

CHAPTER SIXTHE ETHNOGRAPHY 1: THE PERIOD OF EXPLORATIONINTRODUCTION

This chapter contains the first section of the ethnography in which the writer tells the story of the first month in the field at Manoa College. This first month was the period of exploration in which the researcher ranged freely throughout the school and took a broad focus to the study. At the point of entry into the field, a broad research problem was asked in the form of a question: "How does a New Zealand school work and how can those workings be explained?" The intent was to refine the question as the study progressed. The purposes of the exploration phase were for the researcher to become familiar with the college, to begin to develop some understanding of the social life under exploration and to begin shaping and sharpening the study.

Ethnography 1 is the researcher's descriptive account of his observations and his early understandings of the way of life which was experienced during the first month of the school year at Manoa College. This section of the ethnography provides a word picture of the context of the study. In the early stages of selecting a site for the study, one criterion of selection was that the school needed to be at least somewhat typical of New Zealand secondary schools. Manoa College was "at least somewhat typical" and Jim Carr later proved to be "at least somewhat typical" of New Zealand secondary school principals. However, the writer has also noted that he did not plan to

present a picture of an average or typical school or principalship. To make each of these points, the profiles which were developed of the college and its principal (and which are contained in the present chapter) have been kept separate in the text from the short descriptions of the "average" principal and school which appeared in mid-1977 in the PPTA Journal. (Johnson, Adams, et al 1977:15) However, the two statements, which were reprinted earlier in the thesis, (page 119) provided the researcher with short, generalised word-pictures of what Johnson and his colleagues considered were representative of the average New Zealand secondary school and principal. Manoa College and Jim Carr closely paralleled those descriptions.

In this chapter the writer outlines the activities which he undertook during the exploration phase in the college. He then presents a profile of Manoa College before detailing the first day and the first month in the college. A profile of Jim Carr is then presented and the chapter concludes with a discussion of the first month and the development of questions and tentative ideas which guided the next phase of the study.

The Researcher's Activities During the First Month at Manoa College

During February, the researcher was on-site continuously each day on which the school was open. This attendance included the first day of the school

year when teachers spent the day at school without any students in attendance. Pupils attended school on 18 days and the researcher was present in the school on each of these days. In addition, he accompanied the Board members on a tour of the school on a Saturday morning and spent a Saturday evening in an HOD's home at an informal gathering of "beginning" or "List A" teachers. The researcher moved freely throughout the school in order to find his way around and to find "who was who." Some classrooms were visited during teaching hours. Time was spent in the staffroom before school, at morning tea and lunch times and after school, during which the researcher engaged in informal discussion with as many staff members as possible. In some discussions, staff members talked freely about administrative aspects of the school. A number of meetings were observed and three evenings were spent in the college observing meetings of the Board of Governors and two of its sub-committees. During the final week of the month, Jim Carr was interviewed for 90 minutes. A collection of documents was begun - main items being the staff handbook, the school prospectus, the school magazine from the previous year and various notices and memoranda. Notes of observations were made in the fieldbooks. The researcher set himself the task of identifying all staff members in the previous year's staff photograph as well as each individual's name and position in the school - all without seeking help from

anyone in the school. A profile of Manoa College was constructed early in the study and is presented at this point as a means of setting the scene in which the study was located.

A PROFILE OF MANOA COLLEGE

Manoa College was the fifth state secondary school to be built in Farmington, a provincial city which functions as a major centre in the region, provides agricultural and commercial services and is a centre for transport operations. Farmington is well provided in the academic field and caters for education from pre-school to tertiary levels.

The college was built to a New Zealand Department of Education standard architectural design for secondary schools, known as the "S68" design, which incorporates a series of single-storey blocks linked by covered walkways and containing courtyard areas within each block. The courtyards are landscaped and provide pleasant areas in which students can congregate or assemblies of form-level groups can be held. The school is designed to cater for paraplegic students, too. Manoa College has no assembly hall but does have a canteen which was financed largely by parent support and built by parents under staff leadership. The library opened in 1978. The gymnasium was built in 1976.

The site occupies eight hectares of land and the visitor gains an immediate impression of it being a well cared for place: the grounds and gardens are immaculately cared for, the buildings and courtyards are clean, tidy and remarkably free from graffiti. The four teaching blocks include classrooms and specialist facilities for the teaching of science, woodwork and metalwork, technical drawing, art and craft, music, clothing, home economics and typewriting. There is also a large audio-visual room capable of holding a form-level intake. A collection of removable

classrooms completes the physical facilities of the college.

The administration block, sited just inside the front entrance to the school, contains the school office and those of senior staff members and guidance counsellor as well as a well-appointed staff room and kitchen. Jim Carr's office adjoins the front foyer of the building and is directly accessible to people moving through that part of the building - there being no secretary's office to screen callers to the principal's office.

Jim Carr took up his appointment as principal in October, 1975 - first, in an office at a neighbouring institution and, then, in a small portable building located on the site of the new school while the administration block was completed the following year. The school opened in February, 1976, with unfinished grounds and the barest essentials of equipment.

The first intake of students entered the college as third-formers in 1976. In each subsequent year, another intake of third form students joined the college. In 1980, the college completed its fifth year of operation and the first intake of students had completed their full cycle of secondary schooling.

Manoa College is a state secondary school and is governed by its own Board of Governors. The ten Board members represent the education board in the region, the two intermediate schools from which most pupils come to the college, Farmington's tertiary institutions, the college staff and five elected

representatives of the parents of students at the college.

The college draws its students mainly from the residential areas in the south-eastern corner of the city. Some of the more expensive homes in Farmington back onto the college grounds but the total contributing area contains a wide range of housing types and values - from state-owned houses and flats to low-cost housing to the homes of middle-income earners and to the neighbouring houses immediately adjacent to the school.

Students at the college receive a course fulfilling the "core requirements" of the New Zealand Department of Education during their first two years. This group of core subjects includes: English, mathematics, science, social studies, physical education, music and art. Other subjects provided in the first two years of schooling include: economic studies, Maori studies, home economics and clothing, French, metalwork, woodwork, technical drawing, typewriting and art. Manoa College students participate in the public examinations available in the New Zealand school system: School Certificate in Form Five, Sixth Form Certificate and University Entrance in Form Six and University Bursary and Scholarship in Form Seven. Subjects available at these advanced levels derive from the earlier core subject offerings and include other more specialised subjects such as history, geography and engineering shopwork. In Form Five, the college provides, too, a non-School Certificate course which extends the core subjects and has a more direct emphasis on

preparation for life with attention to work, leisure and home life. A wide range of activities is available as part of the college life, either at the school or outside. A few examples of these activities include: debating, Christian fellowship, drama, Maori Club, a wide range of sports for girls and boys, class field trips and a compulsory camp for all third form students.

There is no "prefect" system in operation at the college, unlike many secondary schools. However, the Senior Forum is a fortnightly meeting of fourth and fifth year students to discuss matters of interest to them, while the School Council consists of student and staff representatives who discuss many aspects of the school's life. No system of individual cups or trophies for individual achievement exists in the college. Instead, students at third and fourth form level can achieve Merit and Distinction Awards for book purchase tokens, based on a points credit system, while annually, six students are named as "Manoa College Honours Students" in recognition of their excellence and service.

The school has a clearly stated dress code which indicates the appropriate uniforms to be worn by all students, except final year seventh form students, in summer and winter, during physical education and workshop classes and on sporting occasions. The staff handbook notes that students are encouraged in all activities to value and practise honesty, truth, kindness, compassion, social justice, respect, rationality, tolerance, impartiality, consideration, responsibility, punctuality, willingness to do a

worthwhile job and tidiness of thought, effort, and appearance.

In the month of February, 878 students were enrolled in the college. The college was staffed for an entitlement of 917 students. The 47 members of the full-time teaching staff included the Principal, Deputy Principal, Senior Mistress, seventeen Heads of Departments or people with special administrative responsibilities, such as guidance and counselling and the library, and 27 teachers, several of whom held responsibility as assistant deans of form-level groups. The full-time teaching staff consisted of 24 men and 23 women. In addition, four part-time women formed the remainder of the teaching staff while the ancillary staff members included: one librarian, two technicians, four office staff, two caretaking or custodial staff, two groundsmen and a canteen manageress. Twenty-eight members of the teaching staff hold university degrees (including 11 at Masters, Honours or double degree levels) while remaining staff members hold a range of professional or technical qualifications ranging from trade training to university diplomas in physical education and home economics.

The school has a Parent Teacher Association and the Manoa College Educational Trust, an incorporated society seeking to build up a sum of capital assets from which the monies received as interest will be used to provide equipment, amenities and services beyond those provided by government grants.

The philosophy of the college embodies a view that each pupil is a separate individual with his or

her own identity and needs and the college, within the limits of its resources, seeks to develop the whole person. However, the college recognises its responsibility to reach into the community and to seek continually to improve relationships with parents as individuals and as a group. The "Aims and Objectives" of the college note that secondary education should place the highest value on promoting the urge to inquire, a concern for others, self-respect, the fulfilment of potential and the pursuit of excellence. The document notes that teachers have a key part to play in attaining these aims - by adhering to their professional association's code of ethics, by having as much non-contact time as possible for preparation, by being involved in at least one extra-curricula activity each year and by working in a department in which objectives are set and evaluated. In the college magazine at the end of the previous year - only several months before the study began - Jim Carr had asked two questions, "So where do we at Manoa College stand right now? What have we built up over the five years of our life together so far?" In answering his own questions, Carr made three points:

First, I believe we have developed a real and effective caring concern for all the pupils in our care....Second, I am pleased that we have built up sound reputation for firm discipline, fairly applied....Third, an emphasis on the development of the whole person. True, the academic aim is a most important one indeed, and like everybody else here, I'll keep my fingers crossed right through the summer holidays till we hear the results of the various external examinations. But there's more to our school life than classroom study and I'm delighted to see the very wide range of other activities available for staff and pupils.

A description of the first day of the school year follows at this juncture.

THE FIRST DAY

The first official gathering of the Manoa College teaching staff began in the college's staffroom promptly at 9.00 a.m. on Monday, February 2 - the required "teacher only day" prior to the arrival of students on February 3. Jim Carr, Principal of Manoa College, chaired the meeting from a table at the front of the room where he sat flanked by his Deputy Principal ("DP") and Senior Mistress ("SM"). Jim began proceedings with a series of personal comments: "I'd like to get started everybody. Welcome back...did things with families and got away from school. I enjoyed the break."

Professional items surfaced immediately. Carr noted:

I was very pleased with the external examinations. Altogether results were pleasing. The increase at the 50 per cent level - raising the median - is indicative of good teaching. We can still do better.

Carr expressed thanks to the Deans and HOD's who had worked hard during the last three weeks with special mention of individuals involved in timetabling and the production of the staff handbook. One staff member was reported as having resigned and new staff members were then asked to stand and "rotate 360 degrees." Carr introduced each of the eight new teachers and added a brief detail about each person:

_____ has come from _____ Intermediate School.
 _____ will teach Social Studies and comes from _____ Teachers College.
 _____ was at _____ College and was in charge of Art there.
 _____ has been behind the bar of the Strand Hotel.
 _____ was at _____ Teachers College in 1980 and was here last year.

The Principal indicated that students at the school would number almost 900 - an important factor in determining the school's allocation of hours - while there appeared to be a bulge in Form Five: a comment which invoked smiles and laughter. Numbers were slightly down in Form Six. A situation of no change was reported with regard to the school's buildings although Carr regretted that staff would be inconvenienced by the presence of painters. Reference was made to care-taking and cleaning staff and the office ladies:

They are very important but not at meetings like this but they are part of the staff. They like to meet you. After six months last year, one of the office ladies didn't know all the staff. I don't think that's fair. Introduce yourself to them. The groundsman will be pleased if you call in for a cup of tea.

Carr reported that the buildings and grounds were in first class condition and staff were asked to respect and maintain that condition. Carr's agenda then moved in another direction:

We are all set: buildings, timetable, staff. What's it all for? Every year so far has had a new challenge. We have faced new factors. Having faced the first five years, we are ready to look critically. I commend the handbook to you for study. I would like you to consider what you are doing. Job satisfaction - the pleasure of doing what I do - is an important component. The challenge of educating today's boys and girls is a continuing challenge. There's the purpose and challenge of working with a stimulating group of colleagues. I suggest you consider this again and look, too, into the handbook.

Jim's initial, direct input into the meeting concluded with a brief introduction of the researcher:

Wayne is doing a PhD study on the administration of a secondary school. Welcome and best wishes. He will be popping into meetings this week and in the year.

Colin Black, Manoa College's Deputy Principal, added his welcome to the staff and briefly outlined a number of organizational points: the material which had been issued to each staff member; the programme for the day; the venues for departmental meetings later in the day; an urging to "keep to times as closely as possible;" notification that the Staff Club would operate at 3.00 p.m. today with himself in charge; the programme for the week; a reminder that daily staff meetings would begin at 8.30 a.m. for the purpose of information and communication; Deans would meet on Wednesday while new teachers would meet with himself, Jim Carr and the Senior Mistress on Wednesday for an orientation course. Teachers of Form Three students were asked to set their pupils homework as a basis for self-discipline and good study habits as well as understanding their material. Staff address lists were being circulated for updating and the inclusion of spouses' names. Black spoke on several other items:

Duty (playground supervision) is a necessary evil. We all have to do duty. Last year we were a bit thin on the ground and only got by by the skin of our teeth. Yet, for Friday mornings, we like to be in here for the "wooden spoon." Duty teams should be on duty.

Uniforms: I feel that good school tone and discipline start with responsibility for the school and uniform. Form Seven take a guide from us. Dress according to the dignity of the profession.

Discipline: One of the things that annoyed me was pupils abusing teachers. Don't clip them across the ear with an exercise book.

Jim Carr interjected on this point: "You would be supported. Don't tut tut or cluck cluck. But, boy, would I be asking questions." Black ended this section of the meeting by summarising the state of the Staff Club finances.

The next speaker was Olive Sumich, the school's Senior Mistress and third person in the hierarchy. Olive added her welcome to the staff, explained the reason for her current leg injury and referred staff to their handbooks, for which she had taken major production responsibility. Several points were drawn from the book before Mrs Sumich moved to the area of attendance registers and pupil attendances. Jim Carr joined the discussion once more:

I'm acutely aware of the amount of bureaucratic detail required from the staff. Usually, you can go to Colin or Olive to ask, "How do I do this?" Obviously, we're not going to absorb all these details but please remember it's here for your guidance when you require it. Bring up to the surface of your mind that there is a handbook. It's a reference, not a guide to daily behaviour. It's for administration.

Brief discussion on timetables followed, led by Fred Miles, whose responsibilities included constructing the school timetable. As ten o'clock approached, Jim Carr fielded several questions concerning timetables and staff photographs and concluded by reminding staff, "I don't want to be disturbed when both my office doors are closed but, in an emergency, dial my telephone number."

Morning tea followed for the next forty minutes with much lively discussion and mixing amongst staff

members. The PPTA Journal was distributed during this break in proceedings. Jim Carr moved among and talked with a range of staff members - thanking the Biology HOD for his work in constructing the new Biology courtyard and inquiring whether any further resources were needed, then thanking the Mathematics HOD for his work in preparing the school timetable and referring a teacher to the office in order to seek clarification of a salary inquiry.

The meeting resumed under Carr's chairmanship as a series of senior staff members provided information on a range of topics: movie film orders, the school canteen, the school's PPTA Branch, the major fundraising activity of the annual "community service programme," stationery purchases by pupils, the Log Book maintained by each student, the whiteboard at the front of the staffroom for use for brief notices, detentions, the school video facilities, a reminder about copyright laws, the planned programme for the development of the List A teachers on the staff, the name of the Department of Education's Liaison Inspector, audio-visual equipment, the use of the library, the staff typewriter, the availability of keys to the school and procedures for equipment requests. Jim Carr provided brief details, too, of the way in which the school's photocopying facilities would be organized. Throughout these proceedings, the principal took a close and active interest. There was much informal interplay between staff members. With the approach of 11.15 a.m., Jim drew the meeting to a close, "That concludes the formal part of this administrative meeting. Are there any other questions?"

The next twenty minutes saw groups of staff members informally discussing their vacation activities or their plans for the coming teaching year. Other teachers departed the staffroom heading in the direction of their own departments.

At 11.35 a.m., Jim Carr began discussion with Manoa's DP and SM - a discussion which would continue until lunchtime. The main topic of discussion was the meeting planned for the coming Wednesday with new teachers and Carr, Black and Sumich. Carr began the discussion by referring briefly to the "Aims and Objectives" contained in the staff handbook - the detail of which, Carr noted, remained the priority of his DP:

Black: How to start on the right foot?

Carr: Start on disciplinary procedures.
Check with Fred (Miles) on what he did last year.

Discussion, however, moved freely across a range of topics as the "Big 3" raised concerns: the timetable, the guidance network, the role of Tom Cooper with the List A teachers and advice for part-time teachers:

Black: What do new teachers need to be shown?

Sumich: They're not experienced like us. You can't try to make friends with the kids. We are here for quick support. It's easier to start off strict as hell. We know that; they don't.

Sumich: With new teachers we have to be gentle; they need support.

Black: I didn't help by leaving one of the new women off the Staff List either.

Discussion moved to school uniforms, jewellery, sandals and whether the staff should wear jandals (thongs). On suitable dress for women staff, Carr

commented, "I'm very careful not to make rulings on things like that because someone will twist it." Discussion moved to naming the new Liaison Inspector and the involvement of Tom Cooper in the meeting with new teachers. Black would remind teachers individually of the meeting - the focus for which, Carr suggested, would be disciplinary procedures.

The staffroom at lunch time was a scene of informal comings and goings of teachers, with much small group discussion - again, of vacation experiences and the coming school year.

During lunch, Jim Carr initiated discussion with the researcher, who sought to find details of the principal's school involvement during the vacation period. Carr reported:

I was buggered by the end of the year and kept away in the first week. In the last three weeks I have tidied out my files and made some new proposals and organization. Then last week I met the HOD's in their own rooms. Its important to see them in their own place. I don't ask staff for advice on how things are going. They expect the principal to know; there's enough feedback to be gained from the seat of the pants.

As scheduled during the morning staff meeting, by 1.00 p.m., all teachers were involved in form-level meetings, each under the chairmanship of the form level Dean. Ten teachers were present with Rose Smith, the Dean of Form Five. The Dean explained the class lists, timetables, the first Form Five assembly scheduled for the next day, form rooms allocation, the function of formtime, attendances, the health and welfare of students, the opportunity

for children to be moved around and the keeping of registers. There was much questioning and discussion for clarification - in an open and informal atmosphere. The meeting conveyed a general feeling of eager anticipation for the new school year which would begin the following day with the arrival of Manoa's pupils. The Dean said:

I would like to know anything you think I should know - at your discretion. It often saves them ending up with Colleen (the Guidance Counsellor). Good things, too - sometimes if a kid does well outside. I've got other information on the kids: allergies, home circumstances, etc.

Some discussion centered on a small number of children and the Dean outlined the plan for Wednesday morning: "Period one will be assembly in the courtyard, period two will be in form rooms and period three will be normal timetable." Several routines were outlined:

They (the students) should bring books for study periods on Thursday. They must bring them so they'll have something to do as study teachers don't have anything.

The informal sorting out of problems and questions continued until 2.05 p.m., when Rose Smith concluded the meeting, "That's all; are there any questions?"

The Science Department meeting was one of a series of departmental meetings planned for the concluding section of the school day. Paul Hansen, HOD of Science, chaired this meeting with seven other teachers. Again, the meeting was essentially a sharing of information. Topics discussed included: the recently announced School

Certificate results, several individual students, film orders for science courses, individual teachers' timetables, textbooks, tasks for the science technician and the eclipse of the sun which would occur the following Thursday and about which children should be made aware but warned about the hazards. Like the Form Five Dean's meeting, the meeting of the Science Department was marked by an air of enthusiasm for the forthcoming year. Hansen indicated, too, support for his teachers: "Don't forget to return resources, vary your teaching approach and be supportive." The meeting concluded at 3.25 p.m.

At the end of the first day, a small group of teachers chatted in the staffroom. Gregory Kean, one of the new List A teachers, summed up the feelings of the newcomer to Manoa College:

I had been told about the paper war and I feel a bit snowed under by it although I was determined not to be when I got up this morning. I had met Jim Carr at the time of my job application. We saw the Music Department the same way. I was impressed by him; he was straight down the line. I am anxious to get my form under way tomorrow. Anything this morning that I don't understand, I'm not worried about: someone will tell me if I forget.

By 4.00 p.m., few teachers remained at school.

Discussion

The technique of observation had proven to be time-consuming and tiring for the researcher, who had been pleasantly surprised to be approached by teachers

who showed an openness and interest in his planned task. During the day, it had not always been appropriate to sit and make notes in the field notebook and this feature had made it necessary to rely sometimes on the researcher's own memory which was found to become easily overloaded in a situation where so much was occurring so rapidly. A particular problem had been found to be the recording of verbatim comments. In a dynamic situation, the difficulty of knowing what to record had been encountered and the attraction was noted by the researcher of using a structured or patterned framework for observation. This temptation was resisted as being unsuitable at this stage of the research - i.e. it would structure data rather than allowing the researcher to use a wide focus on the research site and to follow leads as they opened or as the researcher became aware of them.

A series of tentative first impressions were recorded in the fieldbook that evening after reflection on the day's observations. "If I was a new teacher at Manoa College," the researcher wrote, "I would be impressed with these things:"

1. the professionalism of the Big 3;
2. the detail of the organization;
3. the complexity of the school;
4. the message which was given on the aims of the school - they seemed "my" responsibility and "I" should put effort into them;
5. the warmth and informality of the staff - who seem to know each other so well;

6. no mention having been made of elements outside the staff - (e.g. the Board of Governors);
7. the feeling that Jim Carr seems to keep a step ahead of the play; the school's aims seem to be his aims; he appears to try to lead by example; there is an emphasis on work, effort and results with a (light) blend of personal emphasis;
8. the way people seem to be informed about the whole picture but more especially they seem to be told rather than involved;
9. the Big 3, who seemed to be a key group with communication between the Principal, DP and SM being important although Jim Carr seems to take a lead in expressing ideas;
10. the way the delegation of responsibility to Deans and HOD's seems to be full; and,
11. the fact, that, in the running of this school people need to be thoroughly organized; its a big business.

With the development of these initial impressions, the writer, in fact, had recorded his first ideas about the college. The ideas provided the initial step in the process of developing grounded theory.

The researcher determined to maintain his planned wide focus for the next month but would endeavour to pay particular attention to the places in which the principal operated and in which he interacted with staff members as well as being alert to the issues which might be apparent in the life of the college. The first day had provided an introduction to some of the people in the college and some of the tentative impressions which could be pursued during the remainder of the month. The writer next considers the first month in the college.

THE FIRST MONTHIntroduction

At Manoa College the teaching life of the school takes place in classrooms as each teacher interacts with his or her students. However, many aspects to do with the running of the school are the concern of a number of groups which seem to have a life quite separate from classroom teaching. In these groups, planning takes place, events get organised, knowledge is passed on, policy is established, issues are discussed and decisions are made. Throughout February, the researcher was on-site during each school day and had free access in the school. The researcher observed events occurring in a variety of situations, spoke informally with a number of staff members, assisted at the swimming and track sports, had a series of conversations with Jim Carr, and, at the end of this month-long period of exploration, tape-recorded a ninety minute interview with Carr and observed him during a working day. As the month went on, the observer found himself to be more and more accepted by staff members and an increasingly "trusted" relationship developed with Carr who became more and more willing to be open with the researcher.

Subsequent careful reviewing of the fieldbook notes resulted in the accounts of observations being grouped into a series of "arenas" in which the researcher had found himself as a participant observer and which seemed to form important components of the administrative "action" in the college. Smith (1978: 345) used the term "arenas" to note major components of a system as distinct from "nooks and crannies"

while Schatzman and Strauss (1973: 344) reported their use of the term in a study of health institutions in which each ward was viewed as an arena with different ideologies and ways of operating. The arenas into which the observations were grouped at Manoa College were:

- * An arena involving staff members,
- * An arena involving HOD's,
- * An arena involving students,
- * An arena involving Board members.

Each arena seemed, during the February observations, to play an important part in the administrative life of the college, to differ in membership and to have its own means of functioning. These arenas are explained at this point.

The Arena Which Involves Staff Members

All teachers assemble daily in the staffroom for the 8.30 a.m. staff meeting which is an information-giving occasion which might be chaired, rather informally, by any of the senior management team. The meeting has an air of informality and teachers feel free to ask questions or to make comments as their colleagues make announcements about such topics as entry dates for athletic sports, changed arrangements for rooms, the list of officials for the swimming sports, brief reports after Board meetings, notice of planning for administering standardised tests, Jim Carr noting the importance of classes starting on time or arrangements for the opening of the staff bar. There is an air of expectancy about the day's teaching ahead and people do not linger in the staffroom but move away for form meetings at 8.50 a.m.

The staffroom will be full again at 11.20 a.m. during morning interval and at lunchtime an hour later. It is a noisy place as people take their coffee or tea from the kitchen counter, often beginning their conversations en route to one of the comfortable chairs which are grouped around low tables. The staffroom is light and airy; the morning's newspaper lies on one of the tables and several teachers congregate to throw darts at the dartboard at the rear of the room. There is a buzz of conversation and frequent banter between colleagues. Jim Carr sits with a different group each day and chats in general terms with teachers, visitors and the others in the group. He is often approached briefly by a teacher who might require the principal's signature or have a question to ask or a comment to make. Hanging on the wall near the kitchen is a wooden spoon. Every Friday, midway through morning tea, all conversation stops as a staff member steps to the front of the room and addresses the group. Such speeches are carefully constructed and see the speaker light-heartedly "pulling the legs" of his or her colleagues for their recent "misdemeanours"; finally, presenting the wooden spoon to the individual considered to have created the major misdemeanour or "faux pas" of the week - that person becoming next week's speaker. The wooden spoon event provides light relief and fun and can be a means of reducing tension or "keeping peoples' feet on the ground." Teachers agree: "Nobody is sacred on Fridays!"

During the first month, several gatherings took place in which teachers received an orientation to the college: relieving teachers, new teachers and List A teachers. Jim Carr and Colin Black met with

the relieving teachers and outlined organizational details in the running of the school and the approach to discipline in particular. Carr handed out his paper on discipline and added:

If you're fond of kids you're for them. In any school ninety-five percent of the kids are nice, normal kids. They respect the security of the situation and want to get on with their work. It's only four or five percent who are ratbags. As a teacher of maths, I don't allow children to do other things in my room. The child drawing in his social studies folder: "What's that? Bring it here!" Tear it up. "Oh, oh, that's my social studies page." "Too bad - not in my room." It's pretty brutal but they soon get the message.

The meeting for new teachers was conducted along similar lines by Black while the Department of Education's Liaison Inspector met with the List A teachers for thirty minutes during which he outlined detailed procedures for supervision and classification as a List B teacher. The inspector commented:

It's an interesting school, a newer school in New Zealand. Many of the bugs are ironed out. It's got better teaching and staff facilities than many. It's a young, vibrant school with a very able staff who can give you all sorts of professional advantages.

The only full staff meeting in February lasted twenty minutes and teachers heard news about the library, the staff club and some comments from the Liaison Inspector. The meeting of Deans followed immediately, during which the form-level deans discussed arrangements for the operation of the dean system and individual students. Carr commented, "I've always maintained that the value of these meetings is that it's where we share information on

kids." Carr met, too, with a senior staff group to discuss the future of the school's Senior Forum. Meetings in the arena which involves staff shared the common features of an open and warm atmosphere and a distinct air of, "Let's get on with the business." Information giving tended to constitute that business.

The Arena Which Involves HOD's

At Manoa College during February formal action among HOD's occurred in the fortnightly meetings of this group. HOD's meet together as a body on alternate Mondays immediately after the finish of classes at 3.15 p.m. Within a few minutes, the group's meeting has begun. Two such meetings were observed during February - one in the library, the other in a classroom. Each meeting was chaired by Jim Carr and attended by the school's 18 HOD's. The meeting of Monday, February 9, saw the HOD's seated around a circular grouping of library tables at the front of which Carr, Black and Sumich sat behind a table facing the group. Carr called the meeting to order: "Right, ladies and gentlemen, its now eight minutes past quarter past three." The meeting proceeded through a series of twelve topics.

The main topic on the agenda was begun when Carr invited Greg Jones to present his case for the purchase of a computer with money to be raised from the school's planned workday funds. The atmosphere was generally one of support (a comment early in the discussion was, "OK, let's buy it.") with HOD's

seeking clarification or explanation or making suggestions: "How many people can use it at once?" "Where would it be stored?" "Economic Studies classes would use this." Some caution was expressed by Black, "Costs are coming down, let's leave it for a year. Let's learn from other schools. A workday project could be a sprinkler system for the grounds." Carr directed the discussion - providing information on ready-made computer programmes, seeking further questions, stressing that school use of a computer would come first. He listened attentively, questioned and summed up:

We've spent 40 minutes on this. I'm going to take the consensus of the meeting. Is there anyone to speak against? (pauses) No. Thanks, Greg. I'll expect something in writing for the P & A meeting tomorrow night.

The remaining hour of the meeting was concerned with a series of topics - mainly notices or information giving: Carr expressed thanks to the HOD's who had been involved in the construction of the timetable, to the Deans for "sorting kids, being patient with them, cajoling them and doing the donkey work," to Paul for organizing the stationery sales and to Olive for the absence forms. Fred Miles explained the timetable and Tom Gregg brought to HOD's notice the fact that young teachers in his Maths Department were having larger classes in Form Five. Carr replied, "I'm in two minds about it: 15 to 18 years ago, we had large classes. I'll leave it at that." Carr raised the issue of interschool sports policy "It's at HOD's because its a matter of policy; mention it to Kevin Thomas or me and we'll take it to the next HOD's meeting."

Fred Miles spoke to his proposal for new staff meeting times as he had outlined earlier at the Deans' meeting. Miles's comment on staff meetings brought a terse comment from Graham Perry, "They're a waste of time, staff meetings. The principal makes all the decisions." Carr reacted immediately, saying that the comment showed the need to continue a pattern of staff meetings - to which Perry asked, "Don't you make all the decisions?" Carr explained, "Ultimately, yes, but I want to be well-informed so that we don't have a Boy's High School situation." Perry inquired about a reticulation scheme for the school and Carr summed up the means of policy making which he saw operating in the college:

Our way of operating is to write out a case, talk it over with Colin Black, Olive Sumich, etc; talk it around with people and sell the idea.

Jane East asked how people were able to get items on the HOD's meeting agenda to which Jim Carr replied, "Come and see me and make sure I write it in my diary." A question was asked about the Board's finances being spent on SSBA subscriptions to which Carr replied, "It's their money to spend as they like." Three brief items concluded the meeting. Fred Miles asked HOD's to keep school based in-service training in mind for discussion at a later HOD's meeting; Tom Cooper gave a reminder of a forthcoming visit of the Liaison Inspector; and, Colin Black spoke on the planned house system:

At lunchtime tomorrow there's a meeting of the staff in charge of houses. The house system was Jim Carr's proposal, my job is to put flesh on the bones. We need to meet them and

promote the spirit of it and, therefore, to get in behind them.

At 5.00 p.m. the meeting concluded as Jim Carr stated, "Anything else to be raised? Thank you, ladies and gentlemen, let's go home."

The only item of the meeting which had not been thus far discussed was the second agenda item in which Carr reported the roll numbers for the year and the estimate for the following year. The item was brief but was likely to have ramifications throughout the remainder of the year and would form the total agenda of the next HOD's meeting. While checking the addition of his figures, Carr stated, "That should be 878 not 895. Oh dear, oh, oh. Gee, this has knocked me for six at this stage (although he seemed calm). It has implications for staffing." Two weeks later, the 18 HOD's were gathered again for their regularly scheduled meeting - this time in a classroom with Carr at the front of the room and HOD's seated randomly in rows of pupil desks. Jim began the meeting, "What I want to do today is to go through the falling roll situation and how it relates to the use of PR units. I'm crystal ball gazing." With the use of transparencies presented on an overhead projector, Carr spent the next half-hour in the role of teacher-lecturer, first outlining the employment and economic situation as he saw it occurring in Farmington and leading to a set of projected enrolment figures for the coming year: "For 1982, the worst case is 846 with just under 34 PR units versus the best case of 867 with 34 PR units." The term "PR" is the common abbreviation for "Position of Responsibility."

Animated discussion occurred as opinions were

expressed or questions asked, with frequent attempts at wry humour. When Carr had presented his transparency he commented:

Don't worry too much about this. What we are doing is crossing our fingers and hoping that someone is going to leave before the end of the year. I want you to bear in mind that this may not be implemented.

Questions and comments flew back and forth:

"The community don't realise we have vacancies in the fifth and fourth forms and they can come then."

"If I was to apply for another school - I'm a PR3 - have I rights only to PR3 or PR4?"

"What are 'pastoral' needs?"

"The Board may not want to be in the position Jim has just shown."

"I must be perfectly frank and say I don't like the thought of our Board wielding that sort of power."

"A third alternative is to use long term relieving as a basis for administration until 31/3/82 when the roll is known. They would get the year's experience."

"It's bad not to use the PR units."

"Does any of this affect our staffing this year at all?"

"Is it possible to give PR units on a relieving basis?"

"At the P & A Committee meeting I can say that a majority of HOD's are in favour of using the PR units now on a short-term basis."

"It uses the money that's there."

"I have been in a situation where to need a PR for a year was critical."

"What is the staff feeling to give the Board?"

"You should tell them the opposite so they'll buy it." (laughter)

Throughout the meeting, Jim Carr received questions from his HOD's - each of whom participated at some stage of the discussion. HOD input, however, was dominated by three staff members: Ron Brown, the teacher representative on the Board; Paul Hansen, the

branch PPTA chairman; and, Fred Miles, the PR4 holder. The mood of the meeting was characterised by intense concentration by the whole group - an indication of the seriousness of the topic and its being located "close to home" - although with frequent instances of humour being shown by laughter in an attempt to bring an element of light relief to the discussion. Jim Carr put his own position clearly to the meeting:

My philosophy has been to give them (PR units) to people rather than positions and this is where I'm meeting up with the Department. The Department's view is that the good person who gets a PR4 for stationery and the 1st XV, etc, gets tired of these in five years but still retains the permanent PR4. I compare the position of PR4 English who does well and then delegates everything and sits back. So my view is to come down somewhere between people and position. So far, (with the Board) all my recommendations have been accepted but I've been put through the hoops. Now it's the Board who are going to make a decision and they will have to put value on each administrative, pastoral, and curricula task.

The meeting concluded with Miles commenting that he wanted to thank Jim Carr personally for answering HOD's questions and keeping staff informed: "Its important to know where we are at. I think that's one of the most important professional meetings we've had in a long time."

HOD's meetings were significant occasions as they brought together the senior management team and all holders of positions of responsibility. HOD's were involved in the discussion of policy matters and items of significance in the functioning of the school. The meetings were formal occasions but were

characterised by a feeling of easy, relaxed relations between people who were colleagues of each other.

The Arena Which Involves Students

Student involvement in the administrative life of the college was not at all extensive during February. Form-level groups of students met with their Deans and Assistant Deans to be informed of organizational details for beginning the year. At the fifth form meeting, for example, students sat in one of the grassy courtyards while staff stood on the outside of the group. The Dean, Rose Smith, welcomed the group back to school, introduced the teachers who would teach Form Five classes and stressed the importance of each student having the goal of preparing for the public examinations at the end of the year. Finally, the Assistant Dean read out the class lists for the year, after which the students moved off to have their first form meetings for the year.

The Senior Forum at the college is a fortnightly meeting of students in the fourth year or above and is concerned with matters of interest to senior students. However, senior staff members, when discussing the place of the Senior Forum, had some difficulty in agreeing on the group's role in the school. Jim noted that the initial function of the Forum as a place for expressing student opinions and testing staff ideas had been completed. Colin Black indicated his preference to abolish the group and have only a School Council with sub-committees whereas Jim Carr saw the Senior Forum as having links with

the Deans.

The whole school at Manoa College does not meet together frequently due to the lack of a suitable meeting place in which to bring everybody together. Full school assemblies are formal occasions. Students gather in the gymnasium with their teachers and sit on the floor waiting for proceedings to begin. When the principal enters, all students and staff stand before being signalled by their principal to sit. Carr is very much in command and moves rapidly through his agenda: the pleasing examination results of the previous year, introduction of new staff members, a comment that the school environment is in good shape, the importance of working throughout the year and gaining qualifications, "This is a good school..." and information that a house system would be introduced this year. His agenda completed, Carr strides out of the gymnasium, leaving the school to hear several messages about such events as swimming sports and, from Colin Black, reinforcement of the principal's message of "being here to work." The occasion is one of formality.

The Arena which involves Members of the Board

The Manoa College Board of Governors had its first meeting of the year on Wednesday, February 18. However, to facilitate its operations, the board has a series of committees which meet monthly prior to the Board's scheduled meeting. The three committees are: Finance and Equipment ("F & E"), Grounds and Buildings ("G & B") and Policy and Appointments ("P & A").

Each committee met during February.

The G & B committee met on Wednesday, February 11 with the small group sitting cramped together in the Board's office located beside the main entrance to the school building. The meeting was chaired by Brian Collins with fellow Board members in attendance being Arthur Dixon, Frank Payne and Kay Free. Jim Carr was present while Kevin Thomas, the staff member with responsibility for grounds and buildings, attended, too. In addition, the Education Board's building supervisor attended the meeting which began at 2.33 p.m., almost on schedule, and concluded 25 minutes later.

A series of items was discussed during the meeting: the foundations for the new tractor shed under construction, the planned all-weather cricket wicket, the appearance of mould on a concrete block wall, an ill-fitting classroom door, the need for security lighting, a progress report on the planning for an auditorium, the sweeping of loose gravel from a newly sealed driveway, the possibility of installing judder bars, some plumbing problems and a quoted price for a pottery kiln. The meeting moved swiftly through the series of topics although with much accompanying banter between those present. Kevin Thomas - as the man on the spot in the school - provided much of the information sought by committee members. Jim Carr, in fact, played only a minor part in proceedings, being willing to leave "school" input to Thomas. Carr doodled in his diary while the meeting progressed. He did provide a small amount of information:

Collins: What are we doing about the cricket wicket?
Carr: Colin Black is looking into this.

Thomas: The roller mower has been used for two and a half years and needs replacement as soon as possible. It could be replaced from Renewals and Reserves.

Carr: Yes, its worked hard and the R & R money is hardly touched.

The same evening, the F & E committee was to be found in the same location for its monthly, 7.30 p.m. meeting. Within several minutes, the meeting was under way with Jack King in the chair. Others in attendance were Don Main, the Board Chairman, Ron Brown, Kay Free, Frank Payne and Jim Carr. Here, too, the chairman steered the committee through a tightly scheduled agenda for the meeting which concluded some one hour and 25 minutes later.

Items receiving consideration included: Jim Carr outlining the three bank accounts held by the school, the list of \$35,805 worth of accounts being passed for payment together with some explanatory information, the service contract for the photocopying machine, the possibility of replacing a class set of typewriters, procedures for the collection of school fees, the provision of an honours board and a flag pole, the Board clerk's fine ability in handling the Board's financial affairs, the workday proposal and the plan to purchase a computer with the profit, the memorial plaque planned for the library and the possibility of two senior staff members gaining appointments in other schools. Jim Carr was an active participant throughout the meeting - explaining unexpected bills and indicating successful incidents in the school's finances:

Paul Hansen bought these chemicals cheaply over the holidays....The animal food costs

were not offset by the sale of animals at the end of the year....Our clerk, Robyn, did a hell of a good job....Colin Black gained virtually 100 percent of school fees whereas we thought we'd only get about eighty percent.

The issue which invoked most discussion was the use of anticipated income from the school's annual workday. Carr presented a case in which he emphasised Greg Jones' plan for the purchase of a computer. Discussion ensued for twenty-five minutes after Jim introduced the topic:

It could be used for class lists. Greg Jones was here last night for this from 7.45 to 11.45 p.m. I put this through the sieve of HOD's meeting and if anyone is going to be critical they will....I have no fear that Greg has done his work on this. He's done a hell of a lot of work.

Acceptance of the idea, however, was not readily gained:

Payne: I've got a lot of questions and I'm not too happy there's only one person in this although I realise he's done a lot of work.

Main: What about teaching use and recurrent costs?

Carr: We can develop programmes by exchanging with other schools or by programmes written by our own students.

Finally, Jack King suggested that a sub-committee be formed in which Payne would liaise with Greg Jones. Although meeting procedures had been followed throughout the evening, the meeting had an air of informality and an absence of tension.

The third sub-committee of the Board to meet was the P & A Committee which met from 7.30 to 10.50 p.m. under the chairmanship of Don Main. Others in

attendance were Jim Carr, Kay Free, James White, and Ron Brown. Jack Smith and Jeffrey Grey arrived almost an hour later. Main conducted the meeting in a businesslike fashion - moving steadily through a full agenda but allowing discussion when necessary. Some agenda items were rapidly discussed while others promoted lengthy discussion. Carr was an active participant throughout proceedings. Brief discussion was given to such topics as: a defensive driving course, the seventh-form trip, the surcharge which had been placed on stationery sales, dates for Board members to visit the school to inspect the facilities and meet the staff, confirmation of the dates for work days and examination results from the previous year. Discussion of some fifteen minutes each was spent on: the proposal for a house system, the school's statement of aims and objectives and the proposal to purchase a computer. Almost an hour was devoted to discussing the enrolment scheme which was being developed for use in enrolling new third form pupils in Farmington's secondary schools. The final fifty minutes of the meeting was held "in committee" as this was the confidential section of the meeting. Almost three-quarters of an hour was taken with Carr's presentation of the "PR Document" which had previously been presented at the HOD's meeting. The topic invoked a feeling of some tension in the room which was demonstrated by such comments as:

Grey: I don't like the fait accompli.

Main: I need time to consider the facts. I want to be sure that everyone is treated fairly and a decision is needed so that the PR's are used as soon as possible.

Smith: I'm strictly a layman. I would be guided by the professional experience of the principal.

Carr: This is one of the most professional jobs I have to do and I've got to be utterly fair....I doubt there would be another Board in the country which followed through such a close involvement in the school.... I believe my judgment should be taken a close look at.

Grey: Jim Carr gave professional input, now we want community input.

The meeting concluded seven minutes later with brief consideration of several topics including leave applications from two staff members and approval of the HOD Science's nominations of staff to teach in the human development and relationships course.

The February meeting of the Board of Governors lasted two hours and consisted mainly of the presentation of previously circulated written reports by each sub-committee chairperson covering the business of their earlier meetings. Don Main, in the chair, moved proceedings briskly with the only extensive discussion during Part A, lasting forty minutes, centering on the proposed computer purchase during which Greg Jones addressed the Board and answered questions. The sole topic of discussion in Part B focussed for thirty minutes on the implications for the future of the falling roll situation and the effect of this occurrence on the allocation of PR units and staffing. The business of the meeting was conducted formally and presented an impression that most of the work had taken place during the sub-committee meetings so that the full Board was able to dispense rapidly with most items on the agenda. Carr's part in proceedings had been that of providing information and guidance to the Board members. The principal filled the same role during the two walks around the school by members of the Board in the

next few days although few members availed themselves of the opportunity to inspect the school's facilities or to meet the staff. On the Saturday, Don Main and James White were joined by Carr, Paul Hansen and the school's caretaker. The group moved around the school looking at fields and buildings and informally discussing staff members and their work. At morning interval the following Monday, Main, White and Frank Payne joined the staff for morning tea and each person chatted informally with several teachers over coffee.

Board proceedings are conducted in an atmosphere of formality and there is a clear feeling that every participant takes his or her responsibilities seriously. Written reports and prepared papers are circulated and received. The proceedings are recorded in the official minute book of the Board of Governors.

Having portrayed the arenas in which the administrative action was observed during the first month in the college, the writer, at this point, presents Table 2 in which the observations of each arena are summarised. In the discussion which follows, the writer notes Carr's central position in each arena.

Table 2: SUMMARY OF OBSERVATIONS IN EACH ARENA DURING THE PERIOD OF EXPLORATION

Arena	Events Observed	Examples of Business	Means of Functioning	People Involved	Relationships and/or Atmosphere
S T A F F	* 8.30 a.m. Staff meeting.	Notices of arrangements for Jay's activities.	Meeting in staff room.	PRINCIPAL and all teachers.	Informal; freedom to comment or question.
	* Morning and lunch intervals.	Relaxation and informal professional discussion.	Informal interaction.	PRINCIPAL, teachers, office staff, Board secretary, visitors.	Relaxed, informal.
	* Friday morning interval.	Wooden spoon presentation.	Speech by incumbent.	PRINCIPAL, all staff, visitors.	Light relief, fun, low tension.
	* Relieving teacher's orientation.	Routines and discipline.	Meeting in principal's office.	PRINCIPAL, DP and relieving teachers.	Focus on task but personal.
	* List A teachers' orientation.	Supervision and classification.	Meeting in staffroom.	Liaison Inspector, Tom Cooper, List A teachers, PRINCIPAL and all teachers.	Formal; freedom to comment or question.
	* New teachers' orientation.	Systems, routines, student management.	Meeting in staff-room.	DP, SM, new teachers.	Professional and supportive.
	* Full staff meeting.	Library, staff club, Liaison Inspector.	Meeting in staff-room.	PRINCIPAL and all teachers.	Formal; freedom to comment or question.
	* Deans' meeting.	Individual students.	Meeting in staff-room.	PRINCIPAL and deans.	Professional and supportive.
* Senior Forum discussion.	Future of Forum.	Open-ended discussion.	PRINCIPAL and five senior staff.	Free sharing of ideas.	
H.O.D.'s	* Fortnightly meeting.	Computer purchase, staffing, curriculum, timetabling.	Meeting in Library.	PRINCIPAL and all HOD's.	Formal and relaxed; collegueship.
S T U D E N T S	* Form-level assemblies.	Notices and organization.	Information-giving by lecture.	Deans, teachers, and students of each form level, sometimes PRINCIPAL.	Formal.
	* Full school assembly.	Notices, organization and exhortation.	Information-giving by lecture.	PRINCIPAL, all staff, all students.	Formal.
	* Senior Forum.	Not observed.	-	-	-
B O A R D	* Finance and Equipment Sub-committee.	Financial matters.	Meeting in Board office.	PRINCIPAL and several Board members.	Formal, relaxed.
	* Buildings and Grounds sub-committee.	Plant matters.	Meeting in Board office.	PRINCIPAL and several Board members.	Formal, very relaxed.
	* Policy and Appointments sub-committee.	Policy matters.	Meeting in staff-room.	PRINCIPAL and several Board members.	Formal.
	* Board of Governors.	Receive sub-committee reports, policy matters.	Meeting in staff-room.	PRINCIPAL and all Board members.	Formal.
	* Board walk.	View facilities.	Informal walk.	PRINCIPAL, one HOD, caretaker, several Board members.	Informal, wide ranging discussion.

Discussion

During the first month on-site, the researcher moved freely around the school and took a broad focus on his observations. The concept of arenas proved to be a suitable means of condensing and presenting the data which were gathered. At Manoa College, during February, events bearing on the administrative life of the school did not simply happen at random. Rather, patterns of activity began to become discernible. Activity occurred in a range of arenas. These arenas involved staff members, HOD's, students and Board members. The description of each arena sought to portray a number of factors concerning the arena: the way in which the arena functioned, the people involved in the arena, the nature of the relationships between those people and the part of the principal in each arena.

The term 'arena' was used not so much to denote a physical place but rather to define an orbit of interest and activity of like groups. The researcher came to realise, as February progressed and as he studied his fieldbooks, that each arena had its own means of doing things, its own group of constituents, its own agenda of business and its own atmosphere or feeling. These features are summarised in Table 2.

Each arena, then, has its own way of life. People who participate in the life of one arena might participate, too, in the life of other arenas while issues of importance in one arena are likely to occur as important issues in other arenas, as well. However, during February, the only factor common to all four arenas was the presence of Jim Carr. The researcher

began to develop a hunch that Carr, in his position as principal, occupied a central position in the school's administrative activities - not simply by his holding of the position of principal, but also by the way in which he seemed to integrate the arenas.

Increasingly, the writer realised that Carr was "where things were happening": providing information, expressing his opinion, exerting his influence on events, exhorting further effort, extolling values, giving praise, making decisions. Carr seemed to be the central, binding figure who linked the arenas and provided a cohesive element in the school's administration. Even if he was not physically present in some areas of activity, Carr was in touch with other people who were present. His day began with the 8.30 a.m. staff meeting. He could be found in the staffroom during each morning interval and lunchtime (even if he was called away at some point). He participated in full staff meetings and was either involved in, or took a watching brief of, the orientation of new and relieving teachers. He chaired the HOD's meetings and took a close interest in activities such as the student Senior Forum. His role in school assemblies was one of high profile and he was an active participant in all activities of the Board of Governors. He participated in daily affairs of the college and was easily accessible; yet he was involved with a number of major policy issues. Jim Carr was the single person who was in touch with each of the arenas which combined to form the administrative life of the college.

In sharpening the focus of the study, the

researcher decided that the study should centre on Jim Carr as Principal of Manoa College and that the investigation would focus on gaining an understanding of Jim Carr's school world. This point of focus would allow the researcher to be concerned with the administrative life of the school, as distinct from the teaching-learning life of the school, and would provide a focus on the person who seemed to be central to the functioning of the college. Whereas the descriptions of the arenas, as a by-product, indicated something of the principal's involvement in each arena, the next section of the thesis introduces Jim Carr in profile.

A PROFILE OF JIM CARR

Born and educated in England, Jim Carr completed his secondary schooling in 1951 when he left the grammar school he had attended. At grammar school, Carr had been a prefect but had spent his final year on a student exchange in another country. He was awarded the cup for sportsmanship, scholarship, character and conduct.

The next three years were spent at university where he studied mathematics and mechanical engineering followed by two years' graduate training with a large industrial firm which manufactured the internal components of power stations. Carr graduated with a B.Sc. (Honours) degree. The factory employed 19,000 people, including 200 graduates in training. Jim gained applied experience in every facet of the life of the works - the foundry, the small machine shop, the drawing office, and time and motion study. After two years he was involved in production. One of the things which he learned from the whole experience was that he did not want to spend his life working in an engineering factory.

Called into National Service in England, Carr began post-graduate training in gunnery engineering during his first year, then became a gunnery engineering officer aboard a new frigate for the following year:

At the end of that time, I'd got very disillusioned with engineering. It just wasn't my thing at all: the smoke and grime and the dreary business of making a profit. It just wasn't my thing at all. So I wrote to my father saying I thought I'd go teaching instead. "I'd like to go teaching." I received a letter back written in red ink, in capitals underlined:

"What the —— ——do you think you're doing throwing away all this magnificent experience?"

Carr sought a series of interviews in the engineering world, received a number of job offers and finally accepted a job in a Scottish city as technical assistant to the works manager. Within a year he found himself bored and applied for a place in a teachers college on the grounds that he "had enjoyed working with kids in Bible Class." Jim was accepted for entry in September, 1959. In the meantime he wrote with this news to his father, who realised that his son's intentions were in earnest. His father reminded Jim of a social conversation with the principal from Jim's grammar school. "Look, Jim, if you ever want to go teaching, there'll always be a place for you here," the principal had said. Jim made an approach, was accepted, and, in September, was in front of a class at his old school.

Two years later he replied to an advertisement of the New Zealand Government in the British press seeking teachers for New Zealand and was appointed to a boys' secondary school in a provincial city. Carr enjoyed the introduction to life in New Zealand. He was single and was able to follow his interest in church activities. In mid-1964, he applied for a position as "HOD Maths" in a new coeducational secondary school in another provincial city and held the post for the next eight years.

At Fruitvale College, the foundation principal had impressed Carr by showing the wisdom and forethought to let the initial staff "do their own thing" when Carr and two colleagues pushed the principal into

allowing them to establish a form dean structure, which was an innovative move in the 1960's. When a sixth form boy was sent home for a haircut, the principal supported the action, much to Carr's delight.

In 1971, Jim started applying for principalships and was interviewed for the first job for which he applied. By the end of 1972, however, he realised that he needed to gain experience as a Deputy Principal and successfully applied for the DP's job in another provincial city:

I was told later that I almost bombed out of that interview because I presented too complex a document in answer to the question, "How do you see the roles of Principal, DP, Senior Master and Senior Mistress meshing with one another?" I handed out the paper and almost lost the job on the spot because I was too damned efficient.

After a short time in the job, Carr realised that his principal was not doing a very good job and he decided to move quickly as he was becoming bored. Two or three applications were made for principalships before he was interviewed for the position of Principal at Manoa College. Carr had been through the beginnings of a new school and considered himself as an organization person: "I was just falling into a niche that I felt I could perform satisfactorily." His interview touched on Jim's ideas concerning staffing, curriculum, streaming, punishment and rules. Carr was interviewed for the position by a panel of six people - the four initial members of the Board of Governors, the District Senior Inspector of Secondary Schools and a representative of the Post-Primary Teachers Association. When the making of decisions was discussed, Carr was asked, "Suppose the Board disagreed with something that you wanted to do and said that you were to do something

different?" Carr has described his reply:

I said, "Well, in that case, I would do what the Board requested me to do. I would carry out the Board's decision." Now, he was pleased to hear that and his comment was "Ah, that's what I wanted to know." I think, largely through prior experience in interviews, I'd got interview techniques pretty well right off and so I got the job.

In February, 1981, Jim commented that the single-most item of his greatest dislike about the college was the nature of the involvement of the Board: "I believe they've just got it all wrong," he said. Jim assumed the principalship in October, 1975, during the final stages of the new school's building programme and several months before opening day. He recalls his goals for the college:

I wanted for the school to be a place where 100 percent of kids were cared for - not just the top ten or twenty percent who were going to make an academic success of things but the other eighty percent. I really wanted the kids' whole potential to be developed as far as possible. That, of course, meant involvement and commitment on the part of the staff and, so, my second major goal was to try to create a climate within the school such that staff would feel able and willing to give of their best to the place because I couldn't achieve those goals by myself. All I could do was to ensure that the forty or fifty staff did the best of which they were capable. So I wanted to create a climate in which the staff understood that they were the most important people in the place.

Five years since opening day, Jim Carr considers that the goals have been largely met: students are involved in a wide variety of activities and tremendous care is exercised over them - largely through an

effective dean system - while there is a very dedicated staff.

Jim and his wife, Anne, live with their three children in a modern brick home in a suburban housing estate of privately owned homes within comfortable cycling distance of the college. The Carrs are a one-car family, Anne has a part-time job, and the children attend different schools. Catherine, the elder daughter, attends a girls' secondary school as a third-former; Sally is a pupil at the local intermediate school and John, the youngest member of the family, attends the local primary school. Jim is a keen gardener and enjoys sailing. This year, Jim is President of the association of primary, secondary and tertiary principals in Farmington and Secretary of the Regional Association of Secondary School Principals. He sings in the church choir and is taking piano lessons. The family are regular attenders of an Anglican church in Farmington.

Much of Carr's out-of-school involvement with young people has come through Bible Class teaching and camps. The experience has provided opportunities to gain experience in leadership and he has held every position "from cook to commandant." Involvement with kids for 24 hours a day, Carr considers, shows up any deficiency in one's practice and skills. Now, at forty-seven years of age, Jim has a strong memory from childhood of his decision, at twelve years of age, to become a Christian:

Rather than being self-orientated, you're orientated in another direction. You have to work hard at it, of course, but you don't live your life for yourself. You live it for God and for others.

Jim's elderly parents live in a flat next door to

the Carr family. Jim considers that his father influenced him in two ways. First, his father was a very good salesman and a "people person" although Jim feels, too, that he gained a little of his mother's reticence and reluctance in such affairs. From his father he gained a drive and enthusiasm. Second, Jim remembers that his father set high standards in the quality of a job done: "You do it properly, completely and well and make sure you get to the end of it before you stop."

CONCLUSION

In this chapter the writer described the exploration period of the study at Manoa College. This phase continued throughout the month of February during which the researcher was on-site. This chapter introduced the school in profile and the writer described the first day of the school year. Observations for the next month were presented in the form of descriptions of four arenas in which the researcher found himself as a participant observer and which seemed to form the administrative action in the school.

Following the examination of these arenas, the researcher decided to focus the study on Jim Carr's school world rather than on the broader, initial research problem of finding out about how the school worked. Several reasons underlay this decision. First, Jim Carr was shown to be the sole individual who interacted with each of the four arenas. The tentative idea was formed that Carr provided a cohesive link between the arenas. This idea would provide the basis for the next phase of the study. Second, a focus on the principal would enable the researcher to place a more manageable focus on the school's administration by providing a key individual through whose perspective the researcher could endeavour to view that administrative life rather than being faced with an amorphous mass of data. A focus on Jim Carr, therefore, would provide a focus for the study. Third, during February, Jim had proven to be an ideal key informant. He was a willing participant in the project. He was willing to be shadowed and, when first approached about that possibility, replied, "What's the matter with now?" He was willing to share information. This became apparent during the regular

discussions between the researcher and himself. On February 10, Jim spoke openly about sensitive features of his marriage and commented to the researcher, "If you're going to do your job, I've got to be totally honest with you." Toward the end of February, the researcher observed Jim for a day and found him a ready subject during this trial observation - with Jim's willingness to explain aloud what he was thinking and doing being an indication of his willingness to participate in the project. Finally, Jim spoke freely and frankly during a ninety minute tape-recorded interview with the researcher who used a series of open-ended questions covering a large number of Carr's views on aspects of his life, the principalship and Manoa College.

The first month in the field produced a series of issues which the researcher anticipated would be issues of substance during the year and which would provide an initial area of interest for the researcher as groups came to grips with these issues. The issues were stated in question form:

- * What will be the outcome of the falling roll situation?
- * How successfully will the new "house system" be implemented?
- * How will the computer purchase be resolved?

These questions arose from major issues about which discussion was observed during February and provided a focus on issues of importance to principal, staff and Board. The Board was involved, too, in the examination of Farmington's secondary school enrolment scheme but that issue has been left out of the present study as it involved intricate relationships between

the Manoa College Board of Governors and the second schools' board in Farmington and was considered outside the scope of the present study. In addition, Carr took only a watching brief on these proceedings and did not become extensively or deeply involved in them.

The next chapter contains the second section of the ethnography in which the researcher reports on Jim Carr's school world and the questions and refinement of ideas which emerged during the first portion of the inspection phase of the study.