found it quite good.

Home Ec. I think it's a good subject... It's quite an easy subject but it's quite good

Typing Yeah... it's good if you can understand it if you can keep up with it. Sometimes it can get a bit boring, but otherwise it's good.

Woodwork I did it for a while this yr, but then I pulled out of it (and) went back into typing well first of all I was put into Envyst and that got too full... so I spose I went into wpy cos that's about the only choice we had. I spose it was o.k. but I didn't find it very interesting... like it's alright if the teacher comes up to you & shows you by yourself how to do it, but I hated it the way he used to stop the whole class.. round the front bench & then show you.

F6 Acc No.. I did like it, but it's just that it won't come into my career Art No

Bio That does come into my career. I was going to take it but I took Sci instead, but I might pull out of typing again and take biology and science.

Clothing No

Ec ST I do enjoy it now, but it doesn't come in my career. Engg No

Engl Yeah. I have to do that.

Geog No... I spose it's just 'cos, see, I mostly picked my subjects on my career. German No.

History I did enjoy it then (F3) but it just doesn't come into my career. see.

H.Ec Yes... 'cos I've enjoyed it in the past 2 yrs and I can also use it in my career

Science Yes, I took that... 'cos I have to for my career

TD No

Typing Yes I took that. It hasn't really got anything to do with my career. I spose I just took it for an extra Subj. & I spose I could use it if I, in later years, decided to leave my career

I didn't really get much help. I picked them myself... I went round and had a look at the careers file & took the information home to mum & dad & they read it

Teacher I went to my science teacher to ask her what the 5th form science'd be like... would it be hard & does she think I would be able to cope with it.. and then I asked my H.Ec T. & some btm form girls that have done home ees, what it was like in the 5th and 6th form.

*nursing Well, spent just about 2yrs in hospital, and T sort of like it.

(other careers considered: air hostess, traffic cop, florist)

B4 010g. English It's alright sometimes. I don't like it much pretty boring... teacher, she raves on... she usually makes us do essays. I like that. I don't like the rest.

Maths I don't like it... I kinda find it hard.

Science That's alright. I like the teacher. I like the work something

Soc Studs. I like the work, but I don't like the teacher... he's always picking on me... / Sometimes talk but at the back of me there's always kids talking and he never goes mad at them, but always goes mad at me.

Music (F3) It was good... Teacher was nice.

Art (core) We do art, but we don't really do it... he knows that we don't like art.

Ec Studs I find that fairly hard... teachers nice

HIST I took it last yr... It was quite good... doing all about our ancestors and all that

B5 001b English I suppose I'm doing alright sometimes I can't keep up... I'm going on swimming tours.
Maths No trouble with that. Most of the work we did in the fourth form we're doing now, so I already know most of that.
Science I'm keeping that because if I become a marine biologist I'm going to need most sciences.
Geog If you're doing six subjects that's compulsory (NB - it is not) It's quite good.
German That's good. I like it.
Ec. St That's going well. We did some of it last year. My Mum did it. She wanted me to do it again. That's why I took it

B5 002g English It's a bit boring sometimes. You've got to sit there and listen to the teacher and the work... is just writing. And when you discuss it, no one listens to what anyone else is saying anyway
Maths It's quite good. I quite like maths. Sometimes it's hard.
Science I don't like it. I can't do science. I've never been able to. It's too hard. It's compulsory if you're doing six subjects. I seem to have a mental block about science.

History I picked up history in form four... It was very good, very interesting. This year I hate it. I don't like the teacher I've got and he makes us do incredibly boring (things)... He really spoon-feeds us. He just talks about it and you take notes. It's pretty dull.
Geography's good... We've got a good teacher for it... He works you really hard but he makes sure you understand it and everything.
Art That's really good. It's a really nice subject to take. It's nice to get away from the academic side.

B5 003g English I enjoy English.. I like reading all sorts of things.
Maths That's sort of so-so. I get there. I'm not really fussed on maths. I don't really like it because I don't really see the point in it.
Science I really enjoy science. I've got a really good teacher.
Accounting I got an accounting teacher I didn't like. I had him last year in economics and we didn't get on very well... like last year I never got a test result below 70% and I got a 5 for achievement...

APPENDIX GFORM THREE - COMMENTS ABOUT CORE SUBJECTS

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RESPONSES TO MUSIC IN FORM THREE ('A' HIGH SCHOOL)

GENERALLY POSITIVE: Music's good. I really like the teacher in music and you learn a lot. So far we've done pitch and that sort of thing, and in the home what echoes and what doesn't. We used to have music (at Intermediate) and it used to be with recorders, you know, but here we're learning all sorts of things about pitch. And she had this kind of computer thing, and you could scream into it and you could see the waves of your own voice. (Ax3 001g)

That's good... Last year ... we had to play the recorder and that's all we were allowed to do, whereas here we're having a little go with all the instruments ... and we're learning a lot about notes and the composition of music and stuff, and that's really good. (Ax3 001b)

It's alright. I think everyone should get a bit of music occasionally... It's a relaxing period. You don't have to do that much in it ... I've done theory and I can understand it. I'm doing grade six ... I already know all the stuff, but you know, we do things with morse code and stuff, and that's really good. (Ax3 016g)

I play the guitar and it's good. I'm learning a few things, you know, about semi-tones and all sorts of things like that, that I didn't know before, and it's helping me with my music (at home)... It's fun because I understand half of it. (Ax3 017g)

We have Miss ... Our class just loves it. It's really neat with her ... She seems to pamper us, you know. We really like her, and music, over all, is one of our better subjects. Miss ... lets us have requests - tapes and that. (Ax3 020gm)

That's alright. Last year we played an instrument and sang some songs, but so far we've only written a couple of things. (Interviewer: Which do you prefer - writing or playing?) Yeah, writing. (Ay3 004b)

AMBIVALENT: It's quite fun, except we're going over a lot of stuff I really know, 'cos I play the flute... It can be quite boring at times. (Ax3 004g)

It's sort of alright. Our teacher, she's a bit of a silly, and we muck around and that. We don't get much work done. We do work, but it's not like other subjects. It's not as strict and that. It's quite good. I don't like music, but it's alright what we do. (Ax3 006b)

(Continued overleaf)

It's alright. It's not like last year's music. Everybody had a recorder or instrument and we played the piece... Here we're just sort of talking about sounds and things like that at the moment. (Ax3 007g)

We just do all the meanings in music - have to write our names in code and that... That's quite good. (Ax3 014b)

It's only a little bit, so I don't really worry about it at all, but it doesn't really interest me. But I don't mind doing it. ... There are some things like ... how sound waves travel through the air and all that... and that sort of thing interests me 'cos that's sort of science. But I don't like singing songs and things like that. (Ax3 018b)

It's alright. Do a lot of writing for that. (Ay3 001g)

It's alright. (Ay3 006b)

Oh, that's quite good sometimes. Sometimes it gets a bit boring ... doing all the notes. (Ay3 006b)

GENERALLY NEGATIVE:

Unfortunately ... I'm not very good at it or something. ... We have two hours every six days. We miss out on P.E. those two lessons. (Ax 002b)

I hate that. I like the bit at the end when they have options, playing music and anything you like. About fifteen minutes or ten minutes or something. But the rest of it's useless. Do more writing than music. (Ax3 005b)

I don't really like that much 'cos I don't think it's really very necessary, because we don't have to take it next year, so I thought there's no point really in having it this year either... She just makes us write down a whole lot of stuff we don't usually understand anyway. (Ax3 008g)

It's foul! ... I played the piano for five years ... but here it's just .. I don't really like it. I got straight A's for it in my report, though. (Ax3 009g)

Yuk! ... It just seems boring. We don't do anything really interesting. (Interviewer: What would be interesting?) A lot more different kinds of music than just the notes and stuff like that. (Ax3 010bm)

I don't really like music. (Interviewer: Playing, or what you learn in music?) Just everything that we do. (Ax3 012bm)

I don't reckon that's worthwhile having... I don't like music... I don't like playing music, and we just write about it. It's not really any benefit for me. (Ax3 013b)

(Negative responses continued)

It's alright. I don't like it much 'cos they don't play any instruments or anything. (Ax3 015b)

I don't like music at all... I'd rather not do that. (Ax3 019b)

It's not very well organized. The kids get away with murder... We haven't really learnt much because we've done it before, and we haven't done anything that interests me much. (Ay3 002g)

Sometimes it's boring... I don't really like music. See, you don't play any instruments, you just write. It's not as good as last year. (Ay3 003g)

RESPONSES TO MUSIC IN FORM THREE ('B' HIGH SCHOOL)

GENERALLY POSITIVE:

It's good. We had a change of teacher ... but Mrs ...'s good. We listen to our own records at the end of the period, and sometimes we have to count how many notes she plays on the piano and that. We had to write a few notes down in our books about some composers or something. (Bx3 002g)

Oh that's quite good. We don't do much writing or anything. We're just sort of listening to tapes and things, and doing album covers ... and ... talking about the different instruments. It's not too bad. (Bx3 005g)

It's different than I thought it would be ... I thought that music would be all instruments and that, and seeing about violins, but what we've done so far is just listen to music and ... we've done some covers for records... We do drawing and all that kind of thing ... and we just listen to music, and then ... at the end of the period we can bring our own music along and listen to that. It's a lot different than I thought it was. It's better. I didn't think I would like it, but it's quite good fun. (Bx3 006b)

Music's good. Up here it's good because you can bring your own records and you can play them ... It's alright ... It's good fun. (Bx3 007b)

I think I've changed a bit on music. I used to ... hate it ... sort of found it unnecessary. I'm more willing (now) to sort of accept it 'cos maybe I don't have so much. Like last year our teacher .. music was one of his favourite subjects and we got quite a bit of that. . (This year) we learn not just about classical things, but we have to album covers and things like that. I like that sort of thing. (Bx3 012g)

(Positive responses continued)

We normally just listen to tapes and records ... and we just do a bit of writing and that ... It's quite good. Last year ... we just Beethoven and all that. That was all. And we do pop music (here), any music. We just bring tapes along. (Bx3 014b)

I want to play drums this year. I like doing music in the classroom. (Bx3 016b)

Music's good. We can bring our own tapes, play our own music. Sometimes we can't 'cos everybody's noisy, and you know, you feel like getting up and slapping them. Music's good. (By3 001gm)

It's not as involved as I thought it might have been. I thought we might be trying an instrument or something. But it's quite good. I like lots of different sorts of music and that. (By3 002b)

I like that too. You learn about different instruments. She plays records. (By3 003g)

Music is good except, the lady we have, she gets a bit mad with us because ... we make a lot of noise ... We look at films and listen to music, and we do a bit of art with it too ... We make record covers. Really good. (By3 005g)

We have tapes playing, and we have to learn all about the classical stuff as well as all the modern stuff. (Interviewer: Do you like both?) Yeah. (Bz3 004g)

Well, I only have half a period because I take guitar and that clashes with it ... I enjoy music. (Bz3 006g)

AMBIVALENT:

Oh it's alright when we sit and listen to records, but that's all. (Bx3 004b)

We've already done an album cover, and we listen to music, and sometimes they tell us about the instruments. (Bx3 009g)

We haven't done much in the way of music, really. We've just done the orchestra, and we did that last year ... What I like about it, is we listen to our own kind of music. Like, someone brought along these tapes that were really excellent, at least I thought so. It was War of the Worlds. (Bx3 010b)

It's alright. (Bx3 011bm)

It's alright. (Bx3 015gm)

You can put up with it and that. It's alright. Not very exciting. (By3 004b)

(Continued overleaf)

I like that when we're allowed to play our own tapes and stuff. Gets a bit boring at times. (Bz3 001gm)

Alright. You bring along your tapes and listen to them. It's quite good, but I don't really like music. I don't play an instrument or anything like that. (Bz3 005b)

GENERALLY NEGATIVE:

That's fairly boring because Mr ... has to take the class through the stuff that we've already done. It's fairly boring 'cos he's repeating what we've already had (in option music).

I don't really like music ... I never have liked music. (Bx3 003g)

It can be a bore 'cos we did music last year and it was a bore. So we're just going over the same things we did last year. (Bx3 008g)

Well, we had Mr ... and now we've got Miss ... In a way she's sort of soft and lets us do anything, so we haven't done much work at all. (Bx3 013g)

I don't like music really ... You write all these beats and that. I don't know. (Bz3 002b)

I'm not really into music. I don't like it that much. The music that's taught is a bit more opera style. I don't really like that. (Bz3 003g)

RESPONSES TO SOCIAL STUDIES (CORE) IN FORM THREE ('A' HIGH SCHOOL)

GENERALLY POSITIVE:

Pretty good... My teacher's quite good. She's a hard worker, though. (Ax3 001g)

Oh, it's quite good, except we do so much, you know, We work a lot in it... It's quite fun, actually, but we do tons of work. (Ax3 009g)

We're doing a lotta work, but that's understandable because we've got a two-year plan that we've gotta complete over third and fourth form... It's pen and paper work, but it's sort of interesting. (Ax3 011b)

That's O.K. as well. It's basically the same as English, a bit, but it's more about the countries which people live in and that. (Ax3 012bm)

Oh, that's been good. We haven't done much homework. We've done one homework, a project on a club, and we talk about school. It's pretty good. (Ax3 015b)

I like social studies. It's 'cos you use a lot of colour with it too, not only writing. It's a bit droll when you have only writing. I like it. (Ax3 016g)

It's really neat with Mr ... He's cute. We always do things that we seem to enjoy and we can understand him, and... he always asks us if we, um, if we don't understand it, always go and see him after the period, and he's really good. And we really do enjoy social studies, too. (Ax3 020gm)

It's good. Got a good teacher. (Ay3 002g)

AMBIVALENT:

That's quite good. We haven't really started any topic yet. We've just got on to one about the school. That might be boring. I don't know. (Ax3 002b)

It's alright. It can get a bit boring sometimes. The teacher goes on a bit. (Ax3 004g)

That's O.K., but I didn't get very good marks for it... Some of it you go over a bit too much. Ax3 005b)

Mr ... takes our class for social studies... He's been on a camp and we've had relievers and we haven't really done anything in social studies. (Ax3 007g)

That's alright. I don't really like it that much... See, he's a good teacher and some parts

AMBIVALENT
(CONTINUED)

I get bored and some parts it is interesting.
(Ax3 008g)

It's alright, but it gets a bit boring. We're still doing the introductory stuff... We're just going over the same stuff again and again.
(Ax3 010bm)

That's alright. I don't like it that much... We don't do that much in it... We're doing all round the school and... you know, the community and that. (Ax3 013b)

We're doing, um, families in New Zealand at the moment... We just have to go in pairs and choose a person, and then we have to write it, and then we do a speech on it... It's O.K. Don't really like the speeches and that. (Ax3 014b)

I was in (My teacher's) bad books... and then Mum had an interview with him... and we're sort of getting along better together, and we're not such enemies any more and it's alright.... Now that Mum's had an interview it's better. (Ax3 017g)

Alright. We've used the video in social studies ... It was a film about the early New Zealand, and that was alright, I suppose... It's not as good as the social studies we used to do... Like, more's expected of you now. Like at intermediate, um, you'd give your best and sort of try your hardest, and now you've got to sort of try harder to get better marks and that. (Ay3 001g)

It's alright. (Ay3 003g)

Um, you get quite a bit of work... homework... with social studies I might get a bit more than the other subjects. (Ay3 004b)

I don't know, really. It's alright, but I don't know whether I'm gonna like it. I think I'll either like it or I won't. It depends on whether we do more individual work. In my parent interview the teacher said that I'm an individual person and I should mix with other people more.
(Ax3 018b)

Oh, it's like English, but it's a bit better than English... It's not as boring as English, but sometimes we do it and it's boring. (Ax3 019b)

That's alright... Just alright. (Ay3 005b)

Haven't really done anything really in social studies, 'cos teacher's been awat. (Ay3 006b)

GENERALLY NEGATIVE: That's boring at the moment. I just don't like it... Last year our teacher didn't push us to do it, and now this year it's a lot harder and ... it seems to be boring... I just never liked it. (Ax3 006b)

RESPONSES TO SOCIAL STUDIES (CORE) IN FORM THREE ('B' HIGH SCHOOL)

GENERALLY POSITIVE: That's good. It's fairly interesting. Mr ... he's a good teacher. Makes the lessons fairly interesting. The sort of thing he does is good, like he's shown us photos of what (our town) used to look like along the river and that sort of stuff and then he showed us comparisons. And that's really interesting. Bx3 001b)

I like that too. It's really neat. (Bx3 002g)

Oh, it's quite good really. We sort of do a lot of talking... It's different, 'cos like we did lots of talking at intermediate, but we do different sort of stuff. It's more adult like. You're sort of thinking about things a different way. (Bx3 005g)

I think social studies is good. We had a test and I got very high marks so I was really pleased with that. We done one on South Africa and we learnt a whole lot about South Africa down at intermediate... so that gave me a bit of an advantage. (Bx3 006b)

That's good. You find out things you didn't know before. (Bx3 009g)

I like social studies. Get a good chance to talk (laugh) and I just like learning about that sort of thing, you know. (Bx3 012g)

The teacher, he's really nice, although no offence to him, he's sort of soft and he lets us get away with anything, so lots of kids just sorta muck around. But I really like it and the work's neat, except that he doesn't give us much time to do things. But I like it. (Bx3 013g)

Yeah I like that. We just studied on Russia. We just finished that. That was good. (Bx3 014b)

I like it but I don't need it as much. I might need it, but I don't think I need it as much as maths and things like that. (Bx3 016b)

POSITIVE
(CONTINUED)

Oh yeah, it's good. I quite like it. We've been doing parliament lately and I'm really into that sort of thing. Really like it. (By3 002b)

I like that... 'cos you do different subjects and different things and you learn about different countries. (By3 003g)

It's good. We've just done Russia, and now we're on to food problems and stuff like that. (By3 005g)

That's good. Enjoy that. (Bz3 001b)

It's quite good. We're studying countries and that and we have to do projects on them, and you get marked and that... We didn't do so much last year but it's better. (Bz3 004g)

Yeah, that's quite good learning all about the different countries and that. I like social studies. (Bz3 005b)

Seem to be settling down quite good, and we have projects... I've just finished one. I think it's really good. (Bz3 006g)

AMBIVALENT;

Oh, social studies can be a bit boring and it can be really good at times. Just depends on the subject, you know ... At the moment we're studying on Samoa and that's alright. That's good. Just before that, I can't remember, we did something else. (Bx3 007b)

Oh, it can be interesting now and again... I'm not particularly - don't like it much. (It was interesting) when we studied parts of South Africa and that. (I don't like) when we have to do all the work. (Bx3 008g)

It's been quite boring. We've just been studying Japan, but we've been doing all things that we'll just forget about basically, like population. A few things have been quite interesting, like we went and saw a video on a honda factory and things like that. (Bx3 010b)

Alright. (Bx3 011bm)

It's alright. (Bx3 015gm)

That's pretty boring... The way he talks about it he's pretty boring. Some parts of it are interesting. Most parts are boring. (By3 001gm)

It's fairly good except it's a bit boring because we usually have it either at the very start of the day or the very end of the day. And it's quite often a lot of talking and it's not really all that interesting. (By3 004b)

GENERALLY NEGATIVE:

I don't like that very much really, 'cos mainly the same as English. lotsa writing. (Bx3 004b)

Oh, it's a bit boring... I just sort of don't like it much. (Bz3 002b)

I don't really like social studies... I don't really know. I haven't been interested in social studies much before. (Bz3 003g)

APPENDIX HPARENTS' COMMENTS - CHILD'S COMMENTS

A comparison of the comments made by Mr and Mrs Clive and their son (Bx2 004b) at separate interviews illustrating the measure of agreement that was found between parents' and children's views.

THE PARENTS - Mr and Mrs Clive:

ENGLISH (core)

It's necessary and I think he probably knows that... That'll be his biggest problem at secondary... He does do a lot of reading. He'll struggle with it. (Mother)

MATHS (core)

Yes, he'll shine at maths. (Mother)

SCIENCE (core)

He's enjoying science at the moment because it's experiments and he's enjoying that. (Mother)

SOCIAL STUDIES (core)

The modern term for geography, I suppose... I think it's important. (Father)

MUSIC (core)

You've either got it or not... Not for the average person. (Father)

ART (core)

You've got art or you haven't got it. If you haven't got it, it's a waste of time. (Mother)

FRENCH/GERMAN

I don't think he would benefit, but if he was language inclined, I would say go for German... I think it would have more uses. (Father)

MAORI

He has done a little bit of that and never liked it. (Mother)

ENVIRONMENTAL STUDIES

His sister's ... finding it very good. ... He thought enviro., would be the best. (Mother)

THE SON - Bx2 004b:

ENGLISH (core)

I like it but it's not my best subject... (Don't like) writing.

MATHS (core)

Yeah, I like that one. I think I like it because I know the answers easy... It's my favourite one.

SCIENCE (core)

I only like the experiments. I don't like the writing that much.

SOCIAL STUDIES (core)

I think that one's alright, too. I like the things that you find out about other countries, like their sport or something.

MUSIC (core)

I don't like music. I don't like singing. I don't wanna take it.

ART (core)

I like drawing pictures... but I don't like drawing portraits.

FRENCH/GERMAN

Haven't done French before... haven't thought about it.

MAORI

We did a bit of that last year, but I don't like Maori.

ENVIRONMENTAL STUDIES

I think I'm gonna do that one. My sister took it. She said it was quite good and she enjoyed it, and so I decided to have a go because I don't like any of the other ones.

HISTORY

He's got history as his second one...
There wasn't much choice there because
he didn't want any of them. (Mother)

ART

He's not artistic, in fact I don't
think he can draw stick men!
(Father)

CLOTHING

Not as far as he's concerned...
No way. (Mother)

HOME ECONOMICS

No, not for him... I don't think
he needs any more than what he's had.
(Mother)

METALWORK

He's taken metalwork. (Father)
He did choose that one of his own
accord. (Mother)

TECHNICAL DRAWING

Yes, I think that'll be one he'll
stick with... right through the
school... His cousin's very involved
in it, so he's seen quite a bit, and
probably, too, it's as close to maths
as you'll get in another subject...
and I do think maths is his thing...
I think we did have an influence, but
I don't think there was any doubt in
his mind what he wanted to do.
(Mother)

TYPING

I did ask him about that, actually...
because his sister does it. But, no
he wasn't going to. (Mother)

WOODWORK

It was an eeny-meeny-miny-mo sort of
thing and he did choose (metalwork).
(Mother)
And not only that, they had a meeting
at the high school... and they
emphasized that if you were taking
tech. drawing, you were probably
better to take it with metalwork.
(Father)

HISTORY

I'll only take that one if I can't get into
environmental studies.

ART

No.

CLOTHING

I didn't like it much this year and I haven't
liked it in form one either... I made a mess
of things. Just wasn't used to it.

HOME ECONOMICS

No, 'cos they make things I don't like.

METALWORK

Yeah, I think I'll choose that one 'cos we're
doing that now at the moment and I quite like
it, and because we make some good things, and
I just like it better than the others.

TECHNICAL DRAWING

Yeah, I'm gonna take that one because Mum's
told me it was good and my cousin took it
and he liked it, and the girl down the road
took it and she liked it. So I decided to
take that one.

TYPING

I just like mucking around on the typewriter
but I don't think I'm gonna take typing.
I don't wanna type.

WOODWORK

I was gonna take that instead of metalwork
because I liked it in the first half of the
year, but then I decided to take metalwork
because we've just done it and I liked it
better.

OTHER COMMENTS FROM THE TRANSCRIPTS:

PARENTS

SOURCES OF INFORMATION

Us
 Intermediate teacher
 High School (not much)
 Sister
 Cousin
 A friend with children at school.

LEAVING SCHOOL

If he got through three years and got School C. and wasn't very happy and he did have an apprenticeship or something to go to - but there's no way he'll leave without a job.
 (Mother)

HOBBIES/INTERESTS

Those computer games he thinks are marvellous... not a great telly addict. He does watch a bit, but not a lot. He reads a bit. He's not bored.

SON

SOURCES OF INFORMATION

Mum and Dad
 Friends (Most of my friends in my class are doing what I've done.)
 Sister
 Cousin
 Girl down the road
 Intermediate teacher, D.P. and Principal.

LEAVING SCHOOL

I would like to leave when I'm 15 but Mum won't let me. She said... if I can get a job, then I can leave.

HOBBIES/INTERESTS

Oh, I like sport and I like swimming... and I like visiting our cousins 'cos they live on a farm, and playing electronic games.

APPENDIX ISAMPLE WORKING DOCUMENT

INTERVIEW WITH HOME ECONOMICS TEACHER
AT 'A' HIGH SCHOOL

Data analysis procedure: Major topics of teacher concern were identified from the interview transcripts using a numerical system. These were later sorted according to wider categories of concern and the transcripts were then re-analysed using a colour coding system.

Home Economics.. (Af)

1

T. .. home economics.. you could argue about its place within the core it's place within health education, its place with-in certain parts of the consumers in the science unit. That's quite a different issue than home economics being chosen as an optional subject.

I. At the moment at this school it's just an option against a number of other options?

T. Yes, in part. The other part is our directed studies programme, where we have two periods a week with third and fourth formers for six months, and I would see approximately over two years, two thirds of the third and fourth form. And that's done on a directed basis, with a certain amount of option leeway. As an average in the class when we had it purely on voluntary.. I would have over a hundred hoping to get into home economics.. and it does tend to have more boys than girls in that area. Mainly because I think the guys are less likely to take it as an option, but have an interest in food, have a great interest in feeding their stomachs and like the sort of skills involved.

I. Now do you reckon that you've got more people or fewer people now that you've got directed studies as well?

T. In the option? Oh, the position with home economics has remained reasonably stable. In the third form, we've had a slightly smaller third form intake this year and our numbers have remained roughly the same.

I. Not many people actually choose it for an option in third form do they?

T. Not in third form, but we actually have a bigger sixth form class than third form class, and more fifth formers than third formers.

I. So they're preferring to pick it up later on?

T. Yes, if you took that number of third formers.. it mightn't be exactly the same kids .. there's a little bit of.. some will drop out, some will come in obviously, but the fifth form actually is a higher number of kids than were actually in the third form taking home economics.

I. Why do you think they pick it at fifth form?

T. I think they have in some cases unsatisfactory experiences in other options, sometimes they have been told not to take that subject because they're not too intelligent, etcetera, etcetera. You know, all sorts of things .. it might be from parents, it might be from intermediate teachers.. and therefore they will pick it up as fifth formers. You get a complete range of fifth formers.

I. Some might be repeat, I suppose, at fifth form level?

T. Yes, though on the whole repeat fifth formers, I prefer to have them in 6th form certificate programme, because I think it caters better for their particular needs.

I. I've done a survey of some of your intake last year, and there was a very positive response to cooking, they didn't really know what home economics was, but a lot of them said they could learn it at home or they could do it somewhere else. What's your response to that?

T. Well my response to that is you can learn economics at home too, can't you? I mean information about the economic system is available. I feel there's a lot of misconceptions in the area of nutrition, which is my particular concern. I think it's quite apparent from the feeding habits and the guidelines of New Zealanders, it's quite obvious that these are not being lifted up.

I. What do you think can be done about that.. is it the school's place?

T. In part it's the school's place; I think in part it's community education.. together. And as I said, I'm talking about nutrition and diet as distinct from cooking in a hobby situation. Take, you know, your cake type of cooking. To me it's the same kind of thing as you might choose to do tapestry as against making the clothes to wear to survive, and I'm talking about basic cooking for survival and for good health.

I. In your directed studies, do you do any of that.. nutrition?

T. I do a certain amount, especially the New Zealand dietary goals.. I do emphasise that, and I try to make the choices.. they're pretty basic.. you've only got twenty minutes effective cooking time in an hour period with those kids. It might be something like hamburgers in which the nutrition isn't too bad, but I try, you know, making some bran muffins or

Home Ec. (A)

2

something to begin with. I try to steer away from the sort of sickly cakes sort of thing.. that type of cooking at that stage.

I. And they get one hour period a week?

T. They get two a week.. for sixth months.. which means you're having a reasonable... This is probably one of the reasons that probably some of the kids, too, may not choose it as an option. They're wanting the practical component, but they're not wanting the theoretical in the third and fourth form, and they hope possibly we will cater for it there especially in the fourth form.

I. Do you get any boys as all choosing it as an option?

T. Yes, I do. Fairly small numbers. In my fourth form at the moment in a class of about 23 I've got six boys. Fairly small, but they are there.

I. And as they go further up the school do they ever think of it in terms of a possible career? (Girls or boys?) Either.

T. I think some definitely do. Some of it is only a list, in the sense that if the child is.. a student isn't very able.. their chances of getting, say, becoming a chef in the army or something like that. an apprenticeship in the food industry, is pretty remote. I see home economics on a very similar plane that other people see social studies, as an essential component for living. Not necessarily directly career oriented. I don't see it as getting a job.

I. Do you have this conflict then, between the academic subjects that perhaps are stressing that "you need us for a job"?

T. I think if you look at what education to my mind is trying to do .. we're looking at the background to jobs, we're not doing very much job-orientated studies at all.

I. I know that teachers feel this way, but the kids and parents ..

T. Yes, the kids and parents very much .. and this I think is where there is a conflict.. exactly that argument that you mentioned, you know, "You can do this at home" or "My mother will teach me, or my aunt or whoever it might be, and I won't be doing a job in that sort of thing". But let's face it, it's going to be the one thing that just about everybody does want. I mean, for example, the percentage of people using, say, art in their everyday life (is very small), the percentage of people using French in their everyday life (is very small) And this is where I see the importance.. that's food education. There are other parts. Home economic is much broader than that.. I tend to be food orientated.

I. What about the rest of the staff. Do you ever have to sell your subject to them? If you were to change the option system, it would be necessary to fight, perhaps.

T. It would depend on ... the moment you want to put something else in you have to remove something. We've only got x number of hours in the timetable. This is why I tend to be more interested in many ways in the directed studies. I see it as an important part of their over-all education, not a major subject content.

I. So I wonder if you feel you would like to extend that then? What about the seniors?

T. I would like to see it included .. home economics as an option basis in our sixth form recreation programme. At the moment they have 6th form recreation and it's just phys ed. and sports orientated. I see a place for a component on an optional basis.. I mean only a component, not a whole year's study, of areas of home economics or similar studies in that area.. I can see lots of other areas, not just home economics, as a say, a six-week component, on an option basis. Because those are the kids that are going to be going into flats and things. Often they come from homes that have perhaps been overprotective from the realities, and they can get into quite a lot of financial strife, too.

I. What do you think about the ethics of the thing? Some people say it's not ethical to tell kids about your subject, and how they might benefit from it.

T. I think it's ethical to tell the kids how they might benefit from a subject, I don't think it's ethical to over-sell the subject.

Home ec. (AF)

3

In other words, if you were to use sophisticated marketing techniques .. If I consulted a professional group of marketers and then got them into the school and then used their techniques, we could probably get extremely large numbers, but is that for the best? I don't believe in over-sell.

I. So you believe in the right of the child..

T. and the parent. I believe in the right of the child and the parent. I think all our education should be worked out as what is best for that child, with the resources available... Sometimes I think we operate our option system to suit our teachers rather than to suit the children. Sometimes I think we've got to restructure what we expect, for example there's a lot of subjects, science is an example, that is based now on a fifth form School Cert year. The whole course is examined in that year, and your strictly academic subjects, if you like to use that term, such as French, are still requiring three years of constant core right up. Perhaps the universities, right down, will have to back-track

so that kids can have exposure to language and that type of thing, without necessarily doing a length of time at school.. but there has to be a lot of back-tracking. In other words, universities can't expect students to come to university with the same standards they do under the present system. Language really does tie up the option system. We could be a lot more versatile if it wasn't for languages. I've got no bones about language.. I see it as important, in part, but I don't see that everything else has to rotate round one area.

I. They have a system whereby you choose a language in the third form and you can drop it at any time, so they have, with increasing age.. they have shrinking numbers, and you could have the opposite.

T. We have the opposite effect. You see, if you look at the numbers taking language in the third form, they're much greater than their numbers at fifth and sixth. Our numbers at fifth and sixth are greater than those in third form.. I'm talking about options.

I. And you'd see the answer in having the possibility of picking up a language at any stage also?

T. Doing, like, a six months block, and possibly you might have two groups and one of them perhaps continues on, so you could have one group that just does a six months component, say, and then another group that continues on all year, so you're catering for two distinct needs.

I. Do you imagine that the kids would envisage which their needs were to start with or would they make that choice at the end.

T. At the end. You couldn't make that choice..

I. In some schools when you pick in the third form you've got to stay with your choice for two whole years.

T. Tell our kids basically do that, though there is a bit of flexibility, and I think that's fairly narrow.. and the kids are making choices based on a) what their friends are doing at intermediate school, and b) what their parents think they should do based on a job, perhaps, and the job market is going to be very different in four years time, probably, and looking at it not as a general education subject but as a career orientated subject. For example economic studies.. that's a general subject rather than a career orientated subject.

I. In the other school I'm looking at, that isn't an option subject.

Are you thinking that it shouldn't be here, perhaps?

T. Well I think that we have to really look at the whole problem. As I say I can see a home economics component and a similar component of economic studies. I see an exposure to perhaps language and literature, incorporating a foreign language.. but in order to do that we're either having to get rid of our present option system or have less time in our present traditional core subjects.

I. Would you see this as a compulsory thing, you know, everyone does something in the language-literature section?

T. Yes. But I think that will have to be adapted to the particular needs of the students.

Home Ec. (A)

4

I. Another thing that is coming through with some children is that they do things at home. For instance a large number of them do music privately. Does that matter.. I mean, would that influence your idea, the fact that some people have had a dose of whatever it is you're offering them?

T. This creates a problem, particularly in music, I think. Music is actually in our directed studies programme. (The teacher) does have that problem. The kids have had varying musical experience, and perhaps we need to look at things like that.

I. One other point that the other school brought up. They were saying the same sorts of things as you about home economics, but they said they did have a practical certificate at fifth form.

18 T. Yes, we operate the practical certificate, but perhaps we have a slightly different philosophy because of my slightly different approach to it. The practical certificate is not instead of School Cert. It can supplement it. In fact, a student that I had that got round about 79 in School Cert, got one of the best practical certificates.. which follows. And I think it is a good back-up for the able too. In other words it's giving recognition to the practical component, whereas School Certificate doesn't.. as well as allowing people at the lower end to get credit for practical work.. you know they won't succeed in a written exam.

I. So you feel you can do the two at the same time?

18 T. They are done at the same time in this school. In some of the schools, do both together; some don't. It's designed really as pretty much out-of-school work.. the project is very much done out of school. It also supplements School Cert, anyhow.. One of the problems is that you have to have, twice a year, have an examiner coming in to mark virtually on a one to two basis, perhaps. Not more than one to eight. And so therefore you have to split your class and arrange that.

I. So you could actually do that with a whole class?

T. Yes, but with practical reorganisation. You'd need to get kids, perhaps out of other classes. Usually that's fairly well received.. If I was doing it every week or every month it would be different, but twice a year it's quite possible. Our intake of kids is quite different from, perhaps, other schools. We've got a very big cross-section, but we also draw from the upper socio-economic kids that (are familiar) with the new technology.

I. Yes, one girl actually said she didn't want to learn to cook at school because they didn't have the labour-saving gadgets that she had at home.

T. This is possibly true. I use very constantly food-processors, for example.

I. In that case she was probably basing it on the intermediate, then?

T. Yes. We have food-processors. We don't have micro-wave stoves because they're obsolete. They were approved to replace three gas stoves three years ago, but the department cut its money, and this is a constant problem.. we try the best we can. But I think sometimes even using labour saving devices, traditional methods can be a real guide to how to use those to the best advantage too. Sometimes, it's a bit like using a calculator, it helps if you can add, subtract, divide and everything else, to use the calculator.. to speed up the process and to use it to advantage. whereas if you had no mathematical skills, you'd find it pretty difficult to operate a calculator. And I'd say the same about labour-saving devices.. they're tremendous, but really only used to advantage when you have some skills.

I. That brings us to another vital problem, I imagine, for you.. that's money.

T. Money. Yes. The kids bring a lot of ingredients. The school provides the basics: flour, sugar, spices, that type of thing. They do bring quite a lot. On the whole I have very little problem with kids not bringing things.

I. So even when they know they're going to make something they don't really want to make..?

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APPENDIX JTEACHERS' CONCERNS

	Page
List of topics raised by teachers	365
Categories elicited from the data	368

NOTE: Refer to Chapter Twelve, Volume I

Topics commented on by teachers at the two high schools

(In order of identification)

- 1 Time tabling constraints
- 2 Teacher role
- 3 Selling the subject to pupils
- 4 Selling the subject to parents
- 5 View of the subject
- 6 Staffing
- 7 Budget
- 8 Subject popularity
- 9 Examination success rate
- 10 Subject content
- 11 Relationship to other subjects
- 12 Selling the subject to other staff
- 13 Pupils' expectations of subject
- 14 Teacher characteristics
- 15 Class size
- 16 Sex appropriateness
- 17 Sex differences
- 18 Non-examination senior classes
- 19 Why pupils take the subject
- 20 Place of subject in the curriculum
- 21 Hour periods
- 22 Value of the subject
- 23 Constraints imposed by other subjects
- 24 New technology
- 25 Declining numbers
- 26 Ethics of selling the subject
- 27 Optimum age for learning the subject
- 28 What children think of the subject
- 29 What parents think of the subject
- 30 Parent models
- 31 Pupils' freedom of choice
- 32 Freedom of subject content
- 33 Restriction of subject content
- 34 Telling children they should or should not take the subject
- 35 Internal assessment for School Certificate

- 36 Children who are turned off the subject
- 37 Children's progress in the subject
- 38 Public relations/educating the community
- 39 Differences between children taking the subject
- 40 Influence of high achievers on the rest of the class
- 41 Influence of low achievers on the rest of the class
- 42 Necessary skills for the subject
- 43 Restricting numbers in the subject
- 44 Pupil interest
- 45 Pupils' prior knowledge or experience
- 46 Demand created by the economic climate
- 47 Problem of large numbers
- 48 Cost of materials to pupils
- 49 Attitude of school administration to the subject
- 50 Specific nature of the subject
- 51 Aims of the subject
- 52 Syllabus
- 53 Pupil ability
- 54 Presenting pupils' work to advantage
- 55 School prestige
- 56 Responsibility of teachers for new ideas
- 57 Programme planning
- 58 Pupils picking up the subject at senior levels
- 59 Why pupils do not choose the subject
- 60 Growing numbers
- 61 Type of pupil taking the subject
- 62 Place of the subject in the core
- 63 Place of the subject in the option system
- 64 Children's attitudes and expectations
- 65 Quality of teaching
- 66 Subject image
- 67 Children's need for instant achievement
- 68 Subject as discipline
- 69 Demands of the subject on pupils
- 70 Value of a broad education
- 71 Pupil enjoyment
- 72 Pupil aptitude
- 73 Manipulating the options
- 74 Information giving

75	Parental encouragement
76	Parental interest
77	Motivating pupils
78	Competition from other subjects
79	Aims of education
80	Possibilities for the future of the subject
81	Needs of pupils
82	Alternative access to the subject
83	Occupational relevance
84	Parents' attitudes and expectations
85	Society's attitudes and expectations
86	Excluding pupils from the subject
87	Consequences of not taking the subject
88	Numbers of boys and girls taking the subject
89	Characteristics of Maori children

Categories elicited from the data

CATEGORY ONE Teachers' concerns about the organization of the subject within the school

- 1 Time tabling constraints
- 6 Staffing
- 7 Budget
- 15 Class size
- 18 Non-examination senior classes
- 20 Place of the subject on the curriculum
- 21 Hour periods
- 43 Restricting numbers in the subject
- 47 Problem of large numbers
- 62 Place of the subject in the core
- 63 Place of the subject in the option system

CATEGORY TWO Teachers' concerns about the content of the subject

- 10 Subject content
- 11 Relationship to other subjects
- 32 Freedom of subject content
- 33 Restriction of subject content
- 35 Internal assessment for School Certificate
- 51 Aims of the subject
- 52 Syllabus
- 57 Programme planning

CATEGORY THREE Teachers' concerns about pupils who take or do not take the subject

- 13 Pupils' expectations of the subject
- 16 Sex appropriateness
- 17 Sex differences
- 19 Why pupils take the subject
- 27 Optimum age for learning the subject

- 28 What children think of the subject
- 34 Telling children they should or should not take the subject
- 36 Children who are turned off the subject
- 37 Children's progress in the subject
- 39 Differences between children taking the subject
- 40 Influence of high achievers on the rest of the class
- 41 Influence of low achievers on the rest of the class
- 42 Necessary skills for the subject
- 44 Pupil interest
- 45 Pupils' prior knowledge and experience
- 48 Cost of materials to pupils
- 53 Pupil ability
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'KAREN VINCENT' (Ax2 017g)

FORM TWO INTERVIEW Monday 27 September 1982

- I. Right, (Karen). I'm going to show you some cards with the names of the core subjects on them ... the subjects that everyone does, and I'd just like you to make a comment - anything you'd like to say about each one, and the first subject is English. How do you feel about that?
- K. Oh, I reckon it'd be boring.
- I. Do you?
- K. Yeah. I mean, it's not like learning a different language, it's - you learn a lot about your own language, but it gets very detailed, you know, not like other languages.
- I. What do you think you will learn in English?
- K. Er.. I don't know really .. how do you explain it?
- I. Will it be like the language that you do here?
- K. Mm. Yeah .. oh .. well you learn in detail, you know, speaking in detail with big words and learning how they mean and how to use them in sentences and that. I just wouldn't enjoy it.
- I. Wouldn't you? Oh well, I hope it's better than you describe it. Maths, what do you think of that?
- K. Oh, I like maths because .. sometimes it's boring in the classroom, 'cos you learn things like .. that you've learnt in standard four. But it'd be good because you get more advanced and you can get a job when you grow up, 'cos if you don't do maths, well you wouldn't really know how to do anything. You wouldn't get a good job.
- I. So it's useful? (Mmm) Alright. phys. ed?
- K. (Laugh) I'm not very good at phys. ed., but I think it'd be good 'cos get fit, keep healthy. It's really just a health .. you know .. getting healthy and fit. I'm not quite sure if it'd be useful when you're grown up, but if you do .. if you get a job that, like doing the paper rounds or something every day. You'd need to be fit for that, but you know, some jobs need it and some jobs don't.
- I. Mm. Right. Science?
- K. I like science, 'cos .. well it's interesting. You learn a lot of things that you didn't know before, and you learn a lot about the unexplained, you know. You start learning about that .. 'cos I think it's interesting.
- I. What sort of things have you done here?
- K. Oh we just did, you know, chemistry and actual science. Now we .. we're learning about the weather now, and we've been learning about .. oh, sometimes we learn about other planets and that .. and it's interesting. We do chemistry and everything.

- I. Good. And social studies?
- K. What um .. I get mixed up with science and social studies.
- I. I think you call it social science here. It's mostly about other countries and other ways of life.
- K. Oh yeah. Well, I don't reckon that's very interesting. 'Cos only if you're going to go there or have a job there or something. You gotta learn quite a lot about the country, but I think it's quite boring learning about other countries.
- I. Oh. And so out of those four subjects it's really only science that interests you a lot? (Mm) Alright. Well there is some core music, but I've got music in this pile as well, so I'll leave it till then. This (pile of cards) is the options. These you will have chosen two from, but I'd like you to do the same, just a comment on each one, and tell me at the end of each one whether or not you chose it for your subject. The first one is art.
- K. Art's... I like doing art. It's just that sometimes because I don't try hard enough I... I'm not really interested in it, and um, I didn't take it for a (high school) subject. I was going to, but I thought, you know, I didn't really want to because I wasn't really interested in it enough to get down and really try hard
- I. So you think it's to do with trying hard - success?
- K. Mm, in art.
- I. Right. Clothing?
- K. Mm that's good, because, you know, the price of clothes these days is really high, and you learn how to ... you learn how to sew your own clothes. It's good, because then ... it's interesting and you get a lot of pleasure out of it, and I didn't take it... I didn't take it though, 'cos at this school I'm a bit bored with clothing, 'cos I do it at home as well and if I took it, I think I'd get bored.
- I. I see. So it's something you can do at home? (Mm) Is there anyone at home who can help you?
- K. Mm. Mum's ... Mum's a good sewer.
- I. Yes? Economic studies?
- K. (Sigh) I think I'd be bored stiff doing that. 'Cos I hardly know anything about it. Usually you take it from the advice of your parents, you know, but mum and dad don't really want me to take it because we don't ... we don't really get involved with that. We work on a farm, you know. It's really just maths and that, that we have to learn a lot about. I didn't take it because I think I'd get bored stiff.
- I. What do you think it is?
- K. It's ... say it's learning about tax and, you know, banking sort of things and all sorts about inflation ... and I think I'd get bored.
- I. I see. French?
- K. Well, I didn't take French, because, well, I was born in England but I don't really need any languages over here. It'd be interesting to learn a different language, but learning French, you know, you don't really need it, only if you're

going back somewhere and you need it for a job or something, but I didn't take it because I think, you know, I wouldn't really need it.

- I. You wouldn't do it just for interest?
- K. Mm. I wouldn't.
- I. Right. The next one's a language and that's German.
- K. It's the same with French. You know, you only need it if you're going back there to do a job or something and you really need your languages. But I didn't take any French or German.
- I. Right. Home economics?
- K. Well, it ... it ... like sewing, at home mum teaches me how to cook and that, but at school, sort of ... they don't use, um, time saving things like the kitchen Wizz or something, which makes it much easier. I learn about that at home. But mum teaches me the old ways. Um, I do it a lot at home, you know, 'cos mum goes out to town. I have to cook the tea or something. And I just didn't like taking it. I actually don't want to take it at (high school).
- I. Right. Maori language and culture?
- K. Well, I took Maori language because my sister learnt it and she didn't want to at first, but then she thought that, you know, you'd learn a lot about your country, and it's an interesting subject. And I learnt a bit when she ... she's teaching me a bit. I think it'd be interesting because you'd learn a lot about your country. Coming from England, I don't know anything about New Zealand.
- I. When did you come to New Zealand?
- K. When I was four years old, but I still don't know a lot because (laugh) you know, I'm always communicating with my grandparents and that, who are all in England. No I don't ... hardly know anything about New Zealand.
- I. And have you chosen that?
- K. Mm. Maori language.
- I. Good. Music?
- K. I love music because I play the guitar in the orchestra, and I just like getting pleasure out of knowing how to play something and it sounds good. And ... but I didn't take it because ... well, I take music at this school and I enjoy singing and that, but I can always do that somewhere else. Like, um, Friday nights at (intermediate school), you can come here and do singing and be in the orchestra workshop, and I'm going to try doing something like that, you know, something different. I think ... I didn't like ... I didn't want to take music you know.
- I. But you'll be involved in music somehow? (Mm) Metal and wood technology?
- K. Yeah, I took that, because at this school I really enjoyed doing it, and I like making things and sawing wood up and that. And at home dad's built me an aviary, and I helped him with that and I had fun, and I think it'd be, you know, interesting, and when I grow up it'll be useful, 'cos I'll be able, you know, to do everything myself.
- I. And you said you took it, but you meant you took it here, did you, or were you thinking of taking it at (high school)?
- K. We have it at this school now and then, and the first term we had it, but um ...

- and I really enjoyed it, so I thought I'd like to take it at (High School).
- I. Maori language and metal and wood technology? Very individual of you. I don't there's anyone else with that combination. So that's mainly for interest and it could be useful when you're a bit older?
- K. Mmm.
- I. Good. Technical drawing?
- K. Oh well, like art. You have to study in it and that, and my sister told me technical drawing is just like planning houses and planning this and that and the other, and my dad does that and he teaches me that. And I just didn't like technical drawing.
- I. I see. And the last one is typing.
- K. I took that for my third option (reserve), and um ... 'cos I like ... I like typing you know. We've got a small typewriter at home and I like playing with that, and I think it'd be nice, you know, to type letters and be pleased with it, 'cos not hardly anybody knows how to type. I'd like to, you know, just learn how to do it.
- I. So that's your third one if you don't get the other two?
- K. Yes.
- I. Right. I've got a few more questions, and I want to know, first, please, how much help you had in making those choices? First of all from your parents?
- K. Oh well, I told mum I enjoyed doing it and she said "Why don't you take it for a (High School) subject, 'cos, you know, you like doing it. Why don't you take something you really enjoy?" And um ... I just took it because I enjoy doing it and she just encourages me.
- I. So she was keen to help you make your decision, but not to tell you what to do?
- K. No. Yes, she was keen to help me.
- I. Right, and what about friends your own age or a bit older? Have you discussed it with any friends?
- K. No, not really, because mum tells me, she says "Don't do something because your friends like you to, or discuss it. Do something that you like to do individually. Become independent." You know, and she said ... I just didn't discuss it with my friends, 'cos they'd just disagree with it, 'cos they don't enjoy doing the things that I enjoy doing.
- I. Do you have any older brothers and sister?
- K. I have an older sister and a younger brother.
- I. Has your older sister told you about any of the subjects?
- K. She told me about, you know, technical drawing and that, and I just made my choices from that.
- I. She didn't influence you, then?
- K. No.
- I. Right. And have you talked to any teachers at this school about your choice?

- K. No, no. I just talked to mum and that, 'cos, you know, teachers'd say "Oh, do what you're best at, or do what I think you should do". So and so. You think, oh no, I want to do something that I enjoy doing. You know. I just didn't talk to any teachers about it.
- I. I see. And did you talk to any teachers at (High School)?
- K. I don't know any teachers.
- I. Did your mother go to the P.T.A. meeting ?
- K. No, well my Maori ... my sister's Maori teacher, mum talks to her now and then, and has a good chat with her, and she just told me all about what she said, and I thought it'd be interesting to do something.
- I. That's good. Now is there any subject that's not in that list, that you would quite like to have had the opportunity to study, but it's not going to be offered to you?
- K. Er, no, not really. I'd like to do a bit more, you know, singing. You know, I like singing. But that wasn't an option like that. Music was alright, but I'd just like to be involved with other things, a variety of other things.
- I. Now when do you think you might leave secondary school?
- K. Well, I'm going to stay on until after School C. and I'll keep going from there because I want to become a vet when I grow up, and I love working with animals, you know, and I love doing a variety of things. And ... oh, mum says, oh she's getting my sister to stay until the seventh form, and she's probably going to encourage me to stay, 'cos, 'cos I enjoy going to school and learning things.
- I. Now my next question is what do you think you might do when you leave school? Have you thought about that very much?
- K. Yeah, I wanted to work with animals ... be a vet, or do something, you know, interesting, 'cos I love animals. You know, do something like, oh, I dunno, something to do with animals, 'cos I like them. Or like mum says, "Why don't grow up and join a bird club, or join ... or make your own bird club or something, or a naturalist club, or go and ..."
- I. Did you say you had an aviary?
- K. Yeah, yeah, and um ... 'cos I'm very interested in birds and other animals.
- I. Do you know anyone who is a vet or works in that area?
- K. I don't know anybody, but I do know a man who, you know, works with animals, so ... and used to have birds and knows a lot about them, so I learn from him ... have a friendly talk with him now and then.
- I. I see. And here's a hard question: can you imagine what you might be doing or what your life will be like when you're 25?
- K. (Laugh) No, not really. You know, I think of what I'm going to do when I grow up, but not at a certain age, 'cos I don't know what steps I've got to take and that ... how long it will take.
- I. I suppose that by then you would be settled - whatever you consider 'settled' would be.
- K. Yeah, I'd probably still be working. You know, about 30 I'd retire, so ... do

- something else ... just be a help ... have a family or something.
- I. What sorts of things do you enjoy doing out of school - hobbies, interests and sports - apart from your animals?
- K. I like playing hockey, and you know my real interests are, you know, playing something, doing something different and learning how to do it and seeing if I enjoy it. If I do, I just carry on to something, you know, more sophisticated.
- I. Would you say you're very different in outlook from other people in your class?
- K. Oh yes, I've got a friend who likes the same things as me, but most of the kids they're much different. Harly any of them like things that I like, so I've only got one or two friends that like things... and you know, we go together.
- I. Where do you think you got your own particular interests from?
- K. Well, like hockey, see, my friend Carol, she likes playing hockey and I thought oh, I'll take a try. And I tried it, and I liked it and I carried on, and then she did something else, so I did it - tried it out, and I liked it. I just carried on trying different things, you know, and then I've only got one or two subjects that I really like.
- I. I see. Well, it seems a good idea to try them all. Is there anything that you're quite good at that you don't learn at school? Probably several things, aren't there?
- K. Oh, yeah, like working with animals, you know. We never do that at school. We're always learning about other countries or a different ... something, and you know, generally singing. We do a lot of that at school, but we don't sort of learn it a lot. We don't learn it, we just do it, you know. And um, oh there's only a few things ... a few things that I like, you know.
- I. Do you get the opportunity to sing out of school? Do you belong to a choir or anything like that?
- K. Yeah, I'm in the choir - in the ----- Singers. But now the ----- Singers has gone kerphut. There's hardly any practices any more. But the choir's still going on strong.
- I. Is that a school choir?
- K. Mmm. It's good.
- I. And what do you think about your schoolwork? Do you find it hard or easy, enjoyable, or what?
- K. Yes, it's enjoyable. It's not hard ... some of it's hard, and things that I don't enjoy and I'm not interested. I hate them and I find them hard, but the things I really like I find interesting and easy, because I learn a lot about them because I'm interested in them, and I can do it well.
- I. I see. And my last question is how long have you been thinking about these choices that you have to make?
- K. Oh well, only for about two months, you know. I've been thinking it over, like, am I going to take clothing. What am I going to do and what does it involve, you know, and I thought about that.
- I. Did you think before you were given the prospectus?
- K. Yeah, my sister was giving me advice on things, and I was going, you know, "What's art like? And she was telling me, and then I got the paper. I knew what to do.

'MRS VINCENT' Mother of 'Karen' (Ax2 017g)

INTERVIEW Friday 19 November 1982

(Note: Mrs Vincent began her comments before the tape began and she continued after the tape had run out. A section of the transcript giving more personal details of the family has been omitted.)

- M. I think the idea of the whole thing is to enjoy what you're doing. You're so much more likely to be successful than, sort of, grab a career out of the air and say "Oh, that's what I'll be, and I need so-and-so and so-and-so". You may just not have that sort of aptitude, or with slow maturing children, they change. I mean it's very much at this age, you know, everybody very much interested in animals and things at the moment.
- I. I was going to ask you about that actually, because Karen's one of those, isn't she?
- M. Yes.
- I. Let's just go through these subjects and then I'll ask you those specific questions about what she might like to do and that sort of thing. These are the core subjects, and just say whether or not you're happy for her to do them. They're compulsory, these first five. So is English O.K.?
- M. Yes, and I like the idea of it being internally assessed. We've got a .. older daughter. She's going through School C. now, and I was happy, much happier with it being internally assessed.
- I. Oh good. Maths is another one.
- M. Maths, yes. I'm happy with that, because it is a basic .. you do need to know some maths. I can't .. you know, depending on the career, you know, see the relevancy of what they're taught, you know. But then again, when you don't know what your career's going to be, you've got to cover a wide range. So yes maths.
- I. Science. Compulsory?
- M. Yes, I'm glad for them to do that because it gives them a working knowledge of the world around them, an idea, and funnily enough, you know, whether it be making ginger beer, it's quite nice to know why you're getting the bubbles in the bottles, you know. It's not just a miracle, it's because such and such is happening. Yes, I'm happy for her to do that.
- I. Good. And they all do some phys. ed.
- M. Yes, because, um, we need to be fit. I know that my kids are not particularly good at phys. ed., you know. They haven't got a high standard of fitness, but then I think it also runs within the family. If you're a sporty lot the fitness level is going to be high. Well, we're not a sporty lot. We're not sporty at all (laughs), but we do think they should do it, and it is fun playing games. You know, I think phys. ed. is more fun these days than it probably used to be, you know, when we were young.
- I. And social studies?

- M. Yes. Um, also because they need to have an idea of the world outside their little tiny world and ..
- I. Is that something you did when you were at school or is it a new subject?
- M. Um, it is a new subject. Really it was geography we were taught. We were taught about a country, it's position in the world and people that lived there but in very general terms. I think more now they can .. they're concerned with the people in those countries, which is good because that's what the world is all about.
- I. So you're quite happy for it to be social studies?
- M. Mmm.
- I. Good. Well, those are the coew subjects, and I think there is a wee bit of art and music. I haven't been to the school yet, but the children vary on how much they think they get. What do you feel about those being one-lesson-a-week-type subjects?
- M. Yes I think they are a necessary part, and children .. oh they can take it as a subject in the fifth form, which our older daughter is doing, and ..
- I. Which one?
- M. The art. Music, yes, because it's .. music is part of being sort of .. it's a happiness thing, you know, and they get a lot of pleasure. If you can make your own music, whether it be just with a recorder or a guitar, or just sing .. just enjoy singing, um, it's beneficial to your general health, I think, you know.
- I. They certainly stress music at ("A") Intermediate, don't they?
- M. Yes, and of course our girls .. Karen is strong in that. The reason is that's partly because of her personality .. the way she is, you know. So yes, definitely.
- I. Good. Now these are the options, and at ("A" High School) it's a completely open option system, so they just choose two, and I know what Karen's chosen, but if you would just make a comment on each thing from her point of view, and your point of view. Art?
- M. From her point of view, no. Not from Karen's point of view, because she is more of a crafts person, and art does tend to deal more with the drawing, painting, aspect, you know. Art in that sense .. so, no. She does enjoy a bit of drawing, but that would pall very quickly. She's much more of a crafts-person, although she does enjoy her art classes it wouldn't be a lasting thing with her. Not in that sense.
- I. Clothing?
- M. Clothing, er, once again she is good at it. She can do it, but she hasn't had much pleasure out of it at school because .. waiting in queues and things .. waiting to see teacher. One needs prompting every moment of the way. I'm a sewer myself; she can do it at home .. sees no point in doing it as an option at school because she does so much of it at home. So once again, that would pall very quickly, and one thing with Karen, you must keep the interest flowing. If you lose her, you've lost her for good. You know, that's it with her, and let's face it, she doesn't have a choice whether or not she goes to school. She must go five days of the week, and I think it must be like a job that you're in,

once you begin to dislike it the least little bit, things grow and grow until you absolutely hate school. It's pointless sending the child, you know. The child has lost out educationally .. cut themselves off.. especially with Karen. So, clothing, no. Not for Karen.

I. Right. Economic studies?

M. No.

I. Did you have trouble finding out what that was?

M. No, not really. Economic studies, it's sort of .. what it spelt to me was, um, commercial. The commercial life, you know, banking, government policies, etcetera. That sort of thing. No, because that requires a degree of, well, sitting still, concentrating. She needs to be active. It's once again from her point of view, the interest would pall quickly. No it's just .. we can't afford that to happen with Karen. She's a clever girl and this sometimes goes against her. Once things get boring she just shuts off.

I. Mmm. French? We'll take the two together, French and German?

M. Language. French and German, yes. Language .. love the idea. Yes, and wholeheartedly encourage it with the children. The oldest girl's doing Maori, .. feel that would be more relevant.

I. I'll put that out at the same time. Maori?

M. Yes. We are immigrants and we've only been in the country eight years. The oldest girl is old enough to remember what life was like in England, and decided that she would not feel that she'd be going back there to live her adult life. Maybe part of it, as part of growing .. the course of life .. but basically she would be a New Zealand citizen and she'll be carrying out most of her adult life in New Zealand. So, living in this multi-cultural society, here, we feel that, you know, you feel the presence of the Maoris more. Not like in England where there were a few Indians just beginning to come into the country. You know, there are many more, and people are very prejudiced. The English do tend to be prejudiced. My parents were very prejudiced, which is something I didn't get along with. I think there are good and bad in all races .. you know, the disadvantages. And only when you come here .. and although this is basically a white nation, we were English-speaking, we still felt at a disadvantage at first. We still felt we had to fit in, you know, sort of thing.

I. Do you know many people .. Maori people, here where you live?

M. Well, we came into the country and I noticed the children were actually frightened of the Maori people. Physically frightened of them .. to pass them in the street. And they looked with their .. if they had the very macho look with the leather jackets, their dark skins, and some that great big fuzzy hair.. and they felt frightened of them. And I thought, well, this is a thing that's not going to be cured by just mixing with them. There's always going to be a barrier, and I want to break this down. We're all people under the skin, you know. So we've encouraged it, and actually partially forced the issue with the older child, to go and take Maori. Tears and carry-on for three weeks or more. She was terrified of the teacher. You know, just.. oh I suppose he started off on the wrong foot. She tends to be a bit meek and mild. He said "If you can't say my name by the end of the week, you know, you're wasting your time taking Maori". We talk about it, the way she used to try to shrink down at the back of her chair, you know, so that perhaps she wouldn't be noticed. And to the point that when he asked her a question she would close her eyes to be able to answer. You know, it was just such a silly thing, but it was very real to her. And now, of course, it's so easy with her. She bloomed. She

had an award this year in Maori language in the fifth form.

I. Did she find herself in a minority?

M. Oh yes, there were only two. Her and another Pakeha girl. And this is another thing we feel about our children. Never be afraid to be in a minority. You've got as much right to be here as anyone else and your views are just as important. And I don't encourage them to join the flock. O.K., if that's what they want, bit if it's not really what you want, don't do that.

I. Does your husband feel the same way?

M. Yes. Well, I think we're a very tight family unit because we have no other relations over here. We've only got each other. So we've become .. not insular, certainly not insular, but a unit on our own, and very close. So we're able to talk. We lean on each other. We all need our family at times, you know, and coming from large families .. I'm one of six children, my husband's one of seven, so we've got oodles of aunts and cousins, that sort of thing. So we strongly.. well, it's become a sort of family tradition. They all take Maori...

(Part of transcript omitted here.)

I. So you felt that (Maori) was one thing really worth pushing?

M. Yes.

I. You were saying before that you didn't want to push Karen to do some things that she wasn't going to enjoy, but that's one thing you ...?

M. But that one thing. Because that is not, that is not an academic thing as far as I'm concerned. It's being a whole person, thing. You know, and that is just as important. That is the most important thing to come out of the school system, a whole person.

I. Well, that's really interesting. Thank you for telling me all that. Home economics?

M. Home economics? Once again she felt she could do all the cooking she wants here. They've always had a free hand in the kitchen. I've encouraged it, well, to give me a hand. They .. you know, I'm not an unpaid servant. I do need a hand, and they do it because they know it helps me. And they need to be able to know something, which is something I didn't know when I got married. I never lifted a cup off the table or peeled a potato in the whole of my existence, and it came very hard, you know, very hard, so .. but that's something she can get plenty of at home, and I couldn't really see the benefit of it through school. There are other things.

I. Yes. Now, she has picked metal and wood technology.

M. Yes. And I .. she sort of .. yes, she enjoyed doing metalwork and woodwork. These are the practical things, aren't they, and the cooking and sewing, they're practical too? Because she's not really very good at sitting still for very long. Her concentration span is very short and intense, you know, everything else is blocked out. And the standard of workmanship that comes out of that short time is extremely high .. so .. we chose this as a practical subject to mix up .. to get a balance in her school day, in her school week, so that she's not tied down to too much academic .. Although she is capable of achieving in all of these things, once she switches off, like I say, you've had it. You know, she won't achieve. Well, where's the point? So this is a balance subject as far as I'm concerned. She is very much a craftsperson and she is

making things the whole time. I can show you a whole roomful .. I'll show things that she does with her time.

- I. She's likely to be in a minority again there. Does that influence you in any way at all?
- M. No, because we've always brought the kids up not to worry about being in a minority, and also, it's a silly thing about, you know, giggle, giggle, boys, boys. I mean, it's so stupid. They're just people, you know, they .. O.K. they're the opposite sex, but you mustn't .. you must stop seeing them as the opposite sex, just see them as people that you talk with, people that you go out with out with, people that are around you. You know, just a person. And so that's not worrying me. And she .. I get on very well with the opposite sex, you know. I often find that little hen parties where, you know, gossip, gossip, gossip, it's just terribly boring, you know, so you know, I'm looking for worthwhile content.
- I. Yes. Looking for something that's individual to Karen, rather than anything that's appropriate for a girl, or that sort of thing?
- M. Yes. This is something to suit her, because she must be doing. She's a doer. All the time, and she, every hour of the day she must be doing. By the time she was three years old I'd run out of things to be able to entertain her with at home. She was at kindy five days a week from nine in the morning to three in the afternoon. And that was it, you know. They were there, the three, the three musketeers: one little deaf girl, which was her friend, and another little rip, and that's the way they spent their day, doing. Oodles, mountains of cardboard boxes, paints. It's just go, go. She doesn't sleep much now. We've .. the two girls can't share a bedroom because they're so different. One goes to bed and needs sleep because she's bashing away academically right from the time she goes to school. It's what she enjoys doing. It's her thing. The other one must have .. play a guitar or recorder, or have the light on until ten thirty, doing. That's Karen. So it was a Karen related thing.
- I. That's good. Music? She didn't want to take it as an extra subject?
- M. No. It's not, um .. she is very good. Actually, I think she has got great musical talent. She's the only person I know who can play two recorders at once. You know, things like this. She plays the guitar, and with all these she's taught herself. Well, they've all taught theirself to play the recorder. So I've always encouraged music right from the word go. I can't play a musical instrument myself but I've always been able to sing, so we've always enjoyed music. We've always had records and this sort of thing. It doesn't matter what. Just keeping rhythm, it doesn't matter what. At playcentre it was always good fun to sing and to dance and do that sort of thing. Just enjoy music. We're not really classical music fans, although we have got an appreciation of classical music, so the children get a wide range. They hear a lot of music. When we have it on, we have it on loud. You know, just depending on the mood, whether it be pop music, or whatever. We can appreciate the fun that they get out of rock music, 'cos we just do. We can appreciate the broad spectrum in music. But once again, she's not a serious musician. It's a pleasure thing. It's a pastime. And we've at last been able to afford a piano, which we'll get at Christmas. Because she can, she can play 'O Come all Ye Faithful' with two hands because she saw someone else do it. She's got a musical knack. And it's a pleasure thing once again.
- I. That's really good. Technical drawing, she didn't choose?
- M. No, not really, because Karen .. Technical drawing, it leads up to what? An office type of environment. An indoor environment which would be too strict for Karen. She's never going to be able to handle being in an office, I know

that. So at the moment .. er. We always encourage the kids to reach for the stars. We may fall short, but by golly, we'll get somewhere in the meantime. So she really would love to be a zoologist. We say O.K. Well in a way it's a way, it's a carrot to hang in front of her. Now to be a zoologist we will need an A pass in science, maths and English. Now we've got something to reach for. If I want to be a zoologist, and I really do at the moment, you know, today, then I .. And she will work hard in those subjects. It's a means to an end. We all know that if we want to do something, then we've got to jump through the hoop to do it, regardless of whether it's in our nature or not. But to get there, if that's what's required, then we must do it. So it's the carrot, isn't it? It may be something different next year, I don't know. But for now that's the way we treat it.

I. I see. And the last one is typing.

M. Typing. Once again, this will be a funny sort of thing - I'd like her to do it. Perhaps, if she wants to do it. But it will be a one-year, one-off thing. Like the oldest girl now is aiming for vet school, and she's a very capable student - terribly conscientious - and would have been capable of doing six subjects under great pressure. She would have had to really work. But to us, you're taking a year away, out of her childhood. And she'll never regain that year, and it can only go on to something else where she's got more and more responsibilities, and she loves her horse. So we've said O.K., there's no restriction on age going into university, or age limit to go to vet school. Take your time, enjoy your year at school, and make it easy. So she's doing four .. four subjects which are academic, tough subjects. She'll be doing her English, maths, biology and her Maori at U.E. level. Because she was under pressure to take six subjects, either take six subjects with Maori, or drop Maori and take five. Which is very upsetting, because she was just getting to the conversation level in Maori, which is what it's all about. To be able to go and converse with an adult is what is necessary. So we were determined not to drop that subject, so she's doing four academics and she's doing typing for a year, for fun. And she'll be doing her phys. ed. because she enjoys it. She must, you must balance the school year with pleasure, fun, you know, and relaxation. Because it's tough I think, you know, going through a whole school week. I don't think .. A lot of parents think "Huh, school! This is work, you know, sitting all day in a classroom with a pencil in your hand". They don't appreciate that when the kids are trying, and they've got to try, how hard it is on them. So we said, "O.K. do four subjects. In the seventh form take your chemistry and physics at U.E. level, and pure maths and seventh form biology, which is necessary. And then just coming .. She'll be a part time student after that if the urge is still there. If it's still strong and going to vet school is what she wants, then she'll go back as a part time student to do the seventh form part to catch up. And she was so thrilled, you know, we had tears. And you know, honestly, it was such a trauma choosing her subjects. For me and for her. Because I felt she was capable, but if she was doing six subjects, which would have been necessary, there would have been no time for the horse, no time. And I think it would have crushed her as a person. You would have lost something of Cathy there. The happy part of Cathy, you know, the relaxed part of Cathy. We'd have lost that, and it wasn't worth it. So that's how we sorted that out.

I. That's a very interesting compromise that you made there.

M. Yes, so we've got it all sorted out, and she's so happy because she says "Oh, now I can still ride my horse!". With not many, much time left for that, because once she's out in the workforce, that's that, you know. And it's .. other responsibilities take over, and you can't sort of .. I don't .. I never had much of a childhood myself, I think. And I feel that, and that's something I can give to the kids. It's not going to cost me, so, and they can catch up. You're an adult an awful long time. So that's the way we feel, and that's how

we approach choosing subjects for the kids. We approach it from a personal point of view.

- I. That's really good. I've got a few more questions. You actually have answered quite a lot in what you've said. First, can I ask you if you're satisfied with that range of options, or if you would have liked to have seen anything else in it?
- M. Um, no, I think that's a fairly broad base, and I think you can only go on past experiences, and my school experience .. They've got a hell of a lot going for them now, these kids, you know. We will improve it over, over the years. Change will come about. Because, this School C.. I don't really approve of doing exams, you know. Much more interest in the quality of the person we turn out in the end, you know. Just the feeling of failure that I had .. not being .. We did the eleven plus in England, and feeling totally crushed because we were then separated. Because the passes went to Grammar and the others were heaped together. And I got a feeling that that was it, you know.. Oh gee! But what it was, really, was a late developer. They .. when we got to fifteen and we took these exams - they were called pre-commercial exams - and I thought well, golly gee, this is my last year at school, you know. I'd better do some work or else I'm not going to get a job. And I knuckled down and got a credit in mathematics and a pass .. I passed the whole five subjects, credit in maths and English. And so I did a couple more, hurried little ones, English language and literature, and I passed those. And I wanted to stay on at school then, because I proved - nobody else had told me - I proved to myself that I could do it. And they said, "Sorry, too late", and so that was it. I left school. So now you know, things are so different. If only the parents realized the opportunities that the kids have got here.
- I. So presumably you'd be quite happy that it's an unstreamed school and they don't rank their kids in classes?
- M. I'm glad of that.
- I. And their option system's open, so they don't say "You must choose one of these and one of those". You've got the whole lot to choose from and just pick two.
- M. Yes, because I think you should succeed in what you're doing. You should be happy in what you're doing. Let's face it, it makes you feel good about yourself if you can. And no education - I don't care what you're learning, you know, nothing is wasted. Nothing is ever wasted. No matter how, you know, unrelated to whatever you think you're going to be, it's never wasted. So, although metalwork and woodwork, I can't .. I don't know whether Karen will go in for that sort of thing, but it'll be something that she can use for her personal benefit, to fit in her later life.
- I. Another question is how much help or direction did you give your daughter, but it rather sounds as though you all sat down together and thought the whole thing through?
- M. Yes, I think it happened all through. I mean, we have discussions on how we get the school reports home, and I don't look at the A's and the B's or what have we, I look at the personal comments, you know. And when they're just not trying and they're just not getting up to what they can do, and we don't have growlings or anything, and it's just kind of disappointing. We don't really have a punishment system in the home, either. Karen is an unusual child, very strong willed, very strong feeling of "me", sense of person. And we've had a rugged ride with her through school, absolutely rejecting it after the first year. Full stop. To the point where she was advised to see a psychologist. They advised me to take her to see a psychologist, you know. We got that one sorted out; we just shifted out of town. There's not enough space for Karen

in town, not her. She's too big for town. And it was a sense of .. They feel that they've let us down, or let themselves down. I don't want more than they can .. they're capable of, for their own sakes. So that's how we did that.

- I. Good. Now, from the school? Did you get very much help, or would you have liked more help from the school? Perhaps you could project yourself back to when you were thinking about your elder daughter, because that would have been the first time.
- M. Yes, the first time. No I've always felt, especially - and New Zealand can give themselves a pat on the back for this - I've always felt able to walk into a school and find out anything that I want, you know. The teachers will give you this. In England the school was taboo. Unless you were on P.T.A. or school committee you were not welcome, and that is the feeling that I got. And it came through that when I was worried about my child's progress that I went to see the teacher and she said, "Well look, you'll just have to make an appointment. I'm sorry, I haven't got time to see you now", and continue to rant off for the next twenty minutes about her own personal problems and the pressures that she was under. So, um, I was unhappy, terribly unhappy with the school situation in England, and this was one of the main reasons for emigration to New Zealand. And I feel that kids here have got it all laid on for them, and we've taken advantage. Being able to say another side of it, I mean, I just say, Well, you get in there. Isn't that marvellous; don't you think this is wonderful," you know. A swimming pool in the primary. This sort of thing - tremendous. So I've always felt anytime I can go and approach a teacher about anything. And also, the way the school reports are sent out, we get an idea of how Karen is as a person at school, what's going on, you know, how she's handling the school environment. We've had years, shockingly bad years, and she's had a teacher that is just not suitable for her, and you might as well write that year off. Which we have had to do.
- I. So that could make a difference in secondary school - the kind of teacher she has for the various subjects, perhaps?
- M. Oh, I think that goes through for school in time immemorial. I mean, when I was at school I felt the maths teacher didn't like me. Whether she did or whether she didn't, I don't know. She said .. I asked her whether I should take the state exam and she said, "Quite frankly, dear, you're wasting your money". So that was it. But I thought, oh heck, I'll do it anyway, and I got a credit in maths, so .. And then there was this religious instruction teacher which I had and I worshipped the ground. I felt that she .. you know, I really loved that teacher. It was a personal thing, you know. And I'd have done anything for her. And I scored .. I was top, top of the class. So this is related all through. But in general, now, I think Karen is finding her personality is more developed and they think she's great fun to have in the classroom, which makes a difference.
- I. Other help? I think, really, you have told me. Certainly her older sister told her something about the subjects, having gone through the system.
- M. Yes, yes, that's right.
- I. Any friends outside the family?
- M. No. Karen is somebody who is not influenced. She's probably the one that's least afraid, you know, to be herself.
- I. I can see she hasn't been influenced, because she's so different from all the others, but she might have just got information from other sources.

- M. Information? Yes, probably, if she was a bit iffy, you know, metalwork and woodwork and you'll be the only girl, and that sort of thing. No, not really. I think it's just been in the family. We keep in touch with the school so we know what's going on. In primary, I was on the P.T.A. for a couple of years and things like that. But in general I just let the teacher know. If I'm interested I'll phone up and say "Look, if you're having any hassles with Karen" - we've had hassles in the past - and just give him .. clue him up to, you know. "Put her on the line from day one and you won't have any trouble; let her get away with it and you've had it," you know, sort of thing. So we've got a personal communication going with the teacher, so if he's worried, he'll phone me up and say, "Look, we're having a hell of a week here," you know, and I'll say "Too right, it's bad here too". (Laughs) You know, and there might be something that's causing it. So, I know what's going on in school and I feel that I'm not totally ignorant. I could know more. Everybody could know more. But I know enough to make a judgement, to make a decision.
- I. Do you think that's usual?
- M. No. I think most people, depending once again on their own experiences in school, seem to creep round with their backs flat to the wall, sort of thing. You know, in a hallowed environment. Which is daft, you know. We all say just think of people in their underwear, they're just people you know. (Laughs) They're just people. So I don't think that's general, no. I notice attitudes that are incredible. New Zealanders tend to be old fashioned in their views, and some of the women I meet are terribly stereotyped, you know. And we just absolutely roar with laughter at some of the things they, you know, like. They get so set. Their views are so narrow. Like a friend of mine had never had a fried egg on toast. (Laughs) Silly things like that. Because, you know, morning tea is at ten thirty. Well, to me, a cup of tea is when you're thirsty, you know. Just live life. Everybody feels so that they must follow the straight and narrow. But we can still follow the basic rules and still be ourselves and not one of the block. This is what we encourage. I don't want the kids to be afraid to try anything. You know we all fall on our faces sometimes. We've got to, but if we don't try, we're not going to know our personal limitations. We're never going to know. You may waste a whole lifetime and find at the age of seventy-eight that you're brilliant at something, you know.
- I. That's really encouraging. Kind of job? You said zoology; at the moment it's animals?
- M. Yes.
- I. Now a lot of girls particularly, get very keen on animals, and then it all fades away. How do you rate Karen's interest?
- M. Extremely keen. Probably one of the things .. It's become more than a pastime, more than a pleasure thing. It's become a study with her. Which, to me, shows signs, you know. And anything, it doesn't matter, you know, what the kid's interested in, right from babyhood .. the most unlikely things. And we .. jeez, I don't know much, you know, but I know more than the kids know because I've been - I'm older. I've got more experience to call on. So whatever information I can give them about any small thing they're interested in .. because it's the strangest things that children do sparkle at. And we all need to sparkle, sometimes, you know. So we've done that. Not so much .. perhaps we .. our knowledge is extremely limited, but I can give them access to further knowledge, like libraries. I was an adult before I knew how to go into a library and take a book out. We had no books at home. I wasn't taught that in school, and I was thrilled to think they're taught functionings of a library right from infancy in New Zealand. That even a seven-year-old will know how to select a book, where to go for a book .. know that certain things .. you know, if you know who wrote the book, it'll be on the spine, or certain things. Like if you

want to know about whales it'll be in this section, or if you want to know about volcanoes it'll be in that section. And right from infancy, too. They always take the adult books out, because they've got super colours in the pictures. Maybe they can't read the text, they can't understand it, but they can read the caption underneath and get an idea, so it's a way of furthering an interest. And this with Karen, this thing, the aviary is her love. You know, she helped her father build it, and she's very interested, very keen. And it's the interest that's made her find out about birds off her own bat. I haven't got time to get all this information, and I can only provide the opportunity. If they are really interested, they will put in the work. And that's how we work it with the kids.

- I. That's good. And the last question says what particular talents does your son or daughter have in or out of school? I think it's pretty obvious that on the whole parents know their children better than the teachers, and a lot of talents that children have are not things that are developed at school. I would imagine that the aviary and her interest in animals was something that's not been a school thing.
- M. No, this is all, this is all part of, sort of not being bored. We're never bored. We've .. we try anything, do anything, and take up all sorts of different things. And you know, sometimes, like I went through a cooking phase. We had superb cordon bleu for a few weeks. Got fed up with that, you know, it's too much trouble to stuff a tomato. But at the moment I've taken up embroidery and the children will do this, and they see you doing something. Oh, even a little seven-year-old, you know, he'll say "Is that hard, Mum?" I say, "Well, I think this type of thing could be hard," but I'll find him something that he can do in the embroidery line which will .. he could manage. So he'll know he can do something. And he does it because I'm doing it. Or Dad's reading books on, I don't know, World War Two, and it became a big thing with Colin, World War Two. And he gets the full picture of the whole thing. It's not just "Blam, blam", it's "Why?" You know, that there are different races and they have different ideas, and things happen. And they get a picture. It may not be very accurate, but it's a knowledge, and as his teacher said .. and with all the kids they've found that when they stand up for morning talks or morning news, what they've had to say has been worthwhile, you know. So her talents are very much in making things, doing the whole time, regardless. Getting books, anything from origami to sorting out chunks of wood or carving wood. Anything and everything. Whatever catches your eye, whatever catches your fancy for however long it lasts.

END OF TAPE.

'KAREN VINCENT' (Ax3 017g)

RE-INTERVIEW IN FORM THREE Monday 21 March 1983

- I. You're doing these core subjects. First of all, could you tell me what you think about English?
- K. Oh, it's alright. I enjoy it, you know, a bit, because we're allowed to do a free choice project, and I enjoyed doing that and my English teacher thought it was very good and that. And it's not bad. You do lots of nice things in there like plays, drama, and, you know ... and I'm enjoying it so far.
- I. That's good. What did you choose for your free choice project?
- K. Saving the Black Robin.
- I. Oh, good. And how about maths? What do you think about that?
- K. Oh it's good, you know, you're sort of surveying things you did before, but you learn in a more complicated way and it's good. You know, it's quite easy and it gets easier as you go.
- I. Yes, so that's alright is it?
- K. Yeah.
- I. And social studies?
- K. Oh well, Mr -----, he's my social studies teacher - well, I couldn't do my homework sometimes 'cos I had other homework, and you know, I was in his bad books for a couple of months, and then mum had an interview with him, and told him, you know, all about me and that, and then he understood, and now we're sort of getting along better together. And we're not such enemies anymore, and it's alright. It's just that we're doing a project on the (school neighbourhood) area, and I've never been (here) before. Never lived here and that, and it's a bit difficult, and I suppose it's a bit difficult for him to be patient with me and that, but it's alright. Now that mum's had an interview, it's better.
- I. When was that interview? Not very long ago?
- K. Last week. I'm not quite sure - yeah.
- I. Was that after you had your six-weekly tests or something like that? Did you have some kind of a report beforehand?
- K. Yeah, we had a report after the interview.
- I. After?
- K. Yeah, and oh, my report wasn't bad.
- I. And is it very different from last year's social studies?
- K. Yeah, it is quite, 'cos at the beginning of the year last year we did sort of countries, like you know, America, or something. This year we're doing the actual community where we are now, and then we're carrying on to countries and things like that.

- I. I see. And how about science?
- K. That's fun (laugh). Yeah, that's good. I want to be a zoologist or something like that when I grow up, and I enjoy science, and um, I like playing around with microscopes and things, and it's fun.
- I. Good. So no problems with any of those core subjects. And you get a wee bit of music. What about that one?
- K. Yeah, I play the guitar and it's good. I'm learning a few things, you know, about semi-tones and all sorts of things like that, that I didn't know before, and it's helping me with my music, 'cos I have to teach my sister how to play the piano, sort of. And, you know, it's fun, 'cos I understand half of it, so, you know ...
- I. Good. And now the others are ones you chose, so tell me what you think about Maori?
- K. Oh well, that's good. We were on a trip last week and it was really fantastic, and it's the first time I've ever been on a Marae, you know, a place like that, and it was really good, and we're doing a project on it now, and ... It's a bit hard 'cos you can't remember what you did. And I'm learning to say "hello" and "How are you?" and things like that, and it's good, you know. 'Cos my sister took Maori and she's still taking it. I think it's her fourth year, and she can teach me. She's helping me along.
- I. And so are you quite pleased to have chosen that do you think?
- K. Mmm. It's good.
- I. And how about the metal and wood technology?
- K. Mm, well, at the beginning of the year I was the only girl in the class, and all these other boys were a bit rough, and I was a bit scared and that, and I wanted to change to music or tech. drawing or something like that. And mum was keeping ... trying to con me into it, and she rang up Mr ----- and Mr ----- and everybody, and tried to tell me what we were gonna do, and she said "Give it about six months trial, and then we'll see if we change you," and I did, and I've got to know, from the Maori trip, I've got to know a couple of the boys in the class, and they help me with my work. And I'm getting along well now. It's fun making things.
- I. So how do you feel now about having chosen that subject?
- K. Oh, I'm glad I did, because it's fun. You do harder things than you did at intermediate, and ... but it's really good. You learn a lot of things, you know. It's not all making things. You do learn all about the metals and things like that. It's good.
- I. That's really good then. And I think your third subject must have been typing, and you've been given that for directed studies?
- K. Yes, that's good. I love typing, and ... sometimes it's difficult and you go slow. Some people in the class, they've done it as option and directed study, and whenever you do a mistake or something, they laugh and that, you know, and it's a bit embarrassing, but ...
- I. Trying to be superior, are they?
- K. Yeah, but it's good, 'cos my sister, she's taking it as an option. She's gone twice as far as I have. But I reckon it's real fun, 'cos I've never typed before. Got a typewriter at home but it's all bunged up now, doesn't work.

- I. So are you quite happy to be doing that as a directed study and not as a full subject?
- K. Yeah, I'm quite happy doing it.
- I. Is there any subject that other people are doing and it sounds rather good and you haven't got room for it, but you'd quite like to take it?
- K. Yeah, tech. drawing, you know, or art, but I'm not a very good drawer, and you know, I didn't really want to take art, but at home I like painting things sometimes.
- I. So tech. drawing would interest you?
- K. Mmm. But not as much as they give in options, you know. A bit now and then every day.
- I. I see. So as far as the options are concerned, you're happy with what you've got?
- K. Yeah.
- I. Different question: what's the biggest difference between this school and the last one you were at?
- K. Well, we're doing harder work in more ... a bigger area of subjects and things. Like at intermediate, we didn't have English as a core subject or something, and you know, at (intermediate) it wasn't bad. We hardly had English. But here it's harder because you've got so many subjects to concentrate on. There's more homework and the work's harder.
- I. That bit of trouble you got into - why did you get so much homework? You said you didn't have enough time to do your social studies.
- K. I didn't have enough time to do it because I had a whole English project and a bit of science project, and I had to clean out my pets and things like that, but now I'm cleaning out my pets in the morning, so it's easier to do my homework.
- I. Oh yes. You got it all at once, I suppose?
- K. Yeah, do a bit every night. Like, we have a three week, you know, sort of project to do in three weeks. Do a bit every night and it's easier.
- I. Do you actually do that?
- K. Yeah, I do a bit every night.
- I. And my last question you've already answered, but I wanted to know if you still had the same sorts of ambitions, and you said you wanted to be a zoologist or something to do with animals.
- K. Yeah.
- I. So you still keep your birds?
- K. Yeah, I've got my birds and my rabbit and a dog. I'm not allowed any more pets (laugh).

APPENDIX LSAMPLE LETTERS

Letter to parents requesting an interview

Letter to pupil at 'B' High School asking for a
written comment about the second half-year option

Covering note to form teacher



University of Waikato

PRIVATE BAG : HAMILTON : NEW ZEALAND : TELEPHONE 62-889

EDUCATION DEPARTMENT

November 1982

Dear Parents,

Recently I have been talking to pupils in Form 2 and Form 4 about the optional subjects they have chosen to take at High School next year, and the reasons for their choices. This is part of some research that will, we hope, help teachers understand what help children might need when making these important decisions.

The children have given me their views, but now in order to complete the picture, I would very much like to talk to parents to find out their opinions. I wonder if you would be kind enough to talk to me for approximately 30 minutes about the school subjects offered next year and the choices your son or daughter has made? I would be happy to meet you anywhere and at any time that would be convenient for you, and assure you that complete confidentiality will be maintained. I have permission from the Department of Education, from the University and from the schools to conduct this research and no individual pupil or parent will be identifiable.

I do hope you will agree to talk to me and I will telephone you shortly to make arrangements, if you are willing.

Yours sincerely.

Doreen Roberts
Lecturer in Education
On leave from Christchurch Teachers College



University of Waikato

HAMILTON NEW ZEALAND : TELEPHONE 62-889

Dear (Bx3 002g)

Earlier this year I talked to you about the subjects you are doing at school.

Will you please write me a few lines about *Tech. drawing* (your third option).

I would especially like to know what you think about this subject, and why you think that way about it. Please write whatever you feel like putting.

When you have finished, please put this paper back in the envelope and seal the flap.

Thank you very much for your help in my study.

J. Roberts

COMMENTS BY (Bx3 002g) ABOUT *Tech. drawing*

I have changed my option to Home Economics. This is because I had lost interest in Tech. Drawing. The reason why I took home Ec. is because I had done a bit more cooking at home and I really enjoyed it so I thought that it would be good to take Home Ec. since I enjoy cooking. I am very pleased I changed my option.

*PS
Are you pleased you chose Tech. Dr.?*

FORM TEACHER

3r

✓ Re: (Bx.3 002g)


I have previously interviewed the above pupils concerning their 3rd Form subject choice, but when I saw them last they had not experienced their third option subject.

Will you please hand out the enclosed envelopes (perhaps during form time) and ask pupils to write me a few lines about their third option as requested within. (This should take them only a few minutes.)

Please collect the envelopes immediately and do not allow pupils to discuss what they will write. Please do not allow pupils to take the envelopes away for any reason.

Please return the envelopes to _____ (Guidance) who will send them on to me.

Thank you very much indeed for your help.


(Researcher,
Waikato University)

COVERING NOTE - sent to School 'B' Form Teachers with envelopes containing notes to pupils in September, 1983. N.B. Names have been deleted.

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