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677.

APPENDIX A

STATE POST-PRIMARY SCHOOLS IN EXISTENCE IN 1935,
SHOWING FOUNDATION DATES AND ROLLS AS AT 1 JULY

SECONDARY AND COMBINED SCHOOLS

Founded	School	1 July roll
1856	Nelson College	470
1863	Otago Boys' High School	696
1867	Wellington College	731
1869	Auckland Grammar School	912
1871	Otago Girls' High School	541
1872	Napier Boys' High School	343
1877	Christchurch Girls' High School	496
1880	Southland High School (Boys' High School from 1904)	319
1880	Thames High School	192
1880	Timaru High School (Boys' High School from 1898)	412
1881	Ashburton High School	229
1881	Christchurch Boys' High School	653
1881	Whangarei High School	331
1882	New Plymouth High School (Boys' High School from 1913)	452
1883	Nelson College for Girls (Nelson Girls' College)	365
1883	Waitaki Boys' High School	294
1883	Wellington Girls' College	466
1884	Napier Girls' High School	234
1884	Rangiora High School	220
1887	Waitaki Girls' High School	255
1891	Wanganui Girls' College	351
1898	Timaru Girls' High School	350
1900	Marlborough College (Marlborough High School)	310
1902	Palmerston North High School (Boys' High School from 1920)	411
1904	Southland Girls' High School	240
1906	Auckland Girls' Grammar School ¹	487
1906	Dannevirke High School	253
1908	Gore High School	232
1909	Gisborne High School	446
1911	Hamilton High School	413
1913	New Plymouth Girls' High School	312
1917	Epsom Girls' Grammar School	601

1920	Palmerston North Girls' High School	256
1922	Mount Albert Grammar School	603
1923	Wairarapa High School ²	303
1925	Wellington East Girls' College	407
1926	Hastings High School ³	470
1926	Hutt Valley High School	412
1926	South Otago High School	188
1927	Rotorua High School	186
1927	Takapuna Grammar School	471
1928	Avonside Girls' High School	341
1928	Rongotai College	288
1929	Waimate High School	145

¹ Founded 1888; separate school from 1906

² Wairarapa College from 1937, on amalgamation with Masterton Technical School

³ Previously Hastings Technical High School

TECHNICAL SCHOOLS

Founded	School	1 July roll
1912	Ashburton Technical School	225
1903	Auckland Technical School ¹	1,219
1907	Christchurch Technical School	1,068
1909	Dunedin Technical School	721
1922	Feilding Technical School	249
1923	Greymouth Technical School	293
1920	Hamilton Technical School	501
1920	Hawera Technical School	312
1912	Invercargill Technical School	606
	Masterton Technical School	192
1932	Otahuhu Technical School	395
1903	Palmerston North Technical School	387
1930	Petone Technical School	213
1921	Pukekohe Technical School	209
1921	Stratford Technical School	295
1918	Timaru Technical School	222
1911	Wanganui Technical School	647
1905	Wellington Technical School	878
1909	Westport Technical School	124
1881	Canterbury College School of Art	190
1890	Elam School of Art	103

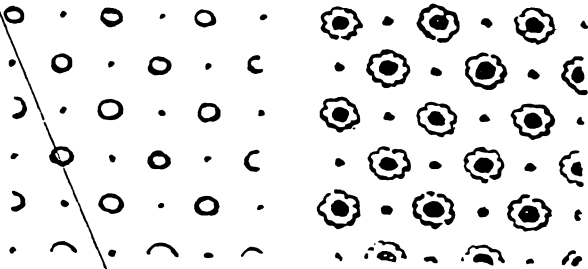
¹ Night school only until 1906

Source (roll numbers): E.1
Report, 1936

APPENDIX B

TEXTBOOKS APPROVED FOR USE IN
POST-PRIMARY SCHOOLS, 1935

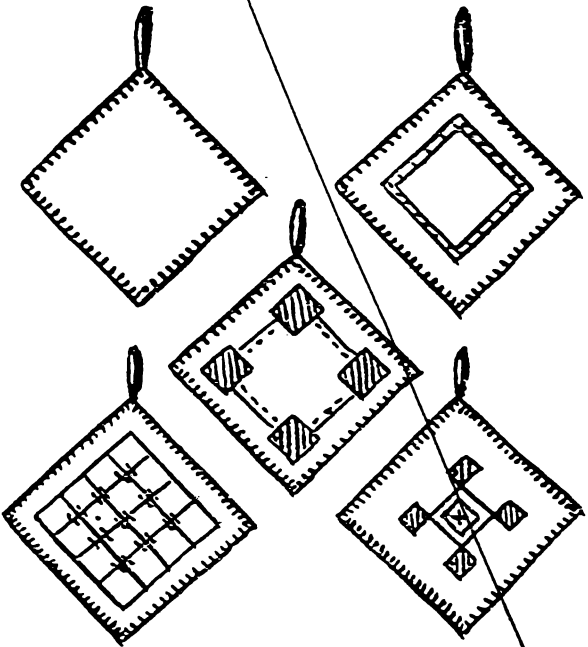
It is better when repeated 1 2 vertically as well as horizontally.



Geometrical patterns may be developed in the same way.

The whole time should not be devoted to the problem of rhythm in borders and all-over patterns, but a considerable amount of time should be devoted to the application of design to the decoration of simple objects. As an example, take an everyday object, such as a kettle-holder, and consider the arrangement or distribution of the ornament.

A kettle-holder is—(1) usually square, (2) bound or sewn along the edge, (3) looped at one corner. How might it be decorated? (1) Emphasize its squareness by a border; (2) strengthen the corners by putting a design in each; (3) cover with an all-over pattern; (4) emphasize the centre by a central pattern. In each case the squareness is emphasized and the feeling for flatness retained.



In developing the subject of ornamental design it will be necessary to experience the beauty of measure, rhythm, and arrangement, and to demonstrate the fact that a direct transcript from Nature, which may be beautiful in itself and full of delightful meaning, is not ornament. "Ornamental art, pure and simple, is like the measure and rhythm of a verse: it is not necessary to its beauty as ornament that it should have any meaning: it is quite sufficient that it should be beautiful" (F. W. Moody in "Lectures on Art").

TEXT-BOOKS FOR SECONDARY SCHOOLS.

The following is the list of text-books for approved use in secondary schools, district high schools, and general courses in technical high schools. Except under exceptional circumstances and with the approval of the Director, books not on this list are not to be used as class-books in such schools in and after 1936.

Suitable books may be added to the list from time to time on the recommendation of either the Inspectors or the Secondary Schools' Association. In certain cases approved by the Chief Inspector, experiments may be made with new text-books in certain classes before such books are added to the list for general use. Books will be withdrawn from the list as they become obsolete or are replaced by superior ones, but adequate notice of such withdrawal will be given.

The prefixed letter J, M, or S denotes that the book is in the main suitable for junior, middle, or senior forms.

ENGLISH GRAMMAR AND COMPOSITION.

- (J.) An English Course for Junior and Middle Forms—Caddick (Simpson and Williams).
- (J.) Composition through Reading. Books I and II—Pickles (Dent).
- (J.) Junior Extracts and Exercises—Prichard (Harrap).
- (J.) English Extracts and Exercises—Prichard (Harrap).
- (J, M.) Speech Training by Phonetic Methods—Stewart (Whitcombe and Tombs).
- (J, M.) An English Highway, Part II—Moon and McKay (Longmans).
- (M.) Intermediate English Extracts and Exercises—Prichard (Harrap).
- (M.) Matriculation and General English Course—Olyphant (Gregg).
- (M, S.) Middle and Senior English Course—Lawson and Gudex (Whitcombe and Tombs).
- (M, S.) Progressive Exercises in English Composition—Hammond (Oxford University Press).
- (S.) Studies in Literature—Pritchard (Harrap).
- (S.) Historical English and Derivation—Nesfield (Macmillan).
- (S.) The English Language—Smith (Home University Library).
- (S.) Practical Course of Secondary English—Ogilvie and Albert (Harrap).
- (S.) Short History of English Literature—Albert (Harrap).

LATIN.

- (J, M.) Latin for to-day: First and Second Courses—Gray and Jenkins (Ginn).
- (J.) Longmans' Latin Course, I—(Longmans).
- (M.) Longmans' Latin Course, II—(Longmans).
- (J.) Latin Lessons for Beginners—Robertson and Carruthers (Harrap).
- (M.) Revised Latin Primer—Kennedy (Longmans).
- (M, S.) Latin Prose Composition—North and Hillard (Rivington).
- (S.) Latin Prose Composition for Middle and Upper Forms—Pilsbury (Oxford University Press).
- (S.) Arnold's Latin Prose Composition—Bradley (Rivington).
- (J, M.) Everyday Life in Rome—Treble and King (Oxford University Press).
- (M, S.) Res Romanæ—Coleridge (Bell).
- (M, S.) Primer of Roman Antiquities—Wilkins (Macmillan).
- (M.) Brief History of Rome—Owen (Blackie).
- (S.) Short History of Rome—Bryant (Cambridge University Press).
- (S.) History of Rome for Beginners—Shuckburgh (Macmillan).

FRENCH.

- (J.) Modern French Course, I and II—Bertenshaw (Longmans).
- (J.) French Course for Schools, I and II—Collins (Macmillan).
- (M.) Modern French Course, III—Bertenshaw (Longmans).
- (M.) French Course for Schools, III—Collins (Macmillan).
- (M.) Fifth Form French Course—Horsley and Bonne (Rivington).
- (M.) Short French Grammar—Siepmann (Macmillan).
- (M.) Progressive French Composition for Middle Forms—Horsley and Bonne (Rivington).
- (M, S.) Grammaire Française—Rengault (Arnold).
- (S.) Grammar of Present-day French—Mansion (Harrap).
- (S.) Senior French Composition—Goodridge (Oxford University Press).
- (S.) Complete Course of French Composition—Rey (Blackie).
- (S.) French Composition, Book II—Kastner and Marks (Dent).

WHO'S WHO AND WHAT'S WHAT.

Happenings here and there in this interesting world described in

THE N.Z. SCHOOL NEWS.

Entertaining and Informative.

A Journal written for teachers and secondary pupils.

Issued six times each term.

PRICE, 2D. A COPY. 3S. PER YEAR.

For fuller particulars and information write P.O. Box 1680, Wellington.

MATHEMATICS.

- (J.) Shilling Arithmetic—Loney and Grenville (Macmillan).
 (J. M.) A New Arithmetic—Rivett (Arnold).
 (J. M.) The Student's Arithmetic—Baker and Bourne (Bell).
 (M.) Intermediate and Senior Arithmetic (Whitcombe and Tombs).
 (J. M.) New School Arithmetic—Pendlebury (Bell).
 (M. S.) School Arithmetic—Workman (Tutorial Press).
 (J. M. S.) Elementary Algebra—Baker and Bourne (Bell).
 (J. M. S.) School Algebra—Hall (Macmillan).
 (S.) New Algebra. II—Barnard and Child (Macmillan).
 (J. M. S.) Shorter School Geometry—Hall and Stevens (Macmillan).
 (J. M. S.) Elementary Geometry—Durell (Bell).
 (S.) School Geometry, Parts V and VI—Hall and Stevens (Macmillan).
 (M.) Numerical Trigonometry—Driver (Whitcombe and Tombs).
 (S.) Trigonometry, Parts I and II—Siddons and Hughes (Cambridge University Press).
 (S.) New Trigonometry—Borchardt and Perrott (Bell).
 (S.) Calculus for Schools—Fawdry and Durell (Arnold).

GEOGRAPHY.

- (J.) The Growth of Greater Britain—Fairgrieve and Young (Phillips).
 (J. M.) A Modern Geography for Junior and Middle Forms—Insull (Avery).
 (J. M.) Whitcombe's Intermediate Geography—Jobberns and Britton (Whitcombe and Tombs).
 (M.) Human Geographies for Secondary Schools, II and III—Fairgrieve and Young (Phillips).
 (M.) Whitcombe's Regional Geography of the World—Jobberns (Whitcombe and Tombs).
 (M.) Progressive Geography V (The World)—Thurston (Arnold).
 (S.) New Regional Geographies IV (The World)—Brooks (University of London Press).
 (S.) Geography of the World—Howarth and Bridewell (Oxford University Press).

HISTORY AND CIVICS.

- (J.) The Young Dominion (Whitcombe and Tombs).
 (J.) Brief Survey of British History—Warner (Blackie).
 (J.) Our Race and Empire (Whitcombe and Tombs).
 (J.) Civics—Bottrill (Whitcombe and Tombs).
 (J.) Dominion Civics—Coad (Whitcombe and Tombs).
 (J. M.) A First Book of British History—Tout (Longmans).
 (J. M.) Short Social and Political History of Britain—Mackie (Harrap).
 (J. M.) A Beginner's History of the World—Newman (Harrap).
 (J. M.) A Social History of England—Guest (Bell).
 (M. S.) A Text Book of Modern English History, Book II—Southgate (Dent).
 (M. S.) Groundwork of British History (Parts)—Warner and Marten (Blackie).
 (S.) A History of Europe, III or IV—Grant (Longmans).
 (S.) Europe since Napoleon—Levett (Blackie).
 (S.) Modern Times—Robinson (Ginn).

AGRICULTURE.

- (J.) Experimental Science, II—Caradus (Whitcombe and Tombs).
 (J.) Rural Science—Amess and Johnson (Whitcombe and Tombs).
 (J. M.) Science of Dairying—Penlington (Macmillan).
 (M. S.) Agriculture in New Zealand—Connell and Hadfield (Whitcombe and Tombs).
 (M. S.) Practical Handbooks (Whitcombe and Tombs).

BIOLOGY AND BOTANY.

- (J.) Biology for Beginners—Holmyard (Dent).
 (J.) Junior Biology—Stork and Renouf (Murray).
 (J.) Experimental Biology—Smith (Oxford University Press).
 (M.) A Public School Biology—Hankinson (Blackie).
 (M.) Fundamentals of Biology—Stork and Renouf (Murray).
 (J. M.) Botany for New Zealand Readers—Neve (Whitcombe and Tombs).
 (S.) Second Stage Botany—Lowson (Tutorial Press).
 (S.) Text Book of Botany for Students—Johnson (Allman).

CHEMISTRY.

- (J. M.) Inorganic Chemistry for Secondary Schools—Glendinning (Simpson and Williams).
 (J. M.) A Junior Chemistry—Willings (Blackie).
 (M.) An Elementary Chemistry—Holmyard (Arnold).
 (M.) Elementary Chemistry—Sutcliffe (Dent).
 (S.) Advanced Inorganic Chemistry—Oscroft (Bell).

HOME SCIENCE.

- (J.) Experimental Science, II—Caradus (Whitcombe and Tombs).
 (M.) Inorganic Chemistry for Secondary Schools—Glendinning (Simpson and Williams).
 (M.) Elementary Applied Chemistry—Cornish (Whitcombe and Tombs).
 (M.) Elementary Chemistry—Sutcliffe (Dent).
 (S.) Organic Chemistry—Cohen (Jack).

PHYSIOLOGY AND HYGIENE

- (J. M.) A School Course in Hygiene—Lyster (Tutorial Press).
 (J.) Physiology and Hygiene for Girls' Schools—Chesser (Bell).

PHYSICS.

- (J.) The New Practical Physics, I and II—Anniss (Gregg).
 (J.) Experimental Science, I—Caradus (Whitcombe and Tombs).
 (J.) A Class Book of Physics (Parts VI, VII, and VIII)—Gregory and Hadley (Macmillan).
 (M.) A Modern School Electricity and Magnetism—Shackel (Longman).
 (M.) Magnetism and Electricity for Beginners—Hadley (Macmillan).
 (M.) Magnetism and Electricity—Nightingale (Bell).
 (S.) Magnetism and Electricity—Duncan and Starling (Macmillan).
 (M. S.) Heat and Light—Nightingale (Bell).
 (S.) The Elements of Statics and Dynamics—Loney (Cambridge University Press).
 (S.) The Elements of Hydrostatics—Loney (Cambridge University Press).

The following books, formerly on the list, are recommended for use as "class sets":—

- (J.) A Year's Work in English—Marriott (Harrap).
 (J.) Composition from English Models, I and II—Kenny (Arnold).
 (M.) Composition from English Models, III—D'Oyley (Arnold).
 (M. S.) Exercises in English—Reynolds (Cambridge University Press).
 (J. M.) Geography of New Zealand and the Pacific—Coad (Whitcombe and Tombs).
 (J. M.) Junior Social and Industrial History of England—Tickner (Arnold).

APPENDIX C

MAORI DENOMINATIONAL BOARDING SCHOOLS IN EXISTENCE
IN 1935, SHOWING ROLLS AS AT 1 DECEMBER

MAORI DENOMINATIONAL BOARDING SCHOOLS

Type	School	1*	2*
girls	Hukarere	28	28
mixed	Otaki	3	3
girls	Queen Victoria	33	33
girls	St Joseph's	21	21
boys	St Stephen's	33	40
boys	Te Aute	45	49
girls	Te Waipounamu	1	2
girls	Turakina	22	22
boys	Waerenga-a-hika	-	-
boys	Wesley	19	48
		<hr/>	<hr/>
		205	246

* 1 Total post-primary Maori roll

* 2 Total post-primary roll including non-Maoris

* Both totals include government (scholarship) pupils and private (fee-paying) pupils

Source: E.3 Report, 1936

APPENDIX D

FREE PLACE REGULATIONS, 1935

An A.M.P. Policy for Christmas.

"HERE, my boy," you can say to your son, "here is your first policy in the A.M.P., the greatest mutual life office in the Empire. I hope that it will be one of many that you will build up for yourself. Use the A.M.P. wisely, and you will have comfort out of it all your life. I am starting you with this policy early, because the earlier the better. I have assured your life for £500. Until you are 21, I shall pay the premiums. After that you can easily pay them yourself; they will be very much smaller than you would have to pay if I had not taken out the policy now.

"Should I die before you are 21, you will not be called upon to pay anything until you are 21, and, of course, the premiums you pay are not really payments. They are investments, and I doubt whether there is any finer investment in the whole world than an A.M.P. policy. The more of them you have the happier you will be."



Largest Mutual Life Office in the Empire.

Established in Australia in 1849.

Head Office for New Zealand: CUSTOMHOUSE QUAY, WELLINGTON.
W. T. IKIN, Manager.

FREE PLACE PUPILS.

URGENT NOTICE TO TEACHERS.

SUFFICIENT numbers of the following statement have recently been issued by the Department in leaflet form to all post-primary schools to enable the Principals of the schools to supply a copy to each pupil.

It is intended that in future a copy should be handed to every pupil upon his enrolment in a post-primary school.

It has been suggested to the Department that much of the information contained in the statement might with advantage be supplied to pupils before they leave the primary school. As it will not be possible to supply reprints in time to make a general distribution to primary schools before the close of the present school year, head teachers of primary schools are requested to bring under the notice of pupils about to leave school the portions of the statement which relates to the conditions of the award and tenure of junior free places in post-primary schools.

QUALIFICATION FOR A JUNIOR FREE PLACE.

A *Proficiency Certificate* qualifies the holder who is under sixteen years of age for admission to any post-primary school.

A *Competency Certificate* qualifies the holder who is under sixteen years of age for admission to a technical high school or a combined school, and to certain secondary schools and district high schools with approved courses.

Without either of these certificates a pupil who is over fourteen years of age and has been in regular attendance at a public school or a registered private school up to a date not more than six months prior to the date of admission on a free place may enter a combined school, technical high school, or evening classes, but not a secondary school or a district high school.

TO LET, school holidays, Waterfront Road, Auckland, 1½-storey residence, every convenience, furnished, magnificent views, bathing, phone, garage. £2 15s. per week. Write XY, Box 4, Newmarket.

TENURE OF A JUNIOR FREE PLACE.

Subject to satisfactory attendance, conduct, diligence, and progress, a junior free place is tenable for two continuous years, dating from the 1st January preceding the date of admission as a free pupil.

Except in the case of evening classes, a junior free place cannot be held beyond the end of the year in which a pupil attains seventeen years of age.

EXTENSION OF A JUNIOR FREE PLACE.

On the recommendation of the Principal or Headmaster an additional year may be added to a junior free place—

- (1) If a pupil was under thirteen years of age on the 31st December of the year in which the Proficiency Certificate or Competency Certificate was gained; or
- (2) If illness prevents a pupil from receiving the benefits of a junior free place (medical evidence is required, and application should be made through the Principal or Headmaster of the school).

QUALIFICATION FOR A SENIOR FREE PLACE.

Pupils who have satisfactorily completed a course of instruction for at least two continuous years may be recommended for the award of senior free places.

Senior free places may also be gained by passing the Intermediate Examination, the School Certificate Examination, or the University Entrance Examination. A partial pass at the School Certificate Examination will also be accepted as the initial qualification for the award of a senior free place.

TENURE OF A SENIOR FREE PLACE.

A senior free place first entered on at a secondary school, combined school, technical high school, or district high school is tenable until the end of the term in which a pupil attains nineteen years of age.

A senior free place first entered on at evening classes is tenable for three continuous school-years irrespective of age.

In cases of transfer the tenure of a senior free place is for the remainder of the period for which it was available when first held.

TRANSFER OF FREE PLACES—JUNIOR AND SENIOR.

The attention of pupils is directed to the requirements of the regulations which govern transfers of free places and the procedure to be adopted in the event of contemplated change of schools.

The permission of the Director of Education is not required in the following instances:—

- (1) Change of residence of parents entailing a change of school;
- (2) Commencing work. (Pupils are advised to enrol immediately at evening classes in order to take full advantage of the free-place privileges and also to prevent these privileges lapsing. An intermission of three months in attendance causes a free place to lapse.)

Prior approval by the Director of Education must be secured in all other cases before transfers are made, otherwise pupils will be expected to pay fees. Such cases include—

- (1) Transfers to boarding schools;
- (2) Transfers to attend different courses;
- (3) Transfers for health reasons (medical evidence is required in support of such transfers).

Before leaving on transfer to another school a pupil must obtain his record card (form C. 5 or form C. 6), which will be required by the Principal or Headmaster of the new school.

It should be understood that failure to produce this signed transfer card will be taken by the new Headmaster as an indication that the transfer is not in order, so that enrolment as a paying pupil will become necessary.

If a pupil's occupation prevents immediate enrolment at evening classes, it is advisable, in order to provide for the continuance of the free place, to notify the Director of Education, Wellington, of the circumstances.

The attention of second-year pupils is drawn particularly to the fact that if they remove from a secondary school or a district high school to evening classes before the end of the school-year, they should ascertain from the Principal of the school which they have attended whether they have secured recommendation for senior free places or not. In such cases awards of senior free places will not be confirmed unless pupils transfer immediately to evening classes.

APPENDIX E

EDUCATION AMENDMENT BILL 1937:
EXPLANATORY MEMORANDUM

EDUCATION AMENDMENT BILL. (1937)

EXPLANATORY MEMORANDUM.

THE purpose of this Bill is to formulate certain major proposals for the alteration of the administration of primary and post-primary education in New Zealand (not including University education) in order that the proposals may be considered during the recess by a Select Committee of the House of Representatives, and by Education Boards, the governing bodies of schools, and other organizations and persons concerned with the improvement of the existing system. The alterations proposed are of such a nature that it would not be possible to embody them within the structure of the present Education Acts. No attempt has therefore been made to indicate the consequential alterations of those Acts that would be required in the event of the proposals contained in the present Bill being adopted in whole or in part. It is the intention of the Government, when this Bill has been considered and final decisions have been arrived at, to proceed with the preparation of a consolidation of the Education Acts in which the approved proposals will be incorporated. At that stage any necessary elaboration of the details of administration will be incorporated in the Bill; no useful purpose would be served by the inclusion of such details in the present Bill.

The major proposals referred to may be briefly summarized as follows:—

- (1) The abolition of the existing education districts, and the constitution of new districts (as set out in the Schedule to the Bill):
- (2) The abolition of the existing Education Boards, and the election of new Boards by—
 - (a) The School Councils of primary and post-primary schools; and
 - (b) The teachers engaged in primary and post-primary schools:
- (3) The extension of the functions of Education Boards, by giving them jurisdiction over secondary, combined, and technical schools as well as over public schools:
- (4) The abolition of the existing governing bodies of secondary, combined, and technical schools, and the transfer of their assets to Education Boards (to be held in trust for the purposes for which they are now held by the governing bodies concerned):
- (5) The constitution for every public, secondary, combined, or technical school of a School Council (with provision, in approved cases, for one School Council having authority with respect to two or more schools). In the case of public schools, the School Councils will take the place of the present School Committees; in the case of other schools—i.e., secondary, combined, and technical schools—the School Councils will take the place of the present governing bodies. The School Councils of public schools will have the same functions as School Committees have at the present time; the School Councils of other schools will have those functions and certain extended functions (which are specified in clause 26 (4) of the Bill):
- (6) Provision is made for the special representation on the School Councils of post-primary schools of persons engaged, as employers or workers, in local industries, and also for the representation of the local authority of the district in which any such school is situated. It is provided (in clause 30 (4)) that at least one member of the School Council of a post-primary school shall be a woman:
- (7) The appointment of an Advisory Council of Education and of a special Advisory Council of Adult Education (with local Committees):
- (8) The appointment for each education district of an officer of the Department of Education, to be known as the Education Officer. The general function of the Education Officer will be to co-ordinate the work of the schools within his district:
- (9) The constitution of a special Board of Appeal, to hear appeals from teachers against their non-appointment to positions for which they have applied:
- (10) The raising of the school-age to fifteen years (but not so as to require the return to school of any child who has duly left school before the alteration becomes operative):
- (11) Allowing religious instruction to be given in public schools (for half an hour on two days in each week) by approved persons. To allow of such instruction being given, the ordinary opening-hour of the school will be postponed or the ordinary closing-hour will be advanced on the days affected, and no child will be compelled to attend a class for religious instruction:
- (12) Removal of restrictions against the employment of married women as teachers.

APPENDIX F

RANGIORA HIGH SCHOOL CURRICULUM, 1938

DEPART- MENTS	REGIONAL SURVEY	THE ORGANIC COURSE		FUNCTIONAL DEVELOPMENTS
4 FINE ARTS Creative and Recreative	FACILITIES FOR COMMUNITY SELF-EXPRESSION Sports and Athletics Entertainment Art Galleries and Museums Libraries Schools Adult Education A. and P. Shows	HISTORICAL BACKGROUND HISTORY OF LITERATURE AND ART Primitive Art Maori Egypt and Babylonia The Sacred Books Greek Literature and Art Oriental Art Italian Sculptors and Painters The Cathedral Builders Renaissance Outline of English Literature Modern Schools of Art Modern Architecture	SYSTEMATIC STUDIES THE FINE ARTS Literature Drama Music Pictorial Art Architecture Aesthetic Transformation of Environment Exploration and Research and All Other Modes of Creation and Recreation	Music Classes Hobby Clubs in Journalism Drama Sketching Photography Maori Art etc. Gardening Classes Home Craft Classes in Design Period Furniture Home Furnishing Art Needlework etc.
3 SOCIOLOGY Survey of Human Society	SOCIAL SURVEY Free Associations for Recreation Culture Security Health and Welfare Co-operative Organizations Commercial and Otherwise Commercial Organization Banking and Finance Local Government Organization General Government Organization Newspapers	SOCIAL HISTORY Primitive Communism (Polynesian Survivals) Patriarchal Society Nomad Peasant and Priest Democracy of Greece The Roman Empire Rise and Fall of Feudalism Medieval Society in Europe British Constitutional History Recent European History Recent Pacific History Contemporary Social Movements Democracy Socialism British Labour Fascism Social Movements in N.Z. The League of Nations	SOCIOLOGICAL ORGANIZATION ORIGINS Free Associations Co-operative Organizations Commercial Organizations Political Organizations ELEMENTS Physiographic Biological Cultural Rational Objectives of Biotechnic Human Society	THE SCHOOL COUNCIL and Its Affiliations Foreign Correspondence Club Foreign Language Groups THE HOME CRAFTS ELECTIVE Social Service Classes
2 TECHNOLOGY Survey of the World at Work	TECHNOLOGICAL SURVEY of Relationship of Countryside The Rural Villages The Market Town and the City Marketing Facilities Facilities for Transport and Communication Housing and Building Processing Industries LAND UTILIZATION AND FARM MANAGEMENT SURVEY Power Supply Engineering Local Mining Activities	TECHNOLOGICAL HISTORY Paleoliths and Neoliths Polynesian Culture The Bronze Age Modern Industrialism Eotechnic Phase in Europe Industrial Revolution Mines Machines and Factories Period of European Dominance Colonization and Conquest First Era of World Trade Spread of Industrialization Transition to Neotechnic Phase Economic Nationalism Transition to The Biotechnic Age Economic Regionalism Second Era of World Trade	TECHNOLOGICAL WORLD SURVEY Regional Development of Natural Resources Mining Lumbering Hunting Fishing HUSBANDRY Conditions Determining Technological Phase Exploitation of Energy Resources Engineering The Processing Industries Housing and Building Transport and Communication Trade and Commerce	THE AGRICULTURAL ELECTIVE Field Husbandry Animal Husbandry Forestry Orchard Practice Farm Engineering Home Craft Classes in Butter and Cheese Making Spinning Textiles Dressmaking Cookery Agricultural Classes in Building Construction Workshop Classes Commercial Classes Trading Departments
1 SCIENCE Nature Study	Natural History of District Local Meteorology District Soil Survey Topographical Map Geology of District	Story of Life Story of the Earth	Biology Physical Science Chemistry Physiography	Home Craft Classes in Dietetics Home Nursing Hygiene Agricultural Research and Demonstration The Field Club
			Mental Exercises Grammar Physical Exercises Mensuration	University Entrance Classes in French Latin Mathematics Organised Games Swimming Athletics etc.

Source: Addendum to J.E. Strachan,
The School Looks at Life

APPENDIX G

MEASURES TO PROTECT THE RIGHTS OF TEACHERS
SERVING IN THE ARMED FORCES, 1940

TO SOLDIER TEACHERS.

To those members of the teaching profession who have answered the call to serve the country either at home or abroad it is hardly necessary to say that the Government and the controlling Boards are particularly anxious that your interests as teachers should be safeguarded in every possible way while you are serving with the Forces. While the Boards and the Department, in co-operation, have made the following provisions, you, yourself, must also do certain things in order that you may lose none of your rights as a teacher through having served with the Forces.

Your rights, which will be protected if you do what is required of you, may be summarized as follows:—

- (1) *Promotions and Salary Increments.*—Rights of all teachers as regards promotion and scale salary increments will be protected during their absence on military duties.
- (2) *Service.*—As teachers are on leave during the period of their military service, such service will count as Education service for all purposes.
- (3) *Grading.*—Teachers on military service will receive annually as grading-marks for efficiency the average of their increases under the three headings—Teaching, Personality, and Organization (T.P.O.)—for the past two or three years, whichever is the greater. Teachers who are classified under the Regulations for Secondary Schools or the Regulations for Manual and Technical Instruction will, so far as possible, be classified as if they had continued teaching and had maintained their previous rate of progressive efficiency. On their return to teaching they will have the right of appeal against the grading or classification allotted to them during their absence on military service.
- (4) *Superannuation.*—All rights of contributors under this heading will be protected. The contributions of absent contributors will be paid by the Government and will be credited to the teachers' superannuation accounts. Insurance premiums, of course, will be paid by the teacher himself.
- (5) *Social Security Contributions.*—The Government will pay all Social Security contributions (wages-tax) on military pay received by teachers.

FINANCIAL ASSISTANCE.

In addition to these, financial assistance may be granted to soldiers *servicing overseas* with the New Zealand Military Forces who, by reason of their undertaking military service, are unable to meet their financial obligations.

The obligations in respect of which assistance may be granted are as follows:—

- (a) Rent:
- (b) Interest in respect of loans or mortgages or in respect of agreements for the purchase of a dwellinghouse or business premises:
- (c) Interest and instalments payable in respect of agreements for the purchase of furniture or other chattels:
- (d) Rates and taxes:
- (e) Insurance premiums:
- (f) Other necessary or reasonable expenses not being expenses incurred in the purchase of property.

Full particulars can be obtained by application to the Soldiers Financial Assistance Board, State Advances Corporation of New Zealand, Wellington.

WHAT YOU HAVE TO DO IS:—

Primary Teachers.

(a) *Leave.*—As soon as you have been accepted for service in the Military Forces you should apply to your employing Board for leave of absence.

(b) *General Applications for Positions.*—In order that you may gain promotion while on leave (as in (1) above) you should lodge with Education Boards or other employing authorities (Public Service Commissioner or Secondary, Technical, or Combined School Boards) a general application setting out the type of position and the locality for which you desire to be considered. Such applications are to receive the same consideration as applications received from other teachers. Any public-school teacher so appointed shall be exempt from the provisions of the "two Decembers" clause (i.e., section 2 (9) of the Education Amendment Act, 1932-33) when he resumes teaching.

(c) Superannuation:—

- (1) If you are already a contributor and have been granted leave from a teaching position to join the Forces, nothing further has to be done by you in this respect.
- (2) If you are a contributor but temporarily out of the Education service before you join the Forces, it will be necessary for you to be appointed as a supernumerary teacher until you secure a permanent position, as your membership in the Superannuation Fund will lapse if you are not appointed (in any capacity as a teacher) within one year of the date from which you became unemployed in the Education service. You can secure a nominal supernumerary position immediately by applying to your last employing Education Board or any other Education Board for it, provided you are in all respects eligible for supernumerary employment.
- (3) If you are not a contributor it will be in your own interests to become a contributor as soon as possible, otherwise your military service will not count for superannuation purposes. It will be necessary, therefore, for you to secure a permanent appointment without delay.

Post-primary Teachers.

- (a) *Leave.*—As in (a) above for primary teachers.
- (b) *General Applications for Positions.*—As in (b) above for primary teachers.

(c) Superannuation:—

- (1) If you are already a contributor and have been granted leave from a teaching position to join the Forces, nothing further has to be done by you in this respect.
- (2) If you are a contributor but temporarily out of the Education service before you join the Forces, it will be necessary for you to be appointed as a supernumerary teacher until you secure a permanent position, as your membership in the Superannuation Fund will lapse if you are not appointed (in any capacity as a teacher) within one year of the date from which you became unemployed in the Education service. *If you hold a Teacher's Certificate* you can secure appointment as a supernumerary teacher in the primary service by applying to any Education Board for it. By doing this you will preserve your membership in the Fund. *If you are not certificated*, however, you cannot be appointed as a supernumerary teacher in the Primary School service, so that you must obtain another position in the post-primary service within a year from the date on which you resigned your last position, and must be granted leave from it for the period of your absence with the Forces.
- (3) If you are not a contributor when you join the Forces you may, *provided that you are in a permanent position*, join the Fund by electing to do so, in which case your membership dates from the date of your permanent appointment and you will be responsible for payment of contributions (and interest) from that date until the date of joining the Forces, when the Government takes over the liability.

If you are not in a permanent position when you join the Forces you cannot join the Fund until you obtain a permanent appointment in some branch of the Education service. As vacancies for permanent appointments in post-primary schools are not numerous it may be advisable, in addition to applying for post-primary positions, to forward a general application to Education Boards for permanent positions in the primary-school service. If you receive a permanent appointment in the primary-school service you will automatically become a member and your contributions will be paid by the Government until you return.

Training-college Students and Probationary Assistants.

Those who are training-college students or probationary assistants when they join the Forces should note the following:—

Completion of Training Course.—If you have completed at least one-half of your total training period you will be deemed to have completed the full period of training on the date on which you would normally have completed that training, and shall be awarded a certificate on that date, provided that your progress in study and in teaching skill have been satisfactory to the Principal and the Senior Inspector.

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EDUCATION GAZETTE.

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If you have not completed one-half of your total training period, after discharge from military duties you will be required to complete your training by continuing your training-college course for such period as the Director of Education shall determine, provided that such course shall not exceed in all a period of two years.

Should you be discharged from military duties prior to the date on which you would normally have completed your full period of training, you will be required to complete such training in the normal manner.

"Training" unless otherwise specified means the period normally spent in training-college and as a probationary assistant.

If you have completed at least one-half of your total period of training when you enter on military duties, the following should also be noted:—

- (1) *Certification*.—A certificate will be issued to you at the normal time—i.e., at the end of the year during which you would have been a probationary assistant. This involves the payment of a fee of £1, and you should make arrangements for such payment to be made when asked for.
- (2) *Grading*.—Every effort will be made to ensure appropriate advance in grading.
- (3) *Application for Permanent Positions*.—From the date on which you would have completed your service as a probationary assistant, you will be regarded as eligible to apply for permanent positions. You should therefore leave with the Principal a general application for transmission to the appropriate authority.
- (4) *Superannuation*.—From the date on which you would in ordinary circumstances be appointed as a probationary assistant you will be given a nominal appointment as such and will become a contributor to the Superannuation Fund from this date.

If you are in doubt concerning any of the matters mentioned above you should get into touch with the Principal of your training college, or the Secretary of the Education Board which controls your training college.

NATIVE SCHOOLS' COLUMN.

PROJECTS.

(Continued from page 16.)

THE METHOD APPLIED.

I shall now proceed to explain briefly the manner in which I deal with the subjects art and crafts, history, geography, science and nature-study, and literature.

Art and Crafts.

A two-year course was planned. The pupils from Standard 1 to Form II numbered eighty. These were divided into ten groups of eight, and a leader for each group elected. The groups were given the choice of the following occupations: Weaving, taniko-work, stick and potato printing, tree expression work, book-binding, fretwork, woodcarving, tapestry, poster-work, line cutting and tinting. One-half of the groups worked in the Standard 1 and 2 room, and the remainder in the upper room. Each group has a fresh choice of subject at the end of eight working weeks. The individual will thus cover five of the crafts in a year, completing the course in two years. The leader of each group is responsible for all the material used by his group. Leaders are changed periodically, thus giving each child practical experience in leadership. It is the duty of the leader of a group to have material distributed ready for his group to commence work immediately after recess.

Now, dealing with the first occupation—that of weaving. When an order for a tartan scarf is received, the child in charge is given the tartan book, and from that the threading and weaving charts are worked out. These must be carefully checked by the teacher. Next the number of skeins of wool is ascertained, and wool purchased. Upon completion of the article, 33 per cent. of the cost price is added and the scarf delivered with the account. The child receiving the money gives a receipt, and the cash is handed to the treasurer of that group. With the money thus received more handwork material is purchased, thus making this branch of the school's activities practically self-supporting.

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and

MAKE A JOB FOR OTHERS!



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Industries and Commerce.

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APPENDIX H

RECOMMENDATIONS MADE BY THOMAS, BEEBY AND ORAM
IN *ENTRANCE TO THE UNIVERSITY* (1939)

- W. Thomas, C.E. Beeby and M.H. Oram, *Entrance to the University*. Wellington: New Zealand Council for Educational Research, 1939, pp.151-56.

Recommendations

1. Entrance to the University should be by way of accrediting, and all schools interested should, in the first instance, be empowered to accredit.
2. A properly devised cumulative school record should form the basis of accrediting.
3. The Education Department should increase its staff of Secondary School Inspectors. A total of at least six specialists of senior rank would probably be required.
4. Further provision for specialized training of post-primary teachers should be made immediately.
5. A liaison officer, whose salary should be paid in equal parts by the University College and by the Education Department, should be attached to each University College. He should have the rank of an Associate Professor of Education in the College and of an Inspector in the schools.
6. At least three years of satisfactory post-primary study should be demanded before a School Certificate is granted by accrediting; for pupils who wish afterwards to matriculate, a further year of school work should be required.
7. For the present, an examination should be held for those who do not obtain a School Certificate by accrediting.
8. In every post-primary school, some member of the staff should be appointed part-time careers adviser, and should be specially trained in the techniques of pupil guidance.
9. Under the accrediting system, the schools should be as unfettered as possible in the making of their curricula.

APPENDIX I

FINANCIAL ASSISTANCE AVAILABLE TO POST-PRIMARY
PUPILS PROCEEDING TO THE UNIVERSITY, 1956

EXAMINATION TIMETABLE, NOVEMBER 1956

SCHOOL CERTIFICATE	TIME
<i>Monday, 19 November</i>	
English	9.30 a.m. to 12.40 p.m.
Chemistry	2 p.m. to 5.10 p.m.
<i>Tuesday, 20 November</i>	
Geography	9.30 a.m. to 12.40 p.m.
Shorthand	2 p.m. to 3.45 p.m.
Physics; German; Horticulture	2 p.m. to 5.10 p.m.
<i>Wednesday, 21 November</i>	
History	9.30 a.m. to 12.40 p.m.
Latin; Embroidery; Applied Mechanics	2 p.m. to 5.10 p.m.
<i>Thursday, 22 November</i>	
Mathematics 'A' (arithmetic and algebra)	9.30 a.m. to 11.40 p.m.
French, Technical Drawing; Animal Husbandry	2 p.m. to 5.10 p.m.
<i>Friday, 23 November</i>	
Biology; Human Biology; Dairying	9.30 a.m. to 12.40 p.m.
Mathematics 'B' (geometry and trigonometry)	2 p.m. to 4.10 p.m.
<i>Monday, 26 November</i>	
General Science	9.30 a.m. to 12.40 p.m.
Typewriting	2 p.m. to 3.45 p.m.
Woodwork	2 p.m. to 5.10 p.m.
<i>Tuesday, 27 November</i>	
Commercial Practice	9.30 a.m. to 12.40 p.m.
Music; General Agriculture	2 p.m. to 5.10 p.m.
<i>Wednesday, 28 November</i>	
Drawing and Design 'A' (design and lettering)	9.30 a.m. to 12.40 p.m.
Homecraft; Electricity	2 p.m. to 5.10 p.m.
<i>Thursday, 29 November</i>	
Drawing and Design 'B' (poster or illustration and memory)	9.30 a.m. to 12.40 p.m.
Bookkeeping; Greek	2 p.m. to 5.10 p.m.
<i>Friday, 30 November</i>	
Clothing	9.30 a.m. to 12.40 p.m.
Maori; Engineering Shopwork	2 p.m. to 5.10 p.m.

WELLINGTON TEACHERS' TRAINING COLLEGE

JUBILEE CELEBRATIONS

ALL past students of Wellington Teachers' Training College are invited to attend the jubilee celebrations which will take place in Wellington on 12, 13, and 14 May this year.

Further particulars may be obtained from the Secretary, Jubilee Committee, care of Wellington Teachers' Training College, Kowhai Road, Wellington W. 1.

BOOKLET NEXT YEAR

WHEN this booklet was printed, towards the end of 1955, a note on page 24 pointed out that certain changes in bursary regulations were under consideration.

The changes, which are now effective, have made it necessary for a complete page to be replaced, and page 25 has been reprinted.

So far as is possible, a copy of the reprinted page will be distributed on the same basis as were supplies of the booklet, and all schools are asked to paste the replacement page into their stocks of booklets as soon as it is received.

As distribution cannot take place immediately, the corrected page is printed below, for use in the meantime.

Should an insufficient supply of the replacement page be received in any instance, a request for the necessary additional copies may be made to the Editor, School Publications Branch, Department of Education, Wellington C. 1.

FINANCIAL ASSISTANCE FOR FURTHER TRAINING

Assistance	Details
BURSARIES TENABLE AT UNIVERSITY (NOTE.—These bursaries may be suspended in the event of examination failures.)	(1) ENTRANCE BURSARY: Awarded (without restriction as to age) to all holders of University Entrance. Half tuition fees until the equivalent of three Stage I Arts units are passed. Medical, Dental, Architectural, and Engineering students five years, others four years. (This period of award applies also to (2), (3), and (4) below.) Also available for Fine Arts Course to students passing Preliminary Examination in Fine Arts and to students holding Endorsed School Certificate and taking diploma courses not requiring Entrance.
	(2) HIGHER SCHOOL CERTIFICATE PART-TIME BURSARY: Awarded to all holders of the Higher School Certificate studying part time. Full tuition fees.
	(3) HIGHER SCHOOL CERTIFICATE FULL-TIME BURSARY: Awarded to all holders of the Higher School Certificate studying full time. Full tuition fees plus £40 p.a. cash.
	(4) HIGHER SCHOOL CERTIFICATE BOARDING BURSARY: Awarded to all holders of the Higher School Certificate studying full time who are obliged to live away from home in order to have tuition in subjects appropriate to their courses. Full tuition fees plus £40 p.a. cash plus £50 p.a. boarding allowance.
	(5) SPECIAL MERIT BURSARY: Awarded in their final year to not more than 150 bursars nominated by the Senate of the University of New Zealand. £20 each in addition to any of the above.
UNIVERSITY JUNIOR SCHOLARSHIPS	Awarded to the ten highest candidates in the University Entrance Scholarships Examination. Full tuition fees are paid plus a bursary allowance of £80, a boarding allowance of £60, and up to £10 p.a. travelling allowance. Tenable for four years.
UNIVERSITY NATIONAL SCHOLARSHIPS	Up to twenty-five awarded annually on same examination. Scholarships cover fees plus allowance of £80 p.a. boarding allowance of £50. Tenable for four years.
POST-PRIMARY TEACHER STUDENTSHIPS	Granted annually to enable students to follow a University course of up to four years' duration followed by one Training College year in preparation for post-primary teaching (Bond to teach for the number of years for which the student-ship is granted.) £185 p.a. for first and second years, £285 p.a. for third and fourth years. Boarding allowance of £40 p.a. if necessary. Graduates in Division C year (at Training College), £530 p.a. men, £455 women. Non-graduates in Division C year: men, £380 p.a. (under twenty-one), £495 p.a. (over twenty-one); women, £380. Must be at least sixteen by 31 December in year of application, and have University Entrance, equivalent, or higher qualification at date of application.

APPENDIX J

POST-PRIMARY SCHOOL HOSTEL STATISTICS, 1959

School	Type	Boarders		
		Eligible ¹	Ineligible	Total
New Plymouth Boys' High School	B	94	212	306
New Plymouth Girls' High School	G	109	154	263
Wanganui Girls' College	G	102	58	160
Timaru Boys' High School	B	65	147	212
Timaru Girls' High School	G	85	99	184
Greymouth Technical School	Mixed	44	9	53
Wanganui Technical School	B	46	48	94
Gisborne Boys' High School	B	16	48	64
Gisborne Girls' High School	G	21	45	66
Christchurch Boys' High School	B	34	47	81
Christchurch Girls' High School	G	53	27	80
Feilding Agricultural High School	B	67	72	139
Waitaki Boys' High School	B	91	169	260
Waitaki Girls' High School	G	60	54	114
Gore High School	Mixed	69	2	71
Wairarapa College	B	42	46	88
Wairarapa College	G	38	41	79
Palmerston North Boys' High School	B	37	26	63
Dannevirke High School	B	38	47	85
Rangiora High School	B	32	20	52
Nelson College	B	55	218	273
Nelson Girls' College	G	44	55	99
Wellington College	B	23	97	120
Napier Boys' High School	B	85	38	123
Napier Girls' High School	G	60	12	72
Southland Boys' High School	B	54	22	76
Southland Girls' High School	G	66	9	75
Otago Boys' High School	B	32	40	72
Northland College	B	29	60	89
Whangarei Boys' High School	B	52	63	115
Whangarei Girls' High School	G	59	47	106
Epsom Girls' Grammar School	G	49	25	74
Mt Albert Grammar School	B	27	53	80
Hamilton Girls' High School	G	32	49	81
Totals		1810	2159	3969

Source: Department of Education,
"Submission No.21 to the Commission on
Education in New Zealand." Appendix A.

¹ i.e., pupils holding secondary or technical bursaries

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APPENDIX K

DESTINATIONS AND ATTAINMENTS OF
SECONDARY SCHOOL LEAVERS, 1970

Research Notes

DESTINATION OF ALL SCHOOL LEAVERS IN 1970

	Boys	Girls	Total	Percentages		
				Boys	Girls	Total
1. Full-time education at University	4,012	1,962	5,974	15.11	7.79	11.55
2. Further full-time education						
(a) teachers' college	382	1,727	2,109	1.44	6.86	4.08
(b) kindergarten t.c.	—	171	171	—	0.68	0.33
(c) technical training	399	282	681	1.50	1.12	1.31
(d) commercial training	107	1,192	1,299	0.40	4.73	2.51
(e) art	65	94	159	0.25	0.37	0.31
3. Technical traineeship						
(a) draughting cadets	374	57	431	1.41	0.23	0.83
(b) technical trainees	980	321	1,301	3.69	1.28	2.52
4. Health services	90	2,894	2,984	0.34	11.49	5.77
5. Office:						
(a) government	693	1,269	1,962	2.61	5.04	3.79
(b) local body	100	315	415	0.38	1.25	0.80
(c) private employment	1,572	5,249	6,821	5.92	20.85	13.19
6. Shop and warehouse assistant	1,498	2,571	4,069	5.64	10.21	7.87
7. Skilled trades						
(a) government	896	128	1,024	3.37	0.51	1.98
(b) local body	178	24	202	0.67	0.10	0.39
(c) private employment	5,584	1,015	6,599	21.03	4.03	12.75
8. Farming	2,906	227	3,133	10.95	0.90	6.06
9. Factory and clothing workers	1,099	1,628	2,727	4.14	6.47	5.27
10. Domestic work and home	112	1,271	1,383	0.42	5.05	2.67
11. Armed forces	587	64	651	2.21	0.25	1.26
12. Other	4,917	2,717	7,634	18.52	10.79	14.76
Totals	26,551	25,178	51,729	100.00	100.00	100.00

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Secondary School Leavers 1970

ATTAINMENTS	6th Yr & Over		5th Year		4th Year		3rd Year	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	1. University Scholarship	1		103	36			
2. University Bursaries	69	16	1,649	1,049	48	25		
3. Higher School Certificate	231	46	1,719	890				
4. University Entrance	165	24	1,464	818	1,259	2,718		
5. Lower Sixth Certificate	53	15	788	419	1,581	2,244		
6. Endorsed School Certificate	5		44	20	49	60		
7. School Certificate { 3 or more subjects	11	9	234	150	1,180	1,423	1,097	1,604
8. { 2 subjects	1	2	76	63	755	704	836	889
9. { 1 subject	1		39	43	623	611	1,055	1,145
10. Other		3	43	48	1,092	1,047	5,026	4,639
Totals	537	115	6,159	3,536	6,587	8,832	8,014	8,277
Percentages	Boys		2.0	23.2		24.8		30.2
	Girls		0.5	14.0		35.1		32.9
	Boys and girls		1.3	18.7		29.8		31.5

Of the total number of secondary school leavers in 1970, 23.8 per cent had an educational attainment of university entrance or better, 10.2 per cent left with a sixth form certificate or an endorsed school certificate, 24.3 per cent left with a school certificate in one or more subjects, and 41.7 per cent left without any qualification other than a record of secondary attendance.

There has been a notable increase in the percentages leaving with more than three years' secondary attendance. In 1961 only 30 per cent of girl leavers were in this category; in 1970, almost one half of all girl leavers had more than three years' secondary attendance. The percentage of boys leaving with over three years' secondary attendance has risen from 33.7 per cent in 1961 to just over 50 per cent in 1970.

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2nd Year		1st Year		Totals			Percentages		
Boys	Girls	Boys	Girls	Boys	Girls	Grand	Boys	Girls	Boys and Girls
				104	36	140	0.4	0.1	0.3
				1,766	1,090	2,856	6.6	4.3	5.5
				1,950	936	2,886	7.3	3.7	5.6
				2,888	3,560	6,448	10.9	14.2	12.5
				2,422	2,678	5,100	9.1	10.6	9.9
				98	80	178	0.4	0.3	0.3
				2,522	3,186	5,708	9.5	12.7	11.0
				1,668	1,658	3,326	6.3	6.6	6.4
				1,718	1,799	3,517	6.5	7.2	6.8
4,328	3,714	926	704	11,415	10,155	21,570	43.0	40.3	41.7
4,328	3,714	926	704	26,551	25,178	51,729	100.0	100.0	100.0
16.3		3.5		100.0					
	14.7		2.8		100.0				
15.6		3.1		100.0					

Almost 45 per cent of the number leaving without qualification left in the first and second years of attendance and consequently, along with an unknown proportion leaving in the third year, would not have been eligible to sit any examination governing the award of a secondary qualification.

The longer stay at school resulting in higher qualifications is reflected in the numbers proceeding from secondary school to some form of tertiary education. In 1961, the probable destination of 4,188 secondary leavers (11.1 per cent) was given as further full-time education at university, teachers' college or technical institute. In 1970, the number probably proceeding to further full-time education was 10,393, or 20.1 per cent of the total number of leavers.

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Source: *Education*, No. 1, 1972

SUGGESTIONS FOR FURTHER RESEARCH

Perhaps the greatest need is for a comprehensive bibliography of New Zealand secondary education from 1962. (The period up to the end of 1961 is adequately covered by Roth's *A Bibliography of New Zealand Education*.) Such a work, as well as providing details of resource material, would reveal areas where the available data clearly need to be supplemented. Another useful aid to research would be an annotated listing of masters' and doctoral theses written on topics related to secondary education. The Union List of theses is helpful, but its value is restricted by the lack of annotations.

A sequel to Webb's *The Control of Education in New Zealand*, with special reference to the secondary sector, would fill a major gap in our educational historiography. Some studies have been carried out on aspects of the control question, such as boards of governors and zoning, but there is no work which covers the whole field. A particular issue which would be worth investigating is the purposes and activities of the Post-primary Committee of the Auckland Education Board in the 1940's and 50's. An examination of the work of this Committee should provide useful insights into the manner in which an education board exercised its responsibilities towards the many district high and post-primary schools under its control. Another question which could be looked into with profit is the role of the principal in the evolution of New Zealand's secondary school system.

Prebble's lively, thorough, and perceptive survey of the first decade (1940-49) of Dr Beeby's term of office as Director of Education deserves to be followed up by another study covering the second decade of Dr Beeby's directorship. Beeby's profound influence on the development of so many facets of secondary education in the 1950's more than justifies the attention of researchers.

The curricula of the secondary schools present many opportunities for investigation. Some subjects (e.g., mathematics, the sciences, social studies, and geography) have been well covered as far as the twenty years or so following the publication of the *Thomas Report* are concerned, but their development in the 1970's and 80's has received little attention. Other curriculum areas, particularly those incorporating the less academic subjects, such as commercial, technical, and homelife studies, as well as art, music, and physical education, have only rarely been examined. The effects of curriculum changes on individual schools have been described in a number of school histories published over the past two decades, and the introduction of case studies based on school experiences would add another dimension to any study of this topic. There is also a need for a major analysis of the historical, sociological, philosophical, economic, and political forces which have influenced, and are continuing to influence, the shape and content of the curricula of our secondary schools. The extent, nature, and effect of the activities of the New Zealand Post-primary Teachers' Association in the evolution of secondary curricula in New Zealand also offer a fruitful field for study.

The wider role of the Post-primary Teachers' Association in secondary education in New Zealand remains a relatively neglected area of investigation, in spite of the existence of abundant resource material. The files of the Association, including the minutes of meetings of the executive, would certainly repay careful analysis, while the Association's *Journal* is a mine of information on such matters as teacher attitudes and aspirations, and teacher-Department relationships.

The submissions made by various bodies and individuals to the

Commission on Education in New Zealand (1960) have not received the attention they deserve. They throw a great deal of light on many aspects of secondary education - the post-primary education of the Maori, and state aid to private schools, to name but two - and contain sufficient material for several worthwhile studies. The complete and fully-indexed set of the submissions formerly held by the New Zealand Council for Educational Research has been handed on to Massey University. The archives of the Council for Educational Research contain the field notes of a re-survey of post-primary education in New Zealand conducted in the late 50's by Dr J.H. Murdoch. There are about three hundred pages of cyclostyled material and newspaper clippings, and a quantity of handwritten notes reporting on interviews with principals and visits to classrooms, mostly in South Island schools. Because of ill health, Dr Murdoch was not able to complete the survey. The field notes cover a very wide range of topics, and present a valuable picture of the state of secondary schooling in New Zealand towards the end of the 1950's. An edited version of the notes would provide researchers with valuable resource data.

Finally, smaller research studies could well be undertaken into the following aspects of New Zealand secondary schools: evening classes in all types of post-primary school; non-classroom activities - their place in the wider curriculum; grouping pupils for teaching and pastoral purposes; the delivery of pastoral services to pupils; the involvement of staff and pupils in school decision making (case studies); the school library as a learning centre; evaluating pupil progress, and reporting to parents and employers; community and parental involvement in the school (case studies); school finance; 'work experience' and 'transition to work' schemes (case studies); school publications - magazines, newspapers, newsletters; and school size - the advantages and disadvantages of bigness.

REFERENCES

Abbreviations used:

<i>AJHR</i>	<i>Appendices to the Journals of the House of Representatives</i>
<i>NZPD</i>	<i>New Zealand Parliamentary Debates</i> (Hansard)
<i>PJ</i>	<i>New Zealand Post-primary Teachers' Association Journal</i>
E.1, etc.	Report of the Minister (later, the Department) of Education presented to the House of Representatives (incorporated in <i>AJHR</i>)

Notes:

1. Each of the four parts of this thesis is self-contained with respect to references; that is, full details of each work quoted are repeated in the initial chapter of each part.
2. *loc.cit.* is used only when the relevant references are within fifteen numbers of each other.
3. Note that, up to and including 1971, E.1 Reports covered the year ending on the previous 31 December. From 1972, the year, for Report purposes, ended on 31 March of the year the Report was printed.

- 1 J.A. Codd, "The Reform of Secondary Education: Some Trends and Issues," in J.A. Codd and G.L. Hermansson (eds.), *Directions in New Zealand Secondary Education*. Auckland: Hodder and Stoughton, 1976, p.335.
- 2 Paradoxically, the P.P.T.A. was increasingly described by the media as a union, without audible protest from members.
- 3 J. Nicol, *The Technical Schools of New Zealand: An Historical Survey*. Wellington: New Zealand Council for Educational Research, 1940; J.H. Murdoch, *The High Schools of New Zealand: A Critical Survey*. Wellington: New Zealand Council for Educational Research, 1943.
- 4 For example, I.A. McLaren, *Education in a Small Democracy : New Zealand*. London: Routledge and Kegan Paul, 1974; I. Cumming and A. Cumming, *History of State Education in New Zealand 1840-1975*. Wellington: Pitman Publishing New Zealand Ltd, 1978; R.G. Shuker, *The One Best System?: A Revisionist History of State Schooling in New Zealand*. The Dunmore Press Ltd, 1987.
- 5 J.A. Codd and G.L. Hermansson (eds.), *op.cit.*
- 6 For this reason, source references and general notes are more numerous and more detailed in this study than one would normally expect to find in a work of this kind.
- 7 Forms 1 and 2 refer to the first and second-year classes at an intermediate school, or the top two levels (the former standards 5 and 6) at a non-decapitated primary school.
- 8 The date when the provisions of the Education Act 1964 became effective.

- 1 It must be remembered that, in 1940, technical schools comprised fewer than one-third of the country's post-primary schools (twenty-one of sixty-seven schools).
- 2 J. Nicol, *op.cit.*, p.235.
- 3 *ibid.*
- 4 *ibid.*, p.237.
- 5 These figures apply to 1943. At that time, the term 'secondary' referred to an academic post-primary school. A combined school was one which offered an academic as well as a technical type of education within the one school.
- 6 J.H. Murdoch, *op.cit.*, p.295.
- 7 Review of *The High Schools of New Zealand*, published in the *Education Gazette*, 1 February, 1944, pp.18, 30.
- 8 B. Bailyn, *Education in the Forming of American Society: Needs and Opportunities for Study*. Chapel Hill: University of North Carolina Press, 1960, p.14. Quoted in L.R. Veysey, "Towards a New Direction in Educational History: Prospect and Retrospect," *History of Education Quarterly*, No.3, 1969, p.343.
- 9 G. McCulloch, *Education in the Forming of New Zealand Society: Needs and Opportunities for Study*. New Zealand Association for Research in Education, Monograph No.1, 1986, p.20. (Silver's book *Education as History: Interpreting Nineteenth- and Twentieth-Century Education* (London: Methuen, 1983) makes a major contribution to the debate on educational historiography.)
- 10 *ibid.*, p.2.
- 11 *ibid.*, p.8, quoting W.M. Humes and H.M. Paterson (eds.), *Scottish Culture and Scottish Education*. Edinburgh: J. Donald, 1983, p.3.
- 12 Quoted in Asa Briggs, "The Study of the History of Education," *History of Education*, Vol.1, 1972, p.19.
- 13 G. McCulloch, "History and the Curriculum," in R. Openshaw and D. McKenzie (eds.), *Reinterpreting the Educational Past: Essays in the History of New Zealand Education*. Wellington: New Zealand Council for Educational Research, 1987, p.8.
- 14 R.G. Shuker, *op.cit.*, p.14.
- 15 D.R. Warren, "A Past for the Present," in D.R. Warren (ed.), *History, Education and Public Policy*. Berkeley: McCutchan, 1978, p.5.
- 16 M.B. Katz, *Class, Bureaucracy, and Schools*. New York: Praeger, 1971; *The Irony of Early School Reform: Educational Innovation in Mid-Nineteenth Century Massachusetts*. Cambridge, Mass.: Harvard

University Press, 1968.

- 17 C. Greer, *The Great School Legend : A Revisionist Interpretation of American Public Education*. New York: Basic Books, 1972.
- 18 S. Bowles and H. Gintis, *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. New York: Basic Books, 1976.
- 19 D. Ravitch, "The Revisionists Revised: Studies in the Historiography of American Education," *Proceedings of the National Academy of Education*, Vol.4, 1977, p.5.
- 20 *ibid.*, p.7.
- 21 R.D. Arnold, "A 'New' Educational History for New Zealand?" Wellington: New Zealand Council for Educational Research, 1973, p.1.
- 22 I.A. McLaren, "Secondary Schools in the New Zealand Social Order, 1840-1903" (unpublished Ph.D. thesis, the Victoria University of Wellington). 1965, p.iii.
- 23 R.D. Arnold, *op.cit.*, p.3.
- 24 J.M. Barrington and T.H. Beaglehole, *Maori Schools in a Changing Society*. Wellington: New Zealand Council for Educational Research, 1974, p.xiii.
- 25 G. McCulloch, *Education in the Forming of New Zealand Society*, *op.cit.*
- 26 D. McKenzie, *Education and Social Structure: Essays in the History of New Zealand Education*. Dunedin: New Zealand College of Education, 1982; "Ideology and History of Education in New Zealand," *New Zealand Journal of Educational Studies*, No.1, 1984.
- 27 R. Openshaw, "Lilliput under Siege: New Zealand Society and Its Schools during the 'Red Scare', 1919-1922," *History of Education Quarterly*, No.4, 1980; "The Politics of 'Back to Basics'," *New Zealand Journal of Educational Studies*, No.2, 1980.
- 28 R.G. Shuker, "New Zealand's Educational History : A Revisionist Perspective?" *Delta* 27, 1980; *The One Best System?* *op.cit.*
- 29 G. McCulloch, "Educating Historians" (review of H. Silver, *Education as History*, *op.cit.*), *New Zealand Journal of Educational Studies*, No.1, 1985, p.103.
- 30 Shuker would appear to have 'borrowed' this title from David Tyack's *The One Best System: A History of American Urban Education*. Cambridge, Mass.: Harvard University Press, 1974.
- 31 R.G. Shuker, *The One Best System?* *op.cit.*, p.7.
- 32 *ibid.*, p.286.
- 33 *ibid.*, p.70, with reference to the chapter entitled 'Society,

Equality, and Education, 1877-1985'.

- 34 *ibid.*, p.283.
- 35 It will be possible, in this section, to refer to only a few of the writers who have contributed to the substantial literature on society and the schools. A selection of further studies on this topic can be found in P.D.K. Ramsay (ed.), *Family, School and Community*. Sydney: George Allen and Unwin, 1984.
- 36 A.E. Campbell, *Educating New Zealand*. Wellington: Department of Internal Affairs, 1941, p.6.
- 37 P. Meikle, "New Zealand since the War: School and Nation," *Landfall*, September, 1960, p.255.
- 38 W.B. Sutch, in *The Currie Report: A Critique* (1963 lecture series of the Association for the Study of Childhood). Wellington: 1964, pp.10-11.
- 39 W.B. Sutch, "Education for New Zealand's Future" (Submission to the Commission on Education in New Zealand). June, 1961, p.43.
- 40 *ibid.*, p.49.
- 41 *The Post-primary School Curriculum: Report of the Committee appointed by the Minister of Education in November, 1942 (Thomas Report)*. Wellington: Government Printer, 1943. 1959 ed., p.6.
- 42 W.B. Sutch, *The Quest for Security in New Zealand, 1840-1966*. Wellington: Oxford University Press, 1966, p.275.
- 43 *ibid.*, p.475.
- 44 *ibid.*
- 45 At the time, Sutch, a highly qualified economist, was Secretary of the Department of Industries and Commerce.
- 46 I.L. Kandel, *Impressions of Education in New Zealand, and 'Inverted Snobbery' and the Problem of Secondary Education*. Wellington: New Zealand Council for Educational Research, 1937, p.9. (Kandel, who was professor of education at Teachers' College, Columbia University, visited New Zealand in 1937 to lecture at the New Education Fellowship Conference, and, afterwards, to carry out a study of New Zealand schools and school administration.)
- 47 *ibid.*, p.11.
- 48 *ibid.*, p.9.
- 49 *ibid.*, p.13.
- 50 P. Meikle, *op.cit.*, p.274. (Mrs Meikle, for many years senior assistant mistress at Takapuna Grammar School, was a respected teacher of history and social studies.)
- 51 See footnote 37.

- 52 P. Meikle, "New Zealand Life and Education," *Education*, July, 1959, pp.104-11.
- 53 This view was supported by other writers. For example, Leslie Lipson, writing in 1948, spoke of the "materialistic temper" of New Zealanders: "Utility is the national yardstick, and the test of success fills the place that is vacant of principle." (L. Lipson, *The Politics of Equality: New Zealand's Adventures in Democracy*. Chicago: University of Chicago Press, 1948, p.494. Quoted in G. McCulloch, *Education in the Formation of New Zealand Society, op.cit.*, p.18.
- 54 "New Zealand Life and Education," *op.cit.*, p.108.
- 55 *ibid.*
- 56 "School and Nation," *op.cit.*, p.272.
- 57 *ibid.*, pp.269-70.
- 58 D.P. Ausubel, *The Fern and the Tiki*. Sydney: Angus and Robertson, 1960; *Maori Youth*. Wellington: Price Milburn, 1961.
- 59 *The Fern and the Tiki, op.cit.*, p.91.
- 60 D.P. Ausubel, "A Professional Approach to Education Problems," *PJ*, June, 1958, p.12.
- 61 See W.H. Oliver, "The Awakening Imagination," in W.H. Oliver (ed.), *The Oxford History of New Zealand*. Wellington: Oxford University Press, 1981, p.446.
- 62 For a rebuttal of many of the criticisms directed against Ausubel see R.E. Stroobant, "Dr Ausubel Defended," *PJ*, May, 1958, p.9.
- 63 I.A. McLaren, *Education in a Small Democracy, op.cit.*, p.123.
- 64 *PJ*, April, 1958, p.3.
- 65 For an account of some innovations in place by the early 70's see J. Shallcrass (ed.), *Secondary Schools in Change*. Wellington: Price Milburn (for the New Zealand Post-primary Teachers' Association), 1973.
- 66 H.C.D. Somerset, in Foreword to L.J. Wild, *An Experiment in Self-Government*. Wellington: New Zealand Council for Educational Research, 1938, p.viii.
- 67 *ibid.*, p.vii.
- 68 *An Experiment in Self-Government, op.cit.*, p.3.
- 69 *ibid.*, p.88.
- 70 *ibid.*, p.21. (From the constitution of the Feilding Agricultural High School Council.)

- 71 A.E. Campbell, *op.cit.*, p.136.
- 72 J.E. Strachan, *The School Looks at Life: An Experiment in Social Education*, 2nd ed. Wellington: New Zealand Council for Educational Research, 1943.
- 73 *ibid.*, p.15.
- 74 *ibid.*, p.6.
- 75 *ibid.*, p.34.
- 76 Compare this assertion with one made by Alvin Toffler some thirty-two years later: "... its (education's) prime objective must be to increase the individual's 'cope-ability' - the speed and economy with which he can adapt to continual change." (A. Toffler, *Future Shock*. London: Pan Books Ltd, 1970, p.364.)
- 77 J.E. Strachan, *op.cit.*, p.16.
- 78 A copy of the Rangiora High School curriculum as it was in 1938 appears as appendix F.
- 79 J.E. Strachan, *op.cit.*, p.50.
- 80 Although Strachan did not labour this point in his book, an indispensable part of his entire scheme was a system of self-government, consisting of a democratically-elected School Council with its various standing committees, including a judicial committee, which was concerned with good order and discipline in the School. (See *ibid.*, Appendices, pp.114-15.)
- 81 D. Gunby, *Rangiora High School, 1884-1984: A Centennial History*. Christchurch: Caxton Press (for Rangiora High School Centennial Committee), 1984, pp.127-28.
- 82 J.E. Strachan, *op.cit.*, pp.94-95.
- 83 A.E. Campbell, *op.cit.*, p.138.
- 84 J.E. Strachan, *op.cit.*, p.66.
- 85 J. Shallcrass, "Adventures on a Log," in W.J.D. Minogue (ed.), *Adventures in Curriculum*. Sydney: George Allen and Unwin, 1983, p.13.
- 86 M. Dalziel, in P.G.M. Hollow and T.B. Allardyce, *We Remember*. Auckland: Pelorus Press, 1965, p.23.
- 87 D. McKenzie, G. Lee and H. Lee, "The Transformation of the New Zealand Technical High School." University of Otago, 1986, pp.22-23.
- 88 J.C. Dakin, *Education in New Zealand*. Auckland: Leonard Fullerton, 1973, p.27.
- 89 *From Riley to Royal: Wellington Technical College/Wellington High School, 1886-1986*. Centennial Committee of Wellington Technical College/Wellington High School, 1986, p.26.

- 90 W.B. Sutch, *The Quest for Security in New Zealand*, *op.cit.*, p.158.
- 91 D. McKenzie *et al.*, *op.cit.*, p.70.
- 92 F.H. Spencer, *A Report on Technical Education in Australia and New Zealand*. New York: Carnegie Corporation, 1939. (Spencer was formerly Chief Inspector of Schools for the London County Council.)
- 93 *ibid.*, p.130.
- 94 *ibid.*, p.114.
- 95 *ibid.*, p.101.
- 96 *ibid.*, p.108.
- 97 *ibid.*, p.136.
- 98 *ibid.*, p.137.
- 99 A.E. Campbell, *op.cit.*, p.130.
- 100 F.L.W. Wood, *This New Zealand*, 3rd ed. Hamilton: Paul's Book Arcade Ltd, 1958, p.154.
- 101 See, for example, E.1, 1960, p.2, and E.1, 1956, p.6.
- 102 D.McKenzie *et al.*, *op.cit.*
- 103 *ibid.*, p.70.
- 104 *ibid.*, pp.71-72.
- 105 *ibid.*, p.71.
- 106 J.E. Richardson, *Authority and Organization in the Secondary School*. London: Macmillan Education Ltd, 1975. (The school in question was at Nailsea, near Bristol.)
- 107 *ibid.*, pp.2-3.
- 108 This term embraces school administration and systems administration.
- 109 See, for example, G. Baron and W. Taylor (eds.), *Educational Administration and the Social Sciences*. London: Athlone Press of the University, 1969; C.H. Barry and F. Tye, *Running a School*, 2nd ed. London: Temple Smith, 1975; R.A. Gorton, *School Administration: Challenge and Opportunity for Leadership*. Dubuque, Iowa: Wm C. Brown Company Publishers, 1976; W.K. Hoy and C.G. Miskel, *Educational Administration: Theory, Research and Practice*, 2nd ed. New York: Random House, 1982; M.G. Hughes (ed.), *Secondary School Administration: A Management Approach*, 2nd ed. Oxford: Pergamon Press Ltd, 1974; R.G. Owens, *Organizational Behavior in Schools*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970; W.G. Walker, *The Principal at Work: Case Studies in School Administration*, 2nd

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- 110 L.C. Webb, *The Control of Education in New Zealand*. Wellington: New Zealand Council for Educational Research, 1937.
- 111 I.L. Kandel, *Impressions of Education in New Zealand, op.cit.; Types of Administration*. Melbourne: Australian Council for Educational Research, 1938.
- 112 G.W. Parkyn (ed.), *The Administration of Education in New Zealand*. Wellington: New Zealand Institute of Public Administration, 1954.
- 113 Educational Development Conference, *Organisation and Administration of Education* (Nordmeyer Report). Wellington, 1974.
- 114 L.C. Webb, *op.cit.*, p.150.
- 115 *ibid.*, p.157.
- 116 I.L.Kandel, *Impressions of Education in New Zealand, op.cit.*, p.5.
- 117 Further reference to Kandel's views on New Zealand's system of education will be found in chapter 4.
- 118 R. Openshaw, "Patriotism and New Zealand State Primary Schools during a Decade of Change," in M. Clark (ed.), *The Politics of Education in New Zealand*. Wellington: New Zealand Council for Educational Research, 1981, p.115.
- 119 A.E. Campbell, "The Control of Primary Schools," in G.W. Parkyn (ed.), *op.cit.*, p.31.
- 120 G.W. Parkyn, "Introduction," in G.W. Parkyn (ed.), *op.cit.*, p.10.
- 121 G.W. Parkyn, "Some Fundamental Problems of Democratic Administration," in G.W. Parkyn (ed.), *op.cit.*, pp.96-116. One remarkably prophetic statement which Parkyn made in the course of considering this issue was that "... to do their job properly ... teachers ... will need in fact to return some of their power to the source from which it is, after all, only delegated, the community and the parents, and will need to bring parents far more closely into school life than is customary". (p.112)
- 122 See G.N. Marshall, review of *Organisation and Administration of Education* (Nordmeyer Report), *New Zealand Journal of Educational Studies*, May, 1974, pp.79-84.
- 123 J.L. Ewing, "The Control of Education in New Zealand: Centrality with Minimal Recourse to Party Politics," *Journal of Educational*

- Administration*, May, 1970, p.41.
- 124 D. McKenzie, "Ideology and History of Education in New Zealand," *op.cit.*, p.7.
- 125 M. Clark, in Foreword to M. Clark (ed.), *op.cit.*, p.v.
- 126 J.L. Ewing, *loc.cit.*
- 127 *ibid.*, pp.51-52.
- 128 A. Etzioni, *Modern Organizations*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964, p.58.
- 129 *ibid.*, p.59.
- 130 I. Snook and C. Lankshear, *Education and Rights*. Melbourne University Press, 1979, p.52.
- 131 "School and Nation," *op.cit.*, pp.264-65, 266-67.
- 132 R.G. Owens, *op.cit.*, p.167.
- 133 A.W. Halpin, *Theory and Research in Administration*. New York: The Macmillan Company, 1966, p.131. Quoted in R.G. Owens, *op.cit.*, p.168.
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- 135 See M. Rutter *et al.*, *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children*. London: Open Books Publishing Ltd, 1979.
- 136 *ibid.*, p.192.
- 137 J. Shallcrass, review of *Fifteen Thousand Hours*, *op.cit.*, *PJ*, September, 1979, p.36.
- 138 A.E. Campbell, in G.W. Parkyn (ed.), *op.cit.*, p.30.
- 139 C.E. Beeby, "Education Today," *Education*, June, 1957, p.8.
- 140 See J.K. Hemphill and A.E. Coons, "Development of the Leader Behavior Description Questionnaire," in R.M. Stogdill and A.E. Coons (eds.), *Leader Behavior: Its Description and Measurement*. Columbus, Ohio: The Ohio State University Press, 1957.
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- 142 H.C.D. Somerset, "What Makes a Good School?" *Education*, August, 1948, p.170.
- 143 G.W. Parkyn, *Sight of That Immortal Sea* (Combs-Lopdell Memorial Address, 1964). Wellington: Combs-Lopdell Memorial Committee, 1964, p.25.

- 144 *ibid.*, p.26.
- 145 J.H. Murdoch, *Education in Transition*. Wellington: New Zealand Institute of International Affairs, 1946, p.18.
- 146 The questionnaire was originally drawn up by L.W. Downey of the University of Alberta, Canada. Sixteen items had to be ranked in this order: 1. the one most important task; 2. the next two most important tasks; 3. the next three most important tasks; 4. the next four most important tasks; 5. the next three most important tasks; 6. the next two most important tasks; 7. the one least important task.
- 147 See the *New Zealand Listener*, 30 November, 1974, p.21.
- 148 E.J. Searle, *The Teaching of Science in Post-primary Schools*. Wellington: New Zealand Council for Educational Research, 1958, p.209.
- 149 W.B. Sutch, *The Quest for Security in New Zealand*, *op.cit.*, p.158.
- 150 Centre for Educational Research and Innovation, *The Nature of the Curriculum for the Eighties and Onwards*. Paris: Organisation for Economic Co-operation and Development, 1972, pp.27-28.
- 151 M. Rutter *et al.*, *op.cit.*, p.197.
- 152 W.J.D. Minogue, "Self-Government and the Secondary School," *Education*, August, 1965, p.3.
- 153 G.W. Parkyn, *loc.cit.*
- 154 A.E. Campbell, in G.W. Parkyn (ed.), *op.cit.*, p.30. •
- 155 H.C.D. Somerset, *op.cit.*, p.175.
- 156 *ibid.*, p.170.
- 157 Bobette Clarke, "What a Sixth Form Thinks," *Education*, September, 1949, p.58.

- 1 This merger led, in the following year, to the formation of the New Zealand National Party.
- 2 In an eighty-seat House of Representatives. There was also an upper chamber (the Legislative Council) of twenty-seven members.
- 3 These, and other statistical details in this section, are taken from *New Zealand Official Year Book, 1936*. Wellington: Government Printer.
- 4 F. Rogers, "The Influence of Political Theories in the Liberal Period, 1890-1912 : Henry George and John Stuart Mill," in R. Chapman and K. Sinclair (eds.), *Studies of a Small Democracy: Essays in Honour of Willis Airey*. Auckland : Paul's Book Arcade (for the University of Auckland), 1963, p.173.
- 5 M. King, "Between Two Worlds," in W.H. Oliver (ed.), *op. cit.*, p.283. (King notes that "... figures vary according to definitions of 'urban (rural) area'".)
- 6 *New Zealand Encyclopedia*. Auckland : David Bateman Ltd, 1984, p.620.
- 7 W.H. Oliver, *The Story of New Zealand*. London : Faber and Faber, 1960, p.181.
- 8 From 1 August. Note that these moves to restore cuts in wages, salaries, and pensions took place some months before Labour's accession to power.
- 9 K. Sinclair, *A History of New Zealand*, rev. ed. Harmondsworth, Middlesex: Penguin Books Ltd, 1969, p.268.
- 10 For a fuller discussion of this issue, see F. Rogers and A. Sharp, *The Road to Maturity*. Auckland : Heinemann Educational Books, 1977, p.27.
- 11 Except where otherwise indicated, all statistical details in this section are taken from *Appendices to the Journals of the House of Representatives*. Wellington : Government Printer.
- 12 A complete list of these schools showing their foundation dates and their roll numbers as at 1 July, 1935 is given in appendix A.
- 13 In 1935, there was a combined boys' and a combined girls' school in each of New Plymouth, Napier and Nelson. The largest of these six schools (Nelson College) had a roll of 470, while the smallest (Napier Girls' High School) had 234 pupils. The average size of all of the combined schools in 1935 was 363 pupils.
- 14 There were also eighty-five secondary departments of district high schools; fifty-six endowed and registered private post-primary schools; and ten (private) Native post-primary schools.
- 15 The term 'mixed', as it applied to post-primary schools in 1935, was largely a misnomer. In fact, the sexes were almost always strictly

segregated both within and, especially, outside of the classroom, though such separation was, admittedly, not so marked in some of the technical schools. Boys and girls travelling to school by train were often assigned to separate carriages, and required to follow different routes (or walk on opposite sides of the street) on their way from the station to the school. (Seddon Memorial Technical College was still enforcing this requirement in the 40's.) (Personal communication from pupil attending the College at that time.)

- 16 Note that the rolls of all post-primary schools, even the most academic, fell away (in some cases, quite considerably) during the year. For example, the 1935 opening roll of Auckland Grammar School (972 pupils) had declined to 827 by 1 December.
- 17 Thames High School (192); South Otago High School, Balclutha (188); Rotorua High School (186); and Waimate High School (145).
- 18 Masterton Technical High School (192); Canterbury University College School of Art (190); Westport Technical High School (124); and Elam School of Art (103).
- 19 Quoted in J.H. Murdoch, *op. cit.*, p.74.
- 20 Includes 264 at Auckland Grammar School, which certainly offered nothing even approaching an industrial course, and is, therefore, a suspect total.
- 21 Forty-one of these pupils were at Auckland Grammar School.
- 22 e.g., E.2, 1936, p.8.
- 23 J.H. Murdoch, *op. cit.*, p.316.
- 24 *ibid.*, p.74.
- 25 The fact that a foreign language and mathematics (along with English) were compulsory subjects for the Matriculation examination in 1935 explains, in large measure, the relatively prominent positions of these subjects on the list. Further, unless candidates for Matriculation passed in Latin, they had also to pass in a science.
- 26 Dictating notes also had disciplinary overtones. Teachers knew that when pupils were busy copying down notes, they had relatively few opportunities to misbehave.
- 27 Auckland Grammar School had a film room in the 30's, but it was not much used as an adjunct to class teaching. Indeed, the only visual aid in common use in post-primary schools at the time was the epidiascope, and even this machine was not in over-abundant supply. A beginning had been made in some schools with the use of film strips, but this teaching aid was probably seen more often in primary than in post-primary schools in the mid-30's. Broadcasts to schools had begun in 1934, but programmes designed specifically for post-primary school classes were not available until much later in the decade.
- 28 The Auckland Grammar School stationery room of the day carried stocks of custom-made science scribblers for sale to pupils.
- 29 The list of textbooks approved for use in post-primary schools in 1935

appears as appendix B.

- 30 For example, Caddick's *An English Course for Junior and Middle Forms*; Lawson and Gudex's *Middle and Senior English Course*; Driver's *Numerical Trigonometry*; Coad's *Dominion Civics and Geography of New Zealand and the Pacific*; Cornish's *Elementary Applied Chemistry*; and Caradus's *Experimental Science*.
- 31 Many post-primary schools indented their own book supplies, and made direct sales to their pupils at advantageous prices. They also traded, quite often, in second-hand textbooks.
- 32 In some cases (such as at Auckland Grammar School), the 'blackboard' simply consisted of a section of the plastered wall painted green or black.
- 33 For example, Nelson College for Girls still had only one science laboratory in 1945 when it was preparing to implement the three-year general science core component which came into force following the recommendations of the Thomas Committee. (L.C. Voller, *Sentinel at the Gates : Nelson College for Girls, 1883-1983*. Nelson College for Girls Old Girls' Association, 1982, p.120.)
- 34 E.2., 1936, p.11.
- 35 D. Gunby, *op. cit.*, p.131.
- 36 *ibid.*, p.130.
- 37 W.J. D. Minogue *et al.*, *The First 50 Years : Takapuna Grammar School, 1927-1977*. Takapuna Grammar School Jubilee Committee, 1977, p.7.
- 38 *ibid.*, p.71.
- 39 At Mount Albert Grammar School, ten relief workers began laying out the school grounds in 1929-30. Brown reported that "... gradually over the next four years the project grew till, in the end, four hundred men were employed on relief wages, from two to four days a week, depending on factors like married, single, and number of children". J.G. Brown (ed.), *Mount Albert Grammar School Golden Jubilee, 1922-1971*. n.d., p.111. (The pay rates were 13/6 a week for single men, and 22/6 a week for married men, with 4/6 extra for each child.)
- 40 J.H. Murdoch, *op. cit.*, p.253.
- 41 E.2, 1936, p.10.
- 42 *ibid.*, p.11.
- 43 E.1, 1936, p.9.
- 44 Those who held senior free places could transfer their free-place privileges to evening classes, provided that they enrolled within three months of leaving a post-primary school. A senior free place first entered on at evening classes was tenable for three continuous school years irrespective of the student's age. (*Education Gazette*, 2 December, 1935, p.212.)

- 45 E.2, *loc.cit.* (Report of the Superintendent of Technical Education.)
- 46 In the 30's, the boards of combined schools were known as Secondary Education Boards, e.g., Napier Secondary Education Board; Wairarapa Secondary Education Board. The latter Board retained this title until 1961.
- 47 Some boards, however, particularly those which had originally been constituted by individual Acts of Parliament, had somewhat different compositions. For example, The Timaru High School Board Act was amended by the Education Law Amendment Act 1934-35 to provide for a board consisting of two parents' representatives; one Education Board nominee; one Governor-General's appointment; four members nominated by adjacent county councils; and two members nominated by the Timaru Borough Council. (*Education Gazette*, 1 May, 1935.)
- 48 J.H. Murdoch, *op cit.*, p.356.
- 49 Education Act 1914, sections 91,92, 113. (cf. Education Act 1964, section 61.)
- 50 In secondary schools in the mid-30's, the fees (where payable) ranged from £6 to £13 a year for boys, and, on the average, £2 less for girls. Fees in district high schools were about £10 a year for a full course. (Source: E2, 1938, p.13.) Paying pupils at Thames High School in 1936 were charged £4 a term, reducible to £3.10.0 if paid within thirty days of the beginning of term. (Source: School Prospectus for 1936, printed in *Thames High School: The First Hundred Years, 1880-1980*. n.d., p.52.)
- 51 In 1935, the Marlborough High School Board was still receiving an annual cash grant from Government of £400 paid in lieu of land endowment income in terms of the Marlborough High School Act 1899.
- 52 One school (Waerenga-a-hika) had no post-primary pupils at all in 1935, while two others (Otaki and Te Waipounamu) had only four pupils between them. A list of all of the Maori boarding schools in operation in 1935, with their roll numbers for that year, is given in appendix C.
- 53 E.3, 1934, p.6.
- 54 In this connection, it must be remembered that all four New Zealand Teachers' Training Colleges were closed between 1931 and 1934. In 1935, the Training Colleges in Auckland and Christchurch were re-opened (with an intake which included fifteen Division C students at each College); the Wellington and Dunedin Colleges were in operation again by 1936.
- 55 *Education Gazette*, 1 November, 1935.
- 56 A more detailed description of the system of classifying teachers in technical and combined schools, and an outline of the advantages and disadvantages of this system, can be found in J. Nicol, *op. cit.*, pp.127-37.
- 57 The Report of the Chief Inspector of Secondary Schools for 1934 revealed that over 50 per cent of men teachers and 47 per cent of women

- teachers held positions below the grade corresponding to their personal grading. He noted that this situation "... so far as those in the small towns are concerned, ... has been accentuated by the tacit acceptance by the boards and principals of practically every large school of the internal promotion system". E.2, 1934-35, p.7.
- 58 E.1, 1937, p.24.
- 59 This tradition persisted at some schools until well into the 60's. For example, when A.D. Hunter left Napier Boys' High School on promotion in 1962, he had been teaching there for only one term short of eleven years. Yet the reference to his departure in the 1962 *School Magazine* noted that : "[He] had been at the School for only a comparatively short time ...". (D.G. Revell, *Napier Boys' High School : Centennial Historical Survey, 1872-1972.* 1976, p.101.)
- 60 K.A. Trembath, *Ad Augusta : A Centennial History of Auckland Grammar School, 1869-1969.* The Auckland Grammar School Old Boys' Association, 1969, p.265.
- 61 Quoted in *Order Out of Chaos.* Wellington : Executive Committee of the New Zealand Educational Institute, 1934, p.18.
- 62 *Education Gazette*, 1 May, 1935.
- 63 *ibid.*, 20 December, 1935.
- 64 One of the best known of these institutions in the 20's and 30's was the Correspondence Coaching College, conducted by T.U. Wells, a prominent Auckland educationist. All of Wells's advertisements included the injunction : Do not let Procrastination spoil your Chances of Success! - a message which many teachers of the day were glad they had heeded.
- 65 The information contained in this table is derived from the staff lists appearing in the centennial histories of the fourteen schools in question. The information can be only as accurate as the lists themselves. It is certain that some teachers held qualifications which, for one reason or another, were not printed in their school's staff list. Teachers of technical subjects, for example, would have been quite likely to find themselves so treated in the mid-30's.
- 66 The inadequacy of the University of New Zealand's B.A. degree had been exposed by H.R. Reichel and F. Tate as far back as 1925, but the situation was still the same in 1935. (See *Report of the Royal Commission on University Education in New Zealand.* (AJHR, 1925, E.7A, p.21.))
- 67 In this respect, principals were often just as badly off. C.M. Littlejohn, appointed principal of Takapuna Grammar School in 1927, had no secretary at all for the first five years of his headship. He wrote all his correspondence in longhand. In 1935, he still had the services of only a part-time commercial teacher, who doubled as school secretary. (W.J.D. Minogue *et al.*, *op. cit.*, p.70.)
- 68 Not all schools treated their hostel staff so generously. In many instances, teachers acting as housemasters or housemistresses were required to pay board, less an allowance (usually £30 a year) for their

services.

- 69 Kowhai (Auckland) - 90; Wanganui - 20; Napier - 16; Dunedin North - 18.
- 70 Ewing reported that there had been such classes in operation in a small number of primary schools since 1885. Until 1929, they were called standard 7. The pupils in these classes did approximately the same work as regular form 3 classes, often using lessons supplied by the Correspondence School. (J.L. Ewing, *The Development of the New Zealand Primary School Curriculum 1877-1970*. Wellington : New Zealand Council for Educational Research, 1970, pp.27, 184.) (See, also, E.1, 1936, p.20.) The 570 pupils in form 3 classes in 1935 represented 0.3 per cent of the total enrolment in primary schools that year. In 1934, there had been 802 pupils in form 3 classes in primary schools.
- 71 Of the 1935 primary school cohort, 58 per cent went on to post-primary schools in 1936.
- 72 A Proficiency Certificate was required for entry to a secondary school as a free place pupil, while a Certificate of Competency entitled the holder to a free place at a technical school or a district high school.
- 73 Education Act 1914, section 60(1)(e).
- 74 This situation persisted for at least another twenty years. For example, ten years after it was opened as a technical high school in 1945, Avondale College (Auckland) was still in the position where 40 per cent of the pupils who enrolled there did not remain at school beyond their fifteenth birthday. (Personal communication to the writer from school authorities.)
- 75 See pp. 42, 44.
- 76 There were secondary schools in the mid-30's where non-examination subjects like music, art, craft work, drama, and public speaking were prominent in the curriculum (Waitaki Boys' High School and Timaru Boys' High School both came into this category), but such 'lighthouse' schools were few and far between. For an interesting and revealing discussion on the amount of time given in post-primary schools in the mid-30's to work outside of the Matriculation syllabus see W. Thomas, C.E. Beeby and M.H. Oram, *Entrance to the University*. Wellington : New Zealand Council for Educational Research, 1939, pp.86-90.
- 77 E.2, 1936, p.10.
- 78 See table 1.
- 79 It was not uncommon for pupils to sit the examination several times. Thomas, Beeby and Oram followed through the 1930 cohort of University Entrance candidates, and found that a small number were still sitting in 1934. They concluded that "nearly everyone who ... is keen enough to go on sitting [University Entrance] more than once passes eventually". (W. Thomas *et al.*, *op. cit.*, p.103.) A factor contributing to this situation was that, during the depression years, pupils who were unable to find jobs tended to remain at school: "... lack of job opportunities meant that pupils stayed on at school longer, and the senior classes were big in number and stature". (*Thames High*

School, op. cit., p.56.)

- 80 E.1, 1936, p.32 puts this figure at 2,122, but the figure of 2,072 given by Thomas, Beeby and Oram (p.187) is more likely to be the correct one.
- 81 E.1, 1936, p.2. Perhaps the Minister's faith was boosted by the fact that the Public Service Commissioner had accepted the new School Certificate qualification as equivalent to University Entrance in making staff appointments to positions which did not demand further study towards a university degree or a professional qualification? (*Education Gazette*, 1 March, 1935.)
- 82 E.2, 1936, p.7.
- 83 This low pass rate is understandable when one appreciates that School Certificate was in only its second year of operation in 1935; many schools had still to establish purely School Certificate courses.
- 84 To gain the School Certificate, a candidate had to have completed three years of post-primary education, and obtain a pass in the examination in five subjects, one of which had to be English.
- 85 i.e., obtained a partial pass (770), or passed additional subjects (7).
- 86 There were also 225 form 6 pupils in the secondary departments of the district high schools, and 375 in the private secondary schools. The Correspondence School had six form 6 pupils in 1935, all of them girls.
- 87 There were, in fact, only 183 candidates for Bursaries in 1935; of those who did qualify, fewer than one third took up their bursaries in the following March. (E.2, 1936, p.8.)
- 88 To qualify for the Higher Leaving Certificate a pupil had to have satisfactorily completed a four-year course; have passed University Entrance or School Certificate; and have completed 'to good advantage', at a higher standard than that required for University Entrance or School Certificate, a course of work in English and not fewer than two other subjects. No subject in which the candidate had scored less than 40 per cent in University Entrance or School Certificate was acceptable for the Higher Leaving Certificate unless the candidate had done two years' work in that subject subsequent to passing University Entrance or School Certificate. (*Education Gazette*, 1 March, 1935.)
- 89 E.2, 1936, p.9.
- 90 E.2, 1936, pp.43-44.
- 91 The Conveyance Allowance claim form in use in the 70's still bore the rubric: 'If more than one child is conveyed to school on the same horse, only one allowance may be claimed.'
- 92 The work of two schools which were endeavouring to instil in their pupils a sense of responsibility for their own conduct (Feilding Agricultural High School and Rangiora High School) has already been discussed in chapter 2.
- 93 J.H. Murdoch, *op. cit.*, p.216.

- 1 P.J. Gibbons, "The Climate of Opinion," in W.H. Oliver (ed.), *The Oxford History of New Zealand*. Wellington : Oxford University Press, 1981, p.323.
- 2 See chapter 2 for an estimate of the impetus given by these two writers to change in the post-primary schools.
- 3 Fraser retained both of these portfolios until he became Prime Minister on the death of M.J. Savage in April, 1940.
- 4 W.H. Oliver, *The Story of New Zealand*. London : Faber and Faber, 1960, p.190.
- 5 Labour Party's 1935 election manifesto, section (c).
- 6 Mason's assessment of the situation. (E.1, 1940, p.2.)
- 7 K. Sinclair, *A History of New Zealand*, rev. ed. Harmondsworth, Middlesex: Penguin Books Ltd, 1969, p.270.
- 8 W.H. Oliver, *op. cit.*, p.191.
- 9 Previously, a senior free place had expired at the end of the term in which the holder turned nineteen.
- 10 *Education Gazette*, 1 September, 1936. As it happened, new regulations introduced late in 1937 (and discussed in more detail later in this chapter) eliminated the distinction between junior and senior free places, but the 1936 regulations were significant in that they provided an early indication of the Government's determination to make post-primary education available more widely, and for longer periods.
- 11 These new provisions effected an instant and spectacular increase in the popularity of the Bursaries examination, with a corresponding rise in the number of bursaries awarded. In 1936, only 348 pupils received bursaries. In 1937, the year the new regulations came into effect, the number more than trebled to 1,168, with a further sixty-nine pupils receiving boarding bursaries. In 1938, the number of bursaries awarded was 1,170 (+ 95 boarding bursaries); in 1939, it was 1,237 (+ 136 boarding bursaries). (Source: E.1 Reports.)
- 12 *Education Gazette*, 1 March, 1937.
- 13 The number of Higher Leaving Certificates awarded in 1937 was 1,310, compared with only 1,060 in 1936 - an increase of 23.6 per cent. In 1940, the number of Certificates awarded rose to 1,437. (Source: E.1 Reports.)
- 14 *Education Gazette*, 1 July, 1936. See later in this chapter for details of further regulations gazetted early in 1937, which vastly improved all aspects of the award of scholarships to Maori pupils wishing to proceed to a post-primary school.
- 15 *Education Gazette*, 1 December, 1936.

- 16 *ibid.*
- 17 E.1, 1938, p.3.
- 18 *Education Gazette, loc. cit.*
- 19 E.1, *loc. cit.*
- 20 E.1, 1939, p.9.
- 21 *ibid.*
- 22 *Education Gazette*, 1 June, 1935.
- 23 *ibid.*, 1 December, 1936.
- 24 *ibid.*, 15 November, 1937.
- 25 Writer's emphases.
- 26 14,407 pupils in 1940, compared with 14,315 in 1937. Admittedly, the intake of new post-primary pupils had been slightly higher in 1938 (14,814 pupils), and in 1939 (15,244). Also, the total enrolment figures had risen from 32,975 in 1937 to 35,882 in 1940, an increase of 8.8 per cent. (Source: E.1 Reports.)
- 27 E.2, 1938, p.9.
- 28 Explanatory Memorandum, Education Amendment Bill 1937. (This Memorandum, which summarises the major proposals contained in the Bill, is reproduced in appendix E.)
- 29 Commonly known as the Atmore Committee. The Chairman was W.A. Bodkin.
- 30 Clause 26 (4) of the Bill stated that:
 Subject to the general direction of the Board, the School Council of a secondary school, combined school, or technical school shall have power to do all or any of the following things in relation to such school:
- (a) To control and manage the school buildings and the school grounds.
 - (b) To establish and control continuation and technical classes in connection with the school.
 - (c) To control the funds provided for incidental expenses of schools (including grants for the provision of instruction in manual and science subjects).
 - (d) To recommend to the Board the appointment of teachers (after receiving from the Board the names of the teachers applying for any position on the staff of the school).
 - (e) To recommend to the Board suitable persons for appointment as part-time teachers in cases where the Department has approved of the appointment of such teachers.
 - (f) In the case of technical schools, to recommend to the Board the appointment of suitable persons to act on advisory committees.
 - (g) To recommend the suspension or dismissal of teachers on the grounds of unfitness.
 - (h) Subject to regulations made in that behalf under the principal Act, to make recommendations to the Board with respect to school holidays.

- 31 Explanatory Memorandum.
- 32 *ibid.*
- 33 *Report of the Commission on Education in New Zealand.* Wellington: Government Printer, 1962, p.82. (Hereafter, this document will be referred to as the *Currie Report.*)
- 34 E.1, 1939, pp.4 - 5.
- 35 E.1, 1937, p.2.
- 36 He did not, however, succeed in pleasing everyone. Brown recorded that, when Fraser visited Mount Albert Grammar School in the late 30's, he was so concerned about the run-down state of the hostel that he undertook to provide the School with a new hostel. This offer was refused by the chairman of the (Auckland Grammar School) Board, "who thought it beneath the dignity of the Board to accept anything from a Labour Government. Such was the state of political feeling at the time". Brown added: "Then the war loomed up, and the opportunity was gone." (J.G. Brown (ed.), *Mount Albert Grammar School Golden Jubilee, 1922-1971.* n.d., p.50.)
- 37 E.2, 1937, p.9.
- 38 It seems clear that post-primary schools had little to spare from their general purposes grant for their libraries. Brown noted that, in the first seventeen years of its existence (1922 to 1938), Mount Albert Grammar School spent a total of only £700 on its library. (J.G. Brown (ed.), *op. cit.*, p.33.)
- 39 E.2, 1940, p.7.
- 40 They varied from £11 to £20 per school.
- 41 E.2, 1939, p.8.
- 42 *ibid.*, p.14.
- 43 E.2, 1937, p.9.
- 44 E.2, 1939, p.8.
- 45 E.1, 1937, p.24.
- 46 R. Chapman, "From Labour to National," in W.H. Oliver (ed.), *op. cit.*, p.342.
- 47 E.1, 1937, p.4. The actual amount spent under this heading in 1936 was a little over £600.
- 48 W.H. Oliver, *op. cit.*, p.194.
- 49 Figures for expenditure on post-primary education include grants for scholarships and bursaries payments; those dealing with total educational spending include revenue from endowments. The reduction in total spending in 1940 was due solely to a decrease in the amount spent on school buildings. Expenditure in other areas rose. (E.1,

- 1941, p.2.)
- 50 E.1, 1939, p.7.
- 51 P.J. Gibbons, *op. cit.*, p.323.
- 52 Unnamed writer in *New Zealand Council for Educational Research Newsletter*, No. 1, 1987, paying tribute to Beeby on his being made a member of the newly-created and prestigious Order of New Zealand.
- 53 K. Sinclair, *A History of the University of Auckland, 1883-1983*. Auckland University Press, 1983, p.181.
- 54 Although private schools are not, strictly speaking, included in this study, an exception has been made in the case of the ten private Maori boarding schools of the time, as they were the only institutions making any significant contribution to the post-primary education of Maori adolescents.
- 55 The junior scholarships were tenable for the first two years at a post-primary school.
- 56 The 'continuation' scholarships provided for a third and fourth year of post-primary education.
- 57 E.3, 1937, p.6.
- 58 E.2, 1937, p.10.
- 59 For a time, however, staffing scales were not amended, which meant that some staff had to shoulder an extra load so that careers teachers could be released from teaching duties to undertake careers work. (Obviously, there was no P.P.T.A. in those days!)
- 60 E.1, 1939, p.12.
- 61 E.1, 1938, p.8.
- 62 The Fellowship was established in 1915, and soon spread throughout the world. It held "that the problems threatening ... civilisation were basically problems of human relationships which demanded a new type of education more responsive to the requirements of a changing world". (A.E. Campbell (ed.), *Modern Trends in Education: The Proceedings of the N.E.F. Conference held in New Zealand in July, 1937*. Wellington : Whitcombe and Tombs Ltd, 1938, p.496.)
- 63 *Education Gazette*, 1 December, 1936.
- 64 *ibid.*, 15 May, 1937.
- 65 *ibid.*, 1 March, 1937.
- 66 Hart was Professor of Education at the University of California, and a specialist in school administration.
- 67 A.E. Campbell (ed.), *op. cit.*, p.445. In 1937, twenty-nine of New Zealand's post-primary schools were single-sex, and thirty-eight were mixed.

- 68 Kandel was Professor of Education at Teachers' College, Columbia University, and an authority on comparative education. Boyd was head of the Department of Education, Glasgow University. He would have been known to many in his audiences as the author of the standard text, *The History of Western Education*.
- 69 A.E. Campbell (ed.), *op. cit.*, p.464.
- 70 *ibid.*, p.465.
- 71 *ibid.*, p.468.
- 72 *ibid.*
- 73 *ibid.*, p.484.
- 74 *ibid.*, p.487.
- 75 E.1, 1938, p.6.
- 76 E.2, 1938, p.10.
- 77 F. Milner in his Foreword to J.E. Strachan, *The School Looks at Life*. Wellington : New Zealand Council for Educational Research, 1938.
- 78 A.E. Campbell (ed.), *op. cit.*, Foreword, p. ix.
- 79 Factual information in this section is taken from the *AJHR* records for the relevant years.
- 80 In the same period, the number of registered private post-primary schools rose from fifty-six to sixty-three.
- 81 An advertisement in the *Education Gazette* of 1 August, 1935 called for applications for the position of rector of the King George V High School, Dunedin, and advised that "applicants must be graduates of a university of the British Empire".
- 82 The roll of Otago Boys' High School fell from 696 in 1935 to 389 in 1938 - almost a case of over-compensation?
- 83 The only example in the whole country of an urban district high school.
- 84 A.G. Butchers, *A Centennial History of Education in Canterbury*. Christchurch : Centennial Committee of the Canterbury Education Board, [1953], p.182.
- 85 These two schools had been controlled by the same board of governors (known as the Wairarapa Secondary Education Board) since 1926.
- 86 This brought the number of combined schools in New Zealand to seven.
- 87 F.H. Spencer was much impressed by the developments at Masterton: "The new college at Masterton in respect of buildings and equipment is at least as good as any comparable college of which I know. It would rank among the latest and best of similar schools in Great Britain or in Australia.... The art rooms are excellent." (*Technical Education in*

Australia and New Zealand. New York : Carnegie Corporation, 1939, pp.101, 112.)

- 88 1 September, 1939.
- 89 Its lowest 1 July roll for the five years from 1936 to 1940 was 833 in 1940. In the same year, the next largest secondary school, Epsom Girls' Grammar School, had 641 pupils.
- 90 Roll numbers given in this table are as at 1 July each year.
- 91 The enrolment figures for secondary and combined schools at three stages of the year in 1936 were as follows: 1 March - 18,960; 1 July - 17,883; 1 December - 15,988; and for technical schools : 1 March - 10,245; 1 July - 9,163; 1 December - 7,422. This represents a fall away between March and December of 15.7 per cent of the roll for secondary and combined schools, and 27.5 per cent for technical schools.
- 92 The 1936 and 1937 totals for the Correspondence School include part-time pupils. (Figures for full-time students only for those two years do not seem to be available.)
- 93 The district high schools, however, were more enlightened. In 1937, there were eighty-three girls in the secondary departments of such schools taking agriculture, 279 boys taking shorthand, and 293 boys taking typing. In the following year, there were also nine boys recorded as taking cookery, while nine girls were enrolled for woodwork.
- 94 In 1940, Auckland Technical School had 161 students in its art course, more than double the number attending the Elam School of Art.
- 95 Almost all of these schools were situated in areas where there was no technical school. Many of them were also boarding schools.
- 96 In 1940, the schools with more than ten pupils doing university degree or advanced work were : Auckland Grammar School (48 pupils), New Plymouth Boys' High School (33), Wanganui Girls' College (25), Hamilton High School (19), Whangarei High School (17), and Waitaki Boys' High School (14).
- 97 E.2, 1937, p.9.
- 98 In 1937, only 755 pupils were studying biology in New Zealand post-primary schools. Two years later, the number was 2,013. (E.2, 1939, p.9; E.2, 1940, p.7.) As the Minister commented, the move was "in line with tendencies in science teaching in other countries". (In 1936, the Science Masters' Association of Great Britain had published a report recommending that science in post-primary schools be taught in three parallel courses - chemistry, biology, and general physics.)
- 99 Minister of Education; E.1, 1941, p.5.
- 100 *ibid.*
- 101 Chief Inspector of Secondary Schools; E.2, 1937, p.7.
- 102 E.2, 1940, p.6.

- 103 *ibid.*, p.7.
- 104 For a full account of Griffiths' objectives and methods, see his *An Experiment in School Music Making*. Wellington : New Zealand Council for Educational Research, 1941.
- 105 *Education Gazette*, 1 May, 1940.
- 106 *ibid.*, 1 July, 1940.
- 107 E.2, 1938, p.19.
- 108 Chief Inspector of Primary Schools; E.2, 1939, p.4.
- 109 E.2, 1938, p.15.
- 110 F.H. Spencer, *op. cit.*, p.97.
- 111 E.2, 1940, pp.8-9.
- 112 In 1938.
- 113 E.2, 1939, p.10.
- 114 Board of Education, *Report of the Consultative Committee on Secondary Education*. London : His Majesty's Stationery Office, 1939.
- 115 Superintendent of Technical Education; E.2, 1939, p.10.
- 116 J. Nicol, *The Technical Schools of New Zealand*. Wellington : New Zealand Council for Educational Research, 1940, pp.242-43.
- 117 E.2, 1938, p.7.
- 118 J.M. Barrington and T.H. Beaglehole, *Maori Schools in a Changing Society*. Wellington : New Zealand Council for Educational Research, 1974, p.226.
- 119 E.3, 1938, pp.4-5.
- 120 E.3, 1939, p.5.
- 121 Senior Inspector of Native Schools; E.3, 1938, p.4.
- 122 E.1, 1940, p.4.
- 123 E.3, 1940, p.4.
- 124 *ibid.* Much later, Ball admitted that he had been mistaken in his opinion as to what would be the appropriate type of curriculum for these schools. (See *Education*, No. 3, 1973, p.12.)
- 125 E.1, 1941, p.4.
- 126 *ibid.*
- 127 J.H. Murdoch, *The High Schools of New Zealand*. Wellington : New

- Zealand Council for Educational Research, 1943, p.302.
- 128 The Government had re-opened Wellington and Dunedin Teachers' Training Colleges in 1936.
- 129 Auckland had a special lecturer in secondary methods (Dr J.H. Murdoch) from 1936.
- 130 There had been only thirty Division C students in the Colleges in 1935.
- 131 E.2, 1937, p.57.
- 132 Salary : 5/- per hour. (Note no mention of travelling expenses, even though three forms of transport (tram, ferry, and bus) had to be used to get from one school to the other!)
- 133 The technical schools favoured the terms 'instructor' and 'instructress', as opposed to the 'masters' and 'mistresses' of the secondary schools. Some schools even advertised for 'junior masters'/'junior mistresses'!
- 134 For example, article on secondary education in Sweden by D.E. Adams (1 September, 1938); on secondary schools abroad - (1) 'orthodox' schools in Great Britain, (2) schools in Paris, (3) 'new education' schools by Miss J. Hetherington (1 April, 1938); and on the Danish Folk High Schools by L.V. Bryant (1 September and 2 October, 1939).
- 135 E.2, 1939, pp.9,38.
- 136 E.1. 1938, p.3.
- 137 *AJHR*, H.31, 1937, p.25.
- 138 A.R. Tyrrell, *Strong to Endure* : Waitaki Boys' High School, 1883-1983. Waitaki High School Old Boys' Association, 1983, p.107.
- 139 "i.e., the centenary of the arrival of William Hobson and the signing of the Waitangi 'treaty'". (W.H. Oliver (ed.), *op. cit.*, p.328.)
- 140 E.1, 1940, p.9.
- 141 *ibid.*, p.7. The winning entry, submitted by Otago Girls' High School, was an illustrated history of Otago harbour.
- 142 Official pronouncements of the day tended to speak as though no one served in the navy or the air-force. However, teachers in those branches of the armed services were also fully covered by the emergency regulations cited. (See appendix G for a full statement of these regulations.)
- 143 E.1, 1941, p.2.
- 144 E.2, 1939, p.13.
- 145 E.1, 1940, p.5.

- 146 E.2, 1941, p.7.
- 147 *ibid.*
- 148 *Thames High School : The First Hundred Years, 1880-1980.* n.d., p.91. (Extracts from comments printed in the *Thames Star*, 3 January, 1940.)
- 149 E.1, 1940, p.5.
- 150 E.1, 1941, p.2.
- 151 E.2, 1941, p.7.
- 152 Two examples of very significant educational reforms which Fraser introduced in sectors other than the post-primary were the re-admission of five-year-olds to the primary schools as from the beginning of 1936, and the setting up of the Council of Adult Education in 1937.
- 153 R. Chapman, *op. cit.*, p.342.
- 154 *New Zealand Herald*, 2 July, 1987. Letter to the Editor.
- 155 C.E. Beeby has admitted to writing the statement, though he insists that the principles expressed in it were solely Fraser's.
- 156 In its interim report on post-primary staffing and recruitment, dated July, 1960, the Commission on Education in New Zealand stated that it had "accepted as a reasonable working premise in determining how the needs of the post-primary system should be measured" the statement made by Fraser in 1939. (*Currie Report* p.11.)
- 157 E.1, 1939, pp.2-3.
- 158 Fraser's description.
- 159 The last restriction had been removed by regulations gazetted in 1937, which entitled a pupil over the age of fourteen and not possessing a Primary School Certificate to take up a free place in any type of post-primary school. (Previously, such pupils could enrol only in technical schools.) (E.2, 1938, p.3.)

- 1 O.E. Harding, *One Hundred Years : A History of Wellington Girls' College*. Wellington Girls' College Centennial Committee, 1982, p.95.
- 2 Mason assumed the education portfolio on April 30th, 1940, and held it for the next seven and a half years. He was ranked fourth in the Cabinet.
- 3 R. Chapman, "From Labour to National," in W.H. Oliver (ed.), *The Oxford History of New Zealand*. Wellington : Oxford University Press, 1981, p.333.
- 4 W.H. Oliver, *The Story of New Zealand*. London : Faber and Faber, 1960, p.188.
- 5 The Education Amendment Act 1920 made provision for the raising of the school leaving age to fifteen, but left the actual date of implementation to be determined by the Minister.
- 6 E.1, 1938, p.3.
- 7 E.2, 1937, p.10.
- 8 E.1, 1941, p.2.
- 9 E.1, 1942, p.3.
- 10 *ibid.*
- 11 Gazetted as the Education (School Age) Regulations 1943. Early in 1944, an addition to the Regulations annulled Section 60(1)(e) of the Education Act 1914, in terms of which a parent could obtain a certificate exempting a child from attendance at school if the child had attained the age of thirteen years, and had completed the work of form 2. (*Education Gazette*, 15 February, 1944.)
- 12 E.1, 1944, p.2.
- 13 E.1, 1943, pp.2-3.
- 14 E.1, 1944, p.2.
- 15 E.1, 1943, p.3.
- 16 *ibid.*
- 17 A.H. Thom, *The District High Schools of New Zealand*. Wellington : New Zealand Council for Educational Research, 1950, p.75.
- 18 Source: E.2. Reports.
- 19 *Education Gazette*, 15 February, 1944. It is significant that such notices were still appearing in the *Education Gazette* in 1952. (See 1 February.)
- 20 All in all, the Correspondence School played a vital role in helping

to overcome many of the immediate problems arising from the raising of the school leaving age.

- 21 See, for example, *Education Gazette*, 1 July, 1944 for an article on arithmetic for post-form 2 pupils.
- 22 E.1, *loc. cit.*
- 23 The increase in the previous year had been 2,412, while in each of the three preceding years (1940, 1941, and 1942) total post-primary enrolments had actually declined. (Source: E.1. Reports.)
- 24 Another factor which contributed to the increase in the number of pupils beginning post-primary schooling in 1944 was the re-entry of five-year-olds to the primary schools in 1936.
- 25 Source: *Currie Report*, p.50.
- 26 Quoted in W.B. Elley and I.D. Livingstone, *External Examinations and Internal Assessments*. Wellington : New Zealand Council for Educational Research, 1972, p.17.
- 27 Tate was Director of Education for the State of Victoria, Australia.
- 28 *Special Reports on Educational Subjects, No. 16*. Wellington : Government Printer, 1925.
- 29 *ibid.*, p.13.
- 30 *ibid.*
- 31 *ibid.*, p.12.
- 32 *ibid.*, p.11.
- 33 *ibid.*, p.12.
- 34 *ibid.*, p.74.
- 35 There were two commissioners, Sir Harry Reichel and Frank Tate.
- 36 *Report of the Royal Commission on University Education in New Zealand* (Reichel-Tate Report). 1925. (*AJHR*, E.7A, 1925, p.22.)
- 37 *ibid.*, pp.22 - 23.
- 38 *ibid.*, p.90.
- 39 *ibid.*, p.29.
- 40 Parliamentary Recess Education Committee, *Report on Educational Reorganization in New Zealand*. (*AJHR*, I.8A, 1930, pp.9-10.) (One of the members of this Committee was Peter Fraser.)
- 41 *ibid.*, p.107.
- 42 Quoted in Ian Milner, *Milner of Waitaki : Portrait of The Man*. Dunedin : John McIndoe (for Waitaki High School Old Boys' Association

- Inc.), 1983, p.168.
- 43 *Secondary Teachers' Association* (Journal of the New Zealand Secondary Schools' Association and the New Zealand Technical School Teachers' Association). III, i (March, 1936), pp.11-14.
- 44 J.H. Murdoch, *op. cit.*, p.66.
- 45 Committee appointed by the Minister of Education in November, 1942 on the post-primary school curriculum (Chairman : W. Thomas).
- 46 Quoted in Ian Milner, *op. cit.*, p.170.
- 47 Frank Tate, *Investigation, op. cit.*, p.30. (See note 28.)
- 48 Quoted in W. Thomas, C.E. Beeby and M.H. Oram, *Entrance to the University*. Wellington : New Zealand Council for Educational Research, 1939, p.73.
- 49 Elley and Livingstone asserted that statistics of the 1930's showed that 40 per cent of post-primary teachers had had no formal teacher training. (*External Examinations, op. cit.*, p.20, footnote 4.)
- 50 In 1937, there were still only five inspectors to cover forty secondary schools.
- 51 W. Thomas, C.E. Beeby and M.H. Oram, *op. cit.*
- 52 Professor (later Sir) Frank Holmes, Chairman, New Zealand Council for Educational Research, in Foreword to Elley and Livingstone, *op. cit.*, p.5.
- 53 Set out in full as appendix H.
- 54 W. Thomas, C.E. Beeby and M.H. Oram, *op. cit.*, pp.87-88.
- 55 This finding confirmed the fears expressed by critics over a number of years that teaching was being largely confined to what was likely to appear in the Matriculation examination. For example, F.M. Renner, giving evidence to Frank Tate on behalf of the Secondary Schools' Association in 1925, said: "There is far too much restriction and narrowness in the curricula of our secondary schools We stress the academic side too much, and develop the manual training, the art, and the craft side far too little." (In F. Tate, *Investigation, op. cit.*, p.9.) Frank Milner, J.E. Strachan (principal of Rangiora High School), and Thomas himself held similar views.
- 56 *Education Gazette*, 1 April, 1941.
- 57 E.2, 1942, pp.1-2.
- 58 *ibid.*
- 59 Quoted in W.B. Elley and I.D. Livingstone, *op. cit.*, p.21.
- 60 The Government played its part by agreeing to compensate the

- University for the loss of examination fees; and to provide the salaries of the four liaison officers who were to act as points of contact between the University Colleges and the post-primary schools. (E.1, 1943, p.1.)
- 61 In the case of all six of the science subjects, the school principal had to certify that the candidate had completed ninety hours of practical work.
- 62 *Education Gazette*, 1 May, 1942.
- 63 *Education Gazette*, 1 February, 1944.
- 64 *ibid.*
- 65 E.1, 1945, pp.2 - 3. (Minister's Report.)
- 66 *Education Gazette*, *loc. cit.*
- 67 E.2, 1944, p.6.
- 68 E.2, 1945, p.7.
- 69 E.2, 1946, p.15.
- 70 W.B. Elley and I.D. Livingstone, *loc. cit.*
- 71 *Education Gazette*, 1 May, 1942. Leading article on 'Accrediting'.
- 72 E.1, 1942, p.2.
- 73 E.1, 1943, p.2.
- 74 *ibid.* (Minister's statement.)
- 75 *ibid.*, p.1.
- 76 *Report of the Committee appointed by the Minister of Education in November, 1942.* Wellington : Government Printer, 1943. 1959 ed., Foreword, p.ii. (Hereafter, this document will be referred to as the *Thomas Report.*)
- 77 *ibid.*
- 78 *ibid.*
- 79 Ian Milner, *op. cit.*, p.170.
- 80 *ibid.* For a full and scholarly assessment of Thomas as a man and as an educational administrator see G. Guy, *Thomas of Timaru.* Christchurch : Pegasus Press, 1974.
- 81 For example, by the Commission on Education in New Zealand (Currie Commission) in its *Report*, p.325; and by C. Whitehead in "The Thomas Report : Teachers and Curriculum Reform in New Zealand since 1936." Paper presented to the New Zealand College of Education, July, 1972, p.8.

- 82 The Director of the New Zealand Council for Educational Research, and the Director of the Feilding Community Centre.
- 83 A significant group, surely, when matters of curriculum were at stake?
- 84 C. Whitehead, *loc. cit.*; T.K. Prebble, "Strategies of Change" (unpublished M.A. thesis, University of Auckland). 1970, p.112; R.G. Shuker, "History in the New Zealand Secondary School : A Study in Aspects of Curriculum Development" (unpublished Ph.D. thesis, the Victoria University of Wellington). 1978, p.23.
- 85 By the principal of Queen Margaret College, Wellington, Miss Irene Wilson.
- 86 *Thomas Report*, p.vi.
- 87 *ibid.*, p.79.
- 88 *ibid.*
- 89 W.M. Aiken, *The Story of the Eight-year Study* (Adventures in American Education Series). Harper, 1942-43.
- 90 *Report of the Consultative Committee on Secondary Education, op. cit.*
- 91 Board of Education, *Report of a Committee of the Secondary Schools Examinations Council on Curriculum and Examinations in Secondary Schools*. London : H.M.S.O., 1943.
- 92 *Thomas Report*, p.17.
- 93 "To consider and report on the implications for the post-primary school curriculum of the proposed introduction of accrediting for entrance to the University" (*ibid.*, p.v.)
- 94 I.A. McLaren, *Education in a Small Democracy : New Zealand*. London : Routledge and Kegan Paul, 1974, p.128.
- 95 *Thomas Report*, p.5.
- 96 *ibid.*
- 97 The reluctance of the Department of Education, true to the spirit of this conviction, to take a strong line with those schools which were half-hearted in their implementation of the Committee's recommendations is often given as one of the principal reasons why the *Thomas Report* failed to make a really significant impact on some subject areas, especially social studies. (See chapter 8 of this study for a development of this argument.)
- 98 *Thomas Report*, p.4.
- 99 *ibid.*, p.3.
- 100 *ibid.*
- 101 *ibid.*, pp.3-4. Many a school would undoubtedly have been hard pressed to 're-examine its whole theory' for the simple reason that it had

- none. A departmental survey of all state secondary schools in New Zealand carried out in 1975 (i.e., more than thirty years after the *Thomas Report* appeared) revealed that 55 per cent of the schools had no written statement of aims. Further, almost half of the schools which did have stated aims had formulated them in the three years preceding the survey. (Department of Education, *State Secondary Schools in New Zealand: A Baseline Survey*. Wellington: Government Printer, 1981, p.314.)
- 102 *Thomas Report*, p.5.
- 103 *ibid.*, p.6.
- 104 *ibid.*, p.8.
- 105 *ibid.*, p.9.
- 106 There was nothing particularly original about the Committee's decision to include a common core of subjects in the programme of all post-primary school pupils. I.L. Kandel, in his '*Inverted Snobbery*' and *the Problem of Secondary Education* (Wellington : New Zealand Council for Educational Research, 1937), advocated starting with a common core of general subjects, which should appeal to the interests of all pupils; then proceeding, by slow degrees, when more accurate evidence of aptitudes had been secured, to the more specialised subjects (p.12). Further, the actual subjects chosen by the Committee to make up the common core were almost the same as those proposed by Frank Milner in his 1936 presidential address to the annual general meeting of the New Zealand Secondary Schools' Association - exactly the same if we are to accept Ian Milner's assurance that "Milner's report makes it clear that musical appreciation was included in the 'cultural core'". (See Ian Milner, *op. cit.*, p.207, n.22.)
- 107 Some of the suggested time allocations were surprising. For example, in the first year, almost as much time was given to the music and art/craft segment (4 x 40-minute periods weekly) as to science and mathematics combined (5 x 40-minute periods weekly). In the second and subsequent years, the time allotted to music-art/craft and to science-mathematics was the same.
- 108 *Thomas Report*, p.7.
- 109 This wide range of optional subjects was in accord with the type of school leaving certificate advocated by Reichel-Tate in their *Report*. (*op. cit.*, p.22.)
- 110 At first, candidates in subjects of a practical nature (clothing, embroidery, homecraft, engineering shopwork, woodwork, and music) received 50 per cent of their marks for theory (determined by the external examination) and 50 per cent for practical work (assessed by the schools). However, this provision for a proportion of the actual marks to be allocated to practical work was later replaced by the less demanding (and, often, not particularly meaningful) requirement that schools certify that candidates had satisfactorily completed a course of practical work.
- 111 *Thomas Report*, p.13.

- 112 There were some schools, however, at least in the early years of the new School Certificate, which did present most of their candidates for School Certificate in their fourth year of post-primary schooling. One such school was Christchurch Boys' High School. (See *The Years Between: Christchurch Boys' High School, 1881-1981*. Christchurch Boys' High School Old Boys' Association, 1981, p.87.)
- 113 *Thomas Report*, p.21.
- 114 *ibid.*, p.24.
- 115 *ibid.*, p.20.
- 116 *ibid.*, p.23.
- 117 *ibid.*, p.45.
- 118 *ibid.*, p.22.
- 119 *ibid.*, p.28.
- 120 *ibid.*, p.32.
- 121 *ibid.*, p.34.
- 122 *ibid.*, p.29.
- 123 By the early 50's, the Department of Education, through its inspectors, was bringing considerable pressure to bear on schools to comply with this recommendation.
- 124 *Thomas Report*, p.29.
- 125 This theme will be taken up again in chapter 8.
- 126 *Thomas Report*, p.39.
- 127 *ibid.*, p.48.
- 128 *ibid.*, p.54.
- 129 *ibid.*, p.47.
- 130 *ibid.*, p.54.
- 131 *ibid.*, p.63.
- 132 *ibid.*, p.65.
- 133 *ibid.* Latin received an even higher accolade from the Committee, who described it as "a study of unsurpassed value for those who sincerely desire to pursue it". (p.68)
- 134 *ibid.*, p.67.
- 135 *ibid.*, p.75.
- 136 The same point was made by Reichel and Tate in their 1925 *Report*, though they used the term 'applied art'. (*op. cit.*, p.30.)

- 137 *Thomas Report*, p.77.
- 138 *ibid.*, p.39.
- 139 E.1, 1944, p.2.
- 140 E.1, 1945, p.2. One may well wonder how the Minister arrived at this conclusion. It is most unlikely that thousands, or even hundreds, of teachers wrote to him expressing their support for the proposed changes. If he was relying on reports from the inspectors, he must surely have been aware of the fact that what these officials saw and heard in the course of their visits to schools was not necessarily indicative of typical classroom situations or genuine teacher opinion?
- 141 In F.W. Mitchell (ed.), *New Zealand Education Today*. Wellington : A.H. and A.W. Reed, 1968, p.95.
- 142 J.L. Ewing, *The Development of the New Zealand Primary School Curriculum 1877-1970*. Wellington : New Zealand Council for Educational Research, 1970, p.207.
- 143 In J.A. Codd and G.L. Hermansson (eds.), *Directions in New Zealand Secondary Education*. Auckland : Hodder and Stoughton, 1976, p.84.
- 144 P. Meikle, "New Zealand since the War : School and Nation," *Landfall*, September, 1960, p.257.
- 145 In J.A. Codd and G.L. Hermansson (eds.), *op. cit.*, p.287.
- 146 In F.W. Mitchell (ed.), *Looking Ahead in New Zealand Education*. Wellington : A.H. and A.W. Reed, 1971, p.27.
- 147 Anderson's booklet *The Flight from Reason in New Zealand Education* (Auckland, 1944) is little more than a diatribe in which he holds up to ridicule what he calls "the anti-intellectual programme of [the] New Education" (p.34). It cannot possibly be accepted as a serious contribution to any debate on the *Thomas Report* and its recommendations.
- 148 For example, Palmerston North High Schools. (See J. Murray, *Palmerston North High School Historical Survey, 1902-1951*. Published by the author, 1952, pp.90-91.)
- 149 O.E. Harding, *op. cit.*, p.96.
- 150 *ibid.*
- 151 For example, Timaru Boys' High School (where Thomas had been rector from 1913 to 1935) and Waitaki Boys' High School. ("What was proposed had been for many years the Frank Milner philosophy" (A.R. Tyrrell, *op cit.*, p.104.))
- 152 *The Years Between*, *op. cit.*, p.87. (Writer's emphasis.)
- 153 Those following what the *Report* had called "the hard road". (*Thomas Report*, p.4.)

- 154 W.E. Alexander, *The First Hundred Years : Celebrating the Centenary of New Plymouth Boys' High School, 1882-1982*. New Plymouth Boys' High School Centennial Committee, n.d., p.37. (Writer's emphasis.)
- 155 O.E. Harding, *loc. cit.*
- 156 D.G. Revell, *Napier Boys' High School : Centennial Historical Survey, 1872-1972*. 1976, p.92.
- 157 *The Years Between, loc. cit.*
- 158 W.E. Alexander, *op. cit.*, p.38.
- 159 K.A. Trembath, *Ad Augusta : A Centennial History of Auckland Grammar School, 1869-1969*. The Auckland Grammar School Old Boys' Association, 1969, p.287.
- 160 A. Lawrence, *Lively Retrospect : Timaru Girls' High School, 1880-1980*. Centennial Committee, Timaru High School Old Girls' Association, n.d., p.84.
- 161 W.E. Alexander, *loc. cit.*
- 162 At the end of 1941, a total of 223 pupils were attending Maori boarding schools on government scholarships. Of these, only forty-eight were in forms 5 or 6. In the same year, a further 179 Maoris were enrolled in post-primary classes at denominational schools as fee-paying pupils. (Source: E.3, 1942, pp.2-3.)
- 163 Although the drift to the cities on the part of Maoris had gained momentum during the war, the percentage of Maoris living in urban areas increased only slightly between 1936 and 1946 - from 9 per cent in 1936 to 15 per cent in 1946. (Source: D.I. Pool, *The Maori Population of New Zealand, 1769-1971*. Auckland : Auckland University Press and Oxford University Press, 1977, p.199.)
- 164 J.M. Barrington and T.H. Beaglehole, *op. cit.*, p.224. The Senior Inspector of Native Schools, in his Report for 1942, put the figure at 33 per cent, compared with 66 per cent for Europeans. (E.3, 1943, p.2.)
- 165 J.M. Barrington and T.H. Beaglehole, *op. cit.*, p.225. This situation came about because these schools were almost always short of money. Even the schools which had substantial endowments, like St Stephen's, Queen Victoria, and Te Aute, received a pitifully small income from their land investments, since much of the land was out on very long-term leases at an extremely low rate of interest. When the writer was appointed to the Board of Governors of St Stephen's and Queen Victoria Schools in 1967, he learned that valuable residential land which the Board owned in Parnell was returning, from the lessees, only $1\frac{1}{4}$ per cent of its capital value annually.
- 166 *ibid.*, p.226.
- 167 *ibid.*, p.228. For a perceptive and authoritative account of the functions and progress of the three East Coast Native (Maori) district high schools and that at Te Kao see H.M. Jennings, "The Maori District

- High Schools" (unpublished M.A. thesis, the Victoria University of Wellington, and supplementary section). 1949, 1950.
- 168 E.1, 1942, p.3.
- 169 In a paper entitled "Native Education in New Zealand," which he presented at a Seminar-Conference on native education held in Honolulu in July, 1936, Ball stated: "The Maori seems destined for life on the land, and the greater number of the Maori population today is employed in primary production, especially dairy farming." (Quoted in J.C. McKean, "The Maori Schools of New Zealand, 1930-1945" (unpublished M.A. thesis, University of Otago). 1987, Appendix B, p.2.) In his 1939 Report, Ball had continued to maintain that a syllabus with a practical bias was the right one for the secondary departments of the Native district high schools.
- 170 J.C. McKean, *op. cit.*, p.iii.
- 171 *ibid.*, p.13.
- 172 "The Maoris of the East Coast have received the scheme with enthusiasm." (E.1, 1941, p.4.) (Minister's statement.)
- 173 Another reason for the sharp drop in roll numbers at Tikitiki in 1942 was that parents and pupils went on strike because of their dissatisfaction with the curriculum being provided. McKean recorded that Beeby recollected saying on the marae at Tikitiki to those protesting over what they called 'the cheap form of education' they were receiving: "If you want to strike, do so. It will give me pleasure to close your bloody school." The strike went ahead, but the school was not closed. (Quoted in J.C. McKean, *op. cit.*, p.142.) (Record of interview with Dr Beeby, 17 April, 1985.)
- 174 E.1, 1943, p.4. (Minister's statement.)
- 175 E.3, 1943, p.1.
- 176 E.3, 1946, p.6.
- 177 *Education*, No. 3, 1973, p.12.
- 178 Quoted in J.C. McKean, *op. cit.*, p.143. (Record of interview with Dr Beeby, 17 April, 1985.)
- 179 H.M. Jennings, *op. cit.*, Introduction.
- 180 Barrington and Beaglehole described the new post-primary regulations as "the turning point for the Maori district high schools". They claimed that the provision of courses in the schools leading to School Certificate "constituted the single most important factor in the acceptance of the schools by Maori parents and elders". (J.M. Barrington and T.H. Beaglehole, *op. cit.*, p.234.)
- 181 E.3, 1946, p.6.
- 182 E.3, 1945, p.3.
- 183 E.1, 1946, p.10.

- 184 Thus, a school with five hundred pupils would have received £53.15.0 per year. Though this may not seem a very large amount, it represented the purchase price of well over two hundred books in the 40's, when a good quality, hard-covered book could be bought for 5/-.
- 185 E.2, 1944, p.6.
- 186 E.1, 1944, pp.4-5. While this argument may be sound, it is also true that the district high schools themselves would be the poorer for the loss of some of their most senior pupils, many of whom would have filled school leadership roles in a manner which could not be carried out so ably by younger pupils. Also, the reduction in the amount of senior work available would further discourage teachers with specialist qualifications from applying for positions in district high schools.
- 187 E.1, 1945, p.4.
- 188 E.1, 1944, p.4. (Minister's statement.) Elsewhere in the same Report, the Minister had admitted that: "There is a serious scarcity of teachers of science, mathematics, and technical subjects". Further, on at least two occasions earlier, the Chief Inspector of Secondary Schools had urged the Government to offer bursaries in pure science, giving as his chief reason for so doing the distinct possibility of an imminent shortage of science teachers in the post-primary schools. (Source: E.2 Reports, 1942, 1943.) In the first year that the special bursaries in science were awarded, there were 180 applicants for the fifteen bursaries available. (E.2, 1944, p.5.)
- 189 The writer is indebted to Emeritus Professor C.L. Bailey for information relating to the Conference. Professor Bailey was the Conference secretary.
- 190 E.1, 1944, p.1.
- 191 *ibid.* In espousing this cause, Mason was well ahead of his time. Such opportunities were (and are) made available almost as a matter of course in the 70's and 80's, but this was certainly not the case in the mid-40's.
- 192 A.E. Campbell to G. Guy. Reported in G. Guy, *op. cit.*, p.97. For a full account of the Conference proceedings see *National Education*, 1 December, 1944.
- 193 J.L. Ewing, *op. cit.*, p.260.
- 194 For example, "... all the immediate major problems within the school system itself are concerned with means rather than ends." (Introduction)
- 195 For example: "It is still the policy of the Government to combine secondary and technical schools outside the four main centres wherever this is possible." (p.38)
- 196 For example: "Should the control of primary, secondary, and technical schools be unified? If so, how large should be the area, and what powers (if any) should be left with the boards of governors?" (p.46) "Should there be a national appointments board controlling all

appointments to secondary schools?" (*ibid.*) "How far shall we educate the individual for his own personal development, and how far for the service of the community?" (p.93)

- 197 *Education Today and Tomorrow*, pp.68, 73.
- 198 Typically, there would be a leader on the special topic, and then a series of articles in the body of the *Gazette* relating to this theme. For example, the whole issue of 1 September, 1942 was devoted to the subject of teachers and parents; it included articles on: 'A P.T.A. In Action'; 'Getting In Touch with Parents'; 'Home and School Cooperation'; 'The Parents' Duty'; and 'Linking Home and School'. The first five special topics (August to December, 1941) were, respectively: Physical Education; Child Welfare; Native Education; Education for Citizenship; and Experiment in Education. The post-primary sector had its share of space among the special topics over the years. The need for the *Gazette* to be used "as a kind of educational exchange on teaching matters" came to an end when it was decided, as from February, 1948, to incorporate "articles of direct professional interest to teachers" in a new magazine, to be called *Education*. (Quotations from the Introduction to *Education*, No. 1, 1948.)
- 199 *Education Gazette*, 1 August, 1941, p.134.
- 200 E.1, 1946, p.12.
- 201 See, for example, the reference to this aspect of the inspectors' work in the eulogy accorded Miss A.L. Hurle on her retirement: "Joining the inspectorate in 1943, she had a major part to play during the next few years in encouraging schools to implement the recommendations of the *Thomas Report*." (*Education Gazette*, 16 March, 1953.) Note, also, Anderson's reference to what he called the "inspectors' 'softening-up' interview with the teachers before the *Report* was made public". (W. Anderson, *op. cit.*, p.35.)
- 202 E.1, 1942, p.1.
- 203 E.1, 1943, p.1.
- 204 For a discerning and detailed account of the origins and development of the Visiting Teacher Service see H.P.H. Davis, "The Changing Role of the Visiting Teacher : An Investigation into the Policies and Practices of the Visiting Teacher Service" (unpublished M.A. thesis, the Victoria University of Wellington). 1979. At several points in his analysis, Davis paid tribute to the key role played by Dr Beeby in setting up the Visiting Teacher Service, and in guiding and sustaining it in its early years.
- 205 E.1, 1943, p.4.
- 206 *ibid.*

1 E.1, 1942, p.1.

2 *Education Gazette*, 1 May, 1942.

3 E.2, 1943, p.3.

4 E.1, 1943, p.1.

5 The writer was one such person. He was appointed to a full-time, wartime teaching position at Auckland Grammar School in 1944, and took up his duties some weeks before his nineteenth birthday.

6 See, for example, *Education Gazette*, 1 July, 1940. (Wartime vacancy at New Plymouth Boys' High School.)

7 E.2, 1943, p.3.

8 *ibid.*

9 E.2, 1944, p.4.

10 *ibid.*

11 Order No. 120, dated 15 October, 1942. (*Education Gazette*, 1 November, 1942.)

12 E.2, 1944, p.7. At Wellington College, in 1944, twenty-two relieving teachers were engaged for varying periods of time. (H.A. Heron, *The Centennial History of Wellington College, 1867-1967*. Wellington College Centennial Committee, 1967, p.111.)

13 E.2, 1945, p.9.

14 *ibid.*, p.6.

15 *ibid.*

16 Writer's emphasis.

17 For example, New Plymouth Girls' High School. (See C. Cole Catley, *Springboard for Women: New Plymouth Girls' High School, 1885-1985*. Cape Catley Ltd (for New Plymouth Girls' High School Centennial Committee), 1985, p.117.)

18 £27,530.

19 E.2, 1946, p.18.

20 What a sum of this size represented in terms of actual buildings can be seen from the following post-primary school building programme set down for the 1945-46 year:
Epsom Girls' Grammar School: Major rebuilding programme.

- Takapuna Grammar School: New metalwork and art rooms; three new classrooms; foundations for new domestic science block.
- Thames High School: New library; new craft room; new science laboratory (plans).
- Hastings High School: New technological block; new domestic science block.
- New Plymouth Girls' High School: New art room; new home science building.
- Wellington Girls' College: New wing to be completed.
- Rangiora High School: New woodwork and metalwork rooms.
- Christchurch Girls' High School: four new classrooms.
- Ashburton High School: New woodwork and cookery rooms (ex-army buildings).
- King's High School: Three new classrooms.
- South Otago High School: New hall; new metalwork room (plans).
- Gore High School: Major building project.
- Invercargill: New girls' high school building proceeding. (E.2, 1946, p.17.)
- Avondale: New technical school completed.
- Otahuhu Technical School: Temporary rooms; foundations for new comprehensive workshop block.
- Hutt Valley Memorial Technical College: Five new workshops; ten new classrooms.
- Wairarapa College: New girls' hostel. (E.2, 1946, pp.10-11.)
- 21 Some private schools were also taken over for similar reasons. St Stephen's School (Bombay) was deprived of its buildings from April, 1942, until the end of 1946. Wesley College (Paerata), commandeered in August, 1942, did not re-open until 1944. Primary schools were also affected. The Minister, in his Report for 1942, noted that, in the Palmerston North-Feilding area, only two of thirteen primary and post-primary schools were available for educational work for the first five weeks of the year. (E.1, 1943, p.1.)
- 22 *Marlborough College Register, 1900-1950.* Golden Jubilee Celebrations Committee, 1950, pp.189-90.
- 23 E.2, 1944, p.7. (From the Report of the Chief Inspector of Secondary Schools.)
- 24 For example, New Plymouth Boys' High School and Timaru Girls' High School.
- 25 In 1941, a 'Saucepan into Spitfire' exhibition launched an anti-waste campaign in Wellington. The cause was taken up enthusiastically by the girls of Wellington Girls' College who "... staggered to school under a load of bottles, newspapers and metal which ranged from saucepans and jardinières to ashtrays and tooth-paste tubes". (O.E. Harding, *op. cit.*, p.90.)
- 26 The centennial chronicler of Christchurch Boys' High School recorded that, by the end of the war, the number of food parcels sent by the School to old boys serving overseas ran into several thousand. (See *The Years Between, op. cit.*, p.84.)
- 27 J.G. Brown (ed.), *op. cit.*, p.35. The first newsletters went out in 1941; by November, 1945, they were being sent to over twelve hundred men.

- 28 For example, Waitaki Boys' High School and Christchurch Boys' High School.
- 29 *The Years Between, loc. cit.*
- 30 E.1, 1943, p.5.
- 31 E.1, 1942, p.3.
- 32 E.2, 1942, p.2.
- 33 *New Zealand Encyclopedia.* Auckland: David Bateman Ltd, 1984, p.621.
- 34 W.E. Alexander, *op. cit.*, p.36.
- 35 The following decisions reached at a wartime meeting of the Thames Emergency Precautions Committee gave an indication of how seriously this threat was taken, and the extent to which it affected the schools: (1) If Thames were bombed or raided, the high school would be used as an emergency hospital. (2) If Auckland were invaded, the high school would be used as a receiving station for evacuees. (*Thames Star*, 5 February, 1942. Quoted in *Thames High School, op. cit.*, p.91.)
- 36 E.1, 1943, p.1. (Minister's statement.)
- 37 *ibid.*
- 38 C. Cole Catley, *op. cit.*, p.116.
- 39 *From Riley to Royal: Wellington Technical College/Wellington High School, 1886-1986.* Wellington: Centennial Committee of Wellington Technical College/Wellington High School, 1986, p.111.
- 40 A. Lawrence, *op. cit.*, p.75.
- 41 *From Riley to Royal, loc. cit.*
- 42 Thirty-four new units were established in schools in 1941 alone. (E.1, 1942, p.3.)
- 43 W.E. Alexander, *op. cit.*, p.37.
- 44 *From Riley to Royal, op. cit.*, p.108.
- 45 J. Murray, *op. cit.*, p.87.
- 46 K.A. Trembath, *op. cit.*, p.281.
- 47 *ibid.*, p.280.
- 48 This training scheme was such a success that it was copied by other countries of the British Commonwealth. (*Education Gazette*, 1 May, 1942.) The classes also provided a powerful illustration of the effect of motivation on learning. The writer of an article in the *Education Gazette* of 1 December, 1942, entitled 'Education in the R.N.Z.A.F.', noted that "... many men who did badly at school, through lack of interest, did excellently under this scheme, when a motive was

- provided. The instructors, in many cases, were the same". (Writer's emphasis.)
- 49 *Education Gazette*, 1 July, 1941.
- 50 *ibid.*, 2 February, 1942.
- 51 *ibid.*, 1 April, 1943.
- 52 *ibid.*, 1 July, 1943.
- 53 E.2, 1943, p.4.
- 54 J.G. Brown (ed.), *op. cit.*, p.50.
- 55 *Education Gazette*, 1 October, 1942 (Supplement).
- 56 C. Cole Catley, *op. cit.*, p.117. (A further note, however, makes it clear that this relaxation of standards did not apply to the boarders.)
- 57 *ibid.* These two quotations, indicating, as they do, a situation which, today, seems almost laughable, reveal the inflexibility and sheer pignonicity of school uniform regulations of the time.
- 58 A. Lawrence, *loc. cit.*
- 59 Early in April, 1944, the Government announced that it would not issue permits for school boarders to travel home by train in the May holidays. Eventually, however, officialdom relented. (The original decision was a curious one, in any event, since the Manpower Officer had approved of rail concessions for school pupils engaged in seasonal work away from home in the previous December. (*Education Gazette*, 1 December, 1943.))
- 60 *Education Gazette*, 1 October, 1942.
- 61 A. Lawrence, *op. cit.*, p.73.
- 62 *From Riley to Royal*, *loc. cit.*
- 63 E.2, 1942, p.2.
- 64 E.1, 1945, p.4.
- 65 For example, a notice appearing in the *Education Gazette* of 1 November, 1943 advised that Seddon Memorial Technical College (Auckland) was preparing to mount such classes, "for which it is intended to use the College to a considerable extent".
- 66 A. Lawrence, *op. cit.*, pp.83-84.
- 67 Some of the larger post-primary schools had hundreds of names on their rolls of honour. For example, 353 old boys of Auckland Grammar School were killed on active service. The war also claimed the lives of 269 former pupils of Wellington College, and 227 former pupils of New Plymouth Boys' High School. (Source: School histories.)

- 68 The school was not a technical school in the strict sense, but it had to be so called because it was only under the regulations for technical schools that the Minister was empowered to constitute new schools. At first, it was called 'Avondale Technical School' or, more often, 'Avondale Technical High School', but, within two or three years of its inception, it had assumed its present name of Avondale College.
- 69 E.1, 1945, p.2.
- 70 *Education Gazette*, 1 November, 1944.
- 71 E.1, 1945, p.2. (Minister's statement.)
- 72 *The Years Between*, *op. cit.*, p.87.
- 73 *ibid.*
- 74 E.2, 1945, pp.5-6. (Report of the Superintendent of Technical Education.)
- 75 *ibid.*
- 76 Note, however, that there was no art course offered at Auckland Technical School in 1943 and 1944. This, no doubt, accounted for the substantial increase in the number of students attending Elam School of Art in those years.
- 77 Whangarei High School (23); Auckland Grammar School (17); Waitaki Boys' High School (14); Rotorua High School (12).
- 78 Hamilton High School (45); Auckland Grammar School (20); New Plymouth Boys' High School (19).
- 79 E.1, 1943, p.3. (Minister's statement.)
- 80 E.1, 1945, p.5.
- 81 E.2, 1946, p.18. Note the use by both the Minister and the Chief Inspector of the term 'secondary' schools to mean all types of post-primary school, an indication of the blurring of the official distinction between secondary and technical schools.
- 82 At Dunedin Technical School, for example, the influence of Vernon Griffiths continued to be felt; the Chief Inspector noted, in his Report for 1944, that: "Music has now taken hold of the life of [the] school to a remarkable extent ... [and] close observation has failed to reveal it as otherwise than a vivifying and unifying agency of great power. Certainly, no falling off of the general standard of work has been observed; rather, on the contrary, standards of work and of esprit de corps have been raised." (E.2, 1945, p.7.)
- 83 The Wellington Technical College historian noted that the camera club could not function in 1942 because of a lack of films. (*From Riley to Royal*, *op. cit.*, p.108.)
- 84 Wellington Technical College claimed to be the first post-primary school in New Zealand to play softball. (*ibid.*, p.110.)

- 85 That is, the old University Entrance prescriptions for subjects 1-19 on the School Certificate list continued to obtain.
- 86 The Education (Post-primary Instruction) Regulations 1945 also provided for the award of a Certificate of Attainment to any candidate who passed the School Certificate examination in English and four other subjects, but had not completed a three-year course at a post-primary school.
- 87 Alternative questions were included in papers where there were considerable differences between the old and the new prescriptions.
- 88 Very few Higher Leaving Certificates were awarded to pupils attending technical schools. Only 108 such pupils received Higher Leaving Certificates in 1944, and 156 in 1945. In the same years, Higher Leaving Certificates awarded to pupils attending district high schools totalled 128 and 129 respectively.
- 89 E.2, 1946, p.15.
- 90 E.1, 1939, p.10.
- 91 In the early 40's, schools could obtain five ten-minute films five times each term. The set had to be returned to Wellington after two days. (J.G. Brown (ed.), *op. cit.*, p.36.)
- 92 E.1, 1943, p.3.
- 93 Harris was responsible for the development of teaching aids of all kinds, including sound and silent films, film strips, radio broadcasts, and museum services.
- 94 *Education Gazette*, 2 June, 1941. These broadcasts continued for a number of years.
- 95 E.1, 1943, p.3.
- 96 Established towards the end of 1941, and soon being hailed as "probably one of the finest educational advances of the times". (*Education Gazette*, 1 December, 1942.)
- 97 Began publication in 1934, specialising in history, geography, current affairs, and world events.
- 98 *Education Gazette*, 1 September, 1943.
- 99 Matamata (1945 roll - 293) and Tauranga (1945 roll - 289).
- 100 E.2, 1945, p.4.
- 101 The Chief Inspector of Primary Schools, in his Report for 1944, referred to one district high school in which every boy from standard 4 to form 6 was a playing member of the school's brass band. (E.2, 1945, p.3.)
- 102 Some of these schools, however, were technical high schools in name only. For example, Horowhenua College and Avondale Technical School.
- 103 D. McKenzie *et al.*, "The Transformation of the New Zealand Technical High School." University of Otago, 1986, p.58.

- 104 E.2, 1946, p.10. Note, for example, that, in 1944, Auckland Technical School had a day-school roll of 1451, of whom 84 per cent were in forms 3 and 4. (*Education Today and Tomorrow, op. cit.*, p.32.) Many students enrolled in evening classes at technical schools also failed to complete their courses.
- 105 D. McKenzie *et al.*, *loc. cit.*
- 106 D. McKenzie *et al.*, *op. cit.*, p.59.
- 107 E.1, 1944, p.3.
- 108 McKenzie *et al.* revealed that the union and teacher representatives on the Commission were strongly in favour of legal day-release training for all apprentices, but the employers were not so sympathetic to this proposal. (p.61)
- 109 E.2, 1945, p.7.
- 110 E.1, 1945, pp.2-3. (Minister's statement.)
- 111 D. McKenzie *et al.*, *loc. cit.*
- 112 E.2, 1945, p.7.
- 113 E.2, 1946, p.12.
- 114 E.1, 1946, p.9.
- 115 E.2, 1945, p.4.
- 116 *ibid.*
- 117 E.2, 1943, p.4.
- 118 The New Zealand Educational Institute and the Department had reached agreement on biennial grading for primary teachers late in 1941. (*Education Gazette*, 1 October, 1941.)
- 119 *Education Gazette*, 2 March, 1942.
- 120 *ibid.*
- 121 Education Amending Regulations 1942 (No. 2). See *Education Gazette*, 1 April, 1943 (Supplement).
- 122 The new rates were based on a draft scale produced by a Salaries Committee in 1939. The Minister reported that "secondary teachers have expressed some dissatisfaction with the new scale". (E.1, 1944, p.4.)
- 123 E.1, 1945, p.3. (Minister's statement.)
- 124 E.2, 1945, p.7.
- 125 E.1, 1946, p.11.
- 126 See chapter 3 for more details of this scheme. The arrangement, which had been in force since 1920, incorporated a much lower salary scale

- for non-graduate (i.e., mostly trade) teachers.
- 127 E.2, 1945, p.5.
- 128 *ibid.*
- 129 E.2, 1942, p.1.
- 130 E.1, 1944, p.4. (Minister's statement.)
- 131 The corresponding number in 1943 had been twenty (three men and seventeen women), even though the total number of post-primary teachers employed in 1944 was 177 more than it had been in 1943.
- 132 E.1, 1943, p.4. This was the first of a number of so-called 'restricted' teaching certificates, which were introduced to meet the new demands for teachers arising from the implementation of the recommendations of the Thomas Committee.
- 133 E.2, 1946, p.13.
- 134 There had already been two 'self-supporting' refresher courses, both held in January, 1942. One was for post-primary teachers of girls' physical education; the other was a course on teaching aids.
- 135 There were two hundred participants at the Christchurch venue, and 170 at the Feilding course.
- 136 E.1, 1945, p.5.
- 137 From this sum, however, provision had to be made for primary teacher refresher courses, as well.
- 138 E.2, 1946, p.17.
- 139 *Education Today and Tomorrow, op.cit.*, p.27.
- 140 *Education Gazette*, 1 September, 1944.
- 141 For example: "Art master to work part of the time at Christchurch Technical College, part at Ashburton High School, and part at Rangiora High School." (*Education Gazette*, 1 August, 1944.)
- 142 For example, £465 (man); £354 (woman). (*Education Gazette*, 1 December, 1943.)
- 143 For example, *Education Gazette*, 15 November, 1944.
- 144 Options commonly offered to teachers in Auckland were carrying out seasonal work on farms; labouring at the Southdown Freezing Works; or working at the Patumahoe vegetable gardens (where food was being produced and processed for the armed forces stationed in the Pacific zone).
- 145 See A. Lawrence, *op. cit.*, p.80.
- 146 E.1, 1946, p.12.
- 147 I.A. Gordon, *The Teaching of English : A Study in Secondary Education.*

- Wellington: New Zealand Council for Educational Research, 1947, p.59.
- 148 The Wellington Science Teachers' Association held its inaugural meeting on 9 October, 1946. (*Education Gazette*, 1 April, 1947.) In the same year, the formation of a Canterbury Science Teachers' Association was also planned. (*Education Gazette*, 1 April, 1946.)
- 149 Such as those organised annually by the Royal Empire Society and the Navy League (with their extremely patriotic topics), and (from 1944) those sponsored by the British-American Cooperation Movement.
- 150 W.H. Oliver, *op. cit.*, p.210. A reliable indicator of economic prosperity as far as the schools are concerned has always been the number of pupils living in school hostels. By 1945, many school hostels had long waiting lists, and the number of pupils accommodated at school hostels had risen from 1,996 in 1943 to 2,287 in 1944. A further increase to 2,429 was registered in 1945. (E.2, 1945, p.8; E.2, 1946, p.17.)
- 151 R. Chapman, in W.H. Oliver (ed.), *op. cit.*, p.353.
- 152 In 1945, 82 per cent of children leaving primary school went on to post-primary schooling, compared with 58 per cent in 1935. (E.1, 1946, p.7.)
- 153 "The real spirit of the changes must grow in the schools, and, for its strength, it will depend on the teachers Will [they] accept the challenge to their adaptability and craftsmanship?" (*Education Gazette*, 1 November, 1945.)
- 154 A proposed joint conference of primary and district high school teachers to be held at Taumarunui in 1941 resulted in a letter to the editor of the *Education Gazette* advancing a spirited objection to attempts at "fashioning the primary to serve the post-primary". (*Education Gazette*, 1 July, 1941.)
- 155 "Secondary schools have been compelled to diversify their curricula, and provide courses for the practical as well as for the academic type of children." (E.1, 1946, p.7.) (Minister's statement.)
- 156 Established in 1934 under the directorship of C.E. Beeby, the Council became a statutory body supported by a government grant in 1945.
- 157 "Anyone who is seeking motifs in the pattern of our education will not look far before he is struck by the recurring emphasis on equality of educational opportunity." (*Education Gazette*, 1 May, 1945.)
- 158 *Education Gazette*, 1 February, 1944.
- 159 W.H. Oliver, *op. cit.*, p.207.

- 1 W.H. Oliver, *The Story of New Zealand*. London: Faber and Faber, 1960, pp.209-88.
- 2 G.R. Hawke, "The Growth of the Economy," in W.H. Oliver (ed.), *The Oxford History of New Zealand*. Wellington: Oxford University Press, 1981, p.370.
- 3 *ibid.*, p.373.
- 4 *New Zealand Encyclopedia*. Auckland: David Bateman Ltd, 1984, p.622.
- 5 *ibid.*, pp.621-22.
- 6 I. Cumming and A. Cumming, *History of State Education in New Zealand 1840-1975*. Wellington: Pitman Publishing New Zealand Ltd, 1978, p.290.
- 7 G. Dunstall, "The Social Pattern," in W.H. Oliver (ed.), *op.cit.*, p.414.
- 8 As the jubilee chronicler of Wellington East Girls' College put it: "...the School from 1950 seemed a different world to those who had known the previous close-knit, stable, almost family community in a compact setting, able to adjust to changes because they arose gradually." (M.D. Gambrill, *Our First Fifty Years: A History of Wellington East Girls' College*. Jubilee Committee of Wellington East Girls' College, 1975, p.47.)
- 9 In the 50's, the proportion of girls leaving school with University Entrance rose sharply, approaching that of boys by the end of the decade. (G. Dunstall, *op.cit.*, p.415.)
- 10 Except where otherwise indicated, roll numbers in this section are taken from E.1 and/or E.2 Reports.
- 11 In fact, the total number of pupils receiving post-primary education in 1948 (45,996) was only a little more than 1 per cent higher than the 1945 total (45,413).
- 12 Minister; E.1, 1952, p.3.
- 13 Minister; E.1, 1953, p.2.
- 14 Minister; E.1, 1954, p.3.
- 15 Director; E.1, 1954, p.7.
- 16 Minister; E.1, 1955, p.3.
- 17 Director; E.1, 1955, p.33.
- 18 Minister; E.1, 1956, p.3
- 19 Whangarei High School; Hamilton High School; Gisborne High School; Hastings High School; Tauranga College; Rotorua High School.

- 20 Spectacular though these increases were, none could match the record of Avondale College (Auckland), which opened with 535 pupils in 1945, had 850 on its roll in 1946, and, by 1951, was the largest post-primary school in New Zealand, with a roll of 1,195. It was still the largest in 1953, by which time its roll had grown to 1,337.
- 21 O.E. Harding, *One Hundred Years: A History of Wellington Girls' College*. Wellington Girls' College Centennial Committee, 1982, p.104.
- 22 The roll rose from 314 in 1948 to 614 in 1960. (A. Lawrence, *Lively Retrospect: Timaru Girls' High School, 1880-1980*. Centennial Committee, Timaru High School Old Girls' Association, n.d., p.121.)
- 23 The roll in 1945 was 237; in 1960, it reached 468. (*Thames High School: The First Hundred Years, 1880-1980*. n.d., pp.20, 26.)
- 24 D. Gunby, *Rangiora High School, 1884-1984: A Centennial History*. Christchurch: Caxton Press (for Rangiora High School Centennial Committee), 1984, p.139. The School had 272 pupils in 1948, and 866 in 1963.
- 25 See fuller reference to this action in the next chapter, p.269.
- 26 E. Wallis, *A Most Rare Vision: Otago Girls' High School - The First One Hundred Years, 1871-1971*. Dunedin: John McIndoe Ltd (for Otago High Schools' Board of Governors), 1972, pp.130, 132.
- 27 O. Deaker, *Not For School But For Life: Southland Girls' High School, 1879-1979*. Southland Girls' High School Centennial Committee, 1978, p.103.
- 28 B. Peddie, *Christchurch Girls' High School, 1877-1977*. Christchurch High School Old Girls' Association, 1977, p.152. In 1959, 207 new entrants were accepted, and 92 refused. (*ibid.*)
- 29 Four of these seven were grammar schools in Auckland city.
- 30 It must be conceded that, unlike many other cities outside of the main centres, neither Gisborne nor Hastings had a technical school, so that the high schools there were catering for all the post-primary needs of their areas.
- 31 The term 'traditional' is used here to distinguish between the genuine technical schools and those new post-primary schools (generally translated district high schools) which were constituted under the technical school regulations (for reasons explained later), and classified as technical schools, though they were really not technical schools at all. The control of most of the schools in this category was vested in their own boards of governors within three or four years of their establishment (and, not infrequently, sooner). They were then reclassified as secondary schools.
- 32 In 1948, for example, five of them were larger than the largest secondary school.
- 33 Say, with between 200 and 350 pupils.

- 34 When reading this table, one must keep in mind, particularly with respect to the columns from 1953 onwards, that many of the schools in the bottom two categories were new schools, generally with opening rolls of between 150 and 250. Within a year or two of their foundation, they would, almost without exception, have graduated to the 300-399 category, at least. For example, Onslow College and Cashmere High School both appear in the 'fewer than 200' category in 1956, their foundation year, but, by the following year, Onslow had moved to the 300-399 category, and Cashmere to the 400-499 category.
- 35 E.2, 1953, p.14.
- 36 E.1, 1946, p.3.
- 37 *ibid.*, p.2.
- 38 P. Rafter (ed.), *Diamond Jubilee History, 1920-1980: Whakatane District High School/Whakatane High School*. Whakatane High School Board of Governors, 1982, p.37.
- 39 B. Peddie, *op.cit.*, p.153.
- 40 *ibid.*
- 41 D. Gunby, *op.cit.*, p.157.
- 42 E. Wallis, *op.cit.*, p.130.
- 43 A. Lawrence, *op.cit.*, p.97. A short time later, the Department provided the school with two prefabs.
- 44 *ibid.*, p.99.
- 45 *From Riley to Royal: Wellington Technical College/Wellington High School, 1886-1986*. Centennial Committee of Wellington Technical College/Wellington High School, 1986, p.123.
- 46 J.G. Brown (ed.), *Mount Albert Grammar School Golden Jubilee, 1922-1971*. n.d., p.82.
- 47 L.C. Voller, *Sentinel at the Gates: Nelson College for Girls, 1883-1983*. Nelson College for Girls Old Girls' Association, 1982, p.147.
- 48 D. Gunby, *op.cit.*, p.166.
- 49 *ibid.*, p.167.
- 50 *ibid.*, p.176.
- 51 *ibid.*, p.167.
- 52 O. Deaker, *op.cit.*, pp.85-86.
- 53 *ibid.*, p.104.
- 54 B. Peddie, *op.cit.*, p.145.
- 55 "... the packing of 427 girls into a hall with an area of 1,560 square feet," remarked the headmistress of Southland Girls' High

- School in the late 40's, "is a test of endurance as well as of organisation." (O. Deaker, *op.cit.*, p.85.)
- 56 B. Peddie, *op.cit.*, p.131.
- 57 *ibid.*, p.160.
- 58 J. Garnham and G. Cowrick (eds.), *Ad Lucem: Napier Girls' High School, 1884-1984*. 1984, p.24.
- 59 See, for example, L.C. Voller, *op.cit.*, p.150, and D. Gunby, *op.cit.*, p.173.
- 60 L.C. Voller, *op.cit.*, p.153.
- 61 *Thames High School*, *op.cit.*, p.55.
- 62 See, for example, O.E. Harding, *op.cit.*, p.106.
- 63 Two ex-army huts, each with an end wall removed, and joined together, provided a space of about sixty feet by twenty-four feet.
- 64 For example, Thames High School began negotiations during 1945 to procure a disused army hut for an assembly hall. The hall was finally opened on 1 June, 1948. (*Thames High School*, *op.cit.*, p.95.)
- 65 Minister; E.1, 1947, p.1.
- 66 J.G. Brown (ed.), *op.cit.*, p.40. At Napier Boys' High School, prefabs erected in 1945 were still in use in 1972. (D.G. Revell, *Napier Boys' High School: Centennial Historical Survey, 1872-1972*. 1976, p.73.)
- 67 W.J.D. Minogue *et al.*, *The First Fifty Years: Takapuna Grammar School, 1927-1977*. Takapuna Grammar School Jubilee Committee, 1977, p.7.
- 68 See D. Gunby, *op.cit.*, p.163.
- 69 L.C. Voller, *op.cit.*, p.163.
- 70 J. Garnham and G. Cowrick (eds.), *op.cit.*, p.73.
- 71 A. Lawrence, *op.cit.*, p.109.
- 72 O. Deaker, *op.cit.*, p.96.
- 73 D. Gunby, *op.cit.*, p.172.
- 74 L.C. Voller, *op.cit.*, p.151.
- 75 E. Wallis, *op.cit.*, p.136.
- 76 D. Gunby, *op.cit.*, p.165.
- 77 *The Years Between: Christchurch Boys' High School, 1881-1981*. Christchurch Boys' High School Old Boys' Association, 1981, pp. 90, 96.

- 78 Note that buildings were often occupied before they were completed. For example, Southland Girls' High School moved into its new school in mid-1948, but building work went on until July, 1949. (See O. Deaker, *op.cit.*, pp.86-87.) Further, even when construction work was completed, there could be another long wait for furniture and equipment. (See A.Lawrence, *op.cit.*, p.104.)
- 79 D. Gunby, *op.cit.*, p.131.
- 80 "The Department's plans for new buildings made no provision for extra staffroom accommodation, a gymnasium, a music room, a hall, or a library." (A. Lawrence, *op.cit.*, p.98.)
- 81 D.G. Revell, *op.cit.*, p.67.
- 82 *ibid.*
- 83 W.J.D. Minogue *et al.*, *op.cit.*, p.12.
- 84 L.C. Voller, *op.cit.*, p.153.
- 85 H.A. Heron, *The Centennial History of Wellington College, 1867-1967*. Wellington College Centennial Committee, 1967, p.138.
- 86 E.1, 1952, p.3.
- 87 "The essential point ... to be kept in mind is that a large building programme lies ahead, and that, in its completion, a fast rate of construction will have to be maintained if schools are to be ready for occupation when they are actually needed." (Minister; E.1, 1950, p.3.)
- 88 E.1, 1951, p.2.
- 89 These schools included Naenae College, Mount Roskill Grammar School, and Henderson High School (all opened in 1953); Papakura High School, Kelston High School, Heretaunga College, Linwood High School, and Huntly High School (opened in 1954); and Hamilton Girls' High School, Freyberg High School, Penrose High School, and Queen's High School (opened in 1955).
- 90 E.1, 1954, p.26. Nevertheless, Beeby acknowledged, at the same time, that a gymnasium at a post-primary school was an essential facility.
- 91 E.1, 1955, p.16.
- 92 While overseas on a UNESCO assignment, Beeby had seen for himself something of the work the English authorities were doing on the design of school buildings. He was instrumental in winning approval from the Government to send the three investigators to the United Kingdom. (Interview with Dr Beeby, September 29th, 1988.)
- 93 E.1, *loc.cit.*
- 94 The Department preferred the designation 'block' plan.
- 95 E.1, *op.cit.*, p.19.
- 96 E.1, 1958, p.22.

- 97 E.1, 1955, p.22.
- 98 E.1, 1958, p.21.
- 99 At that time, a gymnasium of four thousand square feet (eighty feet by fifty feet) could be built for about £12,000.
- 100 E.1, 1958, p.21.
- 101 Onehunga High School, Manurewa High School, and Aranui High School were built to this design.
- 102 The Minister (P.O.S. Skoglund) was addressing the annual conference of the New Zealand Post-primary Teachers' Association. Quoted in *PJ*, September, 1960, p.8.
- 103 There were forty new post-primary schools opened in the four years from 1956 to 1959.
- 104 The Government assumed full responsibility for this latter item in 1949.
- 105 Some idea of the magnitude of the Government's capital expenditure on post-primary school buildings can be gained by noting that, in 1956, for example, the amount spent on all university building projects was less than one tenth of what was allocated for post-primary school building work. Further, the amount spent on post-primary school buildings alone in 1956 was considerably more than half as much again as the total expenditure on university education for that year. (Source: E.1, 1957, pp.109-15.)
- 106 Director; E.1, 1954, p.9.
- 107 Director; *ibid.*, p.10.
- 108 Heron, writing in 1967, characterised the late 40's as "... the beginning of that period, the end of which is still out of sight, when both numbers and competence were inadequate for the task". (H.A. Heron, *op.cit.*, p.114.)
- 109 See, for example, *Thames High School*, *op.cit.*, p.21.
- 110 D. Gunby, *op.cit.*, p.176.
- 111 For example, Whakatane District High School's *Diamond Jubilee History*, reporting on the events of 1946, noted that "... some classes have had as many as six teachers for a single subject Changes this year have been so numerous that it [would] hardly be possible to chronicle them all". (P. Rafter (ed.), *op.cit.*, p.37.)
- 112 E.1, 1957, p.23.
- 113 This situation constituted a vicious circle. Because of a lack of teachers, it was difficult to provide courses in mathematics and science for girls at senior levels; so, fewer girls took these subjects at school, and subsequently at university. As a result, the number of qualified women teachers of mathematics and science became even smaller.

- 114 E.1, *loc.cit.*
- 115 E.2, 1952, p.10.
- 116 The establishing of a School of Physical Education at the University of Otago from the beginning of 1948, and the instituting of a three-year course leading to a Diploma in Physical Education gave promise of better things to come in the physical education departments of the post-primary schools, particularly as the Department undertook to provide up to twenty physical education bursaries a year under the same terms, conditions, and bond agreement as obtained in the case of the post-primary teacher bursaries. There were twenty-one physical education bursaries awarded for 1949, with four going to students who had already begun the course.
- 117 The Minister believed that the shortage of physical education and homecraft teachers came about because "... we just cannot cope with the rapid retirement rate of the young women teachers". (Minister, speaking at N.Z.P.P.T.A. 1959 conference. Quoted in *PJ*, August, 1959, p.11.)
- 118 *Education Gazette*, 1 December, 1947.
- 119 E.1, 1956, p.23.
- 120 E.1, 1957, p.25.
- 121 K.A. Trembath, *Ad Augusta: A Centennial History of Auckland Grammar School, 1869-1969*. The Auckland Grammar School Old Boys' Association, 1969, p.315.
- 122 O.E. Harding, *op.cit.*, p.108.
- 123 *ibid.*, pp.104-5.
- 124 Miss M.L. Wilson, 1950-57.
- 125 M.D. Gambrill, *op.cit.*, p.47.
- 126 O. Deaker, *op.cit.*, p.92.
- 127 *ibid.*, p.96.
- 128 *ibid.*, p.92.
- 129 *Thames Star*, 28 May, 1952. Quoted in *Thames High School, op.cit.*, p.96.
- 130 K.A. Trembath, *op.cit.*, p.317.
- 131 H.A. Heron, *op.cit.*, p.136.
- 132 O.E.Harding, *op.cit.*, p.104.
- 133 E. Wallis, *op.cit.*, p.126.
- 134 *ibid.*
- 135 O.E. Harding, *op.cit.*, p.108.

- 136 H.A. Heron, *loc.cit.*
- 137 K.A. Trembath, *op.cit.*, p.315.
- 138 See, for example, K.A. Trembath, *loc.cit.*; H.A. Heron, *loc.cit.*; J. Garnham and G. Cowlrick (eds.), *op.cit.*, p.23; O.E.Harding, *op.cit.*, p.105.
- 139 Quoted in G. du Faur, "The Shortage of Women Principals," *PJ*, March, 1959, p.9.
- 140 W.E. Alexander, *The First Hundred Years: Celebrating the Centenary of New Plymouth Boys' High School, 1882-1982*. New Plymouth Boys' High School Centennial Committee, n.d., p. 85.
- 141 D. Gunby, *op.cit.*, p.161.
- 142 Only teachers who moved on promotion had their removal expenses paid.
- 143 O. Deaker, *op.cit.*, p.102.
- 144 For example, they could not act as form teachers, they hardly ever coached sports teams, and their names tended to be conspicuously absent from staff duty lists.
- 145 O.E. Harding, *op.cit.*, pp.109-10.
- 146 O. Deaker, *op.cit.*, p.92. The first man to teach at Timaru Girls' High School was appointed in 1953. His arrival meant that the form 6 girls taking chemistry could now be taught at their own school. The new teacher's form 6 biology class also catered for pupils from the Boys' High School. (A. Lawrence, *op.cit.*, p.104.)
- 147 L.C. Voller, *op.cit.*, p.155. The appointee was a great success, and, to their credit, the governors agreed to change their policy. The appointment was made permanent in August of the same year. Two further men were appointed in 1957, and the staff has included men ever since. (*ibid.*)
- 148 E.1, 1956, p.28.
- 149 *Education Gazette*, 1 November, 1956. The school was Auckland Girls' Grammar School.
- 150 E. Wallis, *op.cit.*, p.125.
- 151 *ibid.*, p.124. By 1961, married women made up half of the staff at Otago Girls' High School.
- 152 A. Lawrence, *op.cit.*, p.121.
- 153 See, for example, A.R. Tyrrell, *Strong to Endure: Waitaki Boys' High School, 1883-1983*. Waitaki High School Old Boys' Association, 1983, p.134; E. Wallis, *op.cit.*, p.136; *Thames High School, op.cit.*, pp.24, 26.
- 154 *Hutt Valley High School Magazine, 1986*, p.47.
- 155 A. Lawrence, *loc.cit.*

- 156 E.1, 1960, p.41. For example, in 1950, six girls from Otago Girls' High School took their form 6 physics lessons at King's High School; three of them continued to do so in the upper sixth in the following year. In 1953, Timaru Boys' High School form 6 biology pupils studied at the Girls' High School; earlier, senior girls had gone to the boys' school for chemistry. (Source: School histories.)
- 157 Strangely enough, although combining classes at senior level worked well in Dunedin and Timaru, there was less enthusiasm for the idea in the North Island. When Beeby appealed, in 1954, for some local cooperation in an effort to overcome the shortage of science and mathematics teachers, and suggested combining the senior classes of boys' and girls' schools, the headmaster of Auckland Grammar School, W.H. Cooper, considered that accomplishing such a move would present enormous difficulties. (I. Cumming and A. Cumming, *op.cit.*, p.315.)
- 158 B. Peddie, *op.cit.*, p.138.
- 159 D. Gunby, *op.cit.*, p.161.
- 160 I. Cumming and A. Cumming, *loc.cit.*
- 161 "The bursary scheme offers the hope of planning rationally for the recruitment and training of post-primary teachers." (Director; E.1, 1954, p.10.)
- 162 Director; E.1, 1955, p.28.
- 163 *ibid.*
- 164 Cumming and Cumming recorded that Algie, in his first year as Minister (1950), presented to Cabinet nearly 150 applications for major expenditure on education, with success on all occasions. In these kinds of situations, the writers claimed, Beeby's excellent briefing played a major part. (I. Cumming and A. Cumming, *op.cit.*, p.297.)
- 165 Based on the relative lengths of the academic year, this worked out at £185 a year for the first and second years, and £285 a year for the third and fourth years. Allowances payable to graduates during the year spent at teachers' training college were £530 a year for men, and £455 for women. These amounts were increased (modestly) from time to time. By 1959, the studentships were worth £235 a year for the first two years, and £320 a year for the third and fourth years. Studentship holders also had their university fees paid; where applicable, they received an extra £40 a year boarding allowance.
- 166 E.1, 1956, p.23.
- 167 Post-primary teacher bursars, like their predecessors of the 1947-55 era, received an allowance of £70 a year, as well as a boarding allowance, where applicable, of £40 a year. In addition, their university tuition fees were paid in full.
- 168 E.1, 1959, p.22.

- 169 E.1, 1960, p.30. This campaign did not conclude until mid-1962, by which time most post-primary schools in New Zealand had, or had had, on staff at least one teacher from the United Kingdom.
- 170 The details of these schemes are taken from E.1 Reports.
- 171 The post-primary section of Auckland Teachers' Training College was expanded towards the end of 1950 to accommodate the woodwork/metalwork teacher training scheme.
- 172 E.1, 1958, p.23
- 173 *PJ*, March, 1958, Editorial.
- 174 E.2, 1951, p.5.
- 175 E.1, *loc.cit.*
- 176 E.1, 1960, p.30.
- 177 Quoted in *PJ*, August, 1959, p.10. (Writer's emphasis.)
- 178 This situation provides a good illustration of the need for a national organisation to protect the interests of employees. Apparently, the N.Z.P.P.T.A. was not always filling that role in respect of its members in 1958.
- 179 E.1, 1957, p.24.
- 180 Director; E.1, 1959, p.36.
- 181 E.1, 1960, p.40.
- 182 *ibid.*, p.41.
- 183 The Minister had been urged to set up such a Committee by the Annual Conference of the New Zealand Secondary School Boards' Association, held in Auckland on July 6-7, 1955. The Conference called the current shortage of teachers "the most important matter in New Zealand education today", and envisaged a situation in 1960 where one in every five post-primary classes would be without a teacher. The *New Zealand Herald* and the *Auckland Star* both gave headlines and leaders to the Conference, featuring, particularly, the discussion on the teacher shortage. Typical headlines were 'Alarm at Teacher Shortage' and 'Crisis Faces High Schools'. (*PJ*, September, 1959, pp.19-20.)
- 184 Since the additional allowance payable to those teachers who elected to join the mobile reserve was only £100 a year, it is in no way surprising that only three suitable teachers were attracted to the scheme in its first year of operation. (E.1, 1958, p.24.)
- 185 Teachers in primary schools, district high schools, post-primary schools, and teachers' training colleges, as well as departmental advisers and other officers, were eligible for these awards.
- 186 E.1, 1958, p.24.
- 187 'School Population Estimates for 1950-60.' *AJHR*, J.5, 1950.

- 188 E.1, 1951, p.3.
- 189 And yet, in 1959, there were only 223 students in Division C at Auckland and Christchurch Teachers' Colleges, and not all of them would necessarily be teaching in post-primary schools in 1960.
- 190 E.1, 1955, p.26. Departmental officials and politicians never tired of returning to this 'age group' theme. cf. "Those needed to meet the peak rolls of the early 50's will be drawn from the age group born in the early 30's, when the number of births in New Zealand was the lowest for thirty years." (Minister; E.1, 1948, p.3.)
- 191 E.1, 1957, p.22.
- 192 E.1, 1959, p.9.
- 193 *ibid.*, p.24. It is interesting to note that the same argument is still being advanced thirty years later!
- 194 E.1, 1959, p.24. An examination of the qualifications of students admitted to Division C bears out the Director's contention. Of those beginning their teacher training in 1951, for example, fifty-one had majored in the English/foreign languages/history/geography area, compared with twenty-three in science subjects and/or mathematics. What was worse, of those twenty-three only three were women. (E.2, 1952, p.9.) A slight consolation was that the number of trainees qualified in science was increasing: 1 in 1944; 6 in 1946; 15 in 1948; 17 in 1949; 23 in 1951. (E.2, 1949, p.17; E.2, 1952, p.9.)
- 195 This total included fifty-three manual training positions.
- 196 E.1, 1959, p.23.
- 197 E.1, 1960, p.31. Beeby had always believed that the shortage of post-primary teachers would reach a peak in 1961: "It would appear that 1961 will be the critical year for staffing, after which some improvement may be expected." (E.1, 1958, p.26.) (On this occasion, he was proved wrong.)
- 198 The Commission submitted its interim report on this subject in July, 1960.

- 1 In this chapter, the term 'new curriculum' refers to the curriculum embodied in the Education (Post-primary Instruction) Regulations 1945, which gave effect to the recommendations of the Thomas Committee.
- 2 *Thomas Report*, p.3.
- 3 *ibid.*, p.4.
- 4 Department of Education, "Submission No.11 to the Commission on Education in New Zealand." p.38. Quoted in R.G. Shaker, "History in the New Zealand Secondary School: A Study in Aspects of Curriculum Development" (unpublished Ph.D. thesis, the Victoria University of Wellington). 1978, p.27.
- 5 C. Whitehead, "The Thomas Report: Teachers and Curriculum Reform in New Zealand since 1936." Paper presented to the New Zealand College of Education, July, 1972, p.1.
- 6 *ibid.*, pp.14-15.
- 7 *ibid.*, p.19.
- 8 *Currie Report*, p.35.
- 9 *Thomas Report*, p.1.
- 10 *ibid.*, p.27.
- 11 *ibid.*, p.35.
- 12 E.J. Searle, *The Teaching of Science in Post-primary Schools*. Wellington: New Zealand Council for Educational Research, 1958, p.211.
- 13 *ibid.*, p.178.
- 14 P. Meikle, "New Zealand since the War: School and Nation," *Landfall*, September, 1960, p.266.
- 15 C. Whitehead, *op.cit.*, p.13.
- 16 P. Meikle, *op.cit.*, p.256.
- 17 C. Whitehead, *op.cit.*, p.25.
- 18 E.J. Searle, *op.cit.*, p.245. Quoted in C. Whitehead, *loc.cit.*
- 19 *Education Gazette*, 1 December, 1945.
- 20 In some schools, streaming produced the same end result. For example, at Christchurch Girls' High School, "... a girl entering the School in the third form in the 50's could, in theory, follow one of several paths, although, in practice, the forms were streamed, and, within each form, there was a rigid adherence to a set course. Thus, 3A and 3B took Latin, French, mathematics, English, general science, and

social studies, with physical education, music, sewing, and art as extras. This course was followed for two years, except that cooking was substituted for sewing in the fourth form". (B. Peddie, *op.cit.*, p.155.)

- 21 Since the nature of the programmes offered at technical high schools will be discussed in chapter 10, the comments which follow, in so far as they relate to the various school subjects, apply only to secondary and combined schools.
- 22 Hutt Valley High School, Napier Boys' High School, Palmerston North Girls' High School, Waitaki Boys' High School, Rongotai College.
- 23 New Plymouth Boys' High School.
- 24 New Plymouth Boys' High School and Rongotai College.
- 25 However, in 1958, one girl attending Westport Technical High School was enrolled in the industrial course - along with ninety-two boys. In the following year, another solitary, and even luckier, girl took the industrial course at King Edward Technical College. She had 523 male companions!
- 26 These included Mount Albert Grammar School, Timaru Boys' High School, Waitaki Boys' High School, Napier Boys' High School, Whangarei Boys' High School, New Plymouth Boys' High School, and, more particularly in the second half of the period, Palmerston North Boys' High School, Gisborne High School (Boys' High School from 1956), Dannevirke High School, Marlborough College, Rangiora High School, Waimate High School, Gore High School, Southland Boys' High School, and Wairarapa College.
- 27 This group included Morrinsville College, Tauranga College (Boys' College from 1958), Whakatane High School, Dargaville High School (until 1958), Northcote College, and Opotiki College.
- 28 In 1959, the Taieri High School had 161 pupils in its agriculture course, while Feilding Agricultural High School had 171. But Taieri had only 378 pupils altogether, compared with Feilding's 572.
- 29 Waimate High School (43.5 per cent), Northland College (26.4 per cent), Rangiora High School (26.3 per cent), and Opotiki College (25.5 per cent).
- 30 The Taieri High School is not included in this analysis, because in 1956 it was classified as a technical school.
- 31 Classified as a technical school from its opening year (1953) until 1956.
- 32 There were eight girls taking agriculture at the Taieri High School in 1958, only two years after it opened.
- 33 The sharp drop in the number of pupils taking art which occurred in 1950 (see table 29) was the result of the transfer of the Elam School of Art (Auckland) and the Canterbury College School of Art to university control. Until 1949, these two institutions had been administered as technical schools.

- 34 Such schools included Wellington Girls' College (1948-50), Whakatane High School (1954-57), and Epsom Girls' Grammar School (1955-56).
- 35 Notably two Auckland schools - Mount Roskill Grammar School, with eighty-seven pupils taking the art course in 1959; and Selwyn College, with sixty-eight art pupils in the same year.
- 36 Auckland Grammar School, with twenty-five such pupils.
- 37 There were also, at that time, some post-primary school pupils who were enrolled concurrently at a university. However, amended regulations, effective from 1957, debarred pupils who took courses at a university while they were still at school from receiving any of the benefits of a Higher School Certificate bursary. (*PJ*, March, 1956, p.2; March, 1957, p.4.)
- 38 E.1, 1958, p.13.
- 39 *Currie Report*, p.43.
- 40 *ibid.*, p.44.
- 41 *ibid.*, p.40.
- 42 E.1, 1954, p.25.
- 43 E.1, 1955, p.34.
- 44 E.2, 1950, p.11.
- 45 Minister; E.1, 1953, p.3.
- 46 E.1, 1954, p.25.
- 47 For example, *PJ*, July, 1956, p.12; August, 1959, pp.18-20.
- 48 Appointments to such positions often provided primary-trained teachers with a career structure in the post-primary service which would not otherwise have been available to them. By the 60's, quite a number of schools had established slow learner departments; some primary-trained teachers in charge of these departments were appointed to Positions of Responsibility, thus opening the way for them to be considered for more senior posts as time went on.
- 49 E.J. Searle, *op.cit.*, p.144. However, this was by no means the case in all schools. As early as 1949, the authorities at Otago Girls' High School acknowledged that, for pupils who were neither academically nor practically inclined, "... new courses and methods were ... needed to make their years at school worthwhile". (E. Wallis, *op.cit.*, p.130.) H.A. Henderson, principal of Napier Boys' High School from 1953 to 1963, "... made special provision for slow learners. He pioneered this work by appointing specialist teachers who devoted their full time to the needs of these less privileged students". (D.G. Revell, *op.cit.*, p.107.)
- 50 For example, when the Teachers' Refresher Course Committee advertised a course, to be held in January, 1954 at a North Island and a South Island venue, for teachers of children of low ability covering forms

1 to 4, it received so few applications for places that it had to confine the course to one venue.

51 P. Meikle, *op.cit.*, p.264.

52 Minister; E.1, 1946, p.8.

53 E.1, 1948, p.5.

54 A former headmaster of Wellington College maintained that, at that school, "...it would have been a distinct disservice to boys to permit them to take a School Certificate course which could not be continued into the sixth form". (H.A.Heron, *op.cit.*, p.115.)

55 W.B. Sutch went further, claiming that the economic and social status of the pupils' parents also influenced which course was chosen: "The tradition remained of professional courses for the bright and well off, and commercial and trade courses for the not-so-bright and not-so-well off." (*The Quest for Security in New Zealand, 1840-1966*. Wellington: Oxford University Press, 1966, p.271.) Earlier in the same text, Sutch referred to a map of Wellington prepared by pupils attending Wellington Technical College for display at the Centennial Exhibition in 1940. Flags showed the parts of the city the pupils came from. It was noticeable that hardly any of them lived in the middle-class residential areas. (p.270)

56 E.1, 1958, p.14.

57 *ibid.*, p.13.

58 *ibid.*

59 J.L. Moffat, "The Thomas Report Revisited," *PJ*, April, 1959, p.15.

60 P. Meikle, *op.cit.*, p.258.

61 E.1, 1959, p.37.

62 Admittedly, this situation did improve once schools began to appoint specialist teachers of music. However, the shortage of talented and inspiring teachers of school music remained chronic throughout the 50's. One can only assume that the Australian visitor who was reported to have praised the "extraordinarily high level of systematic music appreciation courses in New Zealand schools" (*PJ*, May, 1958, p.20) was himself extraordinarily fortunate in the schools he visited.

63 *The Years Between*, *op.cit.*, p.289. Eleven years later, another eminent musician, Dr J.F. Williamson, the founder of the American Westminster Choir, said in a newspaper interview: "This morning I attended the assembly at Christchurch Boys' High School. It was beautiful ... the best I have ever heard. People who are really interested should go there to hear the boys sing; they will get the real pattern for singing." (*The Years Between*, *loc.cit.*)

64 J.G. Brown (ed.), *op.cit.*, p.42.

65 P. Rafter (ed.), *op.cit.*, p.113.

- 66 B.L. Evans (ed.), *Kia Toa: A Record of Achievement of the Feilding Agricultural High School, 1922-1971*. Old Pupils' Association of Feilding Agricultural High School, n.d., p.15.
- 67 O.E. Harding, *op.cit.*, p.111.
- 68 A. Lawrence, *op.cit.*, p.117.
- 69 The National Youth Orchestra, which was under the joint control of the New Zealand Broadcasting Service and the Department of Education, rehearsed in Wellington in May and August each year, and then gave a number of public concerts.
- 70 *The Years Between, op.cit.*, p.292.
- 71 C. Cole Catley, *Springboard for Women: New Plymouth Girls' High School, 1885-1985*. Cape Catley Ltd (for New Plymouth Girls' High School Centennial Committee), 1985, p.150.
- 72 W.E. Alexander, *op.cit.*, p.43.
- 73 D. Gunby, *op.cit.*, p.169.
- 74 Quoted in O.E. Harding, *op.cit.*, p.98.
- 75 E.1, 1960, p.39.
- 76 P.A. Smithells had been appointed Superintendent of Physical Education in August, 1939.
- 77 R.A. Stothart, *The Development of Physical Education in New Zealand*. Auckland: Heinemann Educational Books, 1974, p.32.
- 78 *ibid.*, p.19. Stothart noted: "Even as late as 1950, J.P. Northey, who had taught at Otago Boys' High School from the early 20's, was not allowed to sit with the rest of the staff at morning assembly."
- 79 The members of this committee were Dr Elizabeth Gregory, E.N. Hogben, Dr Selwyn Morris, H.C.D. Somerset, and P.A. Smithells (co-opted).
- 80 R.A. Stothart, *op.cit.*, p.35.
- 81 i.e., three forty-minute periods.
- 82 Stothart is emphatic that this footnote was introduced as a result of pressure from one group of private schools which would not accept the proposed regulations unless time was provided for religious studies. However, this argument seems tenuous, to say the least. If the private schools in question wished to remain registered, they had no option but to accept the regulations. In any event, the core requirements took up only part of the school week.
- 83 R.A. Stothart, *op.cit.*, p.36.
- 84 *ibid.*, p.39.
- 85 D. Gunby, *op.cit.*, p.168.

- 86 A survey of 144 state post-primary schools conducted by G.R. Bassett of the Otago University School of Physical Education in 1965 revealed that only 48 per cent of the schools had a gymnasium, and that 46 per cent of those gymnasia had been built since 1951. (See G.R. Bassett, "A Survey of Physical Education in 144 New Zealand State Secondary Schools," *New Zealand Journal of Physical Education*, April, 1965, pp.21-23.)
- 87 The Thomas Committee maintained that "...in schools with over four hundred pupils, there should be both a hall and a gymnasium". (*Thomas Report*, p.49.)
- 88 D. Gunby, *loc.cit.*
- 89 O. Deaker, *op.cit.*, p.85.
- 90 *Thomas Report*, p.48.
- 91 B.L. Evans (ed.), *op.cit.*, p.61.
- 92 R.A. Stothart, *loc.cit.*
- 93 *ibid.*
- 94 By 1946, the itinerant field staff in physical education numbered eighty, and they were giving "greater assistance than ever before to the post-primary schools". (Minister; E.1, 1947, p.7.)
- 95 Specific reference to the popularity of this activity is made in a number of school histories; for example, Wellington East Girls' College (M.D. Gambrill, *op.cit.*, p.62); and Whakatane High School (P. Rafter (ed.), *op.cit.*, p.56.)
- 96 E.1, 1954, p.26.
- 97 Special Committee on Moral Delinquency in Children and Adolescents (Chairman: Dr O.C. Mazengarb).
- 98 Quoted in I. Cumming and A. Cumming, *op.cit.*, p.300.
- 99 Specific reference was made in the *Mazengarb Report* to the incidence of sexual immorality in coeducational schools in the Hutt Valley.
- 100 See *Hutt Valley High School Magazine*, 1986, p.47.
- 101 The three teachers who filled the position between 1883 and 1942 were all fully-qualified architects. (K.A. Trembath, *op.cit.*, pp.359-62.)
- 102 O.E. Harding, *op.cit.*, p.72.
- 103 J. Nicol, *The Technical Schools of New Zealand*. Wellington: New Zealand Council for Educational Research, 1940, p.229.
- 104 R. Fry, *It's Different for Daughters*. Wellington: New Zealand Council for Educational Research, 1985, p.146.
- 105 *ibid.*, p.151. Fry cited Wellington Technical College as one such school.

- 106 M.D. Gambrill, *op.cit.*, p.54.
- 107 E.2, 1951, p.7.
- 108 A. Lawrence, *op.cit.*, p.102.
- 109 *ibid.*, p.104.
- 110 *ibid.*, p.118.
- 111 O.E. Harding, *op.cit.*, p.124.
- 112 For example, Auckland Grammar School and Timaru Girls' High School. At least two schools (Waitaki Boys' High School and Rangiora High School) were given substantial collections of prints and art books in the mid-30's by the Carnegie Corporation. Waitaki received a thousand classical art prints and an art library of 150 books in 1934; Rangiora benefited from a similar gift in 1936.
- 113 J.E. Watson, *Intermediate Schooling in New Zealand*. Wellington: New Zealand Council for Educational Research, 1964, p.184.
- 114 C. Cole Catley, *op.cit.*, p.183.
- 115 *Thomas Report*, p.75.
- 116 *Currie Report*, Appendix G, p.788. This was slightly more than the number offering drawing and design, and only marginally fewer than the combined total of woodwork and engineering shopwork candidates.
- 117 A.R. Tyrrell, *op.cit.*, p.87.
- 118 W.H. Hoult, headmaster, Thames High School. From *The Haurakian* (Thames High School Magazine), reported in *Thames High School*, *op.cit.*, p.129.
- 119 K.A. Trembath, *op.cit.*, p.102.
- 120 H.A. Heron, *op.cit.*, p.116.
- 121 B.L. Evans (ed.), *op.cit.*, p.14.
- 122 See chapter 5, footnote 110.
- 123 D. Gunby, *op.cit.*, p.131. For Rangiora, this marked the end of a long struggle to upgrade their technical programme, and so overcome the problem of pupils by-passing the local high school and travelling to Christchurch (often on free rail passes, to the considerable annoyance of J.E. Strachan) to take engineering courses.
- 124 J.G. Brown (ed.), *op.cit.*, p.76.
- 125 The provision of this block "... marked a further stage in the sophistication of agricultural and technical education at Feilding Agricultural High School". (B.L. Evans (ed.), *op.cit.*, p.53.)
- 126 For example, Wellington Girls' College introduced form 6 advanced homecraft in 1948, and Wellington East Girls' College had form 6

- courses in homecraft and clothing by the mid-50's. (Source: School histories.)
- 127 The centennial chronicler of Timaru Girls' High School recorded that, in 1959, the homecraft facilities at the School were still inadequate, and a further clothing room was needed. (A. Lawrence, *op.cit.*, p.122.)
- 128 E. Wallis, *op.cit.*, pp. 121, 136. Christchurch Girls' High School discontinued its homelife course for similar reasons in 1957. (B. Peddie, *op.cit.*, p.155.)
- 129 C. Cole Catley, *op.cit.*, p.138.
- 130 The forerunners of the present-day school creche.
- 131 D. Gunby, *op.cit.*, p.96. The rationale for this arrangement was that: "It has always been thought important to give pupils practical experience, and, for those doing the home science course, the nursery school offers practical experience in the care, management, and feeding of young children". (p.154)
- 132 A. Lawrence, *op.cit.*, p.96.
- 133 *ibid.*, p.84.
- 134 Note, in this connection, a comment by a girl who attended New Plymouth Girls' High School from 1959 to 1963: "It really was a rigid, strict sort of society then. And narrow, at school. If you were in an academic form, you didn't mix with non-academic girls." (C. Cole Catley, *op.cit.*, p.183.)
- 135 For details of how this programme was organised, see M.V. Hastings and F.Q. Davies, "Homecraft as a Core Subject," *Education*, November, 1958, pp.52-56.
- 136 A. Lawrence, *op.cit.*, p.106.
- 137 *Currie Report*, Appendix G, p.788.
- 138 *Thomas Report*, p.63.
- 139 i.e., within two years of the gazetting of the Regulations.
- 140 E.2, 1948, p.16.
- 141 *Currie Report*, *loc.cit.*
- 142 W.E. Alexander, *op.cit.*, p.56. Form 6 Accounting was also responsible for the administration of many of the School's activities involving finance. For example, the class ran the stationery room, as well as managing the general purposes fund and the library fund. Eventually, Victoria University College demanded that all degree students keep terms (i.e., attend lectures and pass internal examinations), which brought the 6 Accounting tradition to an end.
- 143 G.H. Thorp, "The Place of Agriculture in Multi-course Schools," *PJ*, April, 1955, p.8.

- 144 *ibid.*, p.9.
- 145 J.G. Brown (ed.), *op.cit.*, p.73. By 1958, the School grounds and farm covered a little over twenty-two hectares. (p.87)
- 146 D. Gunby, *op.cit.*, p.149. The farm itself, from being badly run down at the end of the war, was "... firmly back on its feet by 1953, when it made a record profit of £1,823, despite floods, insect pests, and other problems". Profit in 1955 reached "an unprecedented £4,290 ... as the farm experienced the general boom in agricultural prices". (pp.145-46)
- 147 *ibid.*, p.146.
- 148 D.G. Revell, *op.cit.*, p.94. The farm, covering nearly a hundred hectares, was divided into two sections - a dairy herd of pedigree and grade Friesians; and a sheep and cropping unit. Farming policy was determined by the teacher in charge of the agricultural course, associated with a committee of local farmers. The senior farm supervisor also instructed a group of senior boys on three half-days each week in the practical skills of farming. (*Education Gazette*, 1 April, 1960.)
- 149 B.L. Evans (ed.), *op.cit.*, pp.52-53. "The School farms shared in the rising tide of production and exports, and in the wool boom of the early 50's." (p.53)
- 150 Source: N.P. Pitcaithly, "The Development of Agriculture at Northland College," *Education*, March, 1958, pp.18-22.
- 151 H.C.D. Somerset, "Notes Towards a Philosophy of Rural Education," *Education*, March, 1958, p.7.
- 152 For example, at Northcote District High School, whose horticultural activities were described as "a special feature of the school". (*Education Gazette*, 1 July, 1946.)
- 153 E.1, 1954, p.25.
- 154 K.A. Trembath, *op.cit.*, p.293.
- 155 *ibid.*
- 156 *ibid.*
- 157 *Thomas Report*, p.25.
- 158 For example, at Wellington Technical College, Mount Albert Grammar School, and Northland College. (Source: School histories.)
- 159 E.1, 1960, p.39. At the same time, the libraries themselves were receiving considerable help from the National Library Service, which was preparing and issuing monthly lists of books (fiction and non-fiction) suitable for post-primary school libraries.
- 160 K.A. Trembath, *op.cit.*, p.316.
- 161 E. Wallis, *op.cit.*, p.217.

- 162 A. Lawrence, *op.cit.*, p.127.
- 163 E.1, *loc.cit.*
- 164 Many of the school histories cited in this study referred at some length to the school's dramatic activities, which is a testimony to the significance of drama in the life of the school. For example, the centennial history of Wellington Girls' College devoted about one full page in every twenty (plus a large number of illustrations) to the different drama projects the school had undertaken.
- 165 C. Cole Catley, *op.cit.*, p.154.
- 166 J.G. Brown (ed.), *op.cit.*, p.83; *Education Gazette*, 15 April, 1955, and 15 June, 1956.
- 167 I.A. Gordon, *The Teaching of English: A Study in Secondary Education*. Wellington: New Zealand Council for Educational Research (Educational Research Series, No.27), 1947.
- 168 V. de S. Pinto (ed. for the English Association), *The Teaching of English in Schools: A Symposium*. London: Macmillan, 1946.
- 169 W.J. Scott, *Reading, Film, and Radio Tastes of High School Boys and Girls*. Wellington: New Zealand Council for Educational Research (Educational Research Series, No.28), 1947.
- 170 The 'Books for Post-primary Schools' item was provided by the School Library Service.
- 171 *Education Gazette*, 15 October, 1946.
- 172 Interview with Dr C.E. Beeby, September 29th, 1988. Dr Beeby related that, when he agreed to release D.G. Ball to enable him to become Director of the Army Education and Welfare Service, he instructed Mr Ball to bring back with him any useful material which could be made available to the schools once the war was over. One of the outcomes of Ball's connection with A.E.W.S. was the *Post-primary Bulletins*, which were based, initially, on army education publications.
- 173 The *Bulletins* were distributed free of charge to all post-primary schools in class sets of forty. Schools with more than six hundred pupils received four sets of each *Bulletin*.
- 174 E.2, 1948, p.13.
- 175 Titles under these headings included: 'Writing English: Planning and Paragraphing'; 'How Words Work: Hints on Clear Thinking'; 'Listening to Radio'; 'People Who Make Films'; and 'The Uses of Persuasive Language'.
- 176 The extent to which the *Bulletins* were valued by teachers may be gauged from a remit forwarded to the Director by the P.P.T.A. in 1955 asking for an early reprinting of some *Bulletins*. This request from the Association "... was prompted by the fact that many schools opened recently have not received these [earlier] *Bulletins*, while in older schools sets are becoming worn out". (*PJ*, 1 November, 1955, Editorial.)

- 177 E.2, 1948, p.16.
- 178 E.2, 1953, p.10.
- 179 Chief Inspector of Post-primary Schools; E.2, 1948, p.16.
- 180 The use of the plural ('languages') by the Chief Inspector is quite inaccurate. The writer, who was himself a secondary school teacher of languages at the time, knows of no modern foreign languages other than French and German which were being taught in New Zealand post-primary schools in 1947.
- 181 J.A. Asher, "Why Study Foreign Languages?" *Education*, July, 1949, pp.67-68.
- 182 E.1, 1960, p.39.
- 183 In 1961, there were only 104 candidates for School Certificate German, compared with 8,374 offering French. (Source: *Currie Report*, Appendix G, p.788.)
- 184 In the School Certificate examination, this skill was tested by a compulsory comprehension exercise worth 20 per cent of the total marks allotted.
- 185 A.W. Griffin, an experienced and respected teacher of French, alleged, in 1955, that the people presenting the French broadcast programmes spoke and read much too quickly; further, the booklet which accompanied the lessons was full of errors. (*PJ*, July, 1955, p.7.)
- 186 *PJ*, April, 1956, p.7.
- 187 *PJ*, February, 1958, p.12.
- 188 The usual practice was for pupils to write half of their letter in their own language and half in the foreign language. In this way, both parties gained the maximum benefit from the exercise.
- 189 E. Wallis, *op.cit.*, p.128.
- 190 J.L. Moffat, *op.cit.*, p.15.
- 191 J.G. Brown (ed.), *op.cit.*, p.36.
- 192 See, for example, the article in *PJ*, November, 1955, p.9 by W.S. Mitchell, a leading teacher of Latin, and an executive member of the Auckland Association of Language Teachers.
- 193 Quoted in "The Post-primary Curriculum and the School Certificate Examination," *PJ*, October, 1957, pp.7-8.
- 194 *Education Gazette*, 1 March, 1954.
- 195 For example, in the *Education Gazette* of 15 January, 1946, Hamilton Technical College advertised for an assistant teacher to be responsible for Maori children. The advertisement stated: "It is essential that the successful appointee should have a full knowledge

- of the Maori language, and be able to give instruction therein in both day and evening classes."
- 196 J. Garner and C. Forde (eds.), *A Golden Jubilee History, 1922-1972: The Correspondence School*. n.d., p.27.
- 197 P. Macaskill in *Education*, November, 1949, p.67. (Capital 'T' of 'Timetable' in the original.)
- 198 B. Peddie, *op.cit.*, p.156. (Macaskill's 'expediency' is much closer to the truth of the matter than Peddie's 'practicalities'. Administration should be the servant of the system, not its master.) (Writer's comment.)
- 199 *ibid.*, p.138.
- 200 This theme was followed up by Meikle, although for her the 'battle' was over, and the defeat of the humanities by the sciences was an established fact. (See P. Meikle, *op.cit.*, pp.258-59.)
- 201 For a scholarly analysis of the position of social studies in the post-primary schools of New Zealand between 1945 and 1961 see section C (pp.138-179) of H.S. Houston, "A Commentary on the Theory and Practice of Social Studies in Secondary Education, with Reference to Trends and Developments Abroad and in the Post-primary Schools of New Zealand" (unpublished M.A. thesis, University of Auckland). 1961. (Houston's questionnaire to teachers produced some particularly interesting responses.) Another useful reference is R.J. Kivell, "Social Studies in Secondary Schools since the Thomas Report" (unpublished M.A. thesis, University of Auckland). 1970. (Kivell's thesis has a very full bibliography, especially of journal articles on the topic.)
- 202 M.A. Bull, "The Thomas Report - A Retrospect," *PJ*, May, 1959, p.9. (Bull was rector of Timaru Boys' High School, and a former president of the P.P.T.A.)
- 203 W.B. Sutch, "Education for New Zealand's Future" (Submission to the Commission on Education in New Zealand). June, 1961, p.47.
- 204 *Thomas Report*, p.28.
- 205 This practice was still common in the 60's. When the writer was appointed to Cambridge High School in 1964, he found that, in a number of social studies classes, the work was divided between two teachers.
- 206 Reported in *PJ*, March, 1959, p.8.
- 207 *ibid.*
- 208 *ibid.*
- 209 P. Meikle, *op.cit.*, p.258.
- 210 *ibid.*
- 211 The Committee was set up in March, 1969. Its brief was to review the forms 1-4 social studies syllabus, and to prepare a new form 5

- syllabus. It was a widely-representative Committee, and worked in closely with the Curriculum Development Unit.
- 212 These developments of the 60's are briefly referred to here for the sake of completeness. They will be discussed in greater detail in Chapters 12 and 14.
- 213 Dr Beeby affirmed that the need to make up for the shortage of textbooks, particularly in social studies, was one of the main reasons for publishing the *Post-primary Bulletins*. (Interview, September 29th, 1988.)
- 214 E.1, 1954, p.18.
- 215 B. Mitcalfe, "Maori Studies," *Education*, October, 1960, p.281.
- 216 The most popular optional subject that year was history; geography was in second place.
- 217 For example, the 'Geographic Survey of New Zealand' series, which first appeared in 1950, and continued for some years, until every region in the country had been covered. A number of these *Bulletins* were written by Cumberland.
- 218 The first of these conferences was held in Auckland in August, 1955. (*Education Gazette*, 1 July, 1955.)
- 219 See, for example, O.E. Harding, *op.cit.*, p.98, and A. Lawrence, *op.cit.*, p.125.
- 220 A thorough, critical, and objective examination of all aspects of post-primary school geography may be found in D.E. Town, "A Survey of the Background and Present Character of Geography in New Zealand State Post-primary Schools" (unpublished M.A. thesis, University of Auckland). 1964. See, in particular, in Part 2 ('The Contemporary Scene'), "Geography in a Large Co-educational School" (Mount Roskill Grammar School). See, also, C.M. Herbert, "The Place of Geography in Schools" (unpublished Dip.Ed. dissertation, University of Auckland). 1964.
- 221 By then, history had been overtaken by geography and mathematics, and was only marginally ahead of general science.
- 222 The writer had personal experience, when he was a pupil at secondary school, of a senior teacher of history who spent a good part of each lesson directing the class to underline sections of the textbook which he considered important. The pages of the textbook dealt with in this way then became the subject of a factual test administered the next time the class met.
- 223 *Thomas Report*, p.55.
- 224 Quoted in O.E. Harding, *op.cit.*, p.87. (Former pupil writing in the *1965 College Magazine*.)
- 225 P. Meikle, *op.cit.*, p.259.
- 226 "Forty per cent [of pupils] ... should be given only the Elementary Mathematics provided for in the core." (*Thomas Report*, p.56.) Miss

- Fitzgerald, principal of Otago Girls' High School, expressed doubts in her 1945 Annual Report as to whether many pupils would be able to study mathematics beyond the core. (E. Wallis, *op.cit.*, p.126.)
- 227 J.E. Watson, *op.cit.*, p.218. (Watson had completed the collection of his main data by the end of 1958.) (Preface, p.xi.)
- 228 M.A. Bull, *The Qualifications and Supply of Mathematics Teachers*. Wellington: New Zealand Council for Educational Research, 1960.
- 229 J.E. Watson, *loc.cit.*
- 230 M.A. Bull, "The Thomas Report - A Retrospect," *op.cit.*, p.10.
- 231 E.1, 1955, p.35.
- 232 *ibid.*
- 233 M.A. Bull, *loc.cit.*
- 234 *ibid.*
- 235 Director; E.1, 1959, p.36.
- 236 It must be remembered, in this connection, that, in the 40's and 50's, there was no such thing in schools as sophisticated reprographic equipment. Teachers who wanted to provide their classes with hand-out material had to run it off themselves on a jelly pad or a banda machine, or (provided that they cut their own stencil) on the school's Gestetner.
- 237 *Education Gazette*, 15 December, 1949. The chairman of the committee was G.A. Thompson, principal of Hawera Technical High School.
- 238 *Education Gazette*, 15 March, 1950.
- 239 E.2, 1951, p.6. (Writer's emphasis.)
- 240 *Education Gazette*, 15 September, 1954.
- 241 *ibid.*, 15 March, 1956.
- 242 Gallagher, who was widely respected as an administrator and teacher, was then principal of Shirley Boys' High School. He later became the first principal of Christchurch Technical Institute.
- 243 *PJ*, July, 1957, p.7.
- 244 *ibid.*
- 245 Murdoch was then senior lecturer in secondary method at Auckland Teachers' Training College.
- 246 J.H. Murdoch, *The Teaching of Mathematics in Post-primary Schools*. Wellington: New Zealand Council for Educational Research, 1950, p.152.
- 247 Quoted in *Education Gazette*, 16 July, 1956.

- 248 For example, tinkering with motors and engines; developing photographs; building crystal radio sets; and keeping and breeding pets.
- 249 E.2, 1949, p.22.
- 250 Searle's 1954 enquiry showed that, in the 151 schools surveyed, there was a shortage of 70 science teachers, mostly in general science (38) and physics (20). (E.J. Searle, *op.cit.*, p.70.)
- 251 A. Lawrence, *op.cit.*, p.117.
- 252 And yet, as Searle pointed out, sound teaching at third and fourth-form level is particularly important in a system where pupils must decide by the end of the second year what subjects they will continue to study in form 5 and beyond. (E.J. Searle, *op.cit.*, p.91.)
- 253 A. Lawrence, *loc.cit.*
- 254 B. Peddie, *op.cit.*, p.145.
- 255 For example, the 'Scientific Institutions in New Zealand' series (1947-50); and 'Physics and the Scientific Attitude'; 'The Metallic Minerals'; 'The Non-metallic Minerals' (all in the 1954-55 set).
- 256 J.G. Brown (ed.), *op.cit.*, p.36.
- 257 M.A. Bull, *op.cit.*, p.9.
- 258 *ibid.* In 1946, general science was ninth in order of pupil preference of the optional subjects for School Certificate, and was offered by 13 per cent of the candidates. By 1961, it had risen in the popularity rating to fourth place, and was presented by 41 per cent of the candidates. (Source: *Currie Report*, Appendix G, p.788.)
- 259 M.A. Bull, *op.cit.*, p.10.
- 260 E.J. Searle, *op.cit.*, p.147.
- 261 *ibid.*, p.151.
- 262 *ibid.*
- 263 12,866 candidates as against 10,193. The regulations allowed candidates to present not more than one particular science with general science; this combination (especially general science and biology) was, in fact, quite popular.
- 264 Biology also became a subject for the University Scholarships examination (replacing botany and zoology) in 1952.
- 265 Quoted in J. Garnham and G. Cowrick (eds.), *op.cit.*, p.69.
- 266 Botany and zoology were prescribed subjects for the University Entrance examination until 1952, and for the University Scholarships examination until 1951.
- 267 C. Cole Catley, *op.cit.*, p.133.

- 268 In 1946, the combined total of physics and chemistry candidates for School Certificate was three and a half times greater than the number of biology candidates. By 1961, physics and chemistry together accounted for fewer candidates than biology alone. (Source: *Currie Report*, Appendix G, p.788.)
- 269 In 1935 and again in 1936, there were no candidates at all for School Certificate biology.
- 270 J.G. Brown (ed.), *op.cit.*, p.42.
- 271 The writer recalls studying the house fly (*musca domestica*) in form 4 science at Auckland Grammar School in 1939.
- 272 Source: *Currie Report*, p.788.
- 273 P. Meikle, *op.cit.*, p.257.
- 274 For example, Timaru Girls' High School (A. Lawrence, *op.cit.*, p.125); and Southland Girls' High School (O. Deaker, *op.cit.*, p.100). In 1956, form 6 biology pupils from Southland Girls' High School began a regular series of field trips to Fiordland, which continued for many years.
- 275 Although physiology and hygiene had been a prescribed subject under the old School Certificate regulations, it was not included in the optional subjects for School Certificate gazetted in 1945. However, it was reinstated as a School Certificate subject in 1947, only to be replaced, soon after (with a revised prescription), by human biology. (*Education Gazette*, 1 June, 1946; E.2, 1949, p.15.)
- 276 E.2, 1952, p.13.
- 277 *Education Gazette*, 15 July, 1948; O.E. Harding, *op.cit.*, p.96.
- 278 A. Lawrence, *op.cit.*, p.99.
- 279 *PJ*, November, 1957, p.2. A deputation from the Council had waited on the executive of the P.P.T.A. in August following the Council's annual conference, which had been attended by about thirty post-primary school principals.
- 280 *PJ*, February, 1958, p.11.
- 281 Reported in *PJ*, April, 1958, p.6.
- 282 One such scheme, at Avondale College (Auckland), involved the giving of one simple, non-sectarian scripture lesson each week to all form 3 classes. The syllabus was drawn up by the principal, and he and other volunteer members of staff gave the lessons. Time for the lessons was made by running an eight-period day each Wednesday. (The regular seven 40-minute periods became eight 35-minute periods.)
- 283 Minister; Quoted in *PJ*, July, 1958, pp.8-9.
- 284 E.1, 1959, p.31.
- 285 *ibid.*

- 286 *PJ*, July, 1959, p.2.
- 287 When it reported, in July, 1962, the Commission recommended: "That the freedom of secondary schools to include religious instruction in their curriculum ... be maintained." (*Currie Report*, p.697.) In other words, it opted for the *status quo*. It had no recommendation to make on the proposal that religious studies be included among the optional subjects for School Certificate.
- 288 B. Peddie, *op.cit.*, p.165.
- 289 I. Cumming and A. Cumming, *op.cit.*, p.292.
- 290 Director; E.1, 1958, p.10.
- 291 *Currie Report*, p.44.
- 292 E.1, 1959, p.35.
- 293 *ibid.*
- 294 *Education Gazette*, 1 November, 1950, p.235.
- 295 Quoted in *PJ*, June, 1956, p.19; July, 1956, p.19.
- 296 *PJ*, July, 1956, p.15.
- 297 E.2, 1953, p.11.
- 298 *Thomas Report*, p.4.
- 299 *ibid.*, p.7.
- 300 *ibid.*, p.8.
- 301 E.1, 1959, p.13.
- 302 Such as those organised by New Plymouth Boys' High School involving senior engineering and agriculture pupils, and electrical apprentices. These trips, which ran from Friday to Tuesday, afforded experience in communal living, as well as being instructive. (W.E. Alexander, *op.cit.*, p.46.)
- 303 O. Deaker, *op.cit.*, p.101.
- 304 1 May, 1957.
- 305 1 September, 1956.
- 306 After teaching at Auckland Grammar School for nineteen years, during most of which time he was head of the science department, Salt became principal of Matamata College in 1947.
- 307 *PJ*, June, 1956, p.12.

- 1 In some cases, a single board controlled more than one school, though
no board had control of more than five schools. Some schools under
multischool boards had their own committees of management, which were
responsible for the business of their own school, while the board
handled matters concerning all of the schools. The Napier High
Schools' Board operated in this way from the late 50's. (D.G.
Revell, *op.cit.*, p.97.)
- 2 A.E. Campbell, *The Control of Post-primary Schools: A Report on an
Enquiry Made in the Auckland District*. Wellington: New Zealand
Council for Educational Research, 1948, pp.6-7.
- 3 The Education Act 1914 did not empower education boards to control
secondary schools.
- 4 At first, the Department insisted on calling schools set up in this
way 'Technical Schools'. Horowhenua was known as Horowhenua
Technical School (later Horowhenua Technical College) for the first
twelve years of its existence. Avondale began as Avondale Technical
(High) School, but, within three years, it had won the right to be
known as Avondale College. All of the schools constituted as
technical schools in and after 1946 were allowed to use the
designation 'College' or 'High School' (without the 'Technical')
right from the start.
- 5 Namely, all of the schools referred to earlier in this paragraph
(except, of course, Horowhenua College) plus Otahuhu College (then
called Otahuhu Technical High School), which had been under education
board control since it was set up, first as a junior high school, in
1931.
- 6 Admittedly, the education boards of 1948 were not constituted in the
manner proposed for the (new) education boards by the 1937 Bill,
though the Auckland Board, in 1948, did have a Post-primary Committee
of six members, whose recommendations it normally accepted. (A.E.
Campbell, *op.cit.*, p.12.)
- 7 *ibid.*, p.8.
- 8 These consisted of the five grammar schools in Auckland, Whangarei
Boys' and Girls' High Schools, Hamilton High School, Rotorua High
School, Thames High School, Seddon Memorial Technical College,
Pukekohe Technical High School, and Hamilton Technical College. Each
of these schools had its own board of governors or managers, except
the grammar schools (which were all under one board), and the two
Whangarei schools (which were controlled by one board).
- 9 A.E. Campbell, *op.cit.*, p.10.
- 10 *ibid.*, p.47.
- 11 *ibid.*, p.53.
- 12 Probably unknown to him, Campbell had an ally in the Thames High
School Board, which, after discussing this issue in 1948, declared

itself to be opposed to the notion of regional boards, on the grounds that "... large boards could not be 'hastened, chastened or blasphemed'". (*Thames High School, op.cit.*, p.22.)

13 A.E. Campbell, *loc.cit.*

14 *ibid.*, pp.53-54; 58.

15 i.e., unified district control.

16 A.E. Campbell, *op.cit.*, p.46.

17 E.1, 1949, p.6.

18 D.F. Horlor, "Administration of Secondary Schools." [1973]. (Horlor was at one time president of the New Zealand Secondary School Boards' Association. He was also a member of the Commission on Education in New Zealand.)

19 This title was changed to Christchurch Post-primary Schools' Council from 1953. The individual school boards, at first known as boards of managers, were called boards of governors from 1953. The six schools involved initially were Christchurch Boys' High School, Christchurch Girls' High School, Avonside Girls' High School, Christchurch West High School, Christchurch Technical College, and Papanui Technical High School.

20 *The Years Between, op.cit.*, p.90.

21 B. Peddie, *op.cit.*, p.143 (footnote). In 1957, the Christchurch Girls' High School Board had its first lady chairperson. (*ibid.*, p.152.)

22 Director; E.1, 1954, p.18.

23 Director; E.1, 1955, p.25.

24 *ibid.*

25 Director; E.1, 1956, p.29.

26 Statutory Regulation 1956/209.

27 *PJ*, April, 1956, p.6.

28 *PJ*, November, 1956, p.10. The same thing happened when Mana College and Taita College were opened in 1957. Neither school joined the Wellington Post-primary Schools' Council. Onslow did, however, link up with the Council in June, 1964. (Statutory Regulation 1964/89.)

29 H.A. Heron, *op.cit.*, p.130.

30 O.E. Harding, *op.cit.*, p.117.

31 Nelson Secondary Schools' Council (under section 67 of the Education Act 1964), comprising, at the time of its inception (1 February, 1967), Nelson College, Nelson College for Girls, Waimea College, Buller High School, and Nayland College. (Statutory Regulation 1966/217.)

- 32 *Report on Secondary School Administration* (Bursar Report) (Chairman: R.A. Scott). Wellington: Department of Education, 1972, p.41.
- 33 In terms of this Amendment Act, the Auckland Grammar School (sic) Board acquired three additional parents' representatives, increasing the total board membership to fifteen. (K.A. Trembath, *op.cit.*, p.293.) Similarly, the Wellington Colleges and Girls' High School Board gained two extra parents' representatives. (O.E. Harding, *op.cit.*, p.102.)
- 34 *Thames High School*, *op.cit.*, p.22.
- 35 I. Cumming and A. Cumming, *op.cit.*, p.309.
- 36 In the case of the older boards operating under special statutes, constitutional changes had to be incorporated in Amendment Acts. Between 1955 and 1960, this type of legislation provided for alterations to the constitutions of the boards of the Nelson Colleges, Waimate High School, the Waitaki High Schools, the Auckland Grammar Schools, the Gisborne High Schools, Marlborough College, the Timaru High Schools, and the Whangarei High Schools. (Source: E.1 Reports.)
- 37 Minister; E.1, 1953, p.5.
- 38 E.1, 1955, p.25. One of the first schools to take advantage of this amendment to the Act was Takapuna Grammar School, which broke away from the Auckland Grammar Schools' Board, and came under the control of its own board of governors in September, 1955. (*New Zealand Gazette*, 1955, p.770.) Auckland Grammar School itself had begun agitating for a separate board in 1953, but, in the event, it had to wait for another thirty-one years before achieving its aim.
- 39 Minister; *loc.cit.*
- 40 Hence the somewhat anomalous inclusion of the word 'Grammar' in the naming of the school.
- 41 E.1, 1957, p.18.
- 42 *PJ*, July, 1956, p.3.
- 43 See, for example, the article contributed to the Association's *Journal* by the Hutt Valley Memorial Technical College branch soliciting support for its remit: 'That the P.P.T.A. should seek representation on the controlling boards of post-primary schools.' (*PJ*, July, 1957, pp.9-10.)
- 44 Teacher (not P.P.T.A.) representation on school boards was not formally provided for until 1974.
- 45 A.E. Campbell, *op.cit.*, p.48.
- 46 *ibid.*, p.51.
- 47 *Makers of Auckland* (1871-1971). Auckland: Wilson and Horton Ltd, 1971, p.1.
- 48 Quoted in *PJ*, August, 1958, p.6.

- 49 Both men were eventually returned to their respective boards as parents' representatives.
- 50 Education Amendment Act 1961.
- 51 J.T. Burrows, *Pathway among Men*. Christchurch: Whitcombe and Tombs, 1974, p.209.
- 52 *ibid.*
- 53 A.R. Tyrrell, *op.cit.*, p.207.
- 54 J.T. Burrows, *op.cit.*, p.207.
- 55 In fact, the Burrows incident was not the only one of its kind which occurred in this period. In 1951, E.N. Hogben resigned as headmaster of Wellington College when the school board of governors passed over the person he had recommended for appointment as a housemaster. Heron reported that Hogben, "whose differences with his board had become progressively more grave", regarded the board's action as a vote of no confidence in him. (H.A. Heron, *op.cit.*, p.126.)
- 56 The senior assistant mistress was told that her services would not be required after 1959, as she had passed the board's arbitrarily-determined retiring age (for women) of fifty-five. The deputy principal and the head of the science department were both due to retire at the end of 1959, but were willing to continue as assistant teachers in 1960. This offer was rejected by the board, in spite of the long experience and the high professional standing of both men, and the acute shortage of teachers which prevailed at the time.
- 57 The writer was one of these.
- 58 *New Zealand Herald*, October, 1959.
- 59 The *Education Gazette* of 15 December, 1959 carried advertisements for the principalship of Avondale College, as well as for a deputy principal, a senior assistant mistress, and six assistant teachers.
- 60 *Currie Report*, p.113.
- 61 *ibid.*
- 62 *Education in Change: Report of the Curriculum Review Group of the N.Z.P.P.T.A.* Auckland: Longman Paul Ltd, 1969, p.xiv.
- 63 E.1, 1960, p.29.
- 64 In 1958, the total teaching strength was 12.3 per cent below schedule. (E.1, 1959, p.23.)
- 65 W.R. Edwards, "The Need for Long-term Planning." (Presidential address, N.Z.P.P.T.A. annual conference, May, 1960.) Reported in *PJ*, June, 1960, p.5.
- 66 *15 to 18: Report of the Central Advisory Council for Education.* London: Her Majesty's Stationery Office, 1959.
- 67 W.R. Edwards, *op.cit.*, p.6.

- 68 Quoted in *PJ*, May, 1955, p.11. (H.G. Forder, a world-renowned mathematician, was professor of mathematics at Auckland University College from 1934 to 1955.)
- 69 E.1, 1955, p.34.
- 70 E.1, 1959, p.24.
- 71 *PJ*, October, 1955, p.1.
- 72 *PJ*, June, 1957, p.2.
- 73 See, for example, *PJ*, August, 1955, p.3, and November, 1959, p.21.
- 74 *PJ*, September, 1957, Editorial.
- 75 Writer's emphasis.
- 76 W.R. Edwards, *op.cit.*, p.7.
- 77 *Education Gazette*, 1 June, 1949.
- 78 *Education Gazette*, 15 December, 1959.
- 79 E.1, 1952, p.2.
- 80 H.G. Forder, *loc.cit.*
- 81 Headmaster's Report, 1958, p.16. Quoted in K.A. Trembath, *op.cit.*, p.315.
- 82 *Currie Report*, pp.484-85.
- 83 *Education Gazette*, 1 September, 1953.
- 84 *ibid.*
- 85 The brief of this Committee (Chairman: A.E. Campbell) was to inquire into "the provision made for the recruitment, education, and training of teachers in New Zealand". (E.2, 1949, p.21.) It reported in July, 1951, but had singularly little to say about the post-primary sector.
- 86 I. Cumming and A. Cumming, *op.cit.*, p.315.
- 87 *PJ*, May, 1963, p.28. (From the Annual Report of the Teachers' Refresher Course Committee.)
- 88 E.1, 1954, p.18.
- 89 *ibid.*, p.19.
- 90 E.1, 1957, p.25.
- 91 For example, in the 1958-59 year, courses were sponsored by the Auckland English Association in conjunction with the Auckland University Council of Adult Education; the Otago University School of Home Science; the New Zealand Art Teachers' Association; the Auckland Association of Language Teachers; and the Victoria University History

- Department in conjunction with the University Council of Adult Education.
- 92 All of these titles were included in the 1954 schedule of courses.
- 93 Director; E.1, 1959, p.27.
- 94 E.1, 1960, p.34.
- 95 For example, 1 April, 1949.
- 96 This explanation, however, would be less likely to cover the case of those uncertificated teachers whose initial classification was higher than grade I; there were thirty-one of these among the 147 teachers whose names appeared in the supplementary registers printed in the *Education Gazettes* of 1 June, 1 July, and 2 August, 1948.
- 97 Teachers in this category sometimes made up a high proportion of those taking up their first appointments, in the late 50's. For example, in 1957, 286 new entrants to post-primary teaching out of a total of 546 (52 per cent) came from unplanned sources. (Source: Department of Education, "Submission No.2 to the Commission on Education in New Zealand." Appendix.)
- 98 Increased to fifteen from 1963, and to twenty from 1967.
- 99 Those who received these awards had to undertake regular teaching duties until the university year began, and after it finished; they were also bonded for three years following their study year. (*Education Gazette*, 1 November, 1971.)
- 100 See, for example, the articles on extra-mural studies in *PJ*, April, 1956, p.12, and March, 1957, Editorial.
- 101 *PJ*, October, 1958, p.7.
- 102 E.1, 1960, p.53.
- 103 Advertisement for assistant at Hawera Technical High School, *Education Gazette*, 1 October, 1958.
- 104 Advertisement for assistant at Wanganui Girls' College, *Education Gazette*, 15 October, 1948.
- 105 Advertisement for assistant at Palmerston North Technical High School, *Education Gazette*, 1 November, 1949.
- 106 Advertisement for assistant at Wellington Technical College, *Education Gazette*, 15 October, 1946.
- 107 Advertisement for assistant under Christchurch Post-primary Schools' Board of Governors, *Education Gazette*, 15 December, 1948.
- 108 The most common reason for teacher redundancies, at the time, was a fall in the roll of a school brought about by the opening of a new school in the neighbourhood.
- 109 Section 46. "If any applicant for appointment as a full-time permanent assistant in any school to which this Part of these

regulations applies has produced evidence in his application that he has lost his last position or is about to lose his position as a post-primary teacher by reason of a fall in attendance at the school or by reason of the reorganisation of the school, he shall be entitled to be appointed to the position for which he has applied unless some other applicant having the same ground for appointment is appointed to the position, or unless, in any other case, the controlling authority, before making any appointment, satisfies the Minister that the applicant is not suitable for appointment to the position." (Statutory Regulation 1957/5.) (This clause foreshadowed the much more complex 'priority rights' provisions, which apply today.)

- 110 See *PJ*, March, 1958, President's Message, and May, 1958, p.3.
- 111 Minister; E.1, 1947, p.2.
- 112 Chief Inspector of Post-primary Schools; E.2, 1947, p.13.
- 113 *ibid.* The highest salary (without allowances) payable to a woman teacher in 1946 was £600 a year. A man at the top of grade III received £610 a year. The concept of equal pay for women, however, was slowly gaining acceptance. In 1949, for example, the Timaru High Schools' Board of Governors agreed to pay all teachers undertaking hostel duties the same allowances. (A. Lawrence, *op.cit.*, p.95.)
- 114 E.1, 1954, p.19.
- 115 *Education Gazette*, 1 May, 1954 (Supplement).
- 116 *Education Gazette*, 1 September, 1955 (Supplement).
- 117 *Education Gazette*, 15 May, 1956.
- 118 *Education Gazette*, 1 July, 1957 (Supplement).
- 119 *Education Gazette*, 1 March, 1958 (Supplement); E.1, 1958, p.26.
- 120 *Education Gazette*, 15 April, 1959.
- 121 *Education Gazette*, 15 November, 1959.
- 122 *Education Gazette*, 1 September, 1953.
- 123 The number of P.R.'s in each class which a school could claim was derived from the school's entitlement of weekly teaching half days. In the 50's, a school with 500-600 pupils qualified for six P.R.'s, progressing, as the roll increased, from four A's and two B's to three A's and three B's, and then to three A's, two B's, and one C. There was also a small additional allocation of P.R. units for sixth-form work. These arrangements continued unchanged for some years, except that the allocation of units for sixth-form work was extended a little in 1958, and further extended in 1960.
- 124 E.1, 1956, p.28.
- 125 *ibid.*
- 126 *PJ*, April, 1956, p.11.

- 127 E.1, 1959, p.3.
- 128 E.1, 1956, p.29.
- 129 *PJ*, April, 1957, p.10.
- 130 Statutory Regulation 1957/5.
- 131 *Currie Report*, p.443.
- 132 Statutory Regulation 1948/106.
- 133 *Education Gazette*, 15 June, 1949. It is interesting to note that the initial list included post-primary schools in Whangarei, Rotorua, and Tauranga, all of which are now cities.
- 134 The following schools were approved for country service, as from 1 June, 1951: all district high schools, except those at Howick, New Brighton, and Mosgiel; Kaitaia College, Dargaville High School, Northland College, Thames High School, Whakatane High School, Morrinsville College, Te Awamutu College, Matamata College, Stratford Technical High School, Feilding Technical High School, Horowhenua College, Westport Technical High School, Greymouth Technical High School, Ashburton High School, Ashburton Technical High School, Waimate High School, South Otago High School, Gore High School. (*Education Gazette*, 2 April, 1951.)
- 135 E.1, 1956, p.28.
- 136 E.1, 1959, p.25.
- 137 *ibid.*
- 138 K.A. Trembath, *op.cit.*, p.315.
- 139 *PJ*, November, 1955, p.12.
- 140 *ibid.*
- 141 Quoted in *PJ*, May, 1958, pp.12-14.
- 142 *PJ*, February, 1959, p.2. This total included the houses provided in some cases for principals.
- 143 The actions of the P.P.T.A. to this end will be discussed in more detail later in this chapter.
- 144 *PJ*, September, 1959, p.10.
- 145 E.1, 1960, p.28.
- 146 *ibid.*
- 147 See, for example, *Education Gazette*, 1 December, 1959.
- 148 The possibility of such a move had been broached as early as 1936, but it was not followed up because of the war. In August, 1944, the S.S.A. annual conference resolved to approach the T.S.T.A. with a view to their combining, but, in the event, it required eight more

- years of negotiating before amalgamation was finally effected. (G.R. Collett, "Technical Education in New Zealand: A Survey of Developments and Trends from 1940 to 1966" (unpublished M.A. thesis, University of Auckland). 1967, pp.50-51.)
- 149 From the mid-30's, the two post-primary teachers' organisations had published a combined journal called *S.T.A.* (Secondary Teachers' Association). When amalgamation was achieved, *S.T.A.* was renamed the *New Zealand Post-primary Teachers' Association Journal*. (In this study, this publication is referred to as the *P.P.T.A. Journal*.)
- 150 *PJ*, September, 1955, p.8; October, 1955, p.4; November, 1955, p.10. See, also, November, 1956, Editorial.
- 151 *PJ*, August, 1956, p.19. The Minister replied that there was no possibility of teachers getting long-service leave "... at a time of acute teacher shortage such as we are experiencing at the moment...". (*ibid.*)
- 152 *PJ*, July, 1957, Editorial. (The 'measure' referred to was the decision taken by the Government in 1957 to increase police salaries substantially in order to boost the Force's recruitment and retention figures.)
- 153 Director; E.1, 1958, p.26.
- 154 *Education Gazette*, 1 March, 1958 (Supplement).
- 155 *PJ*, May, 1958, pp.12-14.
- 156 *PJ*, July, 1958.
- 157 *PJ*, February, 1959, p.2. The 'relativity' argument has always been strongly advanced in trade-union negotiations.
- 158 *PJ*, July, 1959, p.13.
- 159 *PJ*, April, 1955, Editorial.
- 160 *PJ*, May, 1955, p.3.
- 161 For example, on the shortage of teachers: "It would be generally accepted that the best recruiting agent was a contented teaching body. Recently, however, ... our profession has been in a state of unrest." (*PJ*, June, 1955, Editorial.)
- 162 *PJ*, May, 1960, p.6.
- 163 See, for example, *PJ*, August, 1958 for full reports of conference discussions on languages, social studies, and technical education.
- 164 The Association's Standing Committees as at September, 1959 were: Agricultural Education; Conditions of Service; Country Service; District High Schools; Extra-mural Study; Editorial; Finance; Grading; Health; Hostels; Housing; Intermediate Schools; Librarians; Maori Education; Manual Training Teachers; Principals; Publicity and Journal; Recruitment Publicity; Regulations; School Buildings; Slow Learners; Children of High Ability; Salaries; Superannuation; Teacher Training; Technical Education. (*PJ*, September, 1959, pp.19-20.)

- 165 *Education Gazette*, 15 May, 1947.
- 166 *Education Gazette*, 1 May, 1950.
- 167 *Education Gazette*, 1 July, 1952.
- 168 For example, representations made to the Entrance Board by the Auckland Association of Language Teachers in the early 60's were instrumental in the eventual replacement of the phonetics question in University Entrance French and German by a dictation test. (The writer was president of the Association at the time.)
- 169 *PJ*, May, 1958, p.8.
- 170 See, for example, *Education Gazette*, 2 June, 1947, 15 July, 1947, and 1 June, 1948.
- 171 *Education Gazette*, 1 July, 1950.
- 172 *Education Gazette*, 15 July, 1955, and 15 March, 1956.
- 173 Also known as the Imperial Relations Trust Fellowships in Education.
- 174 Two of these bursaries were awarded regularly by the French Government; a further two (sometimes more) were allotted by the New Zealand Government, and financed by the New Zealand Fund in France for Cultural Development. (*Education Gazette*, 1 May, 1953, and 1 May, 1954.)
- 175 The assistantships were awarded by the French Ministry of Education. (*Education Gazette*, 15 March, 1954.)
- 176 *E.1*, 1956, p.28.
- 177 There were fifty-six applicants for the principalship of Thames High School in 1944, and sixty-one applicants for the principalship of Rangiora High School in 1949. (Source: School centennial histories.)
- 178 *PJ*, October, 1958, p.2.
- 179 *PJ*, November, 1958, p.3.
- 180 *PJ*, March, 1959, p.9.
- 181 *PJ*, November, 1957, Editorial.
- 182 *PJ*, March, 1959, p.9.
- 183 *PJ*, February, 1958, p.11.
- 184 *Education Gazette*, 15 October, 1952.
- 185 *Education Gazette*, 1 November, 1960 (Supplement).
- 186 *PJ*, July, 1959, p.9.
- 187 *Currie Report*, pp.45-46.

794.

188 *From Riley to Royal, op.cit.*, p.27.

189 E.1, 1955, p.8.

1 J. Nicol, *op.cit.*, p.120.

2 As late as the 50's, the Department of Education was still wavering
in the matter of naming the technical high schools, and, in the
Education Gazette, the schools went under a variety of names. For
example, the *Education Gazette* of 16 April, 1945 referred to Timaru
Technical College, while the 1 June, 1945 number had Timaru Technical
School. In the *Education Gazette* of 15 May, 1945, the school at
Greymouth was called Greymouth Technical School, but, in the next
issue, it was referred to as Greymouth Technical High School.
Instances of this kind of indecision abounded in official
publications of the 40's and 50's. To add to the confusion, some
technical high schools, over the years, became 'high schools' or
'colleges', even though they continued to be classified as technical
schools. So, Otahuhu Technical High School changed its name to
Otahuhu College in 1948; Pukekohe Technical High School became
Pukekohe High School in 1950; Horowhenua Technical College became
Horowhenua College in 1952; and Papanui Technical High School became
Papanui High School in 1957. Then, effective from 1952, a large
number of technical schools changed their names completely: Auckland
Technical College became Seddon Memorial Technical College; Feilding
Technical High School became Feilding Agricultural High School;
Dunedin Technical College became King Edward Technical College;
Petone Technical College became Hutt Valley Technical College; and
Invercargill Technical College became Southland Technical College.
Finally, in 1956, Palmerston North Technical College became Queen
Elizabeth Technical College.

3 Including the Elam School of Art (Auckland) and the Canterbury
College School of Art, which were administered as technical schools
until 1950, when they came under the control of Auckland and
Canterbury University Colleges respectively.

4 In 1959, there were fourteen such schools, and their combined rolls
accounted for 21 per cent of the official total roll figure for all
schools classified as technical.

5 E.1, 1956, p.6.

6 355 pupils compared with 346.

7 Closer to one half, if only boys are taken into account.

8 *Education*, No.2, 1948, p.67.

9 E.W. Mills, private communication to J.H. Murdoch, dated 26 March,
1957. (In J.H. Murdoch papers, held in the archives of the
N.Z.C.E.R., Wellington.)

10 H.G.R. Mason, *Education Today and Tomorrow*. Wellington: Government
Printer, 1944, p.32.

11 For example, Hamilton, Palmerston North, Timaru, and Invercargill.

12 For example, Hawera, Stratford, Levin (Horowhenua College), and
Greymouth.

- 13 For a detailed explanation of the day-time apprentice training scheme, and an account of the scheme in operation at Seddon Memorial Technical College, see H.M. Scott, "The Impact of Day Apprentice Training," *Education*, No.1, 1956, pp.37-41.
- 14 I. Cumming and A. Cumming, *op.cit.*, p.319.
- 15 For example, Thames High School was asked by the Apprenticeship Commission in 1950 to undertake the training of engineering apprentices in both day and evening classes, and agreed to do so.
- 16 Opened in Wellington in July, 1946, the Technical Correspondence School was an outgrowth of the Army Education and Welfare Service's study courses. It also took over a number of trade and engineering programmes which had been developed by the correspondence section of Wellington Technical College. (E.2, 1947, p.18.)
- 17 In his Report for 1955, Beeby noted that, in its first year of operation, the Trades Certification Board offered six papers, which were taken by 1,355 candidates, all from the motor trade. By 1955, there were 5,571 candidates sitting 122 papers spread over twenty-four trades. (E.1, 1956, p.9.)
- 18 E.2, 1953, p.12.
- 19 E.1, 1956, p.9.
- 20 The usual term of an apprenticeship was ten thousand hours, or five years.
- 21 G.R. Collett, *op.cit.*, p.52.
- 22 Day-school enrolments at the technical colleges in the four main centres in 1948 were: Auckland - 1,028; Wellington - 1,082; Christchurch - 949; Dunedin - 786. In the same year, Otahuhu Technical High School had 1,039 pupils, and Hamilton Technical High School had an enrolment of 735. (Source: E.2 Reports. Rolls as at 1 July.)
- 23 For example, no new building had been erected at Auckland Technical College since 1922, in spite of the substantial increases in both day and evening class rolls.
- 24 Director; E.1, 1956, p.7.
- 25 *ibid.*
- 26 E.2, 1950, p.10.
- 27 *ibid.*
- 28 R.G. Ridling, director of Wellington Technical College, thought along similar lines. On his return from overseas study in 1950, he prepared a report on technical education in which he recommended a complete re-organisation of the system, with the setting up of technological institutes on a par with universities. He sent this report to the Government, which "... showed no discernible enthusiasm, or any apparent intention of accepting its proposals". (From Riley to Royal, *op.cit.*, p.27.)

- 29 D. McKenzie *et al.*, "The Transformation of the New Zealand Technical High School." University of Otago, 1986, p.64.
- 30 *ibid.*, p.63.
- 31 E.1, 1956, p.15.
- 32 *ibid.*, pp.15-16.
- 33 He cited a new girls' secondary school (Waiwhetu Girls' High School) to be opened at Epuni in 1958, and the Wellington Technical College.
- 34 E.1, *op.cit.*, p.17.
- 35 *PJ*, October, 1957, p.4.
- 36 E.1 1960, p.45. The new Hutt Valley Memorial Technical College, once more coeducational, opened in 1963, with a roll of 650 pupils, and its own board of governors. (*Education Gazette*, 1 October, 1962.)
- 37 E.1, 1957, p.32.
- 38 *ibid.*
- 39 E.1, 1958, p.34. In the event, the advertisement calling for applications for the two principals' positions did not appear in the *Education Gazette* until 15 July, 1960.
- 40 E.1, 1958, p.35.
- 41 *ibid.*
- 42 *PJ*, June, 1956, p.13.
- 43 Minister; E.1, 1953, p.5.
- 44 Director; E.1, 1956, p.13. Beeby remained strong on this point. In his Report for the following year, he wrote: "It is clear that the Department and the technical schools must seek a closer contact with industry, at both the national and the local levels;" he also called for "...a much closer and more dynamic relationship between the technical schools and the people they serve". (E.1, 1957, p.35.)
- 45 This meant that those in charge of the high school divisions of the technical colleges were required to teach for only two days a week, with the other three days being available for administrative and supervisory duties. The credit towards the school's staffing allowance earned by this provision could be used to employ another teacher for three days a week.
- 46 Director; E.1, 1956, p.14.
- 47 B.W.Potter, "Technical and Technological Education," in F.W. Mitchell (ed.), *New Zealand Education Today*. Wellington: A.H. and A.W. Reed, 1968, p.116.
- 48 *PJ*, August, 1957, p.2.

- 49 The creation of such a Council had been recommended to the Minister by the Wallis House conference of June, 1957.
- 50 E.1, 1959, p.38.
- 51 "Similar goals reduce distinctions: the School Certificate has been a great leveller." (*Currie Report*, p.384.)
- 52 See chapter 6, pp.190-191.
- 53 Minister, E.1, 1946, p.8.
- 54 See H.G.R. Mason, *op.cit.*, p.38: "It is still the stated policy of the Government to combine secondary and technical schools outside the four main centres wherever this is possible."
- 55 D. McKenzie *et al.*, *op.cit.*, p.67.
- 56 NZPD, 1950, Vol.289, pp.391-92. Quoted in D. McKenzie *et al.*, *ibid.*
- 57 E.1, 1952, p.3.
- 58 J. Nicol, *op.cit.*, p.236.
- 59 D.McKenzie *et al.*, *loc.cit.*
- 60 *Currie Report*, p.382.
- 61 *ibid.*, p.383.
- 62 E.2, 1948, p.14.
- 63 E.2, 1949, p.13.
- 64 *ibid.*, p.10.
- 65 *Currie Report*, p.83.
- 66 J. Nicol, *op.cit.*, p.237.
- 67 B.W. Potter, *op.cit.*, p.115.
- 68 *ibid.*
- 69 From 1948 onwards, the term 'Native' as it applied to schools, government agencies, etc. was replaced by 'Maori'. This change was provided for in the Maori Purposes Act 1947. Cumming and Cumming maintained that the new designation represented "a subtle change in the status of Maoris generally". (*op.cit.*, p.288.) Certainly, the term 'Native' had colonial connotations which were no longer appropriate; the substitution of 'Maori' acknowledged that the Maori people were a race in their own right.
- 70 The percentages at two-year intervals were as follows: 1948-62; 1950-64; 1952-66; 1954-76 1956-82; 1958-89. (Source: E.3 Reports until 1953; thereafter, E.1 Reports.) An ever-increasing proportion of Maori primary school leavers enrolled at state post-primary schools in this period. For example, about one pupil in four

- attending Whakatane High School when it opened in 1950 was a Maori. (P. Rafter (ed.), *op.cit.*, p.42.)
- 71 E.3, 1949, p.9. However, only twenty-one of these (fewer than 1 per cent) were in form 6.
- 72 E.1, 1954, p.28.
- 73 "Ngata Memorial College," *Education*, May, 1959, p.38.
- 74 E.1, 1958, p.39.
- 75 E.1, 1954, p.28. The national pass rate for School Certificate in 1953 was 54.5 per cent.
- 76 *Education Gazette*, 1 August, 1946.
- 77 *Education Gazette*, 1 October, 1955. This requirement was repeated ten years later in the next advertisement for a principal for Northland College. (*Education Gazette*, 1 October, 1965.)
- 78 E.1, 1960, p.48.
- 79 Minister at the opening of the College. Reported in *Education*, May, 1959, p.36.
- 80 In 1946, about 80 per cent of scholarship holders were attending the Maori denominational boarding schools, while the remaining 20 per cent were enrolled at approved state or private schools. (E.3, 1947, p.5.)
- 81 This was almost double the number of pupils attending these schools in 1945.
- 82 E.3, 1947, p.5.
- 83 E.3, 1949, p.5.
- 84 E.1, 1950, p.6.
- 85 E.3, 1952, p.5.
- 86 E.3, 1953, p.6.
- 87 E.1, 1954, p.29. Writer's emphasis.
- 88 E.1, 1959, p.43.
- 89 This problem was not confined to the Maori district high schools. Speaking in 1965 at a meeting of the National Committee on Maori Education, with reference to the need for good teachers who stay at a school long enough to learn how to help, T.R. Hawthorn, principal of Kaitaia College, said: "Attractive housing is part of the answer. In three years, we had only one application from a suitable single woman. This year we have ... flats to offer. In the one month (October) there were nine applications." Quoted in *PJ*, May, 1966, p.13.
- 90 E.1, 1955, p.28.

- 91 E.1, 1958, p.39.
- 92 E.1, 1960, p.48.
- 93 No official explanation of these differing rates was ever given. Presumably, boys cost more to feed and maintain than girls.
- 94 "Maori Schools in New Zealand: An Historical Survey," *Education*, Vol.1, No.2, p.77.
- 95 E.3, 1951, p.3.
- 96 E.3, 1952, p.4.
- 97 E.3, 1953, p.4.
- 98 The Senior Inspector of Maori Schools considered that encouraging more Maoris to go on to a post-primary school, and, once there, to stay on, was "one of the most important educational matters of the present time". (E.3, 1953, pp.4-5.)
- 99 E.1, 1957, p.38. The Ngarimu, V.C. and the 28th Maori Battalion Memorial Scholarship Fund had already been making grants to post-School Certificate Maori pupils since 1946.
- 100 *Education Gazette*, 1 April, 1958. Approximately forty scholarships of each type could be awarded annually.
- 101 E.1, 1959, p.43.
- 102 E.1, 1956, p.32.
- 103 E.1, 1947, p.10.
- 104 E.3, 1952, p.4.
- 105 E.3, 1953, p.5.
- 106 I. Cumming and A. Cumming, *op.cit.*, p.319.
- 107 *ibid.*
- 108 Ball, who was Senior Inspector of Native Schools for many years, later became Chief Inspector of Primary Schools, before being appointed an Assistant-Director of Education.
- 109 I. Cumming and A. Cumming, *op.cit.*, p.301.
- 110 J.M. Barrington and T.H. Beaglehole, *Maori Schools in a Changing Society*. Wellington: New Zealand Council for Educational Research, 1974, pp.250-51.
- 111 I. Cumming and A. Cumming, *loc.cit.* Barrington and Beaglehole, however, stated that there were six Maoris on the Committee. (*op.cit.*, p.250.)
- 112 E.1, 1956, p.30.
- 113 E.1, 1958, p.40.

- 114 "The Education of Maori Children: A Review," *Education*, Vol.20, No.4, p.17. (Largely written by H.B. Holst.)
- 115 In this connection, it is interesting to note that, in his Report for 1958, Beeby expressed the belief that teachers in non-Maori schools were "becoming more sensitive to the personal and educational problems of Maori children". (E.1, 1959, p.45.)
- 116 I. Cumming and A. Cumming, *loc.cit.*
- 117 E.1, 1957, p.37.
- 118 The Minister took this action in response to a recommendation put forward by the members of a teachers' refresher course on the teaching of the Maori language held at Rotorua in May, 1958.
- 119 E.1, 1960, p.48.
- 120 E.1, 1959, p.43.
- 121 The general title of the series was *Te Whare Kura* (The House of Learning).
- 122 *Ko te Tahae nei ko Tawhaki!*
- 123 E.1, 1960, p.48.
- 124 Notably, the general text book, *Te Rangatahi*, prepared by John Waititi.
- 125 In 1948, revenue from reserves vested in post-primary schools amounted to $\$48,900$.
- 126 E.1, 1950, p.36 (note).
- 127 E.1, 1960, p.25.
- 128 Statutory Regulation 1945/142, sections 5, 8, and 9.
- 129 In 1948, the capitation grant for that year was raised to 5/- per pupil to enable post-primary schools to purchase additional books for their libraries. (E.1, 1949, p.5.)
- 130 E.2, 1947, p.14.
- 131 E.1, 1947, p.9.
- 132 *Education Gazette*, 1 March, 1946. A note in this *Gazette* gave the following reason for this decision: "Previously, the results of University Entrance were available for this purpose, but many bursary candidates are now accredited, and can furnish no recent outside estimate of their standard. The standard of accrediting may vary from school to school." (Writer's emphasis)
- 133 *Education Gazette*, 1 April, 1947. Commerce was added to the list of approved subjects for technical bursaries as from 1952. (*Education Gazette*, 1 May, 1951.)
- 134 E.2, 1949, p.28; E.1, 1957, p.39; E.1, 1960, p.49.

- 135 E.1, 1956, p.36.
- 136 E.2, 1948, p.12. This concession applied to all teachers in state and private schools.
- 137 E.2, 1947, p.11.
- 138 Minister; E.1, 1947, p.4.
- 139 That is, pupils at any given level in excess of the highest number previously declared. For example, if a school had never had more than 280 form 3 pupils, and found itself one year with an intake of three hundred pupils at that level, it could claim twenty form 3 'new books' payments. The allowances became larger as the form levels became higher.
- 140 E.1, 1959, p.20.
- 141 *ibid.*
- 142 *PJ*, March, 1958, p.5. (Concerns expressed by Te Puke High School and King's High School branches of the P.P.T.A.)
- 143 *PJ*, May, 1958, p.8.
- 144 P.O.S. Skoglund.
- 145 *PJ, loc.cit.* It is interesting to note the claim made by the P.P.T.A. that an implication of the Minister's statement was that the provisions of the 'approved list', issued by the Department in 1944, were "now a dead letter". (*PJ, loc.cit.*)
- 146 *PJ*, May, 1958, p.3.
- 147 *PJ*, April, 1958, p.2.
- 148 *PJ*, August, 1958, President's Message, p.2.
- 149 *Education*, September, 1959, p.172.
- 150 The scale of hours allowed was as follows: up to 300 pupils: 400 hours a year; 301-600 pupils: 700 hours; 601-900 pupils: 1,000 hours; over 900 pupils: 1,300 hours. (*Education Gazette*, 1 May, 1959.)
- 151 E.1, 1960, p.30.
- 152 *Education, loc.cit.*
- 153 *Education Gazette*, 1 September, 1946. Such an appointment was made ten years later.
- 154 The duties of the Auckland inspectors included assuming responsibility for: the provisional grading of all post-primary teachers in the area, and their annual classification; the approving of appointments to teaching positions; the approving of the establishing of evening classes; the processing of recommendations made by schools for the award of Endorsed and Higher School Certificates; the processing of the recommendations made by schools

in connection with accrediting for University Entrance; and the handling of all preliminary investigations in connection with accommodation and equipment at post-primary schools in the Auckland area. However, School Certificates would still be signed in Wellington, and all final approvals in connection with accrediting would continue to be given in Wellington in order to ensure uniformity of standards. (E.2, 1948, pp.8-9.)

- 155 It was to be another ten years, however, before a regional office of the Department was opened in Christchurch. In the meantime, the inspectorate there remained without administrative staff, and was "essentially a professional extension of Head Office". (E.2, 1951, p.7.)
- 156 A Commission had control of the new district's affairs until the first duly-constituted South Auckland Education Board took office on 1 November, 1953.
- 157 E.1, 1958, p.34.
- 158 In his Report for 1950, the Senior Inspector of Post-primary Schools noted that the setting up of a self-contained inspectorate in the South Island had resulted in "... a marked development in the practice of principals consulting the inspectorate at other times than the annual [inspection] visit to schools on such matters as appointments to staff, curriculum, textbooks, equipment, and buildings". (E.2, 1951, p.7.)
- 159 The Government's resolve to bring the secondary departments of the district high schools into the post-primary field proper as from January, 1947 added considerably to the responsibilities of the post-primary inspectorate. (In 1947, there were 107 district high schools in New Zealand, eleven of which (on 1 July) had rolls of 150 or more.)
- 160 E.1, 1947, p.4. Three such courses were held in 1947; a total of 106 teachers attended them.
- 161 The Department looked on the careers adviser's position as a stepping stone to higher things: "The Department regards the post of careers adviser as one calling for initiative and understanding, and providing an excellent training ground for posts of even greater responsibility." (E.2, 1948, p.22.) This view was, no doubt, shared by many teachers, and the confidence of both parties appeared to have been justified. In his Report for 1956, Beeby made reference to "... the large number of new post-primary principals who have themselves acted as careers teachers ...". (E.1, 1957, p.46.)
- 162 E.2, 1948, p.22.
- 163 E.1, 1960, p.43.
- 164 *Education Gazette*, 1 April, 1947.
- 165 E.1, 1949, p.8.
- 166 E.1, 1954, p.31.
- 167 E.1, 1960, p.43.

- 168 E.1, 1959, p.38.
- 169 Vernon, a well-known writer on a variety of educational topics, later became professor of educational psychology at the Institute of Education, University of London.
- 170 *Times Educational Supplement*, 15 January, 1954. Quoted in J.G. Green, "Vocational Guidance," *Education*, Vol.5, No.3, pp.12-13.
- 171 E.1, 1960, p.43.
- 172 Tauranga Boys' College. Shortly afterwards, a similar appointment was made at Avonside Girls' High School.
- 173 E.1, 1960, p.40. In the 60's and 70's, guidance counsellors were appointed to post-primary schools with increasing frequency. Further reference to this service will be made in subsequent chapters.
- 174 They included: arranging meetings (attended by the principals of all state post-primary schools) held in the four main centres "to lay down clearly the respective functions of each [agency] in dealing with problem children, and to discuss ways and means of increasing co-operation between them"; increasing the staffing of the Child Welfare Division quite substantially; appointing four additional visiting teachers, and declaring that "... the services of visiting teachers have been fully extended to the post-primary schools"; appointing additional psychologists at three Centres; establishing a special class for post-primary pupils at Burwood Girls' Training Centre; and setting up a special committee of senior Education Department officers to consider ways and means of making greater use of school buildings and grounds for juvenile recreational purposes. (E.1, 1956, p.36.)
- 175 At Taumarunui, Tauranga, Pukekohe, and Lower Hutt.
- 176 E.1, 1957, p.45.
- 177 *Education Gazette*, 15 August, 1959.
- 178 Campbell succeeded Beeby as Director early in 1960.
- 179 E.1, 1960, p.10.
- 180 Director; E.1, 1955, p.46.
- 181 *Education Gazette*, 1 February, 1952; 16 November, 1953; 1 December, 1954; 15 October, 1956; 1 June, 1958; 2 February, 1959.
- 182 *ibid.*, 2 March, 1959; 15 October, 1959.
- 183 For an account of the locations and responsibilities of some fifteen New Zealand post-primary teachers serving in Eastern and African countries in 1959 see D.G. Shouler, "New Zealand Teachers Abroad," *Education*, May, 1959, p.56.
- 184 *From Riley to Royal, op.cit.*, p.124.
- 185 *ibid.*

- 186 The Commission was constituted by the Minister of Education on 15 February, 1960.
- 187 *Currie Report*, p.1.
- 188 *ibid.*

- 1 Onslow College was also the only coeducational post-primary school in Wellington, apart from the Technical College. It was controlled, initially, by the Wellington Colleges' Board. (*PJ*, September, 1955, p.6.)
- 2 See *Hutt Valley High School Magazine*, 1986, p.47.
- 3 *King's High School 50th Jubilee, 1936-1985*. 1986, p.10.
- 4 An exception was made in the case of Kaikohe District High School, which was accorded full status (as Northland College) on a 1 March roll of 219. (E.2, 1948, p.35.)
- 5 *PJ*, April, 1956, p.18.
- 6 *PJ*, September, 1955, p.2. If the change-over were deferred until the principal retired, the Department did not then have the problem of providing him/her with another position of equivalent grade.
- 7 Freyberg High School (89); James Hargest High School (68); and Lynfield College (86). (Source: E.1 Reports. Roll figures as at 1 July.)
- 8 For example, in Nelson: "For two years, there was zoning of pupils to ensure that [Waimea College] was given a good start, but its acceptance and success were never in any doubt, and permanent zoning was not necessary." (L.C. Voller, *op.cit.*, p.151.)
- 9 Mr O. Conibear. Quoted in *PJ*, November, 1955, Editorial.
- 10 See *PJ*, May, 1956, p.4., and October, 1956, Editorial.
- 11 Students in Division C at teachers' colleges may not apply for positions for the following year before October 1st. Consequently, the 1 October *Education Gazette* is the most significant of the year as far as advertisements for staff are concerned.
- 12 *PJ*, March, 1957, p.2.
- 13 It should be noted, however, that the newly-appointed principal was required to continue in full-time employment in his/her existing school until the end of the school year. In the event of an Auckland teacher being appointed principal of a new school in Christchurch, for example, the difficulties of attempting, at such a distance, to deal effectively with the multiplicity of matters concerned with establishing a new school can be all too readily appreciated. Needless to say, for such people, there was no such thing, either, as summer holidays that year, but the Department remained unconcerned about this type of situation.
- 14 *PJ*, August, 1956, p.6.
- 15 Nor did Selwyn's problems end there. The sports fields continued to give trouble for years after the College was opened. The principal in office from 1966 to 1979 reported that, in his time, hundreds of

- thousands of dollars were spent on ground work. (Personal communication from Mr O.W.G. Lewis.)
- 16 In 1953, for example, there were seventeen district high schools with more than 175 pupils. This represented about 15 per cent of the total number of such schools. (Source : E.1, 1954, p.60.)
- 17 In 1949, eight district high schools had fewer than twenty pupils (E.1, 1950, p.39); in 1959, fourteen schools had fewer than forty pupils (E.1, 1960, p.88).
- 18 E.1, 1947, p.8. On one occasion, in 1947, when the Auckland Education Board advertised twelve special posts in its district high schools, the advertisement attracted only one grade V applicant. (E.2, 1948, p.9.)
- 19 See, for example, *Education Gazette*, 3 June, 1952.
- 20 See p.239.
- 21 Department of Education, "Submission No.11 to the Commission on Education in New Zealand." p.17. The situation was even worse in the more remote areas. Whereas in the 'three-year country service' schools the shortage was 17 per cent of scheduled positions, in the 'two-year country service' schools it rose to 30 per cent. (*ibid.*)
- 22 *ibid.*
- 23 See, for example, the advertisement in the *Education Gazette* of 15 July, 1959 for an itinerant instructor in agriculture and horticulture to be responsible for these subjects in forms 3 and 4 at Fairlie, Geraldine, Temuka, and Pleasant Point District High Schools. The advertisement went on: "May be called on to do some form 5 work in these subjects, and possibly some general science."
- 24 E.1, 1947, p.5.
- 25 E.2, 1947, pp.13-14. Previously, the inspectors of secondary schools had visited the district high schools only once every three years.
- 26 E.2, 1948, p.13.
- 27 See footnote 18.
- 28 W.R. Edwards, "The District High School," *PJ*, May, 1956, p.1.
- 29 F.L.W. Wood, *This New Zealand*, 3rd ed. Hamilton : Paul's Book Arcade Ltd, 1958, p.154.
- 30 See p.378.
- 31 Reported in *PJ*, May, 1955, p.4. Many district high schools had no (or very limited) initial book stocks, which meant that they were still at a disadvantage, notwithstanding the increase in capitation grants.
- 32 G.W. Parkyn, *The Consolidation of Rural Schools*. Wellington : New Zealand Council for Educational Research (Educational Research Series No.32), 1952, p.1.

- 33 W.R. Edwards, "The Need for Long-term Planning," *op.cit.*, p.9.
- 34 *ibid.*
- 35 See G.W. Parkyn, *op.cit.*, recommendation 5, pp.144-45.
- 36 The first two form 1-6 schools were opened at Geraldine and Te Karaka in 1963.
- 37 464 pupils compared with 839.
- 38 E.1, 1958, p.41. In the four years from 1956 to 1959, the number of pupils receiving instruction from the Correspondence School in subjects not taught in their own schools increased from 445 to over 600.
- 39 *PJ*, February, 1956, p.7.
- 40 E.1, 1954, p.30.
- 41 J. Garner and C. Forde (eds.), *op.cit.*, p.30.
- 42 E.1, 1960, p.51.
- 43 *ibid.*
- 44 Quoted in J. Garner and C. Forde (eds.), *loc.cit.*
- 45 *Currie Report*, p.447.
- 46 *ibid.*, pp.44 and 254.
- 47 *ibid.*, p.44.
- 48 *ibid.*, p.254.
- 49 E.2, 1947, p.4.
- 50 Chief Inspector of Primary Schools; E.2, 1949, p.9.
- 51 E.1, 1954, p.25.
- 52 E.1, 1958, p.13.
- 53 *ibid.*
- 54 E.1, 1959, p.31.
- 55 *ibid.*, p.38.
- 56 *Currie Report*, *loc.cit.*
- 57 E.2, 1947, p.15.
- 58 Department of Education, "Submission," *op.cit.*, Part B, p.50.
- 59 For example, the centennial historian of Christchurch Girls' High School recorded: "In 1954, an old ruling that only the top stream form sat School Certificate after three years was relaxed to permit

the second stream to sit [in their third year] if girls so wished. All others took the examination in the fourth year. This ruling was altered again a few years later to allow all girls to sit in three years." (B. Peddie, *op.cit.*, p.155.)

- 60 In 1949, the percentages had been 76 and 66 respectively; by 1959, they had risen to 95.5 and 91 respectively. (Source: *Currie Report*, p.327.)
- 61 In 1959, each of the remaining twenty-one optional subjects was offered by fewer than 10 per cent of the candidates. (Source: Department of Education, "Submission," *loc.cit.*)
- 62 E.2, 1952, p.13.
- 63 See *Currie Report*, Appendix G, pp.788-89.
- 64 E.2, *loc.cit.*
- 65 E.1, 1958, p.14.
- 66 *ibid.*
- 67 M. May, *Freshly Remembered: Half a Century of School*. Christchurch: Whitcombe and Tombs, 1973, p.100.
- 68 H.A. Heron, *op.cit.*, p.115.
- 69 E.1, 1947, p.5.
- 70 *Thomas Report* (1959 ed.), Appendix II, p.80.
- 71 J.E. and J.L. Ewing, *People, Policies, and Programmes : One Hundred Years of State Education in New Zealand, 1878-1978*. n.d., p.388.
- 72 *Thomas Report*, p.81.
- 73 E.1, 1957, p.31. The Minister set up this committee (Chairman : G.W. Parkyn) in response to a spate of letters, articles, and reports which appeared in several newspapers early in 1956 "suggesting that the study of Latin in the post-primary schools of New Zealand was being discouraged by certain aspects of the modern curriculum and of the mechanics of the School Certificate examination". (*Thomas Report*, p.82.)
- 74 See *PJ*, October, 1957, pp.7-8.
- 75 Department of Education, "Submission," *op.cit.*, p.51.
- 76 E.1, 1958, p.15.
- 77 J.E. and J.L. Ewing, *op.cit.*, p.389.
- 78 *PJ*, August, 1959, Editorial.
- 79 E.1, 1960, p.42.
- 80 Department of Education, "Submission," *op.cit.*, p.52.

81 They were:

- (1) That 'honours' papers be set in a number of subjects to provide a higher goal for the brighter pupils. The subjects suggested in the first place are English, mathematics and French, these more advanced papers to be taken in conjunction with the existing 'ordinary level' papers.
- (2) That the form of the certificate be revised to show all the subjects in which a candidate has gained 30 per cent or more of the possible marks; that the grade of pass be indicated (according to an agreed scale); and that the passing of any 'honours' papers should also be stated on the certificate.
- (3) That candidates for School Certificate be permitted to present themselves for examination in English and five other subjects. No alteration in the present pass requirement is intended.
- (4) That candidates who fail to qualify for a School Certificate at the examination should be furnished with a Certificate of Education showing subjects actually passed and grades attained.
- (5) That an official Two-Year Leaving Certificate be provided.
- (6) That an official Fifth-Form Leaving Certificate be provided.
- (7) That there be established a School Certificate Standards Board with the general responsibility of setting and maintaining the standard of the School Certificate examination. (Source: Department of Education, "Submission," *loc.cit.*)

82 E.2, 1947, p.15.

83 *Education Gazette*, 16 August, 1948.

84 E.2, 1949, p.27; E.2, 1950, p.15.

85 *Education Gazette*, 1 August, 1946.

86 Statutory Regulation 1959/132.

87 See *University of New Zealand Calendar*, 1950, p.26.

88 This brought the total number of University Entrance subjects to twenty.

89 J.E. and J.L. Ewing, *op.cit.*, p.392.

90 *Education Gazette*, 15 July, 1949.

91 E.1, 1954, p.17.

92 R.G. Shuker, *op.cit.*, p.22. Shuker cites Campbell and Parkyn in support of this claim, but the relevant reference actually reads: "As for accrediting, a recent survey showed that the schools were overwhelmingly in favour of it. Opinion among university teachers is somewhat divided, but the Senate decided in 1951 that the scheme was to continue for another four years at least." (A.E. Campbell and G.W. Parkyn in *Yearbook of Education*, 1952, pp.306-7.)

- 93 E.2, 1951, p.6.
- 94 J.E. and J.L. Ewing, *op.cit.*, p.393.
- 95 New Zealand Post-primary Teachers' Association Newsletter, 20 August, 1953, paragraph 3.
- 96 Quoted in Department of Education, "Submission," *op.cit.*, p.56.
- 97 Quoted by Dr Beeby in his Report for 1957 : E.1, 1958, p.17.
- 98 *PJ*, June, 1957, p.8. Nevertheless, the 1957 annual conference of the P.P.T.A. still adhered to the principle of accrediting.
- 99 The Committee on New Zealand Universities (Chairman: Sir David Hughes Parry), reporting in December, 1959, also supported the principle of accrediting: "We see no reason why accrediting for University Entrance ... should be rejected. We think that, in general, a fair judgment of the capacity of pupils to benefit from university education can be made by the principals of their schools." (*Report*, p.27. Quoted in *Currie Report*, p.340.) The Hughes Parry Committee did recommend, however (p.35), that the system be made more challenging for the ablest pupils. (J.E. and J.L. Ewing, *op.cit.*, p.395.)
- 100 E.1, 1954, p.17.
- 101 E.1, 1958, p.17.
- 102 E.1, 1954, p.17; E.1, 1958, p.16.
- 103 J.E. and J.L. Ewing, *loc.cit.*
- 104 *Currie Report*, p.62. The Commission also noted that the percentage for girls was very much greater than that for boys, and was continuing to rise. (*ibid.*)
- 105 *PJ*, June, 1956, p.14.
- 106 The University of New Zealand had ceased demanding a foreign language for the arts degree in 1945. (E.1, 1959, p.13.)
- 107 *PJ*, August, 1956, p.14.
- 108 *PJ*, November, 1956, p.5. At the same time, the Senate of the University of New Zealand agreed to take up the whole matter of entrance standards and entrance examinations.
- 109 Minister; E.1, 1950, p.4.
- 110 *Education Gazette*, 15 December, 1949.
- 111 After remaining at twenty for many years, the number had been increased to twenty-five in 1955.
- 112 Not all of these were intended for use in post-primary schools.
- 113 *Education Gazette*, 1 June, 1946.

- 114 E.1, 1955, p.44.
- 115 E.1, 1957, p.45.
- 116 E.1, 1960, p.55.
- 117 See *Education*, June, 1959 for an account of one such projector - the Vu Graph - written by L.R. Allen (then at Avondale College), an early enthusiast for this teaching aid.
- 118 For example, Wellington Technical College (*From Riley to Royal, op.cit.*, p.109); Otago Girls' High School (E. Wallis, *op.cit.*, p.126); Napier Girls' High School (J. Garnham and G. Cowlrick (eds.), *op.cit.*, p.69); and Wellington College (H.A. Heron, *op.cit.*, p.116). Some of these machines could be adapted for special purposes, such as the Wellington Technical College's projector for loop films "which supplemented the gramophone and type pacer as an aid to teaching typewriting". (*From Riley to Royal, loc.cit.*)
- 119 E.1, 1954, p.32.
- 120 *Education Gazette*, 1 November, 1958.
- 121 E.1, 1956, p.38.
- 122 E.1, 1958, p.47.
- 123 E.1, 1960, p.55.
- 124 *ibid.*
- 125 E.1, 1957, p.45.
- 126 E.1, 1959, p.50. In fact, the bulk of the British Council's gift consisted of 78 r.p.m. recordings of English classical music, which were not particularly suitable for school use. A substantial increase in the number and range of the records available for lending to schools was, therefore, essential.
- 127 E.1, 1960, p.55. The Department of Education backed the service by offering gramophones for sale. Schools could buy a 3-speed Philips portable electric machine for £13.10.0 (\$27.00). (*Education Gazette*, 1 June, 1958.)
- 128 E.1, *op.cit.*
- 129 For example, the *School Journal*, which was used with slow learner groups in many post-primary schools, and the magazine *Education*.
- 130 Director; E.1, 1956, p.39.
- 131 Over six thousand copies of this publication were being sent each month in the late 40's to schools throughout New Zealand. (*Education Gazette*, 15 October, 1946.)
- 132 Published once or twice a year by Wellington Technical College, and sent free to schools and commercial teachers. Reference has been made earlier in this chapter to journals published by Teachers'

Associations, such as *New Zealand School Science* and the *Journal of Physical Education*.

- 133 For example, J.G. Brown, *School Certificate Revision in English*; M.V. Hutchinson and G.N. Marshall, *School Certificate Revision in French*; Phoebe Meikle, *Revision Exercises in History for School Certificate*; C.R. Herbert, *Revision Exercises in Geography for School Certificate*. All published by Paul's Book Arcade, Hamilton and Auckland.
- 134 *Education Gazette*, 2 December, 1957.
- 135 *ibid.*, 16 December, 1957.
- 136 *ibid.*, 15 May, 1958.
- 137 *ibid.*, 1 April, 1959.
- 138 *ibid.*, 15 October, 1959.
- 139 *ibid.*
- 140 There were fourteen such schools in 1948, but only four by 1958.
- 141 *Education Gazette*, 16 May, 1949.
- 142 Many of those leaving district high schools at the end of their second year, however, were proceeding, on government bursaries, to larger schools to undertake more specialised studies.
- 143 O. Deaker, *op.cit.*, p.85.
- 144 D. Gunby, *op.cit.*, p.157.
- 145 O. Deaker, *op.cit.*, p.104.
- 146 W.E. Alexander, *op.cit.*, p.45.
- 147 O.E. Harding, *op.cit.*, p.110.
- 148 K.A. Trembath, *op.cit.*, p.322.
- 149 D. Gunby, *loc.cit.*
- 150 A. Lawrence, *op.cit.*, p.116.
- 151 *Thames High School*, *op.cit.*, p.27.
- 152 E. Wallis, *op.cit.*, p.136.
- 153 *ibid.*, p.124.
- 154 B. Peddie, *op.cit.*, p.140.
- 155 *ibid.*
- 156 E. Wallis, *op.cit.*, pp.128, 131.
- 157 *From Riley to Royal*, *op.cit.*, pp.108, 110.

- 158 P. Rafter (ed.), *op.cit.*, pp.38-39. In 1947, eight two-hundredweight cases of food were despatched. During September and October, twenty parcels, each containing twenty-two pounds of food, toys, and clothing, were sent off to Portsea Modern School as Christmas presents. (*ibid.*) (In 1947, Whakatane District High School had 237 pupils in its secondary department.)
- 159 For example, over a number of years, Timaru Girls' High School pupils each contributed a penny a week to the Save the Children Fund. (A. Lawrence, *op.cit.*, p.119.) Wellington Girls' College inaugurated a similar direct-giving scheme for charitable purposes in 1951. (O.E.Harding, *op.cit.*, p.114.)
- 160 *Thomas Report*, p.28.
- 161 *ibid.*
- 162 See, for example, M. May, *op.cit.*, p.144; H.A. Heron, *op.cit.*, p.143; and M.D. Gambrill, *op.cit.*, p.64.
- 163 H.A. Heron, *op.cit.*, p.110.
- 164 For example, New Plymouth Girls' High School (1949); Timaru Girls' High School (1955); and Wellington Technical College (1960). (Source: School histories.)
- 165 At first, some schools tried to operate a prefect and a council system simultaneously. They soon found, however, that the two, based as they were on different ideologies, were incompatible.
- 166 For example, at Whakatane District High School, where the school council was responsible for the spending of the pupils' sports subscriptions. (P. Rafter (ed.), *op.cit.*, p.35.)
- 167 B.L. Evans (ed.), *op.cit.*, p.12.
- 168 *ibid.*, p.5.
- 169 D. Gunby, *op.cit.*, p.159.
- 170 *ibid.*, p.160.
- 171 In response to a question raised by a member in the House on 27 October, 1955, the Minister replied: "In general, it can be said that the use of corporal punishment in both primary and post-primary schools has steadily declined over the years...." (*NZPD*, Vol.307, p.3405. Quoted in *PJ*, March, 1956, p.10.)
- 172 There was certainly no slackening off in the demand for canes. The April, 1958 number of the *P.P.T.A. Journal* carried an article which referred to a Mr Wah Lee, described as the official supplier of canes to Christchurch schools. Mr Wah Lee said that the canes were imported from Hong Kong, and that schools usually bought two or three dozen a year at 7/6 a dozen. One Auckland school went through five dozen canes a year. "It was my particular task each year ... to collect from the Blind Institute, Parnell five dozen canes for the use of our staff." (C.N. Nicholls, *Fifty Years at Grammar*. Auckland: ESA Books, 1987, p.211.)

- 173 C. Cole Catley, *op.cit.*, p.145.
- 174 *ibid.*, p.154.
- 175 See B. Peddie, *op.cit.*, p.166.
- 176 Kaitaia College was one of the first schools to abandon caps (in 1959), except as part of the College travelling uniform, and for n.c.o.'s and under-officers on cadet parades. (*PJ*, October, 1959, p.3.)
- 177 See A. Lawrence, *op.cit.*, p.113.
- 178 D. Gunby, *op.cit.*, p.162.
- 179 For example, Thames High School, where a pupil who attended in the mid-40's recalled "the 'large brown wooden gate' ... which divided the girls' playing area from the boys' ... [and] the 'quad', which was out of bounds for girls" (*Thames High School, op.cit.*, p.57); Takapuna Grammar School, where boys had to keep to one side and girls to the other side of a line down the middle of the front drive (W.J.D. Minogue *et al.*, *op.cit.*, p.172); and Avondale College, where girls and boys had completely segregated playing areas until the early 60's.
- 180 *Thames High School, op.cit.*, p.95.
- 181 *King's High School 50th Jubilee, op.cit.*, p.62.
- 182 At the Nelson colleges, the traditional name the pupils gave to these functions was 'purity dances', an indication of the extent of the adult surveillance. (L.C. Voller, *op.cit.*, p.160.)
- 183 For example, at that time, Wellington Technical College held regular house socials, preceded by dance practices for which the admission charge was one penny. (*From Riley to Royal, op.cit.*, p.110.)
- 184 L.C. Voller, *loc.cit.*
- 185 *From Riley to Royal, op.cit.*, p.109.
- 186 C. Cole Catley, *op.cit.*, p.171.
- 187 H.A. Heron, *op.cit.*, p.121.
- 188 *ibid.*, p.104.
- 189 In 1956, Wellington Girls' College had thirty-two basketball teams playing in the Saturday competition. (O.E.Harding, *op.cit.*, p.116.)
- 190 *Education Gazette*, 16 June, 1958.
- 191 These meetings had started in Wellington in 1922, and in Auckland in 1928.
- 192 *From Riley to Royal, op.cit.*, p.124.
- 193 Wellington secondary schools' soccer tour of New South Wales. (*From Riley to Royal, loc.cit.*)

- 194 *ibid.*, pp.108, 123, 124.
- 195 H.A. Heron, *op.cit.*, p.117.
- 196 *Education Gazette*, 1 April, 1959.
- 197 In 1952, senior pupils at Otago Girls' and Boys' High Schools and King's High School formed a debating club. Within a year, this group had been reconstituted as a debating and social club, and each meeting ended with dancing. (E. Wallis, *op.cit.*, pp.133-34.)
- 198 *Thames High School*, *op.cit.*, p.135. See, also, *From Riley to Royal*, *op.cit.*, p.123.
- 199 For example, Whakatane High School (P. Rafter (ed.), *op.cit.*, p.49), and Napier Girls' High School (J. Garnham and G. Cowlrick (eds.), *op.cit.*, p.71).
- 200 D. Gunby, *op.cit.*, p.112
- 201 For example, 'Wi Kingi' (King's High School), and 'Uratim' (Timaru Girls' High School).
- 202 K.A. Trembath, *op.cit.*, p.292.
- 203 H.A. Heron, *op.cit.*, p.117.
- 204 *King's High School 50th Jubilee*, *op.cit.*, p.28.
- 205 *The Years Between*, *op.cit.*, p.143.
- 206 W.E. Alexander, *op.cit.*, p.41.
- 207 *King's High School 50th Jubilee*, *op.cit.*, p.59.
- 208 W.E. Alexander, *op.cit.*, p.318.
- 209 W.J.D. Minogue *et al.*, *op.cit.*, p.183.
- 210 *PJ*, September, 1955, p.5. The Army were reported to be unhappy about this development.
- 211 The P.P.T.A. Cadet Advisory Committee reported that cadet corps numbers as at 31 March, 1955 were: Navy: 21 officers, 441 (sea) cadets; Army: 665 officers, 32,895 cadets; A.T.C.: 121 officers, 4693 cadets. Total: 807 officers, 38,029 cadets. (*PJ*, May, 1956, p.12.)
- 212 A notice in the *Education Gazette* of 15 June, 1957 stated: "Candidates should be good 'all-rounders'. The typical school prefect or house captain approximates to the general type."
- 213 The purpose of these scholarships is to promote international understanding and goodwill. Since their inception, hundreds of New Zealand post-primary pupils from schools all over the country have benefited from their provisions.
- 214 A.R. Tyrrell, *op.cit.*, p.135.

- 215 They included New Plymouth Boys' High School (four pupils); New Plymouth Girls' High School (eight); and Waitaki Boys' High School (five). (Source: School histories.)
- 216 A.R. Tyrrell, *loc.cit.*
- 217 W.E. Alexander, *op.cit.*, p.47. During their stay, the visitors were billeted by the families of boys attending Melbourne High School.
- 218 At Southland Boys' High School, in 1957.
- 219 Reported in *PJ*, February, 1961, p.15.
- 220 See H.A.Heron, *op.cit.*, p.156; L.C. Voller, *op.cit.*, p.154.
- 221 H.A.Heron, *loc.cit.* See, also, J. Garnham and G. Cowrick (eds.), *op.cit.*, p.25. "Too often [in the hostel] the matron has to be cook as well."
- 222 See, for example, A. Lawrence, *op.cit.*, p.123; L.C. Voller, *op.cit.*, p.157.
- 223 D. Gunby, *op.cit.*, p.192.
- 224 *From Riley to Royal*, *op.cit.*, p.111.
- 225 P. Rafter (ed.), *op.cit.*, p.44. At Thames High School, in 1948, the proportion was just under 50 per cent. (*Thames High School*, *op.cit.*, p.95.)
- 226 D. Gunby, *op.cit.*, p.198.
- 227 *ibid.*, p.197.
- 228 C. Cole Catley, *op.cit.*, p.122.
- 229 D. Gunby, *op.cit.*, p.199.
- 230 Adults who boasted about their own lack of formal education added further fuel to the fire: "Dad didn't even go to secondary school; now he's running his own business, and has twenty people working for him."
- 231 "Already in my 7th form year (1959) certain rebellions were being felt." (Past pupil of New Plymouth Girls' High School in C. Cole Catley, *op.cit.*, p.168.)
- 232 O. Deaker, *op.cit.*, p.106.
- 233 C. Cole Catley, *op.cit.*, p.171.
- 234 O. Deaker, *op.cit.*, p.104.
- 235 M. May, *op.cit.*, p.101. (Muriel May was principal of Southland Girls' High School from 1940 to 1956.)
- 236 *Thames High School*, *op.cit.*, p.133.

- 237 Rarely would a school equal the record of Wellington Girls' College in 1955, when almost 80 per cent of the parents belonged to the Parents' Association. (O.E. Harding, *op.cit.*, p.116.)
- 238 A. Lawrence, *op.cit.*, p.101.
- 239 H.A. Heron, *op.cit.*, p.158.
- 240 The Auckland Grammar School Old Boys' Association had branches in a number of the main centres of New Zealand, as well as in London and Suva. Otago Girls' High School Old Girls' Association had fourteen branches in New Zealand, Timaru Girls' High School Old Girls' Association had ten, and Christchurch Boys' High School Old Boys' Association had eleven. (Source: School histories.)
- 241 E.1, 1955, p.42.
- 242 A.T.S. Howarth, "School Buildings, 1877-1977," *Education*, No.7, 1977, p.17.
- 243 *From Riley to Royal*, *op.cit.*, p.109.
- 244 *Thames High School*, *op.cit.*, p.134.
- 245 See *Education Gazette*, 15 December, 1949; 1 December, 1958.
- 246 M.D. Gambrill, *op.cit.*, p.56. In one year in the 50's, thirteen different nationalities were represented at Wellington East Girls' College. (*ibid.*)
- 247 See C. Cole Catley, *op.cit.*, p.177.
- 248 *ibid.*, p.171.
- 249 A. Lawrence, *op.cit.*, p.110.
- 250 H.A. Heron, *op.cit.*, p.110. (The headmaster at the time was E.N. Hogben.)
- 251 O. Deaker, *op.cit.*, p.104.
- 252 See, for example, W.J.D. Minogue *et al.*, *op.cit.*, p.21, and J. Garnham and G. Cowlrick (eds.), *op.cit.*, p.23. Most of the older schools lacked many of the amenities which were being provided in the new schools.
- 253 J. Garnham and G. Cowlrick (eds.), *loc.cit.*
- 254 E.2, 1953, p.15.
- 255 M.D. Gambrill, *op.cit.*, p.54. (Headmistress's Annual Report, 1954.)
- 256 This officer replaced the former Supervisor of Psychological Services. He was responsible for the Department's Psychological Service; special classes for dull and backward children; occupation centres; speech clinics; sight-saving classes; schools and classes for the deaf; and cerebral palsy schools. (*Education Gazette*, 16 November, 1953.)

- 257 E.1, 1960, p.12. One of the contributions of the Adviser was a handbook for post-primary teachers of backward readers.
- 258 *ibid.*, p.13.
- 259 *ibid.*, p.14.
- 260 *ibid.*, pp.17-18.
- 261 E.1, 1959, p.33; E.1, 1960, p.19.
- 262 E.1, 1960, p.24.
- 263 A. Lawrence, *op.cit.*, p.91.
- 264 P. Rafter (ed.), *op.cit.*, p.39.
- 265 D.G. Revell, *op.cit.*, p.65.
- 266 W.E. Alexander, *op.cit.*, p.40. (The School re-opened on March 1st.)
- 267 J.G. Brown (ed.), *op.cit.*, p.84.
- 268 *PJ*, September, 1956, p.14.
- 269 E.1, 1957, p.47.
- 270 I. Cumming and A. Cumming, *op.cit.*, p.302.
- 271 *ibid.*, p.333.
- 272 E.1, 1960, p.3.
- 273 I.A. McLaren, *Education in a Small Democracy: New Zealand*. London: Routledge and Kegan Paul, 1974, p.106.
- 274 E.1, 1955, p.23.
- 275 E.1, 1958, p.5.

- 1 G. Dunstall, "The Social Pattern," in W.H. Oliver (ed.), *The Oxford History of New Zealand*. Wellington: Oxford University Press, 1981, p.399.
- 2 K. Sinclair, *A History of New Zealand*, rev.ed. Harmondsworth, Middlesex: Penguin Books Ltd, 1969, p.296.
- 3 R. Chapman, "From Labour to National," in W.H. Oliver (ed.), *op.cit.*, p.367. (Sinclair has pointed out that the actual rate of unemployment (less than one per cent of the work force) "... though a shock to local opinion, ... would seem extraordinarily low elsewhere". K. Sinclair, *loc.cit.*)
- 4 "Secondary School Rolls," *Education*, No.1, 1971, p.26.
- 5 R. Chapman, *op.cit.*, p.365.
- 6 The 1971 census revealed that almost four in every ten New Zealanders had moved house at least once in the preceding five years. (G. Dunstall, *op.cit.*, p.403.)
- 7 *ibid.*, p.401.
- 8 *ibid.*, pp.428-29.
- 9 W.J.D. Minogue *et al.*, *The First Fifty Years: Takapuna Grammar School, 1927-1977*. Takapuna Grammar School Jubilee Committee, 1977, p.77.
- 10 F.C. Forster, principal of Fairfield College, Hamilton from 1965 to 1969. Quoted in C. Adams and P. Northcote (eds.), *The Fairfield College Silver Jubilee Magazine, 1957-1981*. Fairfield College Jubilee Liaison Committee, 1981, p.17.
- 11 J.A. Codd, "The Reform of Secondary Education: Some Trends and Issues," in J.A. Codd and G.L. Hermansson (eds.), *Directions in New Zealand Secondary Education*. Auckland: Hodder and Stoughton, 1976, p.333.
- 12 The Commission on Education in New Zealand (hereafter referred to as the 'Currie Commission' or simply the 'Commission') consisted of eleven members, including two women. The majority of the members had (or had had) links with the education sector. The chairman was Sir George Currie, vice-chancellor of the University of New Zealand from 1951 to 1961.
- 13 Minister; E.1, 1963, p.2.
- 14 *Report of the Commission on Education in New Zealand* (hereafter referred to as the *Currie Report*). Wellington: Government Printer, 1962.
- 15 Some sessions were also held on marae.
- 16 K.J. Sheen and W.L. Renwick, respectively. Both of these men later became Directors-General of Education.

- 17 The officers made enquiries in Australia, Singapore, the United Kingdom, France, Sweden, the United States, and Canada. (*Currie Report*, pp.777-79.)
- 18 Personal communication from Professor C.L. Bailey, a member of the Commission, 29 September, 1988. Muriel May, another member of the Commission, also praised the chairman, noting, especially, his "... sympathy in drawing out a diffident witness, [and] his remarkable knack of cutting short the over loquacious or bringing the flounderer to the point without giving offence ...". (M. May, *Freshly Remembered*. Christchurch: Whitcombe and Tombs Ltd, 1973, p.132.)
- 19 Minister; *loc.cit.*
- 20 Minister; E.1, 1961, p.2.
- 21 E.1, 1963, p.5.
- 22 J.C. Dakin, *Education in New Zealand*. Auckland: Leonard Fullerton, 1973, p.40.
- 23 15 to 18: Report of the Central Advisory Council for Education (England) (Crowther Report). London: H.M.S.O., 1959.
- 24 *PJ*, March, 1961, p.12.
- 25 J.B. Conant, *The American High School Today: A First Report to Interested Citizens*. New York: McGraw-Hill Book Co., 1959.
- 26 F.H. Johnson, *A Brief History of Canadian Education*. Toronto: McGraw-Hill Company of Canada Ltd, 1968, p.173.
- 27 *ibid.*, p.174.
- 28 See J.L. Ewing, *The Development of the New Zealand Primary School Curriculum 1877-1970*. Wellington: New Zealand Council for Educational Research, 1970, pp.267-68.
- 29 *Currie Report*, p.5.
- 30 *ibid.*
- 31 *Report of the Special Committee on Moral Delinquency in Children and Adolescents* (Chairman: Dr O.C. Mazengarb).
- 32 *Currie Report*, pp.3-4.
- 33 *ibid.*, p.3.
- 34 i.e., since the investigation carried out by the Parliamentary Recess Education Committee (Atmore Committee) in 1929-30.
- 35 Letter of commission from the Minister to Sir George Currie. Quoted in I.A. McLaren, *Education in a Small Democracy: New Zealand*. London: Routledge and Kegan Paul, 1974, p.34.
- 36 *Currie Report*, p.v.
- 37 *ibid.*, p.4.

- 38 *ibid.*, pp.757-61.
- 39 *ibid.*
- 40 *ibid.*, p.6. (Writer's emphasis)
- 41 *ibid.*, p.481.
- 42 For a commentary on the Commission's interim report by two senior post-primary principals see *Education*, September, 1960, Letters to the Editor, pp.310-12.
- 43 This involved working through a massive amount of material. The verbatim record of the public hearings alone ran to 3,450 foolscap pages of typescript. (*Currie Report*, p.774.)
- 44 In the following paragraphs, the writer has had some recourse to J.L. Ewing, "The Currie Report: Ten Years Later," *Education*, No.6, 1972.
- 45 *Currie Report*, p.6.
- 46 *ibid.*, p.547.
- 47 *ibid.*, p.550. In 1960, 41 per cent of the students enrolled in Division C had incomplete degrees or diplomas. (Department of Education, "Submission No.11 to the Commission on Education in New Zealand." p.92.) Some students in the Division at Auckland had only five units towards a degree. (*Currie Report*, p.549.)
- 48 i.e., teachers who contributed to the practical training of student teachers.
- 49 *Currie Report*, pp.577-78.
- 50 *ibid.*, p.570.
- 51 *ibid.*, p.573.
- 52 *ibid.*, p.574.
- 53 The Commission had noted, with concern, in its interim report that only 54 per cent of post-primary teachers (in 1960) were graduates; diploma holders accounted for a further 5 per cent. (*ibid.*, p.599.)
- 54 *ibid.*, p.604.
- 55 *ibid.*, p.605.
- 56 *ibid.*, p.607.
- 57 *ibid.*, p.608. This would have meant that the first assistant would have had no teaching commitments.
- 58 *ibid.*, p.69.
- 59 A Standing Committee on Administration (Primary) had been operating successfully since 1956.

- 60 *Currie Report*, p.114. The reference is to the Christchurch and Wellington Post-primary Schools' Councils.
- 61 The Government Statistician stated, in 1960, that the Maori population, which, in 1959, made up 6.65 per cent of the total population, appeared likely to comprise 14.7 per cent of the total population by the year 2000. Quoted in *ibid.*, p.409.
- 62 By 1966, 50.3 per cent of all Maoris were below fifteen years of age, compared with 32.6 per cent of the total population. (Source: J.M. Barrington and T.H. Beaglehole, *Maori Schools in a Changing Society*. Wellington: New Zealand Council for Educational Research, 1974, p.248.)
- 63 In the thirty years from 1936 to 1966, the number of Maoris living in urban areas expanded five-fold, from about 9 per cent to almost 50 per cent. (Source: *ibid.*, p.247.)
- 64 In 1960, only 4.8 per cent of Maoris left post-primary schools with School Certificate or a higher qualification, whereas the comparable figure for non-Maori pupils was 29.7 per cent. (Source: *Currie Report*, p.404.) Retention rates for Maoris were also extremely low. At 1 July, 1960, there were only 118 Maoris in the sixth forms of New Zealand post-primary schools, compared with 7,647 non-Maoris. (Source: *ibid.*)
- 65 *Currie Report*, p.418. "Too many [Maoris] live in large families in inadequately sized and even primitive homes, lacking privacy, quiet, and even light for study: too often there is a dearth of books, pictures, educative material generally, to stimulate the growing child."
- 66 *ibid.*, p.418.
- 67 *ibid.*, pp.415-16.
- 68 J.L. Ewing, "The Currie Report: Ten Years Later," *op.cit.*, p.25.
- 69 *Currie Report*, p.429.
- 70 See Section A.(c), items (i) and (iii) of "The Commission on Education: Summary of P.P.T.A. Submissions," *PJ*, April, 1962, p.8.
- 71 *Currie Report*, p.414.
- 72 Admittedly, the Commission did give consideration to the institution of a checkpoint at form 4 level, complementing those recommended for standards 1 and 4 and form 2 (*ibid.*, p.263), and there was some support for this proposal. (See C.C. Watt, "A Checkpoint at Form 4," *Education*, October, 1963, p.32.) (Watt was principal of Onslow College at the time.)
- 73 The Commission used the term 'secondary' rather than 'post-primary', though this change did not become official until October, 1965, when the provisions of the Education Act 1964 came into force.
- 74 *Currie Report*, p.160.
- 75 *ibid.*, p.223.

- 76 The Commission believed that such schools could "operate as viable units" with a minimum roll of 180. (*ibid.*, p.183.) The Department, at that stage, required a form 3-6 roll of about 250 before it would grant a district high school full post-primary status.
- 77 *ibid.*
- 78 For an interesting account of the operation of what was virtually a form 1-6 school in an urban setting see D.G. Edwards, "Coordination of Primary and Secondary Education," in *The Currie Report: A Critique* (1963 Lecture Series of the Association for the Study of Childhood). Wellington, 1964, pp.77-81. (The school in question was Rongotai College, which had an attached intermediate department from 1928 to 1964. Edwards commented, particularly, on "the effectiveness of the cooperation and unity of the staff" during this period.)
- 79 *Currie Report*, p.190.
- 80 *ibid.*, p.328.
- 81 W.B. Sutch, "Education for New Zealand's Future" (Submission to the Commission on Education in New Zealand). 16 June, 1961, p.57.
- 82 *ibid.*, p.55.
- 83 *Currie Report*, p.328.
- 84 *ibid.*, p.7.
- 85 The Commission acknowledged that "voluntary compliance with such a leaving age" might well make it unnecessary ever to implement the amendment to the Act. (*ibid.*, p.210.) (According to Ewing, 85 per cent of young people between the ages of fifteen and sixteen were, in fact, enrolled at secondary schools in New Zealand in 1970.) (J.L. Ewing, *op.cit.*, p.34.)
- 86 The existing regulation required the authorities to be satisfied that such pupils would not gain "any appreciable benefit" from continuing their schooling.
- 87 *Currie Report*, p.686.
- 88 *ibid.*, p.697.
- 89 *ibid.*, p.708.
- 90 *ibid.*, p.713.
- 91 From the Submission of the New Zealand Educational Institute to the Commission. Quoted in *ibid.*, p.712.
- 92 J.L. Ewing, *op.cit.*, p.40.
- 93 *Currie Report*, p.265.
- 94 *ibid.*, p.257.
- 95 *ibid.*, p.272. The Commission envisaged "a nucleus of permanent professional officers and administrative staff". (*ibid.*, p.273.)

- 96 G.W. Parkyn, *Children of High Intelligence*. Wellington: New Zealand Council for Educational Research, 1948.
- 97 *Currie Report*, p.277.
- 98 *ibid.*, pp.280, 299.
- 99 *ibid.*, p.277.
- 100 *ibid.*, p.284.
- 101 *ibid.*, p.352.
- 102 *ibid.*, p.376.
- 103 *ibid.*, p.355.
- 104 *ibid.*, p.376. Recommendation 53.
- 105 *ibid.*, p.359.
- 106 The Commission recommended that the staffing allowance for teacher-librarians be restored; that their time allowances be increased; and that training schemes leading to a Certificate in School Librarianship for teacher-librarians be instituted. (*ibid.*, p.360.)
- 107 *ibid.*, p.362.
- 108 *ibid.*, p.652.
- 109 *ibid.*, p.643.
- 110 *ibid.*, p.647.
- 111 *ibid.*
- 112 *ibid.*
- 113 *ibid.*, p.648.
- 114 *ibid.*, pp.652-53. Recommendation 12.
- 115 *ibid.*, p.304.
- 116 "... we think that pupils who in a few short years will find themselves faced with the choices of adult life need more scope than is commonly given [in post-primary schools] for the exercise of initiative and responsibility." (*Thomas Report*, p.28.)
- 117 *Currie Report*, p.222. This observation, categorised by Muriel May as a "sober assessment" (M. May, *op.cit.*, p.146), was by no means universally accepted as such. Phoebe Meikle was one writer who criticised it roundly. (See her commentary on "Coeducation and Single Sex Schools," in *The Currie Report: A Critique, op.cit.*, pp.60-64.)
- 118 *ibid.*, p.667.

- 119 *ibid.*, p.674. Recommendation 8.
- 120 *ibid.*, p.621.
- 121 A.E. Kinsella succeeded W.B. Tennent as Minister of Education in December, 1963. He held office for the next six years.
- 122 E.1, 1964, p.2.
- 123 E.1, 1963, p.2.
- 124 i.e., the policies instituted and promoted by Beeby.
- 125 E.1, 1963, p.5.
- 126 *PJ*, July, 1961, p.22.
- 127 L.E. Adams, "Are School Standards Slipping?" *PJ*, June, 1961, p.16. (Adams was a leading member of the P.P.T.A., and principal of Glendowie College.)
- 128 T.R. Hawthorn, "The Commission and Maori Education," *PJ*, October, 1962, p.30. (Hawthorn, prominent in the field of Maori education, was principal of Kaitaia College.)
- 129 *ibid.*, p.29.
- 130 L.G. Gordon, "The School Library in the Commission Report : Sketch Plan for the Future," *PJ*, November, 1962, p.13. (Gordon was a member of the P.P.T.A. Library Panel, and teacher-librarian at Colenso High School, Napier.)
- 131 *ibid.*
- 132 P. Meikle, "The Currie Report : Some First Thoughts," *PJ*, November, 1962, p.35. (Meikle was widely respected as a teacher and writer. For some years until the early 60's, she had been senior assistant mistress at Takapuna Grammar School.)
- 133 *ibid.*
- 134 *ibid.*, p.36.
- 135 *ibid.*, pp.37-38.
- 136 *ibid.*, p.35.
- 137 H.C. Evison, "New Training Courses Needed," *PJ*, July, 1964, p.19. (Evison was senior lecturer in history in the post-primary department at Christchurch Teachers' College.)
- 138 Foreword to *The Currie Report : A Critique*, *op.cit.*
- 139 J.C. Dakin, *op.cit.*, pp.96-97. (The decade referred to was 1963 to 1972.)
- 140 I. Cumming and A. Cumming, *History of State Education in New Zealand 1840-1975*. Wellington : Pitman Publishing New Zealand Ltd, 1978, p.337.

- 141 See later in this section for a fuller discussion of this aspect of the Commission's *Report*.
- 142 I.A. McLaren, *op.cit.*, p.34.
- 143 *ibid.*, p.71.
- 144 W.A.J. Perry, "The Administrative System," in F.W. Mitchell (ed.), *New Zealand Education Today*. Wellington: A.H. and A.W. Reed, 1968, p.35. (Perry was secretary-manager of the Otago Education Board, and president of the Otago branch of the New Zealand Institute of Public Administration.)
- 145 *ibid.* Since at least four of the commissioners had had extensive experience as educational administrators, it would seem that Perry was calling attention to the fact that the education boards were not directly represented on the Commission.
- 146 B.W. Potter, "Technical and Technological Education," in F.W. Mitchell (ed.), *Looking Ahead in New Zealand Education*. Wellington : A.H. and A.W. Reed, 1971, p.136. (Potter was principal of Wellington Polytechnic.)
- 147 N.Z.P.P.T.A., *Education in Change* : Report of the Curriculum Review Group. Auckland : Longman Paul Ltd, 1969, pp.94-95.
- 148 *The Currie Report : A Critique*, *op.cit.*, p.ii.
- 149 I.A. McLaren, *op.cit.*, p.35.
- 150 E.1, 1963, p.2.
- 151 J.L. Ewing, *op.cit.*, p.46.
- 152 The existing structures had been in place for a long time, and were adept at defending their position. Moreover, the District Education Council system seemed to increase the likelihood of interference from Wellington.
- 153 The extent of the administrative changes which such a move would have entailed, as well as the vigorous opposition to the proposal voiced by the New Zealand Educational Institute, were, without doubt, largely responsible for the failure of this recommendation to gain acceptance.
- 154 However, late in 1969, the Government announced that secondary schools whose rolls included 40 per cent or more of Maori or Pacific Island pupils would be entitled to use notional rolls for staffing and grant calculations. Under this arrangement, each Maori or Pacific Island pupil counted as 1.2 pupils. From 1971, the qualifying percentage for this concession was reduced to 30. In that year, thirty-two secondary schools (14.8 per cent of the total number) were eligible for this extra staffing and resources allocation.
- 155 See footnote 85.

- 156 McLaren maintained that "... the proposed institutes came to nothing because they were unnecessarily complicated, costly and ill-suited to New Zealand conditions". (I.A. McLaren, *op.cit.*, p.150.)
- 157 J.L. Ewing, *op.cit.*, p.47.
- 158 The submissions to the Commission also constitute an excellent source of background material on innumerable aspects of New Zealand education. For example, Submission No.14 of the Department of Education ("The Administration of the National System of Education" by L.M. Graham) provides the researcher with an admirable account of the development of local and central educational administration in New Zealand from the earliest days of the system to 1960.
- 159 E.1, 1965, p.6.
- 160 *ibid.*
- 161 However, the Post-primary Teachers' Association decided not to alter its name, since, at that time, its members included teachers' college lecturers.
- 162 *Education Gazette*, 1 November, 1965.
- 163 See, for example, "The New Bill," *PJ*, October, 1964, p.3.
- 164 E.1, *loc.cit.*
- 165 10 September, 1964. Quoted in *PJ*, February, 1965, p.3.
- 166 *PJ*, October, 1964, p.3. The leading article in the *Waikato Times* of October 8th, 1964 noted that: "The [1964] Bill lists offences for administrative discipline. These include insubordination, negligence, carelessness or indolence, being absent without leave, gross inefficiency or incompetence, and conduct unbecoming to a teacher." Power was given to controlling authorities to fine teachers up to £100 for misconduct. Quoted in *ibid.*
- 167 President; *PJ*, February, 1965, p.3.
- 168 Statutory Regulation 1969/271.
- 169 The 1969 Regulations were described by the Association's secretary as "a new deal for secondary and technical institute teachers". (*PJ*, March, 1970, p.14.)
- 170 Education Act Commencement Order 1965. (Statutory Regulation 1965/174.)
- 171 E.1, 1962, p.6.
- 172 See p.410. Beeby held that, if the separate universities were left to determine their own entrance requirements, schools would have to tailor their programmes to accommodate the most demanding, since the New Zealand population was so mobile. (Interview with Dr Beeby, 29 September, 1988.)
- 173 The new arrangements, which came into force in 1962, required the district senior inspector to attempt to have pupils whose suspensions

had been extended by their school's board enrolled at another school. Failing that, he was to recommend to the Director that a suspended pupil be granted a certificate of exemption from attendance at school. (E.1, 1963, p.18.)

- 174 In almost all cases, the places on boards formerly allocated to nominees of the Governor-General were re-assigned to additional parents' representatives.
- 175 E.1, 1964, p.7.
- 176 Principals were accorded full speaking rights at board meetings, but they had no vote, and could not hold the office of chairperson.
- 177 *PJ*, February, 1964, p.5.
- 178 E.1, 1966, p.5.
- 179 E.1, 1967, p.6.
- 180 E.1, 1968, p.5.
- 181 E.1, 1963, p.18.
- 182 The new regulation obliged district senior inspectors to enrol suspended pupils under the age of fifteen with the Correspondence School in cases where arrangements could not be made for such pupils to continue their education at another school. (See footnote 173.)
- 183 E.1, 1971, p.24.
- 184 *ibid.*, p.25.
- 185 Director; E.1, 1961, p.5.
- 186 E.1, 1964, p.9.
- 187 *ibid.*, p.5. The officer was Dr K.J. Sheen, a senior inspector, who had been secretary to the Currie Commission, and was to become, within a short time, first an Assistant Director, and then Director-General of Education.
- 188 E.1, 1965, p.17.
- 189 J.L. Ewing, "Curriculum Development in New Zealand," *Education*, No.5, 1971, p.20.
- 190 E.1, 1964, p.16.
- 191 J.L. Ewing, "Curriculum Development in New Zealand : An Introductory Survey," *Education*, April, 1968, p.22.
- 192 The Currie Commission had recommended the establishing of such a body. (*Currie Report*, Recommendation 3/16, p.132.)
- 193 *ibid.*, p.499.
- 194 E.1, 1964, p.8.

- 195 J.C. Dakin, *op.cit.*, p.124.
- 196 *PJ*, May, 1969, Editorial.
- 197 I.A. McLaren, *op.cit.*, p.157.
- 198 E.1, 1970, p.3.
- 199 E.1, 1963, p.31.
- 200 E.1, 1966, p.37.
- 201 E.1, 1969, p.37.. (Note change to dollar amounts.)
- 202 E.1, 1963, p.31. This scheme had been recommended by the Currie Commission. (See *Currie Report*, pp.453-54.)
- 203 E.1, 1963, p.31.
- 204 E.1, 1969, p.37.
- 205 During the 60's, the medical and dental bursaries scheme for school leavers also continued. These bursars received £140 in their first year, rising by £20 annual increments to a maximum of £200 in the fourth and subsequent years of study. This scheme also covered nine-tenths of the bursar's university fees, as well as paying a boarding allowance (where applicable) of £125 a year. (*Education Gazette*, 1 November, 1965.)
- 206 Department of Education, *Report on Secondary School Administration* (Bursar Report). 1972, p.18.
- 207 *PJ*, June, 1966, p.5.
- 208 E.1, 1969, p.19.
- 209 E.1, 1971, p.14.
- 210 E.1, 1969, p.19.
- 211 These were the ratios which the P.P.T.A. conference of 1966 had demanded. Further reference to this issue will be made in the section on 'The Teaching Profession' in the next chapter.
- 212 See footnote 154.
- 213 *Education Gazette*, 1 November, 1969, p.546.
- 214 E.1, 1969, p.33.
- 215 *PJ*, August, 1968, Editorial.
- 216 J.C. Dakin, *op.cit.*, p.126.
- 217 Spiro Zavos, writing in the *Sunday Times*. Quoted in *PJ*, February, 1971, p.48.
- 218 I.A. McLaren, *op.cit.*, p.62.

- 219 E.1, 1964, p.8. .
- 220 I.A. McLaren, *op.cit.*, p.63.
- 221 Speech delivered at the annual meeting of the Catholic Education Council. Quoted in I. Cumming and A. Cumming, *op.cit.*, p.334.
- 222 E.1, 1971, p.25.
- 223 In order to qualify for the additional grants, private schools had to accept certain controls. For example, new schools could not be built nor existing schools substantially altered without prior Government approval. (E.1, 1971, p.25.)
- 224 *PJ*, February, 1971, p.9.
- 225 Quoted by Spiro Zavos, *op.cit.*
- 226 E.1, 1964, p.24.
- 227 R. Winterbourn, "Guidance and Special Education," *Education*, October, 1962, p.61.
- 228 *Currie Report*, p.669.
- 229 E. Vince, "High School Guidance and Counselling," *Education*, April, 1963, p.8. (Vince was guidance counsellor at Avonside Girls' High School.)
- 230 E.1, 1967, p.19.
- 231 *PJ*, November, 1967, p.10.
- 232 E.1, 1969, p.19. Those appointed were required to take over the work of either boys' or girls' careers in coeducational schools, or, in the case of single-sex schools, half the careers work of the school. (*Education Gazette*, 1 October, 1969.)
- 233 Quoted by E.J. Wadsworth in "What Will the School Counsellor Do?" *PJ*, February, 1971, p.33.
- 234 J.J. Small, "Education and Guidance," *Delta Six*, May, 1970, p.45.
- 235 E.1, 1969, p.20.
- 236 Of these, eighteen were women, about half were graduates, and at least two-thirds had been teachers (many in the primary sector). (E.J. Wadsworth, *op.cit.*, p.32.)
- 237 During the 60's, the Department's Psychological Service was also enlarged, with trained, graduate teachers being invited each year to apply for secondment on full salary to undertake a two-year course of training as educational psychologists. By 1969, the Department had fifty psychologists and nineteen organisers of special classes operating from nineteen centres. They "paid particular attention [in 1969] to the development of effective links with the guidance counsellors ... working in [the] secondary schools". (E.1, 1970, p.16.)

- 238 E.1, 1967, p.38.
- 239 There were six hundred such trainees in New Zealand in 1967. (E.1, 1968, p.36.)
- 240 *Education Gazette*, 1 December, 1970.
- 241 *Currie Report*, Recommendation 6/51, p.376.
- 242 Hutt Valley High School. (See *Napier Daily Telegraph*, Editorial. Quoted in *PJ*, October, 1970, p.19.)
- 243 *PJ*, June, 1969, p.23.
- 244 *PJ*, September, 1969, p.33.
- 245 *Waikato Times*, 7 October, 1970. Quoted in *PJ*, November/December, 1970, p.16.
- 246 By the end of 1971, the London Education Authority had a coaxial cable for closed circuit television to 1,300 of its schools and colleges; in addition, in-service familiarisation courses in educational technology were widespread. (*PJ*, February, 1972, p.39.)
- 247 See *PJ*, November, 1975, p.22 (Regional Diary).

- 1 I. Cumming and A. Cumming, *op.cit.*, p.317.
- 2 See chapter 7, footnote 197.
- 3 Department of Education, "Submission No.2 to the Commission on Education in New Zealand." 1960, Appendix.
- 4 *ibid.*, p.34.
- 5 E.1, 1962, p.13.
- 6 O. Deaker, *Not for School but for Life: Southland Girls' High School, 1879-1979.* Southland Girls' High School Centennial Committee, 1978, p.106.
- 7 E.1, 1968, p.17.
- 8 For example, the teachers' colleges, the inspectorate, the Department's advisory services, the Curriculum Development Unit, the Department's Psychological Service, and the Vocational Guidance Service.
- 9 Currie Commission, *Interim Report.* 1960, p.7. Quoted in I.A. McLaren, *op.cit.*, p.105.
- 10 E.1, 1962, p.2
- 11 *ibid.*, p.19.
- 12 E.1, 1963, p.3.
- 13 *ibid.*, p.17.
- 14 See A. Ramsay *et al.*, *The Honour of Her Name : The Story of Waitaki Girls' High School, 1887-1987.* Waitaki Girls' High School Centennial Committee, 1987, p.128.
- 15 E.1, 1965, p.34. In June, 1967, national radio presented, in its 'Compass' series, a programme on the staffing position in secondary schools. In the course of this programme, W.H. Cooper, headmaster of Auckland Grammar School, and F.S. Ramson, principal of Hutt Valley High School, both stated that, without the services of retired teachers, they would not be able to staff their schools. (*PJ*, July, 1967, p.14.)
- 16 E.1, *loc.cit.*
- 17 E.1, 1967, p.17.
- 18 E.1, 1968, p.17.
- 19 E.1, 1969, p.18.
- 20 Quoted in *PJ*, February, 1967, p.5.
- 21 Quoted in *PJ*, April, 1966, p.20.

- 22 E.1, 1970, p.33. This figure included part-time teachers, some of whom principals would have preferred to employ even if adequate full-time staff were obtainable.
- 23 *PJ*, August, 1970, p.5, and October, 1970, p.7.
- 24 *PJ*, August, 1970, p.5.
- 25 *PJ*, October, 1964, p.4.
- 26 E.1, 1966, p.32.
- 27 *PJ*, February, 1964, p.15.
- 28 The writer was principal of the School at the time.
- 29 *PJ*, May, 1967, p.9. (Presidential address.)
- 30 E.1, 1966, p.32.
- 31 O. Deaker, *op.cit.*, pp.112-19.
- 32 *ibid.*, p.119.
- 33 *Thames High School: The First Hundred Years, 1880-1980.* n.d., p.26.
- 34 D. Gunby, *Rangiora High School, 1884-1984: A Centennial History.* Christchurch: Caxton Press (for Rangiora High School Centennial Committee), 1984, p.204.
- 35 J. Garnham and G. Cowlrick (eds.), *Ad Lucem: Napier Girls' High School, 1884-1984.* 1984, p.26.
- 36 D.G. Revell, *Napier Boys' High School: Centennial Historical Survey, 1872-1972.* 1976, p.109. One of the vacancies, which remained unfilled, was for a teacher of agriculture, so that, for a time, "... the farm was used very little for the education of the boys in the agriculture course". (*ibid.*, p.111.)
- 37 D.J. Hornblow, *50 Years Rolling Along: Reflections on Rongotai College, 1928-1977.* Rongotai College Old Boys' Association, 1977, p.45.
- 38 E.1, 1971, p.58.
- 39 *PJ*, February, 1971, p.7.
- 40 *PJ*, June, 1971, p.21.
- 41 *PJ*, March, 1971, p.8.
- 42 *Currie Report*, p.583.
- 43 *ibid.*
- 44 Chairman: Sir David Hughes Parry. The Committee reported in December, 1959.
- 45 Quoted in *PJ*, August, 1961, Editorial.

- 46 *PJ*, April, 1962, Editorial.
- 47 Quoted in *PJ*, August, 1961, Editorial.
- 48 *PJ*, July, 1962, p.4.
- 49 *PJ*, October, 1963, p.7. (Presidential address at Association's annual conference.)
- 50 E.1, 1963, p.27.
- 51 *PJ*, October, 1963, p.7.
- 52 *PJ*, May, 1967, p.9. (The figure applied to 1966.)
- 53 "Staffing of Secondary Science Departments" (research report, Massey University - author unnamed), *Delta Five*, August, 1969, pp.35-40.
- 54 See chapter 8, 'The individual subjects of the curriculum: mathematics'.
- 55 M.A. Bull, *The Qualifications and Supply of Mathematics Teachers*. Wellington: New Zealand Council for Educational Research, 1960, p.47.
- 56 *PJ*, April, 1967, p.19.
- 57 i.e., fewer than six units of a degree.
- 58 *PJ*, May, 1969, p.9. The figure for relieving staff was 36.4 per cent. (*ibid.*)
- 59 K.A. Trembath, *Ad Augusta: A Centennial History of Auckland Grammar School, 1869-1969*. The Auckland Grammar School Old Boys' Association, 1969, p.330.
- 60 See, for example, M.D. Gambrill, *Our First Fifty Years: A History of Wellington East Girls' College*. Jubilee Committee of Wellington East Girls' College, 1975, p.88; *Upper Hutt College, 1962-1987: The First Twenty-five Years*. 1987, p.39. *Epsom Girls' Grammar School: Golden Jubilee, 1917-1967*. n.d., p.15.
- 61 D.J. Hornblow, *op.cit.*, p.45.
- 62 C. Cole Catley, *Springboard for Women: New Plymouth Girls' High School, 1885-1985*. Cape Catley Ltd (for New Plymouth Girls' High School Centennial Committee), 1985, p.189.
- 63 For example, a teacher appointed to the staff of Wellington Girls' College at the beginning of 1961 stayed for only one month. Her position was not filled permanently until September. In the meantime, that set of classes had had five different teachers. (O.E. Harding, *One Hundred Years: A History of Wellington Girls' College*. Wellington Girls' College Centennial Committee, 1982, p.122.)
- 64 B. Peddie, *Christchurch Girls' High School, 1877-1977*. Christchurch High School Old Girls' Association, 1977, p.176.
- 65 E.1, 1961, p.15.

- 66 Joyce Jarrold, principal of Waitaki Girls' High School, 1963-79. Quoted in C. Cole Catley, *op.cit.*, p.191.
- 67 D.G. Revell, *op.cit.*, p.117.
- 68 In 1968, following months of fruitless advertising, the Department had to step in and persuade Miss E.J. Wilson, principal of Napier Girls' High School, to apply for the principalship of New Plymouth Girls' High School. After she had been appointed to the position, Miss Wilson discovered that she was the only applicant. (C. Cole Catley, *op.cit.*, pp.198, 200.)
- 69 Senior assistant mistress positions were nearly as hard to fill in the cities. Avondale College (Auckland) advertised in the *Education Gazette* for a senior assistant mistress on 15 December, 1959. It was still advertising six months later (15 June, 1960).
- 70 *PJ*, October, 1966, p.17.
- 71 *ibid.*
- 72 *ibid.*
- 73 A. Ramsay *et al.*, *op.cit.*, p.67.
- 74 *New Zealand Herald*, 23 August, 1961, Editorial. Quoted in *PJ*, September, 1961, p.28.
- 75 O. Deaker, *op.cit.*, p.109. It was not uncommon, in the 60's, for heads of departments to have to 'nurse along' untrained staff recruits for weeks on end, writing out all their lessons for them, and trying to show them how to get on top of their discipline problems.
- 76 See E.1, 1963, p.17.
- 77 "U.S.A., Canada, the U.K., Ireland, India, Australia, ... they were the mining fields, and every now and then a nugget of gold was found." (Miss E.J. Wilson, principal of Napier Girls' High School, 1961-68.) Quoted in J. Garnham and G. Cowlrick (eds.), *op.cit.*, p.26.
- 78 In 1960, Southland Girls' High School, facing "a desperate [staffing] situation", was placed on a temporary three-year country service list, which "obviated the need for permanent staff to leave the School in order to fulfil their country service requirements". (O. Deaker, *op.cit.*, p.103.)
- 79 *PJ*, November-December, 1970, p.15. The president described this proposal as rather like asking veterinarians to fill the gap during a doctor shortage.
- 80 See E.1, 1969, p.33.
- 81 Between 1960 and 1964, the rates payable to studentship holders rose from £245 to £270 a year for the first two years, and from £335 to £375 for the third and fourth years of study. Those on studentships also had their university fees paid, and, where applicable, they received a boarding allowance of £45 (later £46) a year.

- 82 I. Cumming and A. Cumming, *op.cit.*, p.318.
- 83 *Education Gazette*, 1 May, 1964.
- 84 *ibid.*, 1 November, 1969, p.546.
- 85 *PJ*, June, 1971, p.18. It is difficult to assess how worthwhile this scheme was. Senior pupils were probably more impressed by what they saw in their own schools than by what outsiders told them.
- 86 *Education Gazette*, 15 February, 1961.
- 87 E.1, 1960, p.33.
- 88 The minimum qualification accepted was the licentiate diploma of the Royal Schools of Music (L.R.S.M.) or of Trinity College of Music, London (L.T.C.L.).
- 89 *Education Gazette*, 15 August, 1963; 1 September, 1964.
- 90 E.1, 1963, p.17.
- 91 Source: E.1 Reports.
- 92 J.E. and J.L. Ewing, *People, Policies, and Programmes: One Hundred Years of State Education in New Zealand, 1878-1978*. p.737.
- 93 See *Education Gazette*, 15 November, 1968, and E.1, 1970, p.32 for details of the five-year recruitment campaign in the United Kingdom launched in 1969.
- 94 Nelson College for Girls obtained some teachers from England through an organisation there known as the Society for the Promotion of the Emigration of British Women. (L.C. Voller, *Sentinel at the Gates: Nelson College for Girls, 1883-1983*. Nelson College for Girls Old Girls' Association, 1982, p.188.)
- 95 Such schools included Waitaki Girls' High School (In 1963, eight of the School's twenty-six full-time teachers were from Britain: "The School depended on these teachers") (A. Ramsay *et al.*, *op.cit.*, p.153); Waitaki Boys' High School (J.H. Donaldson, principal from 1961 to 1976, "... attracted numerous recruits from overseas, in particular from the U.K. At any one time, between a quarter and a third of his staff was from abroad") (A.R. Tyrrell, *Strong to Endure: Waitaki Boys' High School, 1883-1983*. Waitaki High School Old Boys' Association, 1983, p.148); Taumarunui High School (private communication from Mr T.A. Moyle, former principal of the School); and New Plymouth Girls' High School (An American teacher appointed to this school commented: "Actually, I was hired even before the personal interview in San Francisco, because New Zealand was so desperate for teachers") (C. Cole Catley, *op.cit.*, p.195).
- 96 R.E. Wright-St.Clair (ed.), *Hamilton High Schools: Diamond Jubilee, 1911-1971*. n.d., p.27. (The reference is to Hamilton Boys' High School.)
- 97 D.G. Revell, *op.cit.*, p.110.
- 98 C. Cole Catley, *op.cit.*, pp.198, 203.

- 99 A. Ramsay *et al.*, *op.cit.*, p.135.
- 100 See details later in this section of the 'Opotiki' incident.
- 101 E. Wallis, *A Most Rare Vision: Otago Girls' High School - The First One Hundred Years, 1871-1971*. Dunedin: John McIndoe Ltd (for Otago High Schools' Board of Governors), 1972, p.148.
- 102 Some schools established creches to make it possible for mothers with very young children to return to teaching. (See, for example, O. Deaker, *op.cit.*, p.120.)
- 103 R.E. Wright-St.Clair (ed.), *loc.cit.*
- 104 Julia Wallace, principal of Palmerston North Girls' High School, and president of the N.Z. P.P.T.A., 1961-62. Quoted in *PJ*, July, 1961, p.4.
- 105 *Education Gazette*, 15 May, 1970.
- 106 The most common inducement in the 60's was the offer of a Position of Responsibility (i.e., extra salary), even though the position advertised carried with it no responsibilities. This practice became increasingly common after 1 February, 1967, from which date teachers in grades I and II were eligible for appointment to P.R.'s if there were no suitable, higher-graded applicants. (*PJ*, March, 1967, p.6.) Physics teachers, in particular, were often recruited in this way. (See, for example, advertisements for four such P.R.'s in physics in the *Education Gazette* of 15 July, 1970.)
- 107 For a full account of this incident see *PJ*, June, 1970, pp.5-6.
- 108 *PJ*, March, 1970, p.11. See, also, E.F. Hamill, "The Opotiki Incident," *ibid.*, pp.16-17.
- 109 *PJ*, October, 1961, p.4.
- 110 *PJ*, October, 1966, p.22.
- 111 *PJ*, February, 1968, pp.3-4.
- 112 *PJ*, June, 1960, p.15.
- 113 *ibid.*, p.16.
- 114 *ibid.*
- 115 *PJ*, August, 1961, p.24.
- 116 *ibid.*, p.25.
- 117 *Auckland Star*, 23 August, 1961, Editorial.
- 118 *New Zealand Herald*, 23 August, 1961, Editorial.
- 119 Editorials and other comments on the staffing situation printed in the *New Zealand Herald* and the *Auckland Star* between 22 and 25 August, 1961 are quoted in *PJ*, September, 1961, pp.27-29.

- 120 Quoted in *PJ*, October, 1966, p.25.
- 121 "The Continuing Staffing Crisis," *PJ*, February, 1967, p.3.
- 122 There had been an earlier staffing schedule improvement in 1963, when staffing allowances for first assistants were increased. Under the new schedule, the biggest schools could claim up to five weekly teaching half days (i.e., 0.5 of a full-time teacher) for the first assistant. (*PJ*, March, 1963, p.5.)
- 123 For example, a school with five beginning teachers (who, from 1969, each counted as only 0.8 against the school's staffing entitlement) would be able to engage one extra full-time teacher.
- 124 See *PJ*, February, 1969, Editorial.
- 125 E.1, 1967, p.27.
- 126 E.1, 1969, p.18.
- 127 *Education Gazette*, 15 March, 1963.
- 128 *ibid.*, 15 November, 1960. The establishing of such courses had been specifically recommended by the Currie Commission in its interim report. (See *Currie Report*, Recommendation 12, p.760.)
- 129 *Education Gazette*, 3 June, 1969.
- 130 E.1, 1963, p.26. Students admitted to this course, as well as the men entering the mathematics/science course, were people who had not passed sufficient units at university to retain their post-primary teacher studentships. (*ibid.*)
- 131 *Currie Report*, p.551.
- 132 *PJ*, August, 1963, p.5. The resolution ended: "Complete solidarity in this matter is called for." (*ibid.*)
- 133 The post-primary department of Auckland Teachers' College was separated, as from 1 February, 1964, and re-established as the Auckland Post-primary Teachers' College, with its own principal. (E.1, 1964, p.36.) The new college was renamed Auckland Secondary Teachers' College in 1966. (*Education Gazette*, 15 August, 1966.)
- 134 *Currie Report*, p.550.
- 135 Represented on this body were the teachers' professional organisations, the controlling authorities of the schools, the teachers' colleges, the universities, and the Department of Education. The newly-appointed (1963) Officer for Teacher Training was also a member of the Council. (E.1, 1964, p.36.)
- 136 E.1, 1965, p.35.
- 137 E.1, 1966, pp.33, 35.
- 138 E.1, 1968, p.32.
- 139 E.1, 1969, p.35, and *Education Gazette*, 15 August, 1970.

- 140 Director-General; E.1, 1967, p.31.
- 141 E.P. Blampied, "Secondary Teacher Training," *Education*, July, 1967, p.5.
- 142 viz., a university degree minus two units, with at least two advanced units, or a specialist qualification, such as A.R.A.N.Z., A.C.I.S., L.T.C.L., or A.T.C. (Advanced Trade Certificate).
- 143 *Education Gazette*, 1 March, 1969. Enrolments for the new course were below expectations in 1969, though an outpost centre was established at Hutt Valley High School. It was felt that the scheme was worth persevering with, and, from 1970, it became official policy to set up an outpost centre wherever there was sufficient demand. (E.1, 1970, p.33.) In 1971, there were thirteen trainees, including one man, undertaking the full-time, one-year course at the Hutt Valley outpost centre. (*PJ*, June, 1971, p.9.)
- 144 E.1, 1969, p.19.
- 145 E.1, 1970, p.36.
- 146 This scheme involved a period of training in selected schools lasting one term. Trainees were not eligible for certification.
- 147 *Education Gazette*, 15 November, 1969.
- 148 *ibid.*, 16 May, 1966.
- 149 E.1, 1960, p.33.
- 150 *PJ*, March, 1961, p.4.
- 151 Situated at Titirangi, a suburb of Auckland on the Manukau Harbour. It was administered by a warden, and could accommodate two courses at a time, each of up to twenty-six members. (*ibid.*)
- 152 E.1, 1963, p.29.
- 153 Director-General; E.1, 1966, p.36.
- 154 E.1, 1967, p.5.
- 155 *ibid.*, p.31.
- 156 E.1, 1968, p.32.
- 157 E.1, 1971, p.56.
- 158 E.1, 1969, pp.35-36.
- 159 E.1, 1968, p.17. In 1967, over four thousand secondary teachers attended regional in-service courses. (*ibid.*)
- 160 Such courses sometimes took place during school hours, but more often they were held after school or in the evenings.
- 161 About fifty such classes, usually meeting weekly, were held in 1966. (E.1, 1967, p.32.)

- 162 E.1, 1968, p.32.
- 163 The bulk of the Committee's courses were scheduled for January, though some were also held in the May and, particularly, the August holidays.
- 164 E.1, 1967, p.32.
- 165 Between 1960 and 1970, about two hundred courses, most of them of direct application to secondary school work, were conducted under the auspices of University Councils of Adult Education. (Source: *Education Gazettes*.)
- 166 For example, University of Auckland Extension Department: seminar for history teachers. Offers special help to teachers of the new School Certificate and University Entrance syllabuses. (*Education Gazette*, 15 April, 1967.) University of Waikato Extension Department: Seminar on new form 7 physics prescription. (*Education Gazette*, 16 November, 1970.)
- 167 *Education Gazette*, 15 September, 1967.
- 168 *ibid.*, 1 September, 1966; 15 November, 1967. Over two thousand people, including five hundred from Australia, had taken part in the previous New Zealand-based congress in 1957.
- 169 Source: *Education Gazette* notices. Fellows received their full salaries during the term of the fellowships, as well as a small allowance from the host university.
- 170 Scores of students (73 in 1967, 59 in 1968) transferred from Division U (post-primary teacher studentship holders doing full-time university work) to Division B when it was introduced. While a number of these students did graduate eventually, the commitment of many to obtaining academic qualifications was evidently not very serious.
- 171 The anticipated enrolment was 300; the actual number enrolled was 560. There were also 200 internal students. (*PJ*, November, 1960, p.12.)
- 172 Source: *Education Gazette*. In 1971, Massey offered the following extra-mural courses: B.A. - 14 subjects, including 7 to stage II; B.Ed. - 8 subjects (4 to stage II); Dip.Ed. - 6 papers; B.Sc. - 1 subject; B.Ag. - 2 subjects. (*Education Gazette*, 2 November, 1970.)
- 173 For an extended statement about the Massey B.Ed. by the University Public Relations Officer see *PJ*, October, 1969, p.7.
- 174 *Education Gazette*, 1 February, 1964; 15 December, 1966.
- 175 *ibid.*, 1 December, 1965.
- 176 *ibid.*, 1 December, 1966.
- 177 *ibid.*, 15 November, 1967.
- 178 *ibid.*, 16 October, 1967. The course was an internal one, available to both full-time and part-time students who had had at least five

- years' teaching experience. (For a full account of the institution, content, and early operation of the Dip.Ed.Admin. programme at Victoria University see G.N. Marshall, "Training the New Zealand Educational Administrator" (unpublished Dip.Ed. dissertation, Massey University). 1970, pp.20-31.)
- 179 In instituting the Diploma in Educational Administration, Victoria was responding to a recommendation of the Currie Commission, though it acted on its own initiative (i.e., without the proposed 'promotion' on the part of the Department of Education). (*Currie Report*, Recommendations 26 and 27, p.133.)
- 180 E.1, 1969, p.36. The Diploma in Teaching regulations had earlier been amended to allow up to three units of credit to be gained through examinations conducted by the Department. (*Education Gazette*, 2 October, 1961.)
- 181 Between 1961 and 1970, fifty-five secondary teachers and six district high school teachers received 'leave with pay' study awards. (Source: *Education Gazettes*.)
- 182 *Education Gazette*, 2 October, 1961.
- 183 E.1, 1961, p.19.
- 184 See, in particular, pp.569-79.
- 185 *Currie Report*, p.575.
- 186 E.1, 1963, p.3.
- 187 This change had been recommended by the Currie Commission. (*Currie Report*, Recommendation 2, pp.757-58.)
- 188 A salary determination issued on 1 May, 1962 had no separate columns for men and women, except for part-time teachers. This determination was later repealed, and all salaries listed applied to men and women without distinction. On 15 May, 1962, a salaries supplement to the *Education Gazette* appeared, in which separate salary columns for men and women were restored, though a notice indicated that equal pay would apply from 1 April, 1963. A new salary order, issued on 1 September, 1962, set out equal pay rates for all men and women teachers.
- 189 *Education Gazette*, 1 September, 1962.
- 190 E.1, 1965, p.34.
- 191 The facts did not support the Minister's confidence at all. In 1966, the number of post-primary teacher studentships taken up was 128 fewer than it had been in 1965. (See table 44.)
- 192 E.1, 1967, p.3.
- 193 E.1, 1968, pp.29-30. As often happened, teachers received only one half of the increases when the new salaries came into effect. The second half was not paid out until a year later.

- 194 Set up under the State Services Remuneration and Conditions of Employment Act 1969 "... to be responsible for all negotiations ... conducted under the Act on matters related to the education service alone". (E.1, 1971, p.57.)
- 195 *ibid.*, p.58.
- 196 All details of the new scales discussed in this section are based on the ministerial statement on increased salaries reproduced in *PJ*, February, 1971, p.7.
- 197 Graduates and those with equivalent qualifications began at higher points on the scale than non-graduates.
- 198 These supplements were set at \$108 a year for holders of minor P.R.'s (P.R.M); \$324 (P.R.A); \$541 (P.R.B); \$865 (P.R.C). (Minor P.R.'s were a new level available only in form 1-7 schools.)
- 199 Teachers could qualify for this increment by completing five years' efficient service after reaching the top of the scale, as well as gaining an additional professional qualification, such as a Diploma in Education.
- 200 The new school grades were: Class A, up to 300 pupils; Class B, 301-500 pupils; Class C, 501-850 pupils; Class D, more than 850 pupils. The new salary rate for principals of Class D schools was \$9,096 a year, an increase of 12 per cent.
- 201 The deputy principal of a Class D school received \$7,023 a year; the senior assistant mistress of a similar school was paid \$6,554 a year.
- 202 *Education Gazette*, 1 November, 1961.
- 203 E.1, 1967, p.30. The remote allowance for married teachers was £37.10.0 a year. Single teachers received £18.15.0.
- 204 *Education Gazette*, 1 July, 1960.
- 205 E.1, 1965, pp.21, 34.
- 206 *Education Gazette*, 1 November, 1969.
- 207 E.1, 1962, p.15.
- 208 *ibid.*
- 209 E.1, 1968, p.17.
- 210 Director-General; *ibid.*, p.4.
- 211 *PJ*, November-December, 1970, p.4.
- 212 *PJ*, August, 1972, p.19. The formal grading of secondary teachers came to an end on 1 February, 1974. (See *Education Gazette*, 1 February, 1974 (Supplement).)
- 213 *PJ*, September, 1966, p.6; August, 1969, p.11.

- 214 For example, *Education Gazette*, 1 December, 1962; 1 December, 1964; 1 December, 1967.
- 215 *ibid.*, 1 August, 1964.
- 216 E.1, 1967, pp.29-30. The new rates ranged from £1.2.0 to £1.10.0 a week in the country, and from £1.18.6 to £2.18.6 a week in urban areas.
- 217 *PJ*, November, 1966, p.14.
- 218 *ibid.*, July, 1971, p.9.
- 219 Reference has already been made earlier in this chapter to the Rongotai College housing loan scheme.
- 220 15 March, 1967.
- 221 16 July, 1973.
- 222 *Education Gazette*, 1 August, 1961.
- 223 Report of Standing Committee on Country Service, 26 September, 1960. Quoted in *PJ*, November, 1960, p.5.
- 224 *Education Gazette*, 2 May, 1960.
- 225 *ibid.*, 15 November, 1961. Secondary teachers were eligible for this award, which was administered by the New Zealand Council for Educational Research. Fellows received an allowance of £1,500 a year, in addition to their normal salaries.
- 226 In its early days, the Society made much of the benefits members would receive for their subscription of sixpence a week. In 1969, 2,000 of the Society's 22,000 members received benefits totalling almost \$42,000. (E.1, 1970, p.43.)
- 227 *Education Gazette*, 15 July, 1967. After a trial period of five months, the new arrangement was adopted definitively from the beginning of 1968.
- 228 *PJ*, October, 1970, p.16. Ancillary staff carried out a variety of non-professional duties, including clerical work and typing for teachers, nurse-aiding, laboratory and workshop maintenance, textbook supervision, and the making, storing, cataloguing, and operating of teaching aids. (*PJ*, April, 1971, p.17.)
- 229 *PJ*, August, 1971, p.25.
- 230 *PJ*, July, 1962, p.13. Twelve regions were set up; they were entitled to eighteen seats on the national executive.
- 231 *PJ*, July, 1963, p.4. The P.P.T.A. had no power whatever to revise syllabuses, but, as an Association, it had passed the point where it worried too much about points of law.
- 232 J.R. Kelly, then principal of Waihi College.
- 233 President; *PJ*, May, 1964, p.4.

- 234 *PJ*, July, 1964, p.17.
- 235 *PJ*, July, 1968, p.4. These brave words took on rather a hollow sound in 1970, when all of the Association's efforts and resources were committed to its dispute with the Government over teachers' salaries.
- 236 R.G. Munro, "*Education in Change: Arriving at a Basis for Discussion*," *PJ*, October, 1969, p.25. (Munro, a senior lecturer at Auckland Secondary Teachers' College, was chairman of the review group.)
- 237 *ibid.*
- 238 Dr W.B. Sutch, secretary of the Department of Industries and Commerce.
- 239 N.Z.P.P.T.A., *Education in Change*, *op.cit.*
- 240 The April, 1970 number of the *P.P.T.A. Journal* contained extracts from fourteen reviews of and comments on *Education in Change*, two of them from overseas contributors (pp.17-18).
- 241 *PJ*, October, 1969, p.32.
- 242 *Education*, February, 1970, p.29.
- 243 *PJ*, September, 1972, p.39.
- 244 In *New Zealand Monthly Review*. Quoted in *PJ*, April, 1970, p.17.
- 245 "The Organizational Framework," in J.A. Codd and G.L. Hermansson (eds.), *op.cit.*, p.306.
- 246 See review by D.F.W. Brown in *New Zealand Journal of Educational Studies*, May, 1971, pp.96-99. (Brown was a lecturer in the secondary division of Christchurch Teachers' College.)
- 247 *Education in Change*, Introduction, p.xiii.
- 248 *ibid.*, p.2.
- 249 It is significant that the sole recommendation the report makes has to do with experimentation and research (p.80).
- 250 For example, that teachers should spend no more than half the school week with classes (p.70), and that educational authorities should provide attractive facilities for recreation, relaxation, and meals (p.10).
- 251 W.L. Renwick, "Social Change and Objectives of Secondary Education," in J.A. Codd and G.L.Hermansson (eds.), *op.cit.*, p.24.
- 252 P.U. McLay, in Foreword to P. Rafter (ed.), *Diamond Jubilee History, 1920-1980: Whakatane District High School/Whakatane High School*. Whakatane High School Board of Governors, 1982.
- 253 J.A. Codd and G.L. Hermansson, in Introduction to J.A. Codd and G.L. Hermansson (eds.), *op.cit.*, p.9.

- 254 J. Shallcrass (ed.), *Secondary Schools in Change*. Wellington: Price Milburn (for the New Zealand Post-primary Teachers' Association), 1973.
- 255 *PJ*, March-April, 1969, p.4.
- 256 I.A. McLaren, *op.cit.*, p.42.
- 257 W.L. Renwick, *loc.cit.*
- 258 *Education in Change*, Preface, p.xi.
- 259 F. Alexander (ed.), *Queen's: The First 25 Years*. n.d., p.16.
- 260 P. Green, "Direct Action," *PJ*, August, 1961, p.14. (Writer's emphasis.)
- 261 For a detailed account of this dispute see S.J. Ingle, "The Politics of Education" (unpublished Ph.D. thesis, the Victoria University of Wellington). 1967. See, also, *PJ*, July, 1962, p.18.
- 262 *PJ*, September, 1962, p.12.
- 263 Quoted in *PJ*, November, 1962, p.30.
- 264 B.A. Webster, "The Politics of the New Zealand Post-primary Teachers' Association," in M. Clark (ed.), *The Politics of Education in New Zealand*. Wellington: New Zealand Council for Educational Research, 1981, p.192.
- 265 *ibid.* Webster stated that this move could "perhaps be termed the 'politicization' of the Association's chief executive".
- 266 *PJ*, August, 1968, Editorial.
- 267 *PJ*, September, 1968, Editorial. The president described this decision as an "awesome demonstration of resolution on the part of secondary teachers". (*PJ*, October, 1968, p.4.)
- 268 For example, at the time of the dispute between the principal and board of governors at Hawera High School, the *P.P.T.A. Journal* carried this statement: "The executive must remain alert for and be prepared to intervene in situations where a board interferes in the professional administration of a school." (*PJ*, August, 1969, p.17.) (Writer's emphasis.)
- 269 On the programme, the Minister (B.E. Talboys) reminded teachers that, if their salaries were not as high as they would like, teaching did have its compensations, such as long holidays.
- 270 24 July, 1970. Reported in *PJ*, September, 1970, p.25. The *Evening Star* (Dunedin) said: "The Minister ... brought the wrath of the teaching profession on his head ... " (24 July, 1970), while the *Waikato Times*, in its Editorial, alluded to "... the rage of protest which has erupted in the past week ... precipitated by the Minister's performance [on television]" (28 July, 1970). Both quoted in *ibid.*
- 271 *PJ*, July, 1970, p.6.

- 272 *PJ*, September, 1970, p.8.
- 273 *ibid.*
- 274 The chairman of the Auckland region said that 88 per cent of his members had voted in favour of direct action. In Canterbury, 85 per cent of the membership indicated its support for any form of action decided on by the executive. (*PJ*, October, 1970, p.7.)
- 275 D.E. Hood, Waikato branch chairman. (*PJ*, September, 1970, p.9.) The Association worked very hard, in the 70's, to promote this image of secondary teachers as altruists.
- 276 *Auckland Star*, 2 October, 1970. Quoted in *PJ*, October, 1970, p.18. Similar views were expressed by the editor of the *New Zealand Herald* (13 May, 1970), and of the *Evening Star* (Dunedin) (24 July, 1970). (Source: *PJ*, May, 1970, p.6; September, 1970, p.26.)
- 277 8 October, 1970. Quoted in *PJ*, October, 1970, p.19.
- 278 *Waikato Times*, 13 May, 1970. Quoted in *PJ*, July, 1970, p.11.
- 279 Director-General; E.1, 1971, p.3.
- 280 See *Thames High School*, *op.cit.*, p.110 for a report of the reaction of one community to the teachers' decision to stop work.
- 281 E.1, *loc.cit.*
- 282 President; *PJ*, February, 1971, p.7. For an extended account of the events leading up to the salary revaluation, and an assessment of what the new scales would mean in practice, see P.W. Boag, "The Salary Campaign of 1970," *PJ*, February, 1971, pp.14-19.
- 283 Paul Moran, writing in the *Dominion*. Quoted in *PJ*, February, 1971, p.12.
- 284 28 December, 1970. Quoted in *ibid.*, p.6.
- 285 *ibid.*, p.4.
- 286 Barrie Swift (journalist). Quoted in *ibid.*, p.12.
- 287 P.W. Boag, *op.cit.*, p.19.
- 288 *PJ*, February, 1971, p.4.
- 289 W.L. Renwick, "Power or Authority in the Running of Secondary Schools?" (Address to the Central District Region of the New Zealand Secondary School Boards' Association). 22 September, 1979, p.3.
- 290 *PJ*, August, 1968, p.25.
- 291 *PJ*, February, 1970, p.9.
- 292 *PJ*, May, 1971, p.7.
- 293 See comments by P.W. Boag, general secretary of the P.P.T.A., quoted by Barrie Swift, *loc.cit.* The Currie Commission held that "..."

- ultimately, ... teachers will have to take a greater share in maintaining standards and exercising discipline upon their own members in association with the Department of Education". (*Currie Report*, p.571.)
- 294 For example, the Waikato Social Studies Teachers' Association had a nation-wide membership in the early 70's; its biannual publication, *The Observer*, was sent to subscribers from Kaitaia to Invercargill. The Association also produced a smaller 'Broadsheet' four or five times a year. (*PJ*, November, 1975, p.22.)
- 295 *Education Gazette*, 1 November, 1968; 15 February, 1969.
- 296 See, for example *Education Gazette*, 15 August, 1966; 1 September, 1967; 16 September, 1968; 16 December, 1968; 15 August, 1969.
- 297 E.1, 1961, p.11.
- 298 *PJ*, March, 1962, p.6.
- 299 Two principals to study educational developments in the United Kingdom, the United States, and Europe (12 weeks); two teachers of French to study in France (6 weeks); three teachers of senior technical subjects, three teachers of geography, and six teachers of chemistry to visit Australia (2 weeks). (E.1, 1962, p.15.)
- 300 E.1, 1965, p.24.
- 301 There was even an element of danger involved. In April, 1968, A.S. Black, principal of Inglewood High School, was shot outside his office by a pupil nursing a grievance against him. Subsequently, the pupil concerned was convicted of murder. (*PJ*, June, 1968, p.11.)
- 302 *Report on Secondary School Administration, op.cit.*, p.13.
- 303 The stop-work meetings of 1970 placed principals in a very difficult position. On the one hand, as P.P.T.A. members they owed loyalty to the Association; on the other hand, they also owed loyalty to their boards of governors, as well as bearing the ultimate responsibility for the welfare of the school's pupils. In addition, they had to bear the brunt of public criticism and parental disapproval of the teachers' actions.
- 304 *Report on Secondary School Administration, op.cit.*, p.18.
- 305 The position at New Plymouth Girls' High School has already been outlined. The Timaru High School Board found itself similarly placed in 1965, when it received very few enquiries for the vacant principalship of the Girls' High School. Finally, in May, 1966, the Board appointed the deputy principal as acting principal; the appointment was made permanent in September. (A. Lawrence, *Lively Retrospect: Timaru Girls' High School, 1880-1980*. Centennial Committee, Timaru High School Old Girls' Association, n.d., p.133.)
- 306 See chapter 15 for an account of the demise of Waiwhetu Girls' High School.
- 307 Another significant appointment made in 1966 was that of the principal of King's High School, H.H. Craig, to the position of

- District Senior Inspector of Secondary Schools, South Auckland. No previous secondary school principal this century had ever secured such a position.
- 308 *PJ*, March, 1971, p.36.
- 309 There were several instances, in the early 60's, of principals staying only two years in a school before accepting another appointment.
- 310 J.H. Donaldson, appointed principal of Putaruru High School early in 1960, resigned in the third term on being offered the position of rector of Waitaki Boys' High School.
- 311 *PJ*, October, 1969, p.14.
- 312 P.J. Whelan.
- 313 *PJ*, June, 1969, p.5. See, also, "Defining the Boundaries," (*ibid.*, Editorial).
- 314 In 1964, the Department did publish a handbook for head teachers on school administration, which covered district high schools. (*Education Gazette*, 15 October, 1964.)
- 315 W.G. Walker, "Trends and Issues in the Preparation of Educational Administrators," in G. Baron, D.H. Cooper and W.G. Walker (eds.), *Educational Administration: International Perspectives*. Chicago: Rand McNally and Company, 1969, p.135.
- 316 Note change from pounds to dollars. (£1 = \$2.)
- 317 Source: *Education Gazettes* (Salary Supplements). All of the amounts quoted are exclusive of married allowance (\$140 a year).
- 318 For a time, the Department refused to support the principals' conference; it even went to extraordinary lengths to prevent boards from paying conference expenses incurred by principals. Later it relented, and was eventually represented at the conferences by top Head Office officials, and the district senior inspectors.
- 319 *PJ*, October, 1962, p.9.
- 320 It is not suggested that teacher militancy alone was responsible for this decline in parental support. Young people of the 60's were questioning the authority of the home, as well as the school, with the result that many parents were no longer able (or, sometimes, even willing) to regulate the attitudes and activities of their teenage children.

- 1 An analysis of staffing carried out by the P.P.T.A. in March, 1964 in the fifty-three district high schools with P.P.T.A. branches (i.e., the larger and probably better-staffed schools) revealed that barely half (51.9 per cent) of the teachers were graduates or diploma holders, 15.1 per cent of the staff held temporary appointments, and 46.5 per cent of the mathematics and science teaching positions were unfilled. The comparable percentages for post-primary schools in Christchurch were 80.8, 4.0, and 4.5. (*PJ*, October, 1964, p.4.)
- 2 I. Cumming and A. Cumming, *op.cit.*, p.350.
- 3 Submission No.11 of the Department of Education to the Commission on Education in New Zealand stated that, of the 1960 total of 96 district high schools, 49 (51 per cent) had fewer than 75 pupils in their secondary departments, 18 (19 per cent) had between 76 and 100 pupils, while 29 (30 per cent) had more than 100 pupils.
- 4 *PJ*, October, 1964, p.4, President's Message.
- 5 *ibid.*
- 6 E.1, 1964, p.23.
- 7 *Currie Report*, p.438.
- 8 *ibid.*
- 9 *ibid.*, p.444.
- 10 *ibid.*, p.445.
- 11 *Rotorua Daily Post*, Editorial (undated). Quoted in *PJ*, July, 1966, p.6.
- 12 *PJ*, June, 1966, p.3, Editorial.
- 13 Extracts from comments on *Country Education* published by ten newspapers are reproduced in *PJ*, July, 1966, p.6. All of the extracts supported the P.P.T.A.'s stand, though two newspapers did express some reservations about the Association's proposals.
- 14 Quoted in *PJ*, October, 1967, p.15.
- 15 G.W. Parkyn, *The Consolidation of Rural Schools*. Wellington: New Zealand Council for Educational Research, 1952, p.141. Parkyn's views on this issue were shared by J.E. Watson, though the organisation of the type of school eventually decided on was somewhat different from that envisaged by Watson. (See J.E. Watson, *Intermediate Schooling in New Zealand*. Wellington: New Zealand Council for Educational Research, 1964, p.419.)
- 16 References to consolidated district high schools or form 1-6 schools began to appear in the literature as early as 1960. (See, for example, *PJ*, October, 1960, p.5.)
- 17 The School at Te Karaka was named Waikohu College.

- 18 The Government intended to continue establishing intermediate schools in such areas.
- 19 In fact, only one of the five schools (Queen Charlotte College, at Picton) opened in 1965. The other four - Katikati College, Otamatea High School (at Maungaturoto), Reporoa College, and Tokomairiro High School (at Milton) - were all established in 1966.
- 20 *Education Gazette*, 16 March, 1964.
- 21 J.E. and J.L. Ewing, *op.cit.*, p.562.
- 22 *PJ*, June, 1963, Editorial. The president was referring to post-primary teachers. The New Zealand Educational Institute, representing primary teachers, was not in favour of form 1-6 schools. The Institute wanted forms 1 and 2 pupils to remain in primary or intermediate schools.
- 23 A. Lawrence, *op.cit.*, p.130.
- 24 Quoted in *PJ*, August, 1965, p.31.
- 25 *ibid.*, p.29.
- 26 *ibid.*, p.30.
- 27 *ibid.*, p.31.
- 28 Quoted in *Otago Daily Times*, 22 March, 1966. (*PJ*, April, 1966, p.4.)
- 29 *PJ*, *op.cit.*, President's Message.
- 30 Sue Vaassan, in the *New Zealand Woman's Weekly*, 13 June, 1966. Quoted in *PJ*, July, 1966, p.4.
- 31 I. Cumming and A. Cumming, *op.cit.*, pp.350-51.
- 32 E.1, 1967, p.18.
- 33 Patea High School and Tongariro High School (at Turangi).
- 34 From 1970, with the adoption of the designation 'form 7' for post-University Entrance classes, all form 1-6 schools which had, or aspired to have, a seventh form became known as form 1-7 schools.
- 35 E.1, 1971, p.43. A further six form 1-7 schools were opened in 1971, bringing the total number of such schools to twenty-four. They ranged in size from Fairlie High School, the smallest established thus far, with a roll in 1971 of 220, to Tongariro High School, with a 1971 roll of 823. (Source: *PJ*, August, 1971, p.33.)
- 36 From its inception, Geraldine High School had been under the control of the Canterbury Education Board, though much of the Board's authority in respect of the School had been delegated to a local committee of control.
- 37 *PJ*, August, 1968, p.15.
- 38 E.1, 1968, p.32.

- 39 E.1, 1967, p.18. It is significant that, within two years, the word 'high' had been dropped from the title of the new type of school.
- 40 E.1, 1971, p.43.
- 41 *Education Gazette*, 16 September, 1968.
- 42 E.1, *loc.cit.*
- 43 *Education*, 2/74, p.31. See, also, "Upgrading Rural Education," by the same writer, *Education*, 5/73, p.27.
- 44 *PJ*, August, 1969, p.15.
- 45 *PJ*, May-June, 1972, p.13.
- 46 *ibid.*, p.14.
- 47 At Broadwood (Northland) in 1974, and at Omapere (on Hokianga Harbour) (Opononi Area School) also in 1974. Conversions went ahead at a much faster rate from 1976 onwards. By the end of the 70's, thirty-three small district high schools had been translated to area schools. (Source: *Education Gazettes*.)
- 48 E.1, 1971, p.43.
- 49 *ibid.*
- 50 For example, when Kawhia District High School lost both of its secondary teachers in the first term of 1971, the twenty-two secondary pupils had to continue their studies through the Correspondence School under the supervision of three local residents. Between 1962 and 1971, the secondary department of Kawhia saw twenty-two teachers come and go. (*PJ*, July, 1971, p.8.)
- 51 [H.B. Holst], "The Education of Maori Children: A Review," *Education*, No.4, 1971, p.26.
- 52 At the same time, the total Maori population increased by more than 60,000. Maoris made up 6.9 per cent of the total population in 1961, and 8.0 per cent in 1971. (Source: I.A. McLaren, *op.cit.*, p.93.)
- 53 Source: E.1 Reports.
- 54 E.1, 1968, p.25. See, also, E.1, 1967, p.25; 1969, p.29; 1970, p.28.
- 55 E.1, 1970, p.27.
- 56 *PJ*, September, 1966, p.26.
- 57 J.E. and J.L. Ewing, *op.cit.*, p.689.
- 58 E.1, 1970, p.27.
- 59 E.1, 1968, p.25.
- 60 Adapted from I.A. McLaren, *op.cit.*, p.91.
- 61 *ibid.*

- 62 *PJ*, March, 1965, p.34.
- 63 On 1 March, 1963, Rerekohu had 130 pupils in its secondary department. At that time, only two other Maori district high schools (Tikitiki and Te Whanau-a-Apanui (Opotiki) had secondary rolls of over a hundred. (Source: Grading Rolls, 1963 (*Education Gazette*).)
- 64 M.D. Gambrill, *op.cit.*, p.87.
- 65 *Report on Secondary School Administration, op.cit.*, Appendix C.
- 66 *PJ*, February, 1971, p.11.
- 67 *PJ*, February, 1970, p.9.
- 68 16 July, 1962.
- 69 The P.P.T.A.'s opposition to the Department's minimum translation figure was a long-standing one. See, for example, *PJ*, April, 1956, p.18.
- 70 E.1, 1964, p.30.
- 71 J. Garnham and G. Cowrick (eds.), *op.cit.*, p.28.
- 72 E.1, 1962, p.25.
- 73 *New Zealand Herald*, 26 September, 1970. Quoted in *PJ*, October, 1970, p.18.
- 74 *PJ*, February, 1971, p.10.
- 75 *ibid.*, pp.10-11.
- 76 Commonly called the Hunn Report after J.K. Hunn, who was Secretary of the Department of Maori Affairs at the time.
- 77 Quoted in I. Cumming and A.Cumming, *op.cit.*, p.306.
- 78 *ibid.*
- 79 E.1, 1962, p.7.
- 80 This included schools. For example, Wellington Technical College supported the Maori Education Foundation Fund, and the Council raised the £20 necessary for the College to become a life member. (*From Riley to Royal: Wellington Technical College/Wellington High School, 1886-1986. Centennial Committee of Wellington Technical College/Wellington High School, 1986, p.140.*)
- 81 "The Maori Education Foundation," *PJ*, July, 1962, Editorial.
- 82 E.1, 1962, p.25.
- 83 1. The Home and Parents. 2. Pre-School Education. 3. Primary Education. 4. Secondary Education. 5. University Education. 6. Research. 7. Apprenticeship. 8. Adult Education. 9. General. The Director described this policy statement as "strikingly wider in

- scope than anyone had envisaged when the Foundation was first mooted". (E.1, 1963, p.24.)
- 84 E.1, 1966, p.29.
- 85 *PJ*, September, 1967, p.21.
- 86 *Education Gazette*, 15 February, 1963.
- 87 *ibid.*, 15 November, 1963.
- 88 *ibid.*, 1 December, 1966.
- 89 Sir Bernard Fergusson (later, Lord Ballantrae).
- 90 E.1, 1970, p.28.
- 91 *Education Gazette*, 1 October, 1965.
- 92 *ibid.*, 15 September, 1969.
- 93 E.1, 1971, p.42.
- 94 These included the Otaki, Porirua, Papawai, Kaikokirikiri, and (later) Waerenga-a-Hika Trust Boards.
- 95 *Education Gazette*, 15 October, 1965.
- 96 *ibid.*, 2 September, 1968.
- 97 The Board offered prizes for the best essay in Maori and in English in each section.
- 98 K.J. Sheen, "The Maori Education Problem," *PJ*, March, 1971, p.35.
- 99 *Education Gazette*, 1 November, 1965, and 15 April, 1966.
- 100 E.1, 1970, p.27.
- 101 R.L. Bradly, "Education's Impact on the Multi-racial Society," in R.H. Brookes and I.H. Kawharu (eds.), *Administration in New Zealand's Multi-racial Society*. Wellington: Oxford University Press for the New Zealand Institute of Public Administration, 1967, p.71.
- 102 *Education Gazette*, 16 June, 1970.
- 103 For example, Wellington East Girls' College. (See M.D. Gambrill, *op.cit.*, p.87.)
- 104 *Education Gazette*, 15 January, 1966. Similar centres were operating in 1965 at Okaihau and Orakei (Auckland) (E.1, 1966, p.28), and at Whakatane (Wairaka Pa) (P. Rafter (ed.), *op.cit.*, pp.71-72).
- 105 E.1, 1969, p.29.
- 106 Two such courses, held in Auckland and Napier in 1970, catered for 180 girls.
- 107 E.1, 1971, p.42.

- 108 Quoted in *PJ*, September, 1967, p.21.
- 109 E.1, 1971, p.42.
- 110 H.M. Jennings, "Maori Language," *PJ*, June, 1973, p.30. This compares favourably with the one thousand post-primary pupils learning Maori in 1955, largely through the Correspondence School, or in Maori district high schools or one of the denominational colleges. (H.B. Holst, *op.cit.*, p.23.)
- 111 "Te Wharekura," *Education*, February, 1967, p.26.
- 112 E.1, 1964, p.32.
- 113 E.1, 1971, p.51.
- 114 *ibid.*, p.42.
- 115 *Education Gazette*, 1 December, 1962.
- 116 For example, number 5 (Maori carving) was distributed to schools in September, 1966. (*Education Gazette*, 15 September, 1966.)
- 117 This Committee was reconstituted in 1969 so that it would be representative of a wider cross section of the community. It was asked to report in 1970 on priorities in Maori education for the ensuing ten years. (*PJ*, March, 1971, p.31.) (See, also, H.B. Holst, *op.cit.*, p.27.)
- 118 The Director-General indicated that four intermediate and twenty-one primary schools were to be involved in this new scheme initially. In addition, it was anticipated that the teaching of Maori would be extended to form 2 pupils in district high schools and form 1-7 schools where sufficient qualified teachers were available. (K.J. Sheen, *op.cit.*, p.35.)
- 119 *Education Gazette*, 15 January, 1971. This notice said that twelve schools were participating in the scheme. Presumably, the reference was to the secondary schools involved.
- 120 See, for example, E.1, 1967, p.25, and 1968, p.26.
- 121 See *Education Gazette*, 15 September, 1969.
- 122 R.L. Bradly, *op.cit.*, p.73.
- 123 *Thames High School*, *op.cit.*, p.71.
- 124 John Brown, education reporter, *Christchurch Press*. Quoted in *PJ*, April, 1971, p.8.
- 125 For example, the language of the 'new' mathematics, with its "sets, functions, linear programming, binary numbers, mappings, Venn diagrams, geometrical translations, reflections, etc.". (F. Alexander (ed.), *op.cit.*, p.33.)
- 126 For an account of an early driver training programme (at Palmerston North) see *PJ*, February, 1961, p.5.

- 127 E.1, 1969, p.20.
- 128 E.1, 1970, p.19. One school introduced an integrated Sixth-Form Certificate course in related arts in the early 70's. (See O.E. Harding, *op.cit.*, p.152.)
- 129 See C. Adams and P. Northcote (eds.), *op.cit.*, p.28.
- 130 For example, mathematics: "To develop the pupil's capacity to live effectively in a culture that is being shaped in many of its significant aspects by mathematics."
- 131 As already noted (chapter 12), the urgent need to coordinate primary and post-primary syllabuses was one of the main reasons for setting up the Curriculum Development Unit. The creation of form 1-6 schools made such a Unit even more necessary.
- 132 The work was carried out by a widely-representative Science Syllabus Revision Committee (Form 1-4).
- 133 E.1, 1968, p.18.
- 134 E.1, 1969, p.20.
- 135 E.1, 1965, p.17.
- 136 E.1, 1964, p.16.
- 137 E.1, 1966, p.22.
- 138 E.1, 1968, p.18.
- 139 E.1, 1969, p.13.
- 140 *Education Gazette*, 16 July, 1969.
- 141 E.1, 1971, p.48. In the event, the new form 1-4 social studies syllabus was not formally introduced into the schools until 1978, even though a draft syllabus (Curriculum Development Unit Social Studies Newsletter No.11) had been distributed to the schools in 1974. The essence of the new syllabus was the centring of each year's studies on a set theme: cultural difference; interaction; social control; and social change. (*Education Gazette*, 17 November, 1976.)
- 142 An example of the 'backwash' effect of syllabuses adopted in more senior classes; in this case, the alternative School Certificate (modern) mathematics pilot scheme, begun in a number of schools on a trial basis in 1964.
- 143 E.1, 1970, p.11.
- 144 E.1, 1971, p.50.
- 145 *ibid.*
- 146 This side of the Unit's work extended to other areas as well, such as the publication of a teachers' guide in preparation for the introduction of decimal currency in July, 1967.

- 147 *Education Gazette*, 15 July, 1963; 15 October, 1964.
- 148 For example, "Katherine Mansfield in Her Letters" (1960); "Life in Urban and Industrial Bengal" (1960); "A History of the Kitchen" (1961); "The Field Cricket" (form 6 biology) (1962); "Down to the Ice" (1966); "Social Statistics" (forms 5,6) (1967); "A Study of Ancient Rome" (forms 3,4) (1968); "Crime and the Law" (1969).
- 149 For a complete list of School Library Service publications for secondary schools see the annual reports of the National Library Service (*AJHR*, H.32A).
- 150 *Education Gazette*, 15 October, 1962, and *PJ*, July, 1963, p.4. The first prescriptions to be reviewed (1963) were those for French, German, Russian, and Bookkeeping.
- 151 D. Gunby, *op.cit.*, p.202.
- 152 *From Riley to Royal*, *op.cit.*, p.139.
- 153 D. Gunby, *loc.cit.*
- 154 See, for example, K.A. Trembath, *op.cit.*, p.330, and M.D. Gambrill, *op.cit.*, p.75.
- 155 For example, a pupil who had qualified for admission to form 6 might want to repeat a failed School Certificate subject; or a pupil who had passed, say, three School Certificate subjects might want to take one or two School Certificate subjects and two or three Sixth-Form Certificate subjects.
- 156 For example, the elective offerings available to forms 5 and 6 pupils at Timaru Girls' High School in 1970 included music, art, craft, clothing, French culture, home economics, elementary piano lessons, typewriting, drama, synchronised swimming, yoga, golf, badminton, squash, indoor basketball, volleyball, judo, jazzercise (fitness work to music). (A. Lawrence, *op.cit.*, p.150.)
- 157 L.G. Gordon, "The Slow Learner: What Is Being Done?" *PJ*, May, 1968, pp.29-31. (Gordon's paper has a particularly useful bibliography of journal articles on the slow learner.)
- 158 The first major breakthrough in this connection came at the end of 1969. (See p.526.)
- 159 Since there were very few official 'special' classes in the early 60's, a number of schools ran their own programmes, which they funded from their own resources.
- 160 E.1, 1968, p.17.
- 161 E.1, 1971, p.15.
- 162 E.1, 1969, p.16.
- 163 See "Work Experience Education - A Pioneer Project," in F. Alexander (ed.), *op.cit.*, p.32. In 1969, Queen's introduced a senior business course with a work experience component. Girls taking this course spent half a day each week in offices in the city.

- 164 M. May, *op.cit.*, p.146.
- 165 For accounts of typical work experience schemes of the 60's see R. Greensill, "Pre-vocational Guidance," *Education*, May, 1969, p.25, and D. Wright, "A Work Experience Programme," *Education*, November, 1970, p.6.
- 166 See, for example, *King's High School 50th Jubilee, 1936-1985*. 1986, p.24.
- 167 For example, Auckland Girls' Grammar School, Avondale College (Auckland), and Waitaki Girls' High School. (Source: School histories and personal knowledge.)
- 168 D. Gunby, *op.cit.*, pp.202-3.
- 169 B. Peddie, *op.cit.*, p.178. The choirs were: descant, senior, special, 4th form, and 3rd form.
- 170 D. Morris (ed.), *Kuranui College, 1960-1985: 25 Years Reunion*. n.d., p.16.
- 171 M.D. Gambrill, *op.cit.* p.95.
- 172 F. Alexander (ed.), *op.cit.*, p.13.
- 173 Under this scheme, small groups of pupils in secondary schools received free tuition, covering a range of instruments. Lessons were given in school time by itinerant tutors employed by the Department.
- 174 E.1, 1964, p.23.
- 175 At Wellington East Girls' College, in 1970, five tutors (violin (2), 'cello, flute, clarinet) were giving group instrumental lessons to forty-seven pupils. (M.D. Gambrill, *op.cit.*, pp.95-96.)
- 176 "Holiday Orchestral Courses," *Education*, 5/71, p.13.
- 177 In 1970, the May course was held in Hamilton.
- 178 "Holiday Orchestral Courses," *loc.cit.*
- 179 *Education Gazette*, 1 June, 1967.
- 180 One school (Wellington East Girls' College) entered seven separate groups in the 1965 contest. (M.D. Gambrill, *op.cit.*, p.77.)
- 181 See P. Rafter (ed.), *op.cit.*, p.69, and *King's High School 50th Jubilee, op.cit.*, p.23.
- 182 See, for example, *PJ*, April, 1961, p.16; February, 1963, p.14; September, 1967, p.29. (Lilly, a prominent school music teacher, was on the staff of Nelson College.)
- 183 *Education Gazette*, 16 March, 1970.
- 184 *Currie Report*, p.644.
- 185 The first four schools built to this design opened in 1971.

- 186 At the time the Currie Commission was sitting, the subsidy was £1 for £1 up to a maximum of £4,000. Soon afterwards, it was increased to £2 for £1 up to a maximum of £9,000. (E.1, 1964, p.10.)
- 187 Bassett's survey (see chapter 8, footnote 86) established that only 48 per cent of the schools he had covered (80 per cent of all state secondary schools) had a gymnasium in 1965.
- 188 Quoted in R.A. Stothart, *The Development of Physical Education in New Zealand*. Auckland: Heinemann Educational Books, 1974, p.54.
- 189 G.R. Bassett, "A Survey of Physical Education in 144 New Zealand State Secondary Schools," *New Zealand Journal of Physical Education*, April, 1965, pp.21-23.
- 190 *Currie Report*, p.369.
- 191 In many cases, however, they could opt for recreational-type activities in the electives periods, which were, by then, quite common in senior school programmes.
- 192 This drawback applied equally to the subject linked with physical education for this purpose, generally music or art.
- 193 Quoted in *PJ*, February, 1961, p.14.
- 194 E.1, 1971, p.30.
- 195 R.A. Stothart, *op.cit.*, p.47. Waitaki Boys' High School had an outdoor education programme in place in 1940, centred on its own permanently-sited camp with accommodation for sixty boys. (A.R. Tyrrell, *op.cit.*, p.111.)
- 196 For a good account of this type of outdoor education programme see Jean Silver and Ted Jones, "Adventure Camping," *Education*, April, 1968, p.27. (The authors were teachers at Rangitikei College.)
- 197 *The Years Between: Christchurch Boys' High School, 1881-1981*. Christchurch Boys' High School Old Boys' Association, 1981, p.115.
- 198 See W.A. O'Neill, "The Chalet Classroom," *Education*, February, 1969, p.16.
- 199 An article on Rotoiti Lodge, written in 1971, noted that, although the Lodge had been in use for three years, accommodating seventy-two pupils a week for forty weeks of the year, there was not a sign of litter or graffiti anywhere. (*PJ*, May, 1971, p.42.)
- 200 W.E. Alexander, *The First Hundred Years: Celebrating the Centenary of New Plymouth Boys' High School, 1882-1982*. New Plymouth Boys' High School Centennial Committee, n.d., p.88.
- 201 See, for example, D. Gunby, *op.cit.*, p.203.
- 202 D.K.F. Graham, "Art Education in Secondary Schools," *PJ*, April, 1967, p.23. (Graham was a teacher at Shirley Boys' High School.)
- 203 *Education Gazette*, 15 October, 1968. Although the subject was called art, the examination was not in practical art but in art history.

- 204 E.1, 1970, p.39.
- 205 See, for example, N. Robinson (ed.), *Dannevirke High School: 75th Jubilee, 1903-1978*. n.d., p.32.
- 206 *Education Gazette*, 15 June, 1967.
- 207 See *Education*, 7/71, p.16.
- 208 See footnotes 115 and 116.
- 209 E.1, 1971, p.51.
- 210 See, for example, D.J. Hornblow, *op.cit.*, p.55, and R.W.T. Leask (ed.), *Anniversary Magazine, 1957-1981* (Shirley Boys' High School). n.d., p.3.
- 211 Source: E.1 Reports.
- 212 E.1, 1963, p.20.
- 213 *PJ*, August, 1962, p.24.
- 214 *Thomas Report*, p.70.
- 215 See *Education Gazette*, 2 December, 1968; 1 September, 1969.
- 216 Previously, typewriting could be taken only with shorthand. The subject shorthand-typewriting was retained, but made mutually exclusive with the new subject.
- 217 E.1, 1968, p.18.
- 218 Entries for bookkeeping fell by 4 per cent between 1967 and 1970 (from 16 per cent of all candidates to 12); those for commercial practice went down 7 per cent (from 21 to 14). (Source: E.1 Reports.)
- 219 *Education Gazette*, 1 October, 1970; 16 June, 1970.
- 220 F. Alexander (ed.), *op.cit.*, p.5 (Diary, 1969).
- 221 Source: *Education Gazettes*.
- 222 See, for example, *From Riley to Royal*, *op.cit.*, p.139, and F. Alexander (ed.), *op.cit.*, p.36.
- 223 D. Gunby, *op.cit.*, p.202. The School historian also noted that, at the time, the total number of pupils at the School taking agriculture was the largest of any school in New Zealand.
- 224 W.E. Alexander, *op.cit.*, p.63.
- 225 A.R. Tyrrell, *op.cit.*, p.152.
- 226 *Education Gazette*, 16 January, 1967.
- 227 D.G. Revell, *op.cit.*, p.106.

- 228 *Education Gazette*, 28 September, 1978. (Writer's emphasis.)
- 229 B.L. Evans (ed.), *Kia Toa: A Record of Achievement of the Feilding Agricultural High School, 1922-1971*. Old Pupils' Association of Feilding Agricultural High School, n.d., p.125.
- 230 Northland College, Mount Albert Grammar School, Feilding Agricultural High School, Rangiora High School. (*Report on Secondary School Administration, op.cit.*, Appendix A.)
- 231 E.1, 1970, pp.19-20.
- 232 P.R. Goddard, "A New Look for English," *PJ*, February, 1970, p.31.
- 233 E.1, 1971, p.48. This committee was called the National English Syllabus Committee; the product of its deliberations, and its guideline suggestions, came to be known as 'N.E.S.C. English'.
- 234 See *Education Gazette*, 16 June, 1970; 1 February, 1971; 15 June, 1971.
- 235 The head of English at Queen's High School wrote in 1980: "Never was a change in teaching methods more maligned and misunderstood than the change to the N.E.S.C. approach in English teaching. Piloted ten years ago, yet still incomplete, it has suffered from public apprehension as well as professional suspicion." (F. Alexander (ed.), *op.cit.*, p.38.)
- 236 *Education Gazette*, 1 February, 1973. This statement was described by the curriculum officer (English), R. Aitken, as a 'no-syllabus'. It provided guidelines to teaching methods and activities, and to the selection of content for the teaching of English. The statement was to be reviewed by the Committee after three years of further trials of units of work in schools throughout New Zealand. (*ibid.*)
- 237 E.1, 1971, p.48. The new prescriptions for Bursaries and Scholarships English came into effect in 1971; that for Entrance was introduced in 1972.
- 238 The sequence of events leading to schools receiving resource tapes was as follows: workshop course → preparation of units of work → master tape to support units of work lodged at National Film Library → copies of tape made for schools on request. (*Education Gazette*, 15 October, 1971.)
- 239 *Education Gazette*, 1 July, 1972. The basis of the distribution was: up to three forms 6 and 7 classes - 1 recorder; from four to six classes - 2 recorders; more than six classes - 3 recorders.
- 240 E.1, 1970, p.19.
- 241 In February, 1970, the *P.P.T.A. Journal* published a selection of newspaper comments from across the country on the dropping of English as a compulsory subject in School Certificate. All ten papers quoted were critical of the move. (p.23)
- 242 *The Poetry Magazine*, published by Wellington Teachers' College, contained examples of children's writing, and recorded practical discussions by teachers on methods of prompting good writing. A

- review described the publication as "... a great motivator for other children to do likewise". (*PJ*, July, 1967, p.26.)
- 243 E.1, 1965, p.23.
- 244 *Education Gazette*, 1 November, 1968.
- 245 E.1, 1966, p.22.
- 246 E.1, 1970, p.20.
- 247 For example, Auckland Girls' Grammar School. (*Auckland Girls' Grammar School: 75th Jubilee, 1888-1963*. Auckland Girls' Grammar School Old Girls' Association, 1963, p.19.) See, also, D.R. Gilbertson, "Drama in Secondary Schools: The Results of a Survey," *PJ*, February, 1969, p.13 (question 16).
- 248 *Education Gazette*, 15 February, 1974.
- 249 See, for example, B. Peddie, *op.cit.*, p.179.
- 250 This point was brought out by F.C. Forster, principal of Fairfield College (Hamilton) from 1965 to 1969: "Perhaps our biggest hurdle was overcoming our 'newness'. Trying to carve a niche in the society of Hamilton was not easy, with established schools setting academic and sporting standards we found it very difficult to match. There was some suspicion of the ugly duckling." (C. Adams and P. Northcote (eds.), *op.cit.*, p.17.)
- 251 For example, Lytton High School (Gisborne), established in 1961, staged a major production (Gilbert and Sullivan, Molière, Shakespeare) each year from 1966 to 1970. Reference has already been made to Kuranui College's operas.
- 252 For example, Auckland Girls' Grammar School regularly combined in musical and dramatic activities with Auckland Grammar School and Mount Albert Grammar School. (*Auckland Girls' Grammar School, op.cit.*, p.20.) See, also, D.R. Gilbertson, *op.cit.*, p.13 (question 6).
- 253 See "New Zealand Drama Quartet: Tenth Annual Production," *PJ*, June, 1965, p.16.
- 254 See M.D. Gambrill, *op.cit.*, p.78.
- 255 *Thomas Report*, p.63.
- 256 W.H. Mabbett, "A Case for German," *PJ*, November, 1962, p.7. Mabbett claimed that, in German classes, "the tail of the class can wag more cheerfully and with greater conviction than in French; they may not know much, but at least they can say it".
- 257 E.H. Meijers, "A Russian Course at Secondary Level," *Education*, June, 1966, p.33. See, also, E.H. Meijers, "Russian in Our Secondary Schools," *PJ*, September, 1962, pp.22-23. Russian was introduced as a School Certificate subject in 1964. (*Education Gazette*, 15 July, 1963.)

- 258 A.M. Culav, "Teaching Russian in New Zealand," *PJ*, March, 1962, pp.14-17.
- 259 See *PJ*, August, 1964, p.25.
- 260 E.1, 1968, p.19.
- 261 E.1, 1969, p.21.
- 262 E.1, 1970, p.21.
- 263 E.1, 1971, p.49. In October, 1970, the South Auckland Education Board advertised for an itinerant teacher of Japanese to take classes in secondary schools in the Hamilton area (*Education Gazette*, 1 October, 1970); early in 1971, the Wanganui Education Board was seeking a similar teacher to service secondary schools in the Palmerston North area (*Education Gazette*, 15 March, 1971).
- 264 A similarly restricted internally-assessed School Certificate examination in Indonesian was introduced for a two-year trial period in 1974. (*Education Gazette*, 1 December, 1973.)
- 265 B. Peddie, *op.cit.*, p.177.
- 266 F. Alexander (ed.), *op.cit.*, p.35.
- 267 See, for example, advertisement for a teacher "to take charge of all Latin instruction in the school" (Naenae College). (*Education Gazette*, 15 June, 1966.)
- 268 Rongotai College. (D.J. Hornblow, *op.cit.*, p.55.)
- 269 Hamilton Boys' High School. (*Education Gazette*, 1 July, 1970.)
- 270 Audio-lingual courses have no visual accompaniments. One audio-lingual course used in the schools in the 60's was A-LM (Audio-Lingual Materials). Popular audio-visual courses were *Lire, Parler et Écrire* and *Écouter et Parler* (Holt, Rinehart, and Winston), and *Voix et Images de France*, produced by CRÉDIF (Centre de Recherche et d'Études pour la Diffusion du Français).
- 271 F. Alexander (ed.), *op.cit.*, p.35.
- 272 E.1, 1967, p.20. There were 416 candidates for the new paper in 1967; in the following year, the number rose to 1,035. The expansion of audio-lingual language teaching was boosted by the tape-copying service which the Department could offer the schools using its tape duplicator. (E.1, 1968, p.19.)
- 273 For an interesting account of the results of changing from the traditional to the aural-oral method of teaching German at Papakura High School (South Auckland) see G.A. Warner, letter to the Editor, *Education*, September, 1965, p.30.
- 274 E.1, 1971, pp.48-49.
- 275 For a fuller discussion of this problem (and others) connected with teaching languages see N. Watts, "Some Urgent Needs in Modern Language Teaching," *PJ*, February, 1973, pp.15-17.

- 276 *PJ*, March, 1963, p.13. In the United States, there were 2,500 language laboratories in the high schools alone in 1961. (E. Goldstein, "The Language Laboratory 3: Mechanics and Methods," *Education*, November, 1967, p.27.)
- 277 *PJ*, September, 1967, p.7.
- 278 In the early 70's, setting up a language laboratory cost between \$7,000 and \$10,000, depending on the degree of sophistication of the equipment installed.
- 279 See *Education Gazette*, 1 March, 1967.
- 280 *Currie Report*, p.268.
- 281 I.V. Sage, "Social Studies Revision," *PJ*, July, 1969, p.4. (Sage was convenor of the P.P.T.A. Social Studies Curriculum Panel.)
- 282 Report of Social Studies Curriculum Panel convenor, *PJ*, November-December, 1970, p.9.
- 283 Report of Christchurch Area Social Studies Teachers' Group, *PJ*, July, 1972, p.9.
- 284 E.1, 1962, p.20.
- 285 For example, at Otago Girls' High School (E. Wallis, *op.cit.*, p.151), and Papatoetoe High School (South Auckland) (*PJ*, April, 1965, p.25).
- 286 E.1, *loc.cit.*
- 287 E.1, 1964, p.42.
- 288 Mrs M.A. Roberts, a former senior inspector of secondary schools.
- 289 *PJ*, March, 1964, pp.4-5.
- 290 E.1, 1965, p.23.
- 291 E.1, 1966, p.22; 1967, p.20; *Education Gazette*, 1 April, 1966 (Supplement).
- 292 P.R. Gulley, "Asian Studies: A Sixth-Form Course," *PJ*, April, 1965, p.25.
- 293 For an interesting and perceptive analysis of this phenomenon see A. Low-Beer, "The Eclipse of History in New Zealand Schools," *New Zealand Journal of Educational Studies*, No.2, 1986, pp.113-22.
- 294 Source: E.1 Reports.
- 295 This decline continued in the 70's and 80's (1978: 19.4 per cent; 1980: 18.1; 1982: 16.6; 1984: 14.2). (Source: Department of Education, School Certificate Examination Statistics, 1984. Quoted in A. Low-Beer, *op.cit.*, p.121.)
- 296 See, for example, B. Peddie, *op.cit.*, p.177, and E. Wallis, *op.cit.*, p.142.

- 297 J.H. Jensen (gen.ed.), *The European Experience*. Wellington: A.H. and A.W. Reed. One reviewer described the series as "a goldmine of exciting, thought-provoking teaching material". (*PJ*, March, 1971, p.43.)
- 298 K. Buchanan, "Some Comments on the School Certificate Geography Syllabus," *Education*, July, 1964, p.3. (Buchanan was professor of geography at the Victoria University of Wellington.)
- 299 *PJ*, June, 1965, p.21.
- 300 F. Alexander (ed.), *op.cit.*, p.37.
- 301 C. Adams and P. Northcote (eds.), *op.cit.*, p.28.
- 302 See *Education Gazette*, 15 August, 1967; 15 April, 1971.
- 303 *ibid.*, 15 November, 1967.
- 304 E.1, 1962, p.19.
- 305 *Currie Report*, p.269.
- 306 *ibid.*
- 307 At the same time, it must be acknowledged that by no means all teachers accepted the new approach unreservedly. (See the report on the mathematics refresher course held at Feilding in January, 1964 in *PJ*, March, 1964, pp.11-12.)
- 308 See, for example, W.A.C. Smith, "The Southampton Experimental Programme in Mathematics," *Education*, March, 1964, p.22. (This article describes the School Mathematics Project (SMP) initiated in the early 60's by Professor B. Thwaites of the University of Southampton.)
- 309 *Education Gazette*, 1 August, 1964.
- 310 *ibid.*, 16 October, 1969.
- 311 The new syllabus had various official names, including pilot scheme mathematics, alternative mathematics, and modern mathematics; in the schools, however, it was almost always called 'new maths'.
- 312 E.1, 1970, p.20.
- 313 E.1, 1969, p.21.
- 314 E.1, 1970, p.20. As a guide, the Department issued an interim syllabus for forms 3 and 4 in 1969. This syllabus was part of the form 1-4 prescription then under discussion, and finally approved in 1971. (See footnote 144.)
- 315 The traditional School Certificate mathematics paper (by then called ordinary mathematics) was phased out in 1975.
- 316 J. Struthers, "The New Approach to Mathematics in New Zealand Schools," *Education*, July, 1968, p.25. The courses were for primary as well as secondary teachers. Struthers also noted that some

teachers ran their own local courses for parents who wanted to understand what their children were being taught.

- 317 W.B. Sutch, "The New Mathematics and New Zealand," *PJ*, April, 1965, p.8.
- 318 Source: E.1, Reports.
- 319 *Real Life Mathematics*, by A.G. Blaymires.
- 320 *Currie Report*, p.269.
- 321 Conference of science teachers held at Otumoetai College (Tauranga) in 1974. Reported in *PJ*, August, 1974, p.31.
- 322 *Education*, October-November, 1964, p.31.
- 323 E.1, 1962, p.19. For an account of some of the overseas science courses which were attracting attention in New Zealand in the early 60's see J.L. Hunter, "Science Conference," *Education, op.cit.*, pp.15-16, and R.G. Munro, "Report from Loughborough: The Nuffield Science Teaching Project Conference - 1964," *Education, op.cit.*, p.61.
- 324 E.1, 1963, p.18.
- 325 E.1, 1966, p.21.
- 326 Betty Hughes, "Science for Girls," *Education, op.cit.*, p.57. (Hughes was head of science at Epsom Girls' Grammar School.)
- 327 A draft prescription had been distributed late in 1967. (*Education Gazette*, 15 December, 1967.)
- 328 I. Cumming and A Cumming, *op.cit.*, p.351.
- 329 E.1 1971, p.49.
- 330 Thus began the development of what came to be known as modular science, which was introduced as a School Certificate subject on a trial basis in 1976. Candidates could select one or two of the three sets; alternative science was a selection of modules from biological science and physical science. (*Education Gazette*, 4 December, 1975.)
- 331 F. Alexander (ed.), *op.cit.*, p.34.
- 332 E.1, *loc.cit.* In 1970, five bulletins were distributed; three more were ready for printing in 1971. (*ibid.*)
- 333 Within ten years, regional science fairs were being held in almost all parts of the country. The first national secondary schools' science fair was held in Auckland in September, 1978. (*PJ*, May, 1978, p.40.)
- 334 Source: E.1 Reports.
- 335 CHEM = Chemical Education Material.
- 336 E.1, 1964, p.22.

- 337 *Education Gazette*, 15 January, 1964.
- 338 E.1, 1966, p.21.
- 339 *Education Gazette*, 1 November, 1966.
- 340 E.1, 1968, p.18.
- 341 By 1964, almost a third of all School Certificate candidates were offering biology, while well over half of the 15,000 pupils in form 6 were studying biology. (Source: K. Woodward, "Senior Biology Revision," *Education*, October-November, 1964, p.36.)
- 342 K. Woodward, *loc.cit.*
- 343 E.1, 1964, p.22.
- 344 Biological Sciences Curriculum Study, sponsored by the American Institute of Biological Sciences.
- 345 E.1, 1965, p.22.
- 346 E.1, 1968, p.18.
- 347 E.1, 1970, p.20.
- 348 See reports of the P.P.T.A. Science Curriculum Panels in *PJ*, November, 1964, pp.26-29.
- 349 F. Alexander (ed.), *op.cit.*, p.34.
- 350 *Education*, *op.cit.*, p.31.
- 351 Physical Science Study Committee.
- 352 The 1961 Lopdell House physics course, lasting three weeks, included physicists from the universities, the teachers' colleges, the post-primary schools, and the inspectorate, as well as two American professors who had worked closely with P.S.S.C. programmes in the United States.
- 353 R.A. Scott, "The Revolution in Physics," *Education*, *op.cit.*, p.53.
- 354 E.1, 1964, pp.21-22.
- 355 Scott reported that there were nearly two hundred trained P.S.S.C. physics teachers by 1964. (R.A. Scott, *loc.cit.*)
- 356 In 1964 alone, teachers received a teachers' guide to the P.S.S.C. films; Heinemann published a most useful set of eighteen P.S.S.C. physics readers; and four sections of a new P.S.S.C. advanced topics programme, designed to extend the more able pupils, were published, along with a laboratory guide. (Source: *Education Gazettes.*)
- 357 *Education Gazette*, 1 August, 1964.
- 358 *ibid.*, 1 November, 1966.
- 359 *ibid.*, 1 August, 1970.

- 360 R.A. Scott, *op.cit.*, p.54.
- 361 A. Lawrence, *op.cit.*, p.145.
- 362 *Education Gazette*, 1 October, 1969.
- 363 *ibid.*, 15 March, 1971.
- 364 *ibid.*, 1 April, 1971.
- 365 There are hardly any references in school histories to schools including discussion on comparative religion in their general studies programmes, even though the Currie Commission had recommended that they be encouraged to do so. (*Currie Report*, p.697.)
- 366 E.1, 1965, p.23.
- 367 See, for example, M.D. Gambrill, *op.cit.*, p.90.
- 368 In the Wellington district alone, Wellington High School was running a lower-school social education programme with the help of the Health Department in 1969; Wellington Girls' College third formers had two 'activities' (electives) periods a week in the early 70's; and Wellington East Girls' College introduced a course in child development for all fourth-form classes in the late 60's. (Source: School histories.)
- 369 M.W. Hancock and W.K. McIlroy, "Family Life Education and Social Studies," *Education*, March, 1968, p.25.
- 370 For a full report of the 1968 Lopdell House course see *PJ*, March-April, 1969, pp.17-19.
- 371 *Education Gazette*, 15 October, 1970; 1 November, 1971.
- 372 Titles in the series included *Foreign Places*, *Foreign Faces*, *Behind the [Pop] Scene*, *Out of Your Mind* (on drugs), and *The Lawbreakers*.
- 373 M. Orr, "Catering for the Accredited Sixth Former," *PJ*, November, 1967, pp.23-24. (Orr taught at Nelson College for Girls.)
- 374 *The Years Between*, (Christchurch Boys' High School), *op.cit.*, p.106.
- 375 A.L. Litt, "An Individual Progress Plan," *Education*, August, 1964, p.23. (Litt was principal of Te Puke High School.)
- 376 P. Meikle, "Submission to the Commission on Education in New Zealand." 1961. Quoted by H.S. Houston in "And Still No Vitamins?" *Education*, April, 1964, p.16.
- 377 C. Cole Catley, *op.cit.*, p.204.
- 378 *ibid.*, p.192.
- 379 E. Wallis, *op.cit.*, p.142.
- 380 L.C. Voller, *op.cit.*, p.206.
- 381 B. Peddie, *op.cit.*, p.177.

869.

382 *PJ*, October–November, 1971, p.13.

- 1 Also known as Hakatere College.
- 2 Statutory Regulation 1965/1. At first, Ashburton College (roll: c.1,150) operated on two sites one and a half kilometres apart, with the senior pupils occupying the former high school buildings, while the juniors were housed at Hakatere College. There was a principal in charge of the whole complex, as well as a vice-principal on each site. Two departmental buses transported the staff from one site to the other. In 1971, the two halves of the College were brought together in new buildings on a new site. By 1978, the roll had climbed to over 1,550. (Source: *Ashburton High School, Founded 1881*. Ashburton High School Old Pupils' Association, n.d., pp.11-19.)
- 3 *ibid.*, p.17.
- 4 "The Death of a School," *PJ*, November, 1967, Editorial. The Technical Correspondence Institute was about to be displaced by motorway development work.
- 5 *ibid.*
- 6 *PJ*, August, 1969, p.16. So many parliamentary questions were asked on this issue that a correspondent to the *P.P.T.A. Journal* suggested that the thought of the Minister could well be: "Oh, Waiwhetu! Oh, Waiwhetu! I wish I'd heard the last of you!" (*PJ*, November, 1968, p.25.)
- 7 D. Morris (ed.), *op.cit.*, p.3.
- 8 For example, Darfield High School (established 1962) had 208 pupils in 1967, and 302 in 1973; Inangahua College (1965) had 215 pupils in 1968, and 268 in 1979; Okato (1969) had a roll of 285 in 1971; Ruawai College (1965) went from 286 pupils in 1969 to 290 ten years later; and Methven High School (1969) had 306 pupils in 1974. (Source: *Education Gazette*.)
- 9 All roll statistics referred to are taken from the *Education Gazette* or E.1 Reports, except where otherwise indicated.
- 10 For example, in the high schools (grades 8-11) of Quebec, the student population rose from 80,357 in the 1955-56 year to 175,458 in the 1960-61 year, an increase of 118 per cent. It was estimated that roll figures there could reach 300,000 by 1965. (*PJ*, February, 1962, p.27.) In the United States, half a million more pupils completed their secondary school course in 1960 than had done so in 1950. (*PJ*, August, 1962, p.18.)
- 11 Source: *Report on Secondary School Administration*, *op.cit.*, p.14. The average roll of the schools in existence in 1960 increased by 40 per cent (from 632 to 882) between 1960 and 1971. (*ibid.*)
- 12 *ibid.*, p.13.

- 13 For example, Westlake Girls' High School (separated from 1962) had a roll of 1,015 in 1968. Kelston Boys' High School (separated in 1963) had over 1,350 pupils in 1972.
- 14 For example, Timaru Girls' High School, Otago Girls' High School, Hutt Valley High School, and Hamilton Boys' High School.
- 15 O.E. Harding, *op.cit.*, p.125.
- 16 A. Ramsay *et al.*, *op.cit.*, p.63.
- 17 "Leaving School: A Changing Pattern," *Education*, No.2, 1971, p.26.
- 18 E.1, 1966, p.19.
- 19 E.1, 1970, p.17.
- 20 *PJ*, February, 1966, p.6. (To be fair to the P.P.T.A., it must be conceded that they looked on this move as a stepping stone to raising the school leaving age to sixteen.)
- 21 *PJ*, September, 1969, p.27.
- 22 *PJ*, October, 1966, p.20.
- 23 *PJ*, August, 1970, p.7.
- 24 *PJ*, July, 1971, p.18.
- 25 H.A. Heron, *The Centennial History of Wellington College, 1867-1967*. Wellington College Centennial Committee, 1967, p.162.
- 26 *Auckland Girls' Grammar School*, *op.cit.*, p.20.
- 27 E.1, 1965, p.20.
- 28 *Currie Report*, p.220.
- 29 For a more detailed consideration of this issue see I.A. McLaren, *op.cit.*, p.133.
- 30 Those attached to Waitara and Dargaville High Schools.
- 31 L.C. Voller, *op.cit.*, p.198.
- 32 M.D. Gambrill, *op.cit.*, p.70.
- 33 Some of the new schools were translated district high schools, where there were already some suitable buildings for secondary school purposes. Also, the Government was liable, at that time, for a maximum outlay of £4,000 on any one gymnasium.
- 34 E.1, 1967, p.10.
- 35 The Gisborne Boys' High School chronicler, in a Diary entry for 1964, referred to "... a nation-wide programme to improve school amenities", in terms of which the Government had spent £60,000 on improvements at the School. (*75th Jubilee, 1909-1984*. n.d., p.10.)

- 36 *Epsom Girls' Grammar School, op.cit.*, p.22.
- 37 i.e., since the drill shed had been converted into a classroom in 1919. (D.Gunby, *op.cit.*, p.201.)
- 38 W.E. Alexander, *op.cit.*, p.59.
- 39 L.C. Voller, *op.cit.*, p.205.
- 40 *History of the School, 1961-1985.* n.d., pp.5,11
- 41 D. Morris (ed.), *op.cit.*, pp.3,5,7.
- 42 Newlands College (opened 1970) was housed at Raroa Intermediate School for the first six months of its existence, while Massey High School (opened 1969) was provided with accommodation at Henderson High School for the whole of its first year. (*PJ*, July, 1970, p.25.)
- 43 O. Deaker, *op.cit.*, p.107.
- 44 C. Cole Catley, *op.cit.*, pp.269-70. The headmistress told the *Daily News*: "It is ludicrous to expect women teachers to carry on in such rotten buildings as those prefabs...." The first assistant, in a letter sent on behalf of the staff to the Prime Minister and others, described the prefabs as follows: "Six of these rooms are ... ventilated as much by cracks in the floors and gaps in the doorways as by the windows, some of which have been stuck for years. Birds go about their affairs in the roof structures, there are no ceilings, wetas pop up through knotholes in the floors, rain comes through the roofs, and its noise often makes oral teaching impossible." (*ibid.*, p.270.)
- 45 R.E. Wright-St. Clair (ed.), *op.cit.*, p.15.
- 46 By the late 60's, the Department had produced a new type of relocatable classroom which provided all the facilities available in an ordinary classroom. Tauhara College (Taupo; opened 1976) was built from relocatable components designed by the Canterbury Education Board. Howarth recorded that a temporary school built from these same units at Hornby (Christchurch) won an architectural award, and "its removal and replacement by an S.68 block was resisted by the teachers at the school". (A.T.S. Howarth, "School Buildings, 1877-1977," *Education*, No.7, 1977, p.13.)
- 47 E.1, 1963, p.8.
- 48 S.68 stood for Secondary, 1968.
- 49 For a full description of the S.68 plan see "A New Design for Secondary Schools," *Education*, June, 1970, pp.7-11.
- 50 Ashburton College (replacement school on a new site), Kingswell High School (Invercargill), Mangere College (Auckland), Rotorua Lakes High School, and Tikipunga High School (Whangarei).
- 51 Spotswood College and Burnside High School were the first schools to benefit from this new policy.

- 52 The Department was sufficiently convinced of the importance of this concept to open the College as a grade V school, even though the commencing roll was estimated to be little more than two hundred pupils. (*Education Gazette*, 1 June, 1967.)
- 53 B.L. Evans (ed.), *op.cit.*, pp.68,73.
- 54 E.1, 1963, p.10.
- 55 E.1, 1967, p.10.
- 56 *Report on Secondary School Administration*, *op.cit.*, Appendix A.
- 57 *PJ*, August, 1968, p.17. (Extract from the Association's Annual Report for 1968.)
- 58 *PJ*, August, 1969, p.14. (Extract from the Association's Annual Report for 1969.)
- 59 Department of Education, "Submission No.11 to the Commission on Education in New Zealand." 1960, p.3.
- 60 *Currie Report*, p.383.
- 61 E.1, 1970, p.19.
- 62 E.1, 1964, p.25.
- 63 E.1, 1961, p.18.
- 64 Known as the Auckland Technical Institute from 1963.
- 65 *75th Jubilee, 1903-1978*. n.d., p.7.
- 66 *Education Gazette*, 15 January, 1963.
- 67 In 1960, an Education Department report had asked^{*} the College Board to consider whether the high school any longer had a part to play in providing secondary education in Wellington, and suggested that the Board might agree to the day school pupils being "...dispersed to other schools, leaving the polytechnic free to concentrate on senior work". However, the Board did not think it would be wise to disband the only coeducational post-primary school in the city, nor did it believe that the College's 1,100 high school pupils could be absorbed into other schools. (*From Riley to Royal*, *op.cit.*, p.29.)
- 68 E.1, 1966, p.24.
- 69 The College retained this name until it became Logan Park High School in 1974, even though a notice in the *Education Gazette* of 15 February, 1966 said that King Edward Technical College ceased to exist on 31 January, 1966, being replaced by Otago Polytechnic and King Edward Technical High School.
- 70 *PJ*, July, 1970, p.8.
- 71 [Hamilton] *Technical/Fraser High School: Golden Jubilee, 1970*. n.d., pp.15-16.

- 72 *ibid.*, p.16.
- 73 E.1, 1971, p.20. By the mid-70's, smaller technical institutes had been set up at Palmerston North, New Plymouth (Taranaki Technical Institute), and Invercargill (Southland Polytechnic).
- 74 B. Collier, *Over One Hundred Years*. Whangarei High Schools' Centennial Committee, 1980, pp.132-39.
- 75 *75th Jubilee, 1909-1984, op.cit.*, pp.10-11.
- 76 D.G. Revell, *op.cit.*, p.126.
- 77 B. Collier, *op.cit.*, p.134.
- 78 *Education Gazette*, 1 July, 1966.
- 79 All statistical details in this section are taken from E.1 Reports.
- 80 E.1, 1965, p.39.
- 81 E.1, 1970, p.39.
- 82 J. Garner and C. Forde (eds.), *A Golden Jubilee History, 1922-1972: The Correspondence School*. n.d., p.30.
- 83 E.1, 1963, p.19.
- 84 S. Utting, "The New School Certificate," *Education*, February, 1968, p.11.
- 85 See chapter 11, footnote 81.
- 86 *Education Gazette*, 15 November, 1961. From 1965, candidates were required to score 50 per cent or more in at least one subject to qualify for the Certificate of Education. Any other subject in which candidates scored 30 per cent or more was shown on the certificate. (E.1, 1966, p.23.)
- 87 *Education Gazette*, 1 July, 1961. The gradings were A: 80 per cent or more; B: 65-79 per cent; C: 50-64 per cent; D: 30-49 per cent.
- 88 *Education Gazette*, 1 December, 1961.
- 89 *Currie Report*, p.331.
- 90 E.1, 1965, p.24.
- 91 *Education Gazette*, 15 September, 1967.
- 92 E.1, 1969, p.20.
- 93 *ibid.*, p.22.
- 94 i.e., had obtained a minimum of 30 per cent in English and either (i) an aggregate of 180 marks, including marks of 50 per cent or more in three subjects; or (ii) two marks of 50 per cent or more and two of 40 per cent or more; or (iii) an aggregate of 225 marks in up to

- five subjects. (In determining aggregates, marks below 30 per cent were to be disregarded.)
- 95 *Education Gazette*, 1 August, 1968.
- 96 S. Utting, *op.cit.*, p.19.
- 97 Source: E.1 Reports.
- 98 W.B. Elley reported in 1972 that Ontario and Manitoba had abolished all external examinations, and that several Australian states were moving the same way. (*PJ*, May-June, 1972, p.9.)
- 99 E.1, 1971, p.38. As the 70's progressed, the Department introduced either fully or partially internally-assessed School Certificate prescriptions in a number of subjects, including Japanese, Indonesian, art, modular science, English (in a limited number of schools), Latin studies, and workshop technology.
- 100 M. May, *op.cit.*, p.102.
- 101 *Education Gazette*, 15 September, 1967.
- 102 *ibid.*, 1 December, 1973.
- 103 E.1, 1975, pp.22-23.
- 104 *ibid.*, p.23.
- 105 E.1, 1962, p.20.
- 106 *Education Gazette*, 15 February, 1961.
- 107 E.1, 1964, p.39.
- 108 *Education Gazette*, 15 February, 1966; 1 April, 1966. Papers incorporating multiple choice questions included English, mathematics, physics, biology, chemistry, and history.
- 109 *ibid.*, 15 July, 1972.
- 110 See, in this connection, the article by D. Wood, principal of Naenae College, in *PJ*, October, 1970, pp.30-31.
- 111 E.1, 1963, p.32.
- 112 See "University Entrance Proposals," *PJ*, May, 1963, Editorial.
- 113 Note that the new regulations governing University Entrance required candidates to accumulate passes in English and three other subjects before they received a University Entrance certificate. The Board thus ruled out the possibility of anyone claiming to have passed University Entrance until the full requirements had been met. (Compare this situation with what happened in the case of School Certificate when single subject passes were introduced.)
- 114 E.1, 1965, p.40.
- 115 *Education Gazette*, 15 July, 1965.

- 116 The advertisement in the *Education Gazette* of 2 August, 1965 seeking chief examiners for the Bursaries examination estimated that 1966 entries would be as follows: English - 3,200; Latin - 500; Greek - 30; French - 1,000; German - 400; Russian - 10-20; Maori 5-10; history - 1,000; geography - 500; music - 30; mathematics - 2,500; additional mathematics - 1,500; chemistry - 2,400; physics - 2,200; biology - 1,000.
- 117 *PJ*, August, 1967, p.67.
- 118 Forty national scholarships were also awarded annually, bringing the total number of scholarships available from 1962 to seventy.
- 119 K.A. Trembath, *op.cit.*, pp.367-68.
- 120 *Kelston High Schools' 25th Jubilee, 1954-1979*. n.d., p.17.
- 121 R.W.T. Leask (ed.), *op.cit.*, p.19.
- 122 *Thames High School*, *op.cit.*, p.106.
- 123 *Education Gazette*, 15 December, 1964. For the purposes of these regulations, a pass in English was set at not fewer than thirty-five marks.
- 124 D.J. Hornblow, *op.cit.*, p.62. (Note that the chronicler wrote 'joined', not 'replaced'.)
- 125 For example, R. Denham, "Educational Television: The Prospect for New Zealand," *PJ*, February, 1962, pp.15-18.
- 126 J.W. Quinn, "Education and Television," *PJ*, June, 1969, p.23. (Quinn was a lecturer at Auckland Secondary Teachers' College.)
- 127 *Napier Daily Telegraph* (Editorial). Quoted in *PJ*, October, 1970, p.19.
- 128 See A.L. Whiteman, "An Experiment That Points the Way," *PJ*, May, 1969, p.19.
- 129 See chapter 12, 'Government Initiatives'.
- 130 *PJ*, August, 1971, p.9.
- 131 For example, "The High School in the Computer Age," *PJ*, July, 1968, p.24; and D.C. Kent and R. Harries, "School Timetabling by Computer," *PJ*, June, 1969, p.27.
- 132 In mid-1971, Waimate High School claimed to be one of only three schools in New Zealand to have its own computer. (*PJ*, July, 1971, p.8.) Mount Albert Grammar School acquired a computer in 1970. (J.G. Brown (ed.), *Mount Albert Grammar School Golden Jubilee, 1922-1971*. n.d., p.239.)
- 133 F. Alexander (ed.), *op.cit.*, p.36. Greymouth High School was also using audio equipment as an aid to teaching typewriting in the early 70's. (*Education Gazette*, 1 April, 1971.)

- 134 In 1968, the Department duplicated just under four thousand tapes for schools; tapes for foreign language teaching accounted for nearly half of these. (E.1, 1969, p.42.)
- 135 *PJ*, September-October, 1971, p.7.
- 136 There were 278,000 issues of films to schools (primary and secondary) in 1969. (Source: J.C. Dakin, *op.cit.*, p.128.)
- 137 *Education Gazette*, 17 June, 1969.
- 138 See, for example, *Education Gazette*, 1 August, 1964; 1 March, 1965; 1 March, 1966; 15 August, 1968.
- 139 *PJ*, September, 1969, p.10.
- 140 See *Education Gazette*, 1 February, 1972; 15 May, 1972; 15 February, 1973; 16 April, 1973.
- 141 F. Alexander (ed.), *op.cit.*, p.37.
- 142 Note, also, in this connection, the very limited protection afforded by latter-day canvas school bags.
- 143 See *PJ*, February, 1970, p.10. The first issue of *Affairs* (February, 1969) was banned in at least one Wellington secondary school because there were some flippant comments in one article about service clubs.
- 144 See D.G. Revell, *op.cit.*, p.128.
- 145 E.1, 1968, p.18.
- 146 See D.G. Revell, *loc.cit.*, and C. Cole Catley, *op.cit.*, p.177.
- 147 A.R. Tyrrell, *op.cit.*, p.148.
- 148 According to H.S. Houston, the average boy (in 1967) was three and a half inches taller and twenty-seven pounds heavier than his age counterpart of thirty years earlier. The average New Zealand girl of the mid-60's experienced her first menstruation ten months earlier than her mother did. ("New Zealand Youth in a Changing World," *PJ*, August, 1967, p.31.)
- 149 K.A. Trembath, *op.cit.*, p.328.
- 150 B. Collier, *op.cit.*, p.74.
- 151 C. Adams and P. Northcote (eds.), *op.cit.*, p.17.
- 152 J. Garnham and G. Cowlrick (eds.), *op.cit.*, p.26.
- 153 D.G. Revell, *op.cit.*, p.132.
- 154 "The Changing Sixth Form," *Education*, November, 1970, pp.2-3.
- 155 *ibid.*
- 156 See M.D. Gambrill, *op.cit.*, p.79.

- 157 See *Education Gazette*, 15 July, 1965; 15 September, 1966; 16 October, 1967; 16 September, 1968; 16 February, 1970.
- 158 See W.E. Alexander, *op.cit.*, p.88, and A. Ramsay *et al.*, *op.cit.*, p.129.
- 159 *Report on Secondary School Administration*, *op.cit.*, p.12.
- 160 *PJ*, July, 1970, p.6.
- 161 Catherine Delahunty, a sixth-form pupil at Onslow College (Wellington). See, for example, her statement, "A Student's View," *PJ*, August, 1970, p.14.
- 162 *PJ*, June, 1970, p.6.
- 163 Quoted in *PJ*, July, 1970, p.11.
- 164 *PJ*, February, 1971, p.9.
- 165 Most of these were inspired by opposition to school rules regarding hair length. One such protest, involving three hundred boys at Fairfield College in 1970, was reported to have been "peacefully defused" by the principal, who strolled over to where the group was sitting, reminded them that the College's Student Council was there to receive complaints, and suggested that, as it seemed likely to be a hot day, they would be well advised to move into the shade. (C. Adams and P. Northcote (eds.), *op.cit.*, p.27.)
- 166 See *PJ*, September, 1970, pp.6-7 for a copy of a letter sent to the Prime Minister signed by the head prefects of the state secondary schools in Hamilton on behalf of senior school pupils in that city. The letter set out seven proposals, the adoption of which, in the view of the writers, would substantially improve the quality of New Zealand secondary school education.
- 167 I.R. McLean (Hutt Valley High School), in a letter to the Editor of the *P.P.T.A. Journal* (July, 1972, p.6).
- 168 In 1965, Thames High School had sixty-one pupil librarians; at both Wellington Girls' College and Wellington East Girls' College, about eighty girls served on the library committee each year in the second half of the 60's. (Source: School histories.)
- 169 See *PJ*, May, 1970, p.6, and April, 1971, p.8.
- 170 F. Alexander (ed.), *op.cit.*, p.5.
- 171 C. Cole Catley, *op.cit.*, p.257.
- 172 See, for example, R.E. Wright-St. Clair (ed.), *op.cit.*, p.27, A. Lawrence, *op.cit.*, p.129, and M.D. Gambrill, *op.cit.*, p.95.
- 173 O.E. Harding, *op.cit.*, p.135.
- 174 *PJ*, November, 1963, p.3. (Editorial by J.R. Kelly on the gifted.)

- 175 Compiled by J.A.S. Burns (librarian, Auckland Teachers' College) and W.D. Barney (Education Department, University of Auckland). (See *Education Gazette*, 15 August, 1964.)
- 176 E.1, 1971, p.15.
- 177 *Education Gazette*, 16 June, 1970. (Blind pupils have their own resource room at Manurewa High School.)
- 178 E.1, 1965, p.18.
- 179 E.1, 1967, p.16.
- 180 E.1, 1970, p.15.
- 181 E.1, 1971, p.39.
- 182 *Education Gazette*, 1 April, 1971.
- 183 *ibid.*, 1 April, 1970.
- 184 Note, however, the comments of the Christchurch Boys' High School chronicler regarding the "curious theory that in some way a school should function as a democracy". (*The Years Between, op.cit.*, pp.235-36.)
- 185 For example, Wellington Girls' College (see O.E. Harding, *op.cit.*, p.126), and, of course, Feilding Agricultural High School.
- 186 D. Gunby, *op.cit.*, p.204. See, also, C. Adams and P. Northcote (eds.), *op.cit.*, p.5.
- 187 D. Gunby, *op.cit.*, p.203.
- 188 *PJ*, February, 1961, p.20.
- 189 M.A. Bull, "A Principal Looks Back," *PJ*, October, 1965, pp.115-17.
- 190 Quoted in *PJ*, September, 1970, p.10.
- 191 See "An Innovation ? Corporal Punishment Abolished," *PJ*, June, 1962, p.31. (The school in question was an unnamed, large, rural multicourse post-primary school); and G.N. Marshall, "The Abolition of Corporal Punishment: A Case Study," in J. Shallcrass (ed.), *Secondary Schools in Change, op.cit.*, pp.79-80. (The school in question was Cambridge High School.)
- 192 J.A. Mercurio, *Caning: Educational Rite and Tradition*. Syracuse, New York: Syracuse University Press, 1972. (Mercurio carried out the field work for his study in 1969.) (The quotation is from W.J. Scott's review of *Secondary Schools in Change*, in *Education*, No.2, 1974, p.30.)
- 193 A. Lawrence, *op.cit.*, pp.145-46.
- 194 C. Cole Catley, *op.cit.*, p.195.
- 195 *ibid.*, p.204.

- 196 *ibid.*, p.206.
- 197 *ibid.*, p.217.
- 198 See, for example, *PJ*, September-October, 1971, p.38.
- 199 W.E. Alexander, *op.cit.*, p.60.
- 200 B. Collier, *op.cit.*, p.83.
- 201 Timaru Boys' High School (founded 1880) and Timaru Girls' High School (founded 1898) staged their first combined major drama presentation in 1968. (A. Lawrence, *op.cit.*, p.143.)
- 202 See, for example, F. Alexander (ed.), *op.cit.*, p.6.
- 203 For example, Matamata College. (See *PJ*, September, 1970, p.16.)
- 204 *From Riley to Royal*, *op.cit.*, p.141.
- 205 C. Cole Catley, *op.cit.*, p.216. See, also, pp.184 and 207 for similar comments by other former pupils.
- 206 From the 1961 prospectus of Fairfield College (Hamilton). Quoted in C. Adams and P. Northcote (eds.), *op.cit.*, p.40.
- 207 See *PJ*, March, 1962, Editorial.
- 208 *Report of Parliamentary Petitions Committee*. Reprinted from *NZPD* in *PJ*, June, 1966, p.23.
- 209 *ibid.*
- 210 *PJ*, March, 1962, Editorial.
- 211 i.e., the 'uniform' prescribed by the adolescent youth culture(!)
- 212 Onslow College (Wellington) in 1972, Green Bay High School (Auckland) in 1973, and Fairfield College (Hamilton) in 1977.
- 213 Department of Education, "Submission No.11 to the Commission on Education in New Zealand." 1960, p.74.
- 214 One year, Upper Hutt College, which excelled at this sport, had two girls in its champion shooting team of five. (*Upper Hutt College*, *op.cit.*, p.28.)
- 215 For example, New Plymouth Boys' High School, where rugby had "always played an important role in the corporate whole", had over thirty rugby teams in the early 60's; by 1974, the School was fielding only twelve teams. (W.E. Alexander, *op.cit.*, p.105.)
- 216 See R.W.T. Leask (ed.), *op.cit.*, p.40, and W.J.D. Minogue *et al.*, *op.cit.*, p.279.
- 217 For cadet units, this meant a withdrawal of financial support, no further assistance from regular force personnel, and an end to free issues of small arms and ammunition. (D.G. Revell, *op.cit.*, p.109.)

- 218 A referendum on cadet training carried out by the P.P.T.A. amongst its members towards the end of 1961 revealed that, of 3,242 respondents, 1,551 considered that military training in post-primary schools should be abolished; only 681 supported its continuation in its existing form, while 1,010 were prepared to see it continue in a modified form. Reported in *PJ*, March, 1962, p.5.
- 219 W.E. Alexander, *op.cit.*, p.139.
- 220 Including Mount Albert Grammar School, Takapuna Grammar School, and Hutt Valley High School. (Source: School histories.)
- 221 Schools which still had cadet units in the early 70's included Bayfield High School, Waitaki Boys' High School (operating solely on the basis of rifle shooting), Shirley Boys' High School, and New Plymouth Boys' High School. (Source: *PJ*, April, 1974, p.45, and school histories.)
- 222 17 June, 1970. Quoted in *PJ*, July, 1970, p.11.
- 223 *King's High School 50th Jubilee*, *op.cit.*, p.28.
- 224 W.E. Alexander, *op.cit.*, p.137.
- 225 B.L. Evans (ed.), *op.cit.*, p.124.
- 226 John Brown. Reported in *PJ*, August, 1971, p.12.
- 227 Fairfield College's *Insignia*, which appeared five times in 1966, sold four hundred copies within the school each time at sixpence a copy. The paper included an editorial, news items, sports news and results, previews and reviews of the arts, science news, original items, and a page devoted to photographs. (C. Adams and P. Northcote (eds.), *op.cit.*, p.132.)
- 228 See, for example, W.E. Alexander, *op.cit.*, p.155.
- 229 See, for example, the advertisement inserted in *PJ*, April, 1967, p.20 by Midland Motorways Services, a Christchurch firm.
- 230 For example, Whakatane High School, Upper Hutt College, and Lytton High School. (Source: School histories.)
- 231 One Rotary exchange scholar from Thames High School described her two-thousand-pupil American high school as a "huge, efficient, impersonal machine". (*Thames High School*, *op.cit.*, pp.145-46.)
- 232 See *Education Gazette*, 15 November, 1967; 15 November, 1969; 1 December, 1970.
- 233 *Kelston High Schools' 25th Jubilee*, *op.cit.*, p.12.
- 234 A.R. Tyrrell, *op.cit.*, p.151.
- 235 For example, Timaru Girls' High School, Waitaki Boys' High School, and Christchurch Girls' High School.
- 236 For example, Waitaki Boys' High School had boarders from Western Samoa and from various parts of South East Asia in the 60's, while

the hostel at Hamilton Boys' High School catered, at different times in the 60's, for pupils from the Pacific Islands, Malaysia, South Africa, Uganda, and Thailand. (Source: School histories.)

- 237 B. Peddie, *op.cit.*, p.180.
- 238 E. Wallis, *op.cit.*, p.144.
- 239 F. Alexander (ed.), *op.cit.*, pp.4,5.
- 240 See W.E. Alexander, *op.cit.*, p.88.
- 241 See *The Years Between*, *op.cit.*, p.111.
- 242 See B.L. Evans (ed.), *op.cit.*, p.72.
- 243 W.E. Alexander, *op.cit.*, p.155.
- 244 For example, Christchurch Boys' High School (1959), New Plymouth Boys' High School (1964), Otago Girls' High School (1960), and Feilding Agricultural High School (1961). (Source: School histories.)
- 245 B.L. Evans (ed.), *op.cit.*, p.67.
- 246 D. Gunby, *op.cit.*, p.255.
- 247 R.W.T. Leask (ed.), *op.cit.*, p.15.
- 248 *History of the School*, *op.cit.*, p.10.
- 249 *Upper Hutt College*, *op.cit.*, p.12.
- 250 B. Peddie, *op.cit.*, pp.176-77.
- 251 N. Robinson (ed.), *op.cit.*, p.39.
- 252 *Golden Jubilee, 1927-1977*. Rotorua Grammar School/Rotorua Boys' High School Fiftieth Jubilee Committee, 1977, p.46.
- 253 B.L. Evans (ed.), *op.cit.*, p.76.
- 254 D. Morris (ed.), *op.cit.*, p.15.
- 255 P. Rafter (ed.), *op.cit.*, p.77.
- 256 *PJ*, March, 1970, p.7.
- 257 J.C. Dakin, *op.cit.*, p.119.
- 258 The Department would not meet the tutor's salary for any class where the attendance fell below nine on three consecutive occasions.
- 259 D.G. Revell, *op.cit.*, pp.137-38.
- 260 *PJ*, February, 1971, Editorial; July, 1972, p.12.

- 261 *PJ*, April, 1967, p.13. (Beeby was a strong supporter of evening classes when he was Director of Education. He attended classes himself at Wellington Technical College over a number of years.)
- 262 For example, the Waitaki High Schools' Board Amendment Bill 1964 provided for a representative of each of the Old Boys' and Old Girls' Associations to sit on the Board. (A. Ramsay *et al.*, *op.cit.*, p.126.)
- 263 Letter dated 2 November, 1967 from the Minister to the General Secretary of the P.P.T.A. Quoted in *PJ*, February, 1968, p.6.
- 264 For example, a woman was elected chairperson of the Napier High Schools' Board in 1970. (D.G. Revell, *op.cit.*, p.130.)
- 265 I.G. Granger (ed.), *Central Hawke's Bay College Waipukurau, 1958-1983*. n.d., p.10.
- 266 B. Peddie, *op.cit.*, p.165.
- 267 A. Ramsay *et al.*, *op.cit.*, pp.115-16.
- 268 R.W.T. Leask (ed.), *op.cit.*, p.14.
- 269 D.G. Revell, *op.cit.*, pp.102-3.
- 270 Department of Education, "Submission No.14 to the Commission on Education in New Zealand." 1960, p.72.
- 271 *The Years Between*, *op.cit.*, p.229. See, also, the reference (p.231) to the "exalted image" of the headmaster "... seated on high in the curial chair" at assembly.
- 272 W.J.D. Minogue *et al.*, *op.cit.*, pp.289-90.
- 273 O.E. Harding, *op.cit.*, p.101.
- 274 As well as being more heavily committed to counselling work, schools were also increasingly involved in the delivery of health services (polio vaccinations; B.C.G. testing for tuberculosis; sight and hearing testing).
- 275 H.A. Heron, *op.cit.*, p.147.
- 276 W.E. Alexander, *op.cit.*, p.63.
- 277 *Education Gazette*, 1 March, 1965.
- 278 See M.D. Gambrill, *op.cit.*, p.78.
- 279 E.1, 1971, p.50.
- 280 *Education*, No.10, 1973, p.25. Quoted in a review by C.B.J. Harper of L.C. Comber and J.P. Keeves, *Science Education in Nineteen Countries*. John Wiley and Sons, New York, and Almqvist and Wiksell, Stockholm, 1973.

- 281 W.B. Elley, in a review of R.L. Thorndike, *Reading Comprehension in Fifteen Countries*. John Wiley and Sons, New York, and Almqvist and Wiksell, Stockholm, 1973. (*Education, op.cit.*, p.26.)
- 282 See *Thames High School, op.cit.*, p.146.
- 283 See F. Alexander (ed.), *op.cit.*, p.5. (The languages used were German, French, Spanish, Latin, and Esperanto.)
- 284 *PJ*, July, 1969, p.25.
- 285 D.J. Hornblow, *op.cit.*, p.57.
- 286 For example, Christchurch Boys' High School, New Plymouth Boys' High School, and Cambridge High School. (Source: School histories and personal knowledge.)
- 287 The percentage of graduates in the secondary service in 1969 was only a little over 50. (See P.W. Boag, "Secondary Education - Some Problems and Perspectives," in F.W. Mitchell (ed.), *Looking Ahead in New Zealand Education, op.cit.*, p.65.)
- 288 E.1, 1968, p.20; 1969, p.23.
- 289 E.1, 1966, p.24.
- 290 *ibid.*, p.40.
- 291 *Jubilee, 1909-1959* (Gisborne High School). n.d., p.3.
- 292 R. Fry, *It's Different for Daughters*. Wellington: New Zealand Council for Educational Research, 1985, p.101.
- 293 J.A. Codd, "The Reform of Secondary Education: Some Trends and Issues," in J.A. Codd and G.L. Hermansson (eds.), *op.cit.*, p.333.
- 294 *ibid.*
- 295 E.1, 1968, p.17.
- 296 From an address given by the Director to the 1960 annual conference of the New Zealand Post-primary Teachers' Association. Reported in *PJ*, July, 1960, p.14.
- 297 See "School Administration," *PJ*, June, 1962, Editorial.
- 298 Quoted in *PJ*, July, 1971, p.32.
- 299 The Combined Education Association (formed in 1965), and the Action Committee on Education.
- 300 See, for example, *PJ*, October, 1970, p.17 for extracts from Editorials appearing between 19 and 25 September, 1970 in the *Gisborne Herald*, the *Otago Daily Times*, and the *Auckland Star*.
- 301 "Education and the Election," *PJ*, November, 1969, Editorial.
- 302 Quoted in *PJ*, February, 1971, p.9. (John Brown was the education reporter of the *Christchurch Press*.)
- 303 Details of the destinations and attainments of pupils leaving secondary school in 1970 are given in appendix K.

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