

CHAPTER SEVENTHE ETHNOGRAPHY 2: THE FIRST PERIOD OF INSPECTIONINTRODUCTION

This chapter contains the second section of the ethnography in which the writer describes Jim Carr's school world as it appeared during the first period of inspection which followed the first month's exploration on-site and extended throughout the remainder of the school year. At the end of February, the focus of the study was placed on Jim Carr in his school world. The first period of inspection would allow the researcher to be immersed continually in Jim's school world and the key arenas identified in February provided a series of places and events in which observation could be undertaken. It was not possible for the researcher to accompany the principal for every minute of the school day for the rest of the year and it was decided to select events within the identified arenas in which Jim could be observed at work. The researcher's selection of events was confirmed by Jim as being likely to provide fruitful sources of data. In practice, this selection of events corresponded with the concept of "theoretical sampling" which has been described as:

...the process of data collection for generating theory whereby the analyst jointly (i.e. simultaneously) collects, codes and analyzes his data and decides what data to collect next and where to find them, in order to develop his theory as it emerges.

(Glaser and Strauss 1967: 45)

In order to present the data gained during this period of the study, the writer faced several possible choices. First, he could simply present all data recorded in the fieldbooks. This choice would have been impractical due to the diverse and extensive data which were recorded. Second, he could seek to reduce the data to tables of figures which would show such statistical items as the number of minutes spent on various activities and with various people or the numbers of people with whom Carr interacted. This choice would have negated the human dimension which is a factor of Carr's school world and which the writer wanted to portray. Third, the material could be presented in the form of thick description which would provide a picture of Carr's school world and would portray the flavour of that world. The data could be compressed and systematised without losing its essence. The thick description which constitutes the bulk of this chapter was developed from the fieldbooks and the ninety-minutes interview with Carr. It is presented in the language which Carr uses and which is familiar at Manoa College. The writer sought to ensure that Carr is the point of focus in the descriptions and that his perspectives on events and people are portrayed.

In processing the data, the writer concentrated his attention on the material gathered in each arena, one at a time, and looked for patterns of such things as events, issues, behaviours and activities. He sought to order his data along the lines of these patterns. A simple example of the process occurred when the data were handled concerning the regular meetings of Jim, his Deputy Principal and Senior Mistress. First, the researcher worked carefully through the data in order

to ensure close familiarity with it. The fieldbooks were annotated with remarks arising from the writer's thoughts as he read the material. Next, each topic of discussion was listed and ascribed as being either a major or a minor topic. Then, the topic lists were cut into separate items which were inspected individually and placed into groups of items which seemed common to each other. This stage resulted in the generation of eight groups of topics which were further subdivisible into major and minor topics. Each group was given a descriptive name which would be acceptable, too, to the participants in the arena. This framework, which had emerged from the data, provided a coherent structure for describing the work of the senior management trio and was supplemented by the selection of representative examples of topics and illuminative quotations to assist in ensuring that the description was accurate, and representative in its portrayal of the flavour of those observed events.

In this chapter, the writer outlines the activities which he undertook during the first period of inspection at Manoa College. He then presents a description of the arenas which constitute Jim Carr's school world. The chapter concludes with a commentary on the period and the further development of questions and tentative ideas which guided the next phase of the study.

The Researcher's Activities During the First Period of Inspection at Manoa College

The researcher sought to be in the school as much as possible during this period. The fieldbooks contain entries made on 64 different days throughout the period

and the researcher undertook observations during the day as well as during a number of evenings. In addition, the writer was in the school on other occasions either to make informal visits during which no data were recorded or to talk informally with people in the school.

Participant observation was the main data gathering technique and it was decided to observe Jim Carr in the arenas which had been identified and explored during the first month. These were the arenas involving staff members, HOD's, students and Board members. In addition, during the initial weeks of the period, the researcher began to realise that the weekly meetings of Carr, Black and Sumich were significant occasions and this arena became an area of attention, too. The researcher ensured that he undertook participant observation of the principal in all aspects of these arenas. Observations were undertaken of Jim Carr during all his meetings with Black and Sumich, with HOD's and Deans and staff members and with the Board of Governors and its sub-committees. Jim was observed on occasions such as parents' evenings, report nights, the opening of the memorial library, an orientation night for parents and students, a selection of school and form-level assemblies and the end-of-year awards ceremonies for junior and senior students. The gala day was attended, as were a meeting of each of the Manoa College Educational Trust, the annual general meeting of the PTA, the meeting between Board and PTA members and an introductory occasion for new students. Jim was observed with the Liaison Inspector of the Department of Education, at a number of 8.30 a.m. daily staff meetings and in the staffroom during morning and lunch intervals. A full day was spent with Jim on April 16 and an in-service

course was attended with him for a day in June.

On Monday afternoons, in particular, following the principal's meeting with his two senior colleagues, Jim would usually become engaged in discussion with the researcher in the principal's office for anything from fifteen minutes to almost an hour. This discussion provided a valuable opportunity for the researcher to cross-check his observations and to explore ideas arising in the study. Documents continued to be gathered - such as school notices which were placed in the researcher's mailbox just outside the staffroom, while the Board secretary mailed the researcher copies of agendas and minutes of all Board meetings. A copy of Jim's diary was made at the end of the year. In addition to his observations, the researcher frequently engaged in informal discussions with staff members and brief notes of these occasions were made in the fieldbooks.

Throughout the year, Jim arranged for the researcher to meet all the members of his family living in New Zealand - his wife and children, his parents and his brother and family. Jim's work as a principal and at Manoa College was often discussed informally on these occasions. At the end of July, the writer attended the funeral service following the death of Jim's mother. A close picture was gained of life in Jim's home world from all these occasions. However, the study is confined to Jim's school world which the researcher considered to be sufficiently personal without adding details of Jim's home life. This point is related to the issue of anonymity and the difficulty of preventing identification of key informants in a small country like New Zealand.

A description of the arenas constituting Jim Carr's school world now begins.

"THE COLIN, OLIVE AND JIM LEVEL"

Jim Carr has explained that the most important gathering of people in the school occurs at "the Colin, Olive and Jim level" when the regular meeting takes place between the three senior staff members in the college. During Period Four on most Mondays, Jim, Colin Black and Olive Sumich settle down, diaries in hand, and discuss items which touch on almost all aspects of the school's life. The group meets in the discussion area of Jim's office soon after 1.05 p.m. and rarely complete their meetings within an hour. Each member of the group comes to the meeting with a list of discussion points listed in his or her diary.

The discussion flows freely and the three people move rapidly from one topic to the next. News is shared, arrangements are made, policy positions are discussed and practices are questioned. This arena is very much a business meeting and all attention is focussed on the topic in hand. The mood is one of three busy professional people being engaged in discussion about the running of the school. Jim takes the lead in directing the discussion although status differences rarely intrude into this arena and the school's three senior staff members interact in an easy, open manner. Jim has explained, "When Colin, Olive and I meet in here, its a discussion between three equal people of whom I am, perhaps, more equal than the other two."

During the hour-long meeting, an agenda emerges as the participants raise points from their lists, usually totalling between twelve and twenty items, most of which receive brief discussion only. Typically,

however, two or three items generate the major share of attention. The remaining, minor items are quickly handled - often in no more than a sentence or two, sometimes with a quick question being asked and an explanation given, sometimes with no subsequent comment. Major items generate discussion for times of approximately ten to twenty minutes. Business items throughout the year were able to be placed into eight groups which were subdivided into major and minor items. (A summary of these items is included in Appendix V and demonstrates not only the range of business transacted in this arena but also the way in which this business was placed into groups.)

The senior management group of Jim, Colin and Olive discussed a number of major and minor items concerning their own group within the school. The four major items included two occasions when the three people discussed their own roles and relationships and their involvement in policy making. In addition, Jim's caning of a student led to a major discussion on his actions in the incident. The three also discussed the way in which Jim would present a view of the school when he addressed a parents' meeting that evening. Minor items varied from Jim reporting comments after a Board meeting, to his discussion with the visiting Liaison Inspector, to planning for the group to meet socially for a restaurant meal, to Jim, Colin or Olive letting each other know of their own forthcoming plans and engagements. The group also discussed the part which they should play in playground duty and their perceptions of the leadership role of the principal.

During each meeting a series of minor notices and organizational details of events within the college

was tabled - more for information than for discussion. Examples of topics included news that: the tractor shed was being extended, a senior student had been selected as a finalist in a national mathematics contest, the staff meeting minute book was lost, an emergency procedures practice was planned, the school trombone was missing, the photocopying machine had been placed in the library, the set of teaching typewriters would be replaced, the librarian had been asked to establish a school archive and some students had returned late after taking flying lessons. Dates for forthcoming events were shared or decided and arrangements for beginning the following school year were discussed throughout the year. Brief discussion occurred on arrangements for a number of school events such as assemblies, end-of-year awards ceremonies, special morning teas and staff social functions. Major topics in this group included the selection of a speaker who would be invited to address the school at the end of year ceremony, the final staff social function, the allocation of senior staff offices for the following year and the length of examination times.

Organizational details for events relating to, or arising from, outside the school appeared frequently on the agenda. Minor items included: visits to the college by a dance troupe, the canteen manager from another school and various musical groups; discussions of news items connected with other schools in Farmington and procedures for applying for financial grants from outside sources. The only major item in this group was a discussion concerning accommodation for a visiting student group.

Students of the college were discussed in this arena. In addition to minor reports or discussions on students who were presenting behaviour problems, Jim Carr sought advice at length from his two colleagues on the approach which he might take with a small number of individual cases involving a persistent smoker, a suspected glue-sniffer and a student facing transferral from the school. A major discussion centered on "kids at risk" in general. During the year, an approach concerning intended enrolment was received from the parents of a severely disabled student and this item generated two major discussion items and a series of minor items. School uniform - particularly students' footwear - provided a series of major and minor items throughout the year.

Staffing matters provided a substantial portion of the business in this arena. Jim Carr might frequently ask, "How are the staff feeling?" Brief details of welfare or gossip would follow as Black, Sumich and Carr shared information or concerns:

Mary wants to take a year's leave...Fred has applied for several DP's jobs... Colleen's mother died...Jane is exhausted... Raewyn Gates is doing well as an acting HOD.... Paul Hansen and Joan in the office don't seem to be getting on well...Greg Jones is needling people in the staffroom...What can we do with Betty Maiden when her term as Dean concludes?

The staff meeting agenda for later in the day provided a common discussion item, too.

Major items focussed on two teachers who were experiencing problems. Gregory Keen was the victim of remarks by girls in his fifth form class and the trio noted their wish to give him support. Mark Anderson's case involved his being under pressure and the anxieties of Jim, Colin and Olive continued

throughout the year. The item was first raised in March and the three senior staff members were anxious about Anderson and ways in which they could provide support:

- Black: Mark needs a day off.
 Carr: He's under pressure. Colleen Ross suggests he should take the rest of the week off on the grounds that he's on medication for a cut finger. I want people to feel that they have someone to talk to.
 Sumich: I'm anxious that his wife is suffering under a hard-working husband. She can't stand the time he spends down here.
 Carr: I wonder whether we're at the stage where we suggest he goes to a marriage and family counsellor.
 Sumich: Who are we to suggest?
 Black: I don't know enough about the set-up.
 Carr: I think he'd be like a bear with a sore head just now. Why not leave it till Easter?
 Sumich: Colleen's advice may be wrong here. Be low key.

Other major discussions of staffing occurred as the group considered the role of Deans in the college and staff involvement in extra-curricula activities.

The implications of the falling roll situation provided a regularly discussed major item in this arena as Carr kept his senior colleagues informed of developments concerning staffing plans for the following year.

The introduction of a professional development process provided a series of major discussion items during the second half of the year. In June, Colin Black returned to school after participating in an in-service course on school management at which he had been briefed about a process of professional development consultations which a principal might

undertake with senior staff members. Black had earlier reported enthusiastically to Carr about the possibilities of the "PDC" being used at Manoa College. At the next meeting of Jim, Colin and Olive, the principal introduced the item but indicated, "I'm a bit cynical about this." Black, however, was not easily put off: "I think it will improve communication and let them know about the aims and objectives of the school." At subsequent meetings, Black continued to press his idea for the introduction of the PDC process: "The beauty is, they know what he (Carr) expects of them. It's got to be productive and to relate to the goals of the school." Later, when the allocation of extra-curricula responsibilities was discussed, Black pressed further, "I think it's got to be done more formally, as in the plan (the PDC) I put forward last week. This is what it's on about." By late-September, Carr had become a supporter of the planned process: "Only one or two HOD's have come to me, so that says to me that HOD's should have the opportunity to come and talk with me - as they don't." Colin Black replied immediately, "Are you coming around to it being compulsory?" to which Carr responded without hesitation:

Yes. The printed note should say, "I expect you to be there." I believe that's better than saying it's compulsory. It will keep us in touch. It's too easy to be wrapped up in paper. I need to know about the reality.

By the end of the year, the PDC was being implemented by Carr at Manoa College.

Curriculum items constituted an important section of each meeting of Carr, Black and Sumich. News was shared, ideas generated and discussed. Most items received only brief attention before the discussion proceeded to the next point on the agenda. Proposals

for new developments often received their first consideration in this arena. Items in this group included: a proposed mini-lecture series in the school, a suggested teachers' resource centre, the possible development of a quiet working room for students and a proposal to implement a weekly cultural period. Other discussion centered on planning for school trips, means of applying for financial grants from sources outside the school, the possibility of attracting adult students to the college and potential speakers for staff meetings. Major discussion was given to the implementation of the house system, homework policy, ways of encouraging the Maori club to participate in the life of the school, the place of drama and debating and the Form Seven non-Bursary English class.

Commentary

This arena is important in Jim Carr's school world. It provides the means by which he hears much news about, and provides input into, events occurring in the life of the college. It is the one arena in which Carr is able to relax in his role as principal and to share ideas with Colin and Olive as partners of an almost equal level. An incident in September, in which Carr had caned a student illustrates this point:

Sumich: The caning, I wanted to hear about.
 Carr: This lad was brought in by the police. I had a phone call from another principal who explained what he had done. I had to make a quick decision. I had to mete out the same punishment. I intend to go and see _____ and say he put me in a very difficult position and I won't be put in that situation again.

- Sumich: I must say I did react in a negative way when I heard the number "six."
I wouldn't feel the pressure.
- Carr: I had a ring from the mother who said she would ring me and lay a charge of assault against me. She was very, very angry indeed. The police found the two trying to break and enter cars.
- Black: It wasn't the police who put pressure on?
- Carr: No.
- Sumich: In our jobs we have to look at each situation.
- Carr: I'm not going to justify it - it's done - but I hear what you are saying.
- Sumich: We can't compare him with a boy in another school. Do you really believe that you should respond to pressure caused by another principal?
- Carr: Yes, Olive, I hear the pressure you're giving me. It's easy to look back in hindsight. I don't flagellate myself. I should have looked at our records. I do think there needs to be some degree of sticking together between schools.

With his colleagues in this arena, Carr is part of a small but important team. The frequency of the meetings, the scope of the business covered and the close concentration given to the meetings are evidence of the importance of this arena. When Sumich noted that, "We three seem to be going our separate ways," Carr responded that each should feel as free to drop in on the others as he felt; while, it would be a good idea to be seen together, too. Carr perceives the arena as a means by which he can provide an important training ground for his two colleagues:

- Carr: I think it's important for you to be involved in the policy making of the school. You've got to be seen by the staff as taking responsible positions in the school. You two should be taking effective management roles. In two or eight or nine years time, you may be applying for a principal's job.

- Black: A lot of the policy has been determined and we do a lot in here.
- Sumich: I feel we do this and that we are involved in that and I support the things we decide here and that you (Carr) say.
- Carr: I brought this up because I think we need to look after you two.
- Sumich: You do that - thanks. Keep it up!

The arena of the Colin, Olive and Jim level provides Jim with a "direct line" into the college and is an important mechanism by which he keeps in touch with people and events in his school world. It is the one arena in which Jim and his senior colleagues are able openly to share their different viewpoints and to reach agreement on the position which they will take on many of the issues and proposals which occur in the life of the school. Jim, therefore, considers this arena to be the most important gathering of people in the school. The gathering which Jim perceives as second most important will be described next.

"THE SECOND MOST IMPORTANT GATHERING OF PEOPLE IN
THE SCHOOL"

Jim Carr considers Heads of Department meetings as significant occasions in the life of Manoa College. The meetings are usually held in the library soon after 3.15 p.m. and extend to some time close to 5.00 p.m. The library tables are moved into a large square shape and Jim sits at the front flanked on either side by Colin Black and Olive Sumich. All staff members holding positions of responsibility are able to participate and Carr normally conducts a meeting of nineteen or twenty people.

HOD's meetings are firmly controlled by Carr in his role as chairman. As each topic arises, Carr "opens it up for discussion" and allows participation from all members of the meeting. When he considers that discussion has been exhausted, the chairman tends to draw the topic to a close, sums up, perhaps indicates a course of action and proceeds to the next business. Some topics invoke lengthy discussion while others, however, are quickly passed as information is given or brief discussion occurs.

Participants in HOD's meetings concentrate on the business in hand. There is occasional laughter but Carr moves proceedings along at a steady pace and projects an image of "getting on with the business" while simultaneously encouraging everybody to speak to any issue of concern to them. Jim commented at one of the early meetings of the year: "This is an informal meeting where we don't stand on ceremony and we let it all hang out - getting to the nitty gritty." On a later occasion, in opening the meeting, he commented,

"I'm not interested in waffly things. We're here to do business." As the meetings proceed, time is not wasted in idle or irrelevant discussion. The only people who take little part in proceedings are Black and Sumich, who follow the discussion but tend to allow others to take part. Jim perceives HOD's meetings as playing an important part in the running of the school:

This is the second most important gathering of people in the school apart from Colin, Olive and myself and this is where a lot of the real decision making goes on. New ideas are sounded out basically at the Colin, Olive and Jim level. We bat them around and then they're taken to an HOD meeting and this is where people can be really honest and have their say about things and there is, fortunately, a good atmosphere of trust there. People realise that things can be said with no hard feelings and so they are pretty honest and its still small enough to be effective as a discussion body.

The meetings are scheduled to be held each fortnight but, in practice, they take place on an average of once every three weeks. The meetings are a mixture of brief points of information or discussion and considerable debate over, normally, one major issue per meeting. Topics of brief discussion or information included: the due date for ordering textbooks, the possibility of a mini-lecture series, the procedure for replacing Tom Cooper when he gave notice of leaving the staff, progress on the development of an outdoor stage area, information about inter-school sports visits, the introduction of the timetable for the following year, charges for using the photocopying machine, a decision to purchase a fan for a poorly ventilated classroom and information about items selected for minor capital works. During one meeting

Jane East asked, "How does one get something on the HOD's meeting agenda?" "Come and see me; make sure I write it in my diary," explained Carr.

Issues of greater substance tend to be debated for anything from fifteen to forty minutes, although one whole meeting in February was devoted to the falling roll situation and the implications for staffing during the following year. The topic, however, received only brief discussion in several subsequent HOD's meetings and did not become a major discussion issue in this arena again. Issues throughout the year which attracted substantial discussion by HOD's included:

- * Administration: care of textbooks, use of the photocopying machine, arrangements for Form Six students after the announcement of University Entrance accrediting results and class sizes.
- * Curriculum: the case for purchasing a computer, procedures for Form Six examinations and assessment, a proposal to hold a general knowledge quiz throughout the school, a planned series of lessons taken by the Guidance Counsellor with each Form Three class, policy on homework, the possibility of introducing a cultural period into the timetable and whether or not all Form Three students should participate in Maori classes.
- * Staffing: the falling roll situation, pressure on staff during the daily form period and the introduction of a programme for professional development consultation between Jim Carr and HOD's.

The issue of management training first arose at a

September meeting of HOD's when Colin Black reported that he and Betty Maiden were about to attend a regional management course for selected deputy principals and HOD's. A month later, at HOD's meeting, Black reported on the course. An excerpt from the ensuing discussion demonstrates something of Carr's approach to chairing HOD's meetings, the nature of the critical discussion which typifies these meetings and the way in which Carr summarises proceedings and works towards closure of a topic. Discussion centered on written job descriptions:

- Carr: Its a good idea to have any initial reaction to Colin from you folks. What I'm going to do is get your reaction to this. "Time and commitment" - yes, I think it's important that we are clear on the responsibilities you've undertaken in the college. "What will be done with it?" Just used to help clarify. I'm not interested in documents of great length. Therefore, I'll use it merely as a discussion starter.
- Jane East: I find your format inadequate. I believe you want much more detail to be really informed.
- Ron Brown: It's impossible to have deep, deep detail.
- Fred Miles: There's a danger of brevity. If it's not of value, let's not do it.
- Carr: What I'm interested in is having an idea of the areas of concern to you; the sort of weight you place on those concerns and making some assessment next year.
- Greg Jones: I'd like filed the modified job description we agree to.
- Carr: That's right. It's an entirely internal management item between principal and individual HOD. I have acute memories of being an HOD to know that this could be threatening. My function is to help you do the best job of which you're capable.

Commentary

Jim Carr's part in this arena is one in which he takes an active leadership role and he considers that this role has changed over the years:

At the very beginning, because we were all still new, I was just the chairman of the meeting and I was somewhat tentative in the exercise of direction. Now, I believe that people accept my leadership - that they trust me as a leader. That's something that doesn't occur straight away. People have got to sort out, "What is this bloke like? Is he worthy of being a principal? Can we work with him? Do we trust him?" I think that I have felt increasingly, over the last couple of years, that I'm pretty totally trusted to be a leader and so my function at HOD meeting is much more direct leadership.

Throughout HOD's meetings, Carr speaks freely, and offers his opinions, his experience or advice; e.g.: "We have to slow down and pace ourselves and adopt a few harsh systems." He uses the arena to share information with senior staff members and keep them informed of events; e.g.:

This is just to keep you up with what's going on and for you to appreciate that Tom's replacement just isn't straightforward but depends on detailed timetable consideration.

He sums up and brings issues to closure; e.g.:

What has crystallized for me from this discussion is that I have clarified my ideas. The quiz isn't acceptable in its present form. I've probably got to go back to the drawing board and talk with Tom and Jane to see if the project can be modified.

By taking a prominent place in HOD's discussions, Carr does place himself in a position in which he can

be challenged by his colleagues as shown by Tom Cooper's response to Jim during the September meeting discussion on the value of staff meetings: "I objected, Jim, to your comment that I was talking philosophically. But that's what we all go back to: we have to know what we are organising for."

Few decisions are actually made at HOD's meetings beyond the decisions to reconsider further an issue or to send it elsewhere for consideration or to close a topic and proceed to the next item of business. An important function of Carr's participation in this arena is that it provides him with the viewpoints and reactions of senior staff members. Policy issues are discussed but policy decisions are not made in HOD's meetings. Throughout the year, HOD's received and shared information at their meetings; they discussed issues; they gave tacit approval to procedures such as those being adopted for the professional development consultations. They did not make policy decisions. The open discussion and feedback to Jim are important features of activity in the arena. However, the arena provides Jim with a setting in which he is seen to lead by this group of colleagues. He commented on his position as leader in this arena:

Although ideas still come from HOD's, they're so damn busy doing their own job that they're happy enough for me to make propositions come forward and they're happy enough for me at the end of an HOD meeting to say, "Well, the consensus seems to be so-and-so, so we'll now do so-and-so." They go away happy - no, happy's the wrong word - contented, because people are contented at the way in which we operate.

The arena involving staff members at Manoa College is described in the next section of the thesis.

"THE MOST IMPORTANT GROUP OF PEOPLE IN THE PLACE"

In order for students to be "catered-for to the full," Jim Carr considers that it is important that he creates a climate in which staff members understand that they are the most important people in the college. In the arena involving staff members, it is possible to explore Jim's involvement with staff members by taking a number of views of him at work.

Daily Interactions with Staff Members

Jim's working day of April 16 portrayed a sample of the kinds of interactions in which he is involved with staff members. Jim was at school that day for almost eight hours and spent almost half of his day interacting with staff members. Jim chaired the 8.30 a.m. staff meeting during which he shared a letter from a staff member with the staff, thanked Kathy Todd for having organized the successful Form Three camps and reported briefly on a meeting he had attended the previous night.

Jim was to be found in the staffroom during morning and lunch intervals at which times he interacted socially with staff members; for example, talking briefly with relieving teachers, asking Carol Green whether her dress had been purchased during her overseas travels and talking with Bill Cowan about Bill's knowledge of hot-air ballooning. The atmosphere was one of openness and Carr interacted easily with his colleagues although not spending long with any individual and being the person who initiated conversation. Several teachers

were met informally and briefly in corridors and assemblies.

Throughout the day, Jim engaged in a range of substantive discussions with staff members - all of which occurred in the principal's office. These discussions concerned various aspects of the school's organization and administration, such as: the issuing of sixth form reports, some possible adjustments to the school timetable, the purchase of musical instruments and the participation of students in a local squash contest. Paul Hansen reported on an octopus having been brought to the science laboratory, and later arrived in the office with a boy who had behaved dangerously in the engineering shop. Jack Jones, Manoa's caretaker, was given advice on dealing with a cleaner who was talking about going on strike.

Fred Miles joined Carr on two occasions during the day and the two men spent three-quarters of an hour considering possible adjustments to the school timetable, the issuing of sixth form reports and the operation of the Dean system. Fred also sought advice on his current job application about which Jim was supportive, "I'm anxious to use your considerable talents to get experience in as many areas as possible." As the two parted Miles commented, "Good, thanks, thanks very much. How's your sore back feeling now, Jim?"

Colleen Ross came to speak to Carr about a health problem which she was experiencing:

I haven't been very well lately. I've been to Wellington for dye tests for a neurological problem. I am upset and my supervisor says you should tell your boss if you're not working at top.

Jim replied in question form, "You know, in a sense, it's a relief to know what it is?" Colleen did not really agree with Carr's question although Jim explained that she would probably get used to it. "Thank you for telling me, Colleen," he commented in concluding the discussion. The interactions with Miles and Ross showed the principal in the role of talking with staff members about their own personal concerns. Colleen and Fred felt welcome to discuss these items. For Jim's part, he was warm and interested and conducted the conversation in a caring manner in an endeavour to put his colleagues at their ease.

Jim had a series of brief visits to and from the school and Board offices - taking letters for typing, later placing his signature on them and being asked to lock the school safe before he departed for home. He spent twenty minutes with the Board clerk examining and explaining accounts. The principal's final group of interactions involved either the giving or receiving of information in brief discussions with staff members; e.g.: handing out claim forms and a cheque relating to the recent school camps, telling Colin Black that Olive Sumich was absent at a funeral and talking with the groundsman about the planned extensions for the tractor shed. Apart from a small time spent in social interaction, involvement with staff members during Jim's day was taken up with the sharing of information and most typically with Jim being the source of that information.

Fortnightly Staff Meetings

All teaching staff members at Manoa College meet fortnightly on Mondays from 3.15 to 4.00 p.m. in the staffroom for their staff meeting. All members of the teaching staff are expected to attend. Chairing and recording of proceedings is rotated among staff members although Jim Carr chaired three of these meetings during the year. There are mixed reactions to staff meetings. Some people follow the discussion closely and participate actively whereas others sit passively, leafing through students' assignments and taking little obvious part in proceedings. Staff meetings, in fact, became the major agenda topic for the September meeting, when the staff developed a clear set of guidelines for the conduct of their future meetings. Jim Carr follows closely all discussion at these meetings and freely contributes with explanations or questions.

The majority of topics do not generate discussion beyond several minutes and these minor items tend to provide information rather than being intended to produce policy discussion. Examples of minor items include: news of the purchase of a dishwasher for the staffroom kitchen, procedures for distributing third form reports, news that the school librarian would begin to establish an archive for school records, playground duty, the PTA gala day planning, emergency evacuation procedures, camps, the possible purchase of magazines for the staffroom, organization of classes for the following year and nominations for the position of staff representative on the PTA committee. Several topics were discussed at length during meetings and were items of major importance in staff meetings: the

introduction and workings of the new house system, staff policy for staff meetings and the criteria and number of Honours Awards which should be given annually. During the year, three outside speakers presented short talks during these meetings on topics of concern to teachers: the public health nurse, a Maori vicar who offered assistance for teachers interested in learning more about Maori culture and the Director of an alternative educational centre for disruptive students.

Staff meetings are characterised by much sharing of ideas, opinions and information. These meetings provide Carr with ready feedback on administrative aspects of school life in particular and allow him the opportunity to explain his viewpoint on topics being discussed. Carr can be seen to lead with opinions and explanations. On occasions when Carr chairs these meetings he displays confident use of a chairman's skills: moving discussion along, summing up, seeking conclusions, as shown by his comments throughout a discussion on a suitable format for future staff meetings:

The main thing of the meeting is "the staff meeting." The whole issue is quite a large one....I'm hoping for input from non-HOD's.... I take that as a point which is important but peripheral to the discussion here....Our discussion has been general but I'm prepared to take specific proposals for discussion.... I'm taking silence in this situation as assent. If you have concerns please express them....I'm determining the consensus that there is general agreement with Fred's proposal....I shall clarify what we have discussed....I don't want to be too formal but we have consensus. I declare the meeting closed.

Jim is open with the staff during these meetings. He

shares information and let's people know where responsibility lies. When he introduced the proposed house system he commented, "If it fails, the only person on whose shoulders this can rest are mine." Similarly, when staff complained about interruptions caused to their programmes by a last-minute sports contest arranged hastily with another local school, Carr accepted the blame:

I think basically there was a degree of nostalgia behind this - to help promote sport in that school. It's my fault, too. It was a pluck on the heart-strings to have a game.

Jim is direct with his staff members as shown during his explanation of staff commitments to participate in extra-curricula activities, "It is part of my requirements of you as a member of this college that you involve yourself in at least one extra-curricula activity for the year."

Meetings of the Deans

Jim Carr participates in the Deans' meeting when this takes place after staff meetings on alternate Monday afternoons. Each form level has a Dean whose responsibility is to oversee the pastoral care of students. Some form levels also have Assistant Deans. The Deans give particular consideration to students causing problems. During the meeting the Deans contribute the names of disruptive students and information relating to the students is shared. The meetings are open - in that any member of the meeting is free to participate in the business of the meeting and discussion moves freely around the group in an

informal manner rather than being directed at the chairperson. This meeting is an important source of information about pupils for Carr. He explained:

The sort of things I need to know are where the problem areas are - both in terms of names of pupils because I am likely to get phone calls from parents about naughty pupils or about action some staff are taking with regard to these students and I need to be aware of something of the background so that I can make the appropriate noises. I will find out something about it and be either pretty hard and severe or understanding, sympathetic and accepting - it depends on the background. So, I need to know about pupils and their problems. I also need to know about trends which are emerging - particularly in regard to pupil behaviour or class level behaviour. So all these little things all add to my knowledge of what's happening around the place. It really helps me to keep in touch with the further outreaches of life in the place.

Jim sometimes gains his first knowledge of a particular student during discussion amongst the Deans. "One of the values of this meeting," he commented, "is that it raises points about kids like these." Jim tends to take a less active role in these meetings than on most other occasions. He provides information when necessary but spends most of his time listening rather than leading. To the newcomer, Carr might appear to be one of the Deans themselves rather than the principal of the college. He perceives these meetings in this way:

Deans' meetings are held under the chairmanship of the HOD Guidance and I will only put my oar in whenever there's any reason for me to do so. Otherwise I just sit there as any other person. Whereas last year, I decided I wouldn't go along to Deans' meetings regularly, I think I'm going to go along to them regularly - even if I just sit there.

His contribution comes in the form of the provision of information about regulations or Board policy, as occurred in the case of discussions concerning teaching about human relationships and the caning of students. At the same time, he is able to put forward some of his own beliefs:

What we are saying is that the (policy) document (on caning) has the imprimatur of the Board...What I say to all is to not back yourself into a corner by saying, "If you do that, I'll do this"...I don't find that caning is effective...I would like some advice from the Deans: is it widespread among the staff; should I bring it up at a staff meeting?

Jim showed a rarely seen flash of humour during one of the Deans' meetings. His wife, Anne, works as a marriage counsellor. Late in the agenda of the September meeting, during discussion on the Family Proceedings Act, Jim expressed his concern that he knew little about the Act and its implications and that he proposed that a marriage counsellor be invited to speak to the next Deans' meeting. As everybody in the group nodded their assent for the suggestion, Jim concluded, "Would you like me to speak to their Education Officer in bed tonight?"

The Teachers' Professional Association

Jim Carr is a member of the PPTA, the professional association of secondary school teachers in New Zealand. The Manoa College Branch of PPTA meets infrequently and Jim attends when he is at school, seating himself toward the front of the room and actively involving himself in the business of the meeting. His advice

tends to be concerned with professional and procedural matters. During a discussion on a remit which appeared on the agenda of the forthcoming national conference of PPTA and which concerned the costs of school financial audits being a charge on each school's general purposes account, Jim explained:

Oh, Mr Chairman, a factual comment on that. The last statement is incorrect. I've looked at this one thoroughly in our own Board. I'm thoroughly convinced on this. I believe that it's a suitable check on a school. We have a superb financial clerk in Robyn. There is constant discussion going on between PPTA and the Department (of Education) on school finances with some Departmental eyes being opened.

During a discussion on examinations and assessments, Jim quoted from a research publication which noted that, "the predictive ability of School Certificate is virtually unexplored as a predictor of non-university fields." He proceeded to recommend that research be undertaken by the Vocational Training Council and businesses with the resources to undertake this kind of activity.

Differing with the Principal

Despite his efforts to create a positive climate for staff members in the college, there are occasions when staff members disagree with the principal. A dramatic example of this point occurred when Jane East, an HOD, sent a student from her class to the principal for disciplinary purposes on April 30, late in the first term. The events followed this sequence:

Thursday afternoon: Jane East phones Jim Carr, "I'm sending Nicholas Young across. He's been disobedient in class and refuses to go on detention."

Young arrives in Carr's office. "I don't see why I should do a detention, Mr Carr. I was just turning around."

Carr records Young's story on paper. "I support the staff member. You will do the detention." Carr places a note in East's mailbox reporting this action.

Friday: East discusses the incident with the Form Four Dean, Colin Black and Olive Sumich before approaching Carr and expressing her annoyance at his action. She had expected more - at least, the sending home of Young.

Carr gathers more information about Young, considers caning the boy, but sends him home until his parents have been informed about the incident. Carr advises staff of his actions during morning interval.

Sunday: East composes two-page letter to Carr; "I feel it necessary to put in writing the reasons for my difference of opinion with you in the handling of Nicholas Young:

- a. because I still view the situation in the same light, and,
- b. to clarify to you what I consider would have been a reasonable expectation in the circumstances and, therefore, clarify why I was dissatisfied."

East proceeded to outline her perception of the events which had occurred and the principal's action which she would have considered to be reasonable:

"I can only conclude rightly or wrongly from our dispute on Friday that:

- a. The system of discipline set up for normal circumstances was greatly more important than support for me;
- b. I am at variance with you over what a teacher at Manoa College is expected to tolerate from pupils."

Monday: Olive Sumich discusses the incident with Carr:

Sumich: She's unhappy with what you did.
Carr: We talked last Friday.

- Sumich: She has been hurt by what you have done. She's sore that you didn't jump.
- Carr: I won't put anything down on paper in reply. I'll talk it over with you and Colin and then talk with her. She wants to see that the principal acts like the principal.
- Sumich: You have encouraged staff to put everything down on paper. You have to take it seriously up to a point. I'm glad it's you and not me. Maybe we're putting too much pressure on the staff.

Carr considered that East might have been over-reacting as she had earlier expressed her concerns about the pressure of being an HOD; she had taught two difficult fourth form classes that day and was feeling low about the lack of drama talent in the school and the problems in taking the drama group to perform in another town. Carr speculated, too, that East felt she was losing her influence in the school.

The incident showed not only that East expected a principal to behave in the way she perceived that a principal should behave but also that East felt free to place a strong complaint with Carr when she felt unsupported. Sumich, similarly, felt it appropriate, in her role as Senior Mistress, to speak on East's behalf with Carr. Carr's final comment on the incident was "You can't please all the people all the time. You cannot try to do so; you get into a stressful situation."

Commentary

In the staff arena of Jim Carr's school world, Jim perceives his colleagues as having an unusually high degree of commitment to and enthusiasm for the college. "I believe that's the best reward I can have," he has commented. Incidents like those with Jane East, however, reinforce Jim's belief that he cannot please everyone although Jim commented to Colin Black and Olive Sumich that the senior staff trio do not generally have their efforts recognised by staff members: "We see others who need building up and recognition and we say, 'Hell, what about us?'" On occasions, however, staff members have been observed thanking Jim for his work. Paul Hansen did this after Jim had briefed staff members on the implications of the falling roll and after Tom Cooper presented an audio-visual presentation of a proposal for Maori house names, Carr told the staff of the impact the experience had on him:

I must confess that when I first saw these (names) I suffered from culture shock as they weren't part of my culture. After twelve months I have much more of a support for these names. I still have some difficulty in absorbing these into my cultural background. I'm not opposed and I have more understanding. I'd like the students to have the opportunity to see and hear the presentation (of the names) and be involved in the process with the same background as we have.

After the meeting had dispersed, Olive Sumich commented to Jim that she had very much appreciated the comments which he had made in front of the full staff.

When interacting with staff, there are few occasions on which Carr steps aside from the principal's

role. Leading with opinions, ideas and explanations during meetings places Jim clearly in the forefront on such occasions. He takes the initiative to interact with staff members in corridors and staff-room and freely talks at length with individuals in need of advice. An air of interest and friendliness is apparent in his dealings with staff although Jim tends not to lead with humour. He is constantly aware of his position as principal and explained:

I'm sufficient of a realist to realise that the position of principal is held in high respect and one of the things that I've got to be constantly aware of is that I do not degrade the role of principal because I could degrade it by overfamiliarity. That's part of this delicate balance that I've got to be constantly aware of. If I feel by any of the comments that I make that I'm downgrading the role of principal, I give myself a mental smack on the back.

In naval terminology, where staff and students are concerned, Jim Carr is always "on deck" as principal. The only noticeable exception occurs in Deans' meetings when Jim sits back and listens for information. Nonetheless, he is quick to participate when he considers that he has something to contribute. Incidents like that with Jane East highlight the expectation that staff members hold of their principal and which Jim sums up:

They expect the principal to be the spokesman for the school, to perform the figurehead role. They expect the principal to be aware of everything that goes on in the place - especially what they're doing and what they're doing well. They expect him to know what they're doing badly but certainly to know everything they're doing well and, furthermore, to go and thank them for it. But also - in a paradoxical way - they do expect that, if you're doing something badly

the principal will tell them in a very nice way; that he will let them know when they're doing things badly. In other words, they expect him to be fair and honest with them. I think they also expect the principal not to have any particular friends on the staff. That's part of being fair. You mustn't be seen to favour anybody at all.

Having described the arena involving staff members, the writer now turns to a description of the student arena at Manoa College.

"WE CATER FOR ALL WHO COME HERE"

During a July telephone discussion with a fellow principal in another of Farmington's secondary schools, Jim Carr commented, "We cater for all who come here." During February, the total number of students enrolled at the college was 878. Students who complete a full cycle of secondary schooling at Manoa College proceed from Form Three to Form Seven during their five year course. Throughout Jim's day on April 16, a number of interactions with students demonstrated the range of students for whom the principal "caters" and the different kinds of principal-student encounters which contribute to Jim Carr's school world.

Jim hurried from the 8.30 a.m. staff meeting to the A-V room with a silver presentation cup tucked under his arm. The fifth formers filled the room with the buzz of chatter as Jim strode to the front of the room where he placed himself immediately in front of the assembled choir, swung his arms several times in the manner of a conductor and entered into brief conversation with several choir members. Within a few seconds Rose Smith called, "Quiet!" to the fifth form and began checking the classes which had arrived in the room. The buzz of conversation continued as late-comers entered the room. Suddenly the principal stood up, began motioning students to chairs and - with a stern tone in his voice - ordered the latecomers to move to their chairs, "You're told to move along. Do what you're told!" As the choir burst into "Jonathan Livingstone Seagull" and "The Rose," Carr remained standing at the front of the room - his face showing a look of intense concentration on the singing. As the

last note faded away, Jim led the clapping and smiled broadly. He addressed the students again:

I want to tell you that the choir only reformed at the beginning of this year. These are only two of their repertoire. We need to build up their numbers. Join up and bring a male friend. There is one minor qualification - you do need to be able to sing.

The presentation of the interschool hockey trophy to the winning team captain took only a few moments; "Quite a tremendous achievement," noted Carr.

Several minutes later the principal was in his office and calling to the group of students in the corridor to enter his room where he began to present merit certificates. For the next five minutes each student's hand was shaken and a brisk, "Congratulations; well done," was added, as well as a series of personal comments:

Is Christine Brown here? You were away last time I came around. It's been gathering dust. I recognise Tania. Congratulations; well done. There you are, Ruth. There's something for your bathroom wall tonight.

Within five minutes, the presentations were completed and Carr moved across the corridor to talk with Fred Miles, pausing to comment to two students, "Are you waiting for Mr Black?" Returning to his own office forty minutes later, the principal greeted another student in the foyer "Hullo, Susan."

As the hands on the clock approached ten o'clock, Paul Hansen entered Carr's office. The student standing behind him in the doorway tugged at the strings

of his workshop apron after having been sent from the engineering workshop for indulging in dangerous behaviour. The principal spoke sharply to the disconsolate boy, "You can wait outside the office. Pull your socks up, too!" Carr hurriedly read the note from the engineering teacher and commented to Hansen, "I'll have a piece of that lad and add to his miseries." Stepping into the corridor, Carr addressed the offender:

I'm going to tell you a story, my friend:
a bolt, flung from a rotary mower, travelled
a hundred yards and broke someone's leg.
I don't believe you: how does a rubber band
slip off your hand and onto the drill?
Wait for Mr Black!

Twenty minutes later, Jim entered the sixth form science laboratory and moved around the classroom, talking with several groups of students, watching a group of boys make a calculation and asking a girl, "How are you doing your percentages?" Five minutes later the principal entered the nearby seventh form common room and chatted briefly with the group of ten students in the room, - the main topic being reflections on the students' sixth form mathematics programme. Then followed a lengthy walk around the grounds. It was almost eleven o'clock when Carr reached the computer room and greeted the three students, "Good morning. What are you doing?" The female student was taping a programme on the roots of quadratic equations. Carr asked, "How did you learn to type?" "In Form Three and Four," came the reply. "Its a tremendous achievement," commented the principal, "I taught myself to touch type after I left university; got myself a book and taught myself."

By late morning, Jim Carr was working in his office when he was interrupted by Karen, a third former, seeking the early issue of her school report. Mr Carr signed the report form and handed it to the waiting student: "You take that home and say Mr Carr says very good indeed." It was just after 2.00 p.m. when the principal had his next encounter with students as he invited three girls into his office. One girl held the draft copy of the next edition of the school newspaper - the front page of which carried a story about the imprisonment of an octopus in the Manoa College science labs. Carr began the discussion: "I'm going to veto this." The girl with the newspaper replied, "What do they want to keep it for?" Carr's reply gave no room for either discussion, questions or answers:

I think that you have got insinuations here about the staff. You've got to do your homework. You know there is a public aquarium in Cobham? They give good advice. The size of the science aquarium is suitable. It's got crabs for food. It's a nocturnal animal. We've got two teachers who know what they're doing. Have you discussed this with the Head of Science? The octopus may have been sick and we did it a favour.

As the principal paused, the first girl commented, "The article isn't fair." "It's not right to attack Mr Anderson in the newspaper," added the second girl while the third student commented, "We've got to get our facts right." It was an amicable ending to the incident as the girls moved from the room. "Thanks," they said, to which Carr replied, "See you." Half an hour later, Jim's discussion with Fred Miles was interrupted by a boy knocking on the principal's door. Mr Carr signed the student's log book and the boy moved off.

Jim's final encounter with students for the day occurred in the A-V room where he met sixty third formers in order to present merit certificates. "Good afternoon, ladies and gentlemen," began the principal, "thank you for standing - those who did." Within seconds, all students were on their feet. As chairs were resumed, Mr Carr began distributing awards: "I wanted to present these personally. Come up and get yours and then move off." The principal called each student by his or her first name as he read these from the certificate, added his congratulations with a smile and made a personal comment to each student. Proceedings completed, Jim spoke briefly with Ron Brown, Dean of Form Three, and commented about one of the students, "Gosh, she's a nice kid. I wish Catherine Carr was in her class."

Commentary

Jim Carr's part in the arena involving students is one in which, except for planned special events such as assemblies, he does not know which students he will encounter during the day. Students are sometimes sent to his office by other staff members or are engaged by the principal in short, informal conversations in corridors or classrooms. The business transacted between Jim and students can be placed in one of four groups: giving praise and/or promoting public relations, admonishing students, taking part in ceremonial occasions and undertaking procedural activities. Jim's activities of April 16 can be placed in these categories as shown in Appendix VI. The categories, derived from consideration of the interactions, are not totally discrete. Jim tends to seek an element of public relations when interacting with students as shown by his discussion with the newspaper editors.

There is a clear air of what might be regarded as a traditional principalship role when Jim interacts with students. With individual students or small groups, it is Carr who initiates conversation and controls its flow. In large group situations, he takes a leading role, speaks to students when he wishes to speak and sounds forceful and in control. Jim has become adept at "picking up" student's names so that he can address students by their first names. It is Jim who makes the jokes; it is Jim who asks the questions; and, it is often Jim who gives the answers.

The principal seeks, too, never to miss an opportunity to highlight the positive features of the college and its emphasis on the value of work. Two clear instances of this feature occurred towards the end of the year. Late in the year, Carr addressed a group of intermediate school Form Two pupils during their orientation visit to Manoa College. He first introduced himself, "I'm Mr Carr, the principal," and proceeded to outline the main characteristics of the college: "doing the very best of what you are capable of in the classroom...firm discipline, fairly applied...extra-curricula activities...success depends on you." The principal's final speech to the Junior School was delivered on the second-to-last day of the school year during the Junior Awards Ceremony. The focus of the speech was the idea of "traditions". Jim developed the point:

A school over the years develops a number of traditions. There are three types. The first one isn't very positive or helpful - like the six-day week at my old school. There are those which are neither one way or another - like gowns or boaters. And there are worthwhile traditions such as inter-house competitions and camping

programmes. We're developing many worthwhile traditions here: third and fourth form camping programmes, ski camps, interhouse competition, the strength of our guidance network and a tradition of good, solid work. We can thank the staff for this. They are a solid core, a backbone, the strength of the school: people like Miss Todd and Miss Simpson and the office staff, the caretaker, the groundsman, the canteen manageress, the Deans, Mr Black and Mrs Sumich. We're building up a fine tradition of dedicated, loyal service, solid, hard work and application.

Jim Carr has commented that his aim for the college was that "one hundred per cent of the kids were catered for." From his earliest days as principal, he realised that this aim could only be achieved through the staff and he was aware that he, personally, could not do the task. His goal, he said, was to try to create a climate within which staff members would work towards this aim. In Jim's interaction with students he regularly makes reference to staff members and notes their importance in the college. He is quick, too, to bring his own teaching background into conversations with students when he is able to establish common ground with them.

Having described the arenas involving Jim Carr with his professional colleagues and students of the school, the writer next describes Jim's part in the arena involving Manoa College's Board of Governors.

"A VERY FINE TOOTHCOMB"

Jim Carr's position as principal makes him an ex-officio member of the Manoa College Board of Governors. This is an important arena in Jim's school world. The Board takes substantial amounts of his time and energy. Yet - as noted earlier (page 260) - the singlemost item of Jim's greatest dislike about the college is the nature of the involvement of the Board. Jim has referred to the Board as a group which demonstrates "a very fine toothcomb" means of operating.

The Board meets in the staffroom of the college at 7.30 p.m. on the second Wednesday of each month. However, much of the Board's business is transacted within three sub-committees: finance and equipment, buildings and grounds, and policies and appointments. Jim attends all Board and sub-committee meetings except for occasions on which he is absent from Farmington. Each Board member is allocated a place on either one or two sub-committees, each of which has its own convenor and secretary. Each member, however, is an ex-officio member of each sub-committee and this status allows Board members to choose the extent of their participation in the activities of sub-committees.

Each sub-committee handles a relevant section of the Board's affairs and reports in writing its recommendations and activities to the next meeting of the Board. Sub-committee convenorships changed in August when a new Board was elected. The following Board members functioned as convenors during the year:

Finance and equipment: Jack King (until July 31);
Frank Payne (from August 1);
Buildings and grounds: Brian Collins (until July 31);
Kay Free (from August 1); and,
Policies and appointments: Jeffrey Grey (until July 31);
James White (from August 1).

Finance and Equipment

The Finance and Equipment Committee (F&E) meets at 7.30 p.m. on the first Wednesday of the month. On average, meetings last for two hours and five minutes although they range in time from one hour and twenty-five minutes to three hours and twenty minutes. During F & E meetings, participants sit crammed into the small space of the Board's office adjoining the foyer of the school. King and Payne, as convenors, chaired the meetings and steered the group through the evening's agenda throughout the year.

At each meeting of the committee, the received accounts for the month are discussed and recommended for payment. On average, these accounts total \$23,660 per month. A statement of the current financial position of the Board is discussed and each of the small group of agenda items receives close attention from all members even on occasions when an item receives rapid treatment.

During the year, four major issues attracted the F & E committee's attention, each issue extending over several meetings: the purchase of a photocopying machine, the establishment and early implementation of a policy regarding the provision of financial support

for teachers attending educational courses, the agreement to purchase a contract for the insurance of the computer and the reconsideration of the Board's process for approving and paying accounts received. In each issue, Jim undertook much of the investigation and preparation of the background material. Other business of the F & E committee included: the development of an inventory of equipment owned by the college, consideration of means of gaining an increased wage for the groundsman, the levels and means of wage payments to cleaners and office staff, consideration of the inspecting accountant's audit report, the selection of priorities for capital items' purchases, the disbursement of income gained from rental of the grounds and proposed fees to be announced in the prospectus to future students and parents.

Committee members take seriously the business of this committee. Don Main pointed out several times during the year that, "Each Board member is individually and severally responsible for the funds," and, "I'm aware of the frequent letters from Wellington to the Chairman which says, "You and your Board are jointly responsible." The issue of discretionary purchasing powers for the principal illustrates the careful debate which surrounds the activities of the F & E committee. The issue arose in March.

At the March meeting of the committee, Jim recommended the payment of fees from the "resources for courses" line of the budget for three staff members and briefly presented each case along the same lines:

Mark Anderson - a biotechnology conference at the university. It's closely related to seventh form biology. I recommend that we make an allocation from resources for courses for fifty per cent of the costs.

Discussion of the cases moved around the room. Main commented, "I would like to quietly say to Mark, 'Thanks very much.' He's obviously putting much into it." Ron Brown's response was less enthusiastic, "I wouldn't support Mark as other people spend more time here than Mark and have a lower profile." Carr suggested that the Board should recognise the contribution to the life of the school of such staff members but should let the teachers pay half of their own costs in order to show their commitment. There was general agreement to the proposal. At the May meeting of the committee, Jack King raised an application from Rose Smith for financial support to attend a conference, asking Carr, "Can you tell us about it, Jim?"

Carr: The Board has a policy on this. Do you want me to bring each one to you?

Main: I think that we discussed three cases earlier in the year with a rider that it wasn't to be assumed that they would automatically get this.

Carr: I'm surprised that the Board wants to make all these decisions. We keep a check on accounts. I'm happy to put before you each case if that's what you want. My natural assumption is that the Board laid down policy and I'm willing to bring them to you.

In August, Carr asked the committee to recommend the purchase of two capital items - an expanded memory facility for the computer and a rotary filing system. After a short discussion both items were recommended for payment but Arthur Dixon asked:

What are the procedures for the power of the Chairman to give the O.K. between meetings? You can't lose good things because you've got to wait a month to the next meeting.

Brief discussion followed:

Main: The facilities are there provided he (Carr) can convince me.

Carr: I'm wanting to get that facility.
 Main: The facility is there provided you are within budget - although we live pretty closely to the budget.
 Carr: What I'm really saying is: Am I going to ring Don Main for something of forty dollars?
 Main: It's already built into the budget in some form in theory.
 White: Has this ever been a problem?
 Carr: No.

However, despite Carr's answer in the negative, the topic arose again at the November meeting:

Main: It brings up something that concerns me that we are doing things at the drop of a hat.
 Carr: Be specific, Don.
 Main: I was asked to approve - I can't remember what it was.
 Payne: This issue is inextricably bound with the issue of principal's discretion.
 Carr: You can't tell at the beginning of the year. Bill Johnstone wanted ten dollars for spanners and I was required to phone Don Main.
 Main: It's not the ten dollars, Jim, it's all the ten dollars.

At this point, Carr circulated a typed page containing 21 responses, which he had gathered at his principals' association meeting, after asking the question, "What financial discretion are you allowed by your Board?" Each response showed the principal as having purchasing discretion in his or her school. The statement concluded, "There was general astonishment that there was any control by the Board on purchase of items paid for by Teacher Activities account." The discussion continued:

Main: The weakness is that we're sitting here. We have a budget and, O.K. I accept that. But there seem to be things coming through that aren't budgetted.

- Carr: What about when Betty Maiden wanted a kitchen whizz that was on special?
- Main: I believe it can be done - to keep to a budget. I suggest that a total sum of five hundred dollars be set aside for the principal, not to be spent in amounts over one hundred dollars, for use in absolute emergencies and not at the expense of other items' priorities. I want Jim to keep constantly aware that we have machinery at present and in any unfairness you can even get rid of the chairman.
- Brown: You can't expect to give discretion and then add strings.
- Payne: Each year, the budget gets tidier and tidier. All thanks are due to Jim and his staff.
- Main: Can we ask Jim what he thinks? Is he happy?
- Carr: I'm happy. I like the suggestion that Don's making. I think it's workable.

The remaining portion of the meeting saw further refinement of the suggestion with additional discretion being given to the principal for approving use of "resources for courses" up to one hundred dollars in each case and discretionary spending up to five hundred dollars for the unscheduled but necessary purchase of minor capital items.

The issue of the principal's discretionary purchasing highlights Carr's "fine toothcomb" analogy. The F & E committee engages in practising tight control over the Board's finances. Carr's proposals are not readily accepted but, to use his analogy again, are "put through a fine toothcomb." Board members accept seriously the financial responsibility with which they are charged. Carr is questioned thoroughly on his proposals and recommendations and the meetings present a feeling of application to business and some degree of tension

between Carr and Main. This tension is offset, to some extent, by comments made in Carr's support by several Board members.

Jim Carr's role in this meeting is largely informational and educative. Questions are frequently addressed to Jim and he answers clearly and authoritatively on almost every topic raised during F & E meetings. He takes an active part in the work of this committee. Throughout his school day he maintains regular contact with the Board's financial clerk and is up-to-date with the financial management details of the Board. Carr prepares and presents the annual budget after consultation with HOD's. He provides the committee with written memoranda when full documentation of any case is necessary. The annual budget carried three typed pages of explanatory footnotes and, when the new photocopier purchase was under consideration, Carr summarised comparative costs and advantages of different models and reported on a visit he made to a local secondary school to observe and discuss a machine similar to that being considered for purchase at Manoa College. The principal gives his close attention to every item on the F & E agenda and his participation can be accurately described as being active and based on thorough preparedness.

Buildings and Grounds

The Building and Grounds Committee (B & G) meets in the Board office at 2.15 p.m. during the afternoon on the first Wednesday of each month. This was the only regularly scheduled event during the year which the researcher was unable to attend due to his

commitments outside the college. However, he did attend the October meeting of the B & G committee and this meeting is discussed in Chapter Eight.

The minutes of the B & G committee and the report presented during the subsequent Board meetings indicated the scope of the committee's concerns although they do not reveal anything about the principal's involvement with the committee apart from his attendance at meetings. The committee is concerned with all matters pertaining to the care and development of the environment of the college - buildings, grounds, indoors and outdoors. During the year continuing projects included: the laying of an all-weather cricket wicket, the extension of the tractor shed, the building of a pottery kiln shed, the installation of an Honours Board in the school's foyer, the maintenance of fences between the school and neighbouring properties and the improved drainage of the playing fields. Other items considered during meetings but which constituted a lesser amount of the committee's business included: the obtaining of contracts for painting work, the inspection of the house provided for the caretaker, plans to convert an existing space into a metalwork storeroom and a section of the mathematics resource room into a computer room, the establishment of a landscape committee and the oversight of minor capital developments in the school.

Policies and Appointments

The Policies and Appointments Committee (P & A) meets at 7.30 p.m. on the first Tuesday of the month. On average, meetings last for two hours and fifty minutes although they range in time from two hours and five minutes to three hours and forty-five minutes. Most meetings are held in the staffroom although sometimes the group meets in the principal's office. Grey and White, as convenors, chaired the meetings while Don Main, the Board Chairman, attended all but one of the P & A meetings during the year.

In practice, the P & A Committee handles much business for the Board. Consequently although four appointed members comprise the committee, the meetings are usually attended by other Board members, too. Don Main, for example, missed only one meeting of the committee throughout the year although his membership of the group is that of ex-officio status - meaning that he is not required to attend but is welcome to attend should he so desire. The business of the meeting is divided into two sections. Part A is conducted in public whereas, in Part B, the public are excluded from the meeting due to the confidential or potentially embarrassing nature of the business for the individuals concerned.

Each meeting of the P & A Committee included a number of agenda items which provided information, perhaps brief discussion and brief treatment. Examples of these items included: arrangements for a defensive driving course, the possibility of erecting a flagpole in the grounds, planning for the opening of the memorial

library, procedures for the Board elections in July, a report by Jim Carr following his presentation of a paper at a conference on educational research and consideration of remits received from the Secondary Schools' Boards' Association.

The P & A Committee gave attention over the course of several meetings to a number of curriculum issues: the evaluation of the English course for seventh form non-Bursary students, the research of Fred Miles into the school-work interface, the ethical issues involved in teachers providing reports on students when requested by potential employers, the teaching of a human relationships course in the college, and the possibility of introducing an agricultural course in the sixth form. Fred Miles and Jane East were invited to address P & A meetings on the first three topics. Aspects of internal administration which received attention through several meetings included: the school uniform, the house system which was introduced into the college on a trial basis early in the year and planning for the Senior Awards Evening. The committee considered the forthcoming integration into the state education system of a local private secondary school and prepared submissions in response to the bill before Parliament seeking to bring changes to New Zealand's system of school governance.

Business discussed in Part B during the year centered mainly on staff and student matters. The cases of three disruptive students were discussed at length in several meetings as were the Board's dealings with the Department of Education to gain suitable provision for a handicapped student whose enrolment in the college was anticipated. Staffing matters were discussed at each meeting. The

effect on staffing entitlement of the falling roll in the school continued throughout the year and resulted in the voluntary termination of a permanent staff member. Similarly, the allocation of PR units to teachers being given positions of responsibility was a major issue throughout the year. In addition, the resignation and subsequent appointment of a new HOD Commerce provided debate for a series of meetings. Other staffing matters included: applications for leave of absence, grievances from members of the Cleaner's and Caretaker's Union and the extended absence on sick leave of a staff member. Board policy on the number of Honours Awards to be made annually was examined at the November meeting of the committee while members received regular reports on developments occurring with the enrolment scheme operating for Farmington's secondary schools.

Carr's fine toothcomb analogy can be applied to the P & A committee. Questioning and debate is intense when major issues are explored in depth. However, the discussion is always thorough as Board members seek to gain an understanding of each topic being discussed and Carr endeavours to provide information to develop that understanding. A section of the discussion which occurred during the P & A Committee meeting in April demonstrated the nature of discussion at these meetings. At the March meeting the principal raised the matter of the introduction of trophies as part of the newly instituted competitive house system. Kay Free was asked to research the Board's policy position for presentation at the April meeting:

Free: The appropriate Board minutes say, "No other awards will be made other than the six Honours Awards and the customary certificates."

Main: And we have a couple of awards floating around.

Carr: Awards to houses, not individuals.

Smith: And I think it's good! I'm supporting it. I think the school's grown up. You create a competition with a goal. I'm a great believer in competition.

Main: But we have a policy decision.

Brown: Most pupils would support trophies.

Smith: I think it's important to create interest and you need goals to do this.

Payne: I agree with Jack on goals but with no emphasis on individuals.

Main: Jim?

Carr: It's not possible to identify one person as winner for the house. The trophy for the swimming is a great incentive and it's immediacy; not adding points for the end of the year. I saw it. You weren't there.

Main: I think I'm right in saying we all want some kind of trophy but can Jim brief us on the two trophies around now?

Carr: The athletics trophy has been presented.

Main: I'm for a house trophy but I would axe the other two. As well as individuals, one point is the sheer cost. They've also been whipped in - they could just as easily be whipped out.

The Board's policy position having been outlined, discussion - to this point - had indicated both support for and opposition to the introduction of the trophies. Main's opposition to the trophies was clear but Carr sought to reply with his view of the practical benefits of the trophies and outlined the pressures encountered by the principal as the person between the Board and the school:

Carr: One of the difficulties I find is that, subject to the general direction of the Board, some things then come into my purview. I believe that the outworking of this system is part of my responsibility. The trophy came up rapidly. There was no time to consult with staff. Some staff have raised with me, 'We're sick of this consultation.'

Main, however, clearly viewed the policy statement as being binding. His voice rose as he addressed Carr and strongly differed with the principal's perception of the situation:

- Main: I would have to disagree. There was such an issue made of it. I don't think you did act within responsibility. The donor gave us no end of trouble. He phoned me. Next thing, he whips one in. I find that bloody fascinating!
- Payne: We don't want to hurt the feelings of the other donor.
- Main: I would be happy to face up to any of them and say, "An error of judgment has been made."

Discussion, then, focussed once more on the practicalities and concluded with the issue being passed to the staff for their consideration:

- Smith: I think we'd break too many hearts by taking these away.
- Carr: It's all very well for us sitting here in the cold light of evening.
- Free: The house system is still experimental. I recommend no more trophies between now and then with the final trophy.
- Brown: The trophy is one of the few tangible items of school spirit. The kids liked it.
- Main: My argument is that, if you do it for one sport you do it for all. I don't agree that all were involved in the swimming sports. Could the staff discuss it.
- Carr: I agree with Don. I'll take it to the staff and then back to the Board.

The selection of dialogue from the discussion on the installation of trophies as part of the Manoa College house system illustrates the fine toothcomb role taken by the P & A Committee whose members see their part in the school's life as taking an active role in establishing and evaluating policy, questioning practices and events

occurring within the school and not functioning, simply, as a "rubber stamp" for the actions of the college's principal or other staff members. This role is not one in which the committee seeks to stall progress but one in which members seek to ensure that actions follow agreed policy although - if required - procedures exist for making changes to existing policy. The incident itself illustrated, too, the feeling of tension which is sometimes present between Carr and the Board. Carr had voiced his concern at the difficulties of standing between Board and school. Main's position became clearer at the November meeting of the P & A Committee when a government proposal to lessen the power of Boards was discussed:

We would be putting ourselves onto the same level as primary and intermediate schools and we would simply be paying the caretaker and controlling the principal's expenditure.... For me, we want to keep hold of our power.

As with the F & E Committee, Jim Carr takes an active part in P & A business. He is constantly asked for information and explanation and he follows closely each item of discussion. When necessary, he refers to the Department of Education administrative manuals in order to explain official policies or procedural matters. Carr sometimes feels under attack in these meetings. On rare occasions he expresses his annoyance. As with the F & E Committee, Jim's participation is active and prepared. P & A Committee meetings are not light-hearted occasions. However, much of the debate on major issues occurs here. As Main commented, "There are great merits in attending P & A sub-committees."

The Board of Governors

The Manoa College Board of Governors meets at 7.30 p.m. on the second Wednesday of the month. On average, meetings last for almost two hours and ten minutes although they range in time from one hour to four hours and forty minutes. Meetings are held under the chairmanship of Don Main and almost always take place in the college staffroom. The only exceptions to this location during the year occurred in July, when the Board held its last meeting before the next round of Board elections, and December, when members met socially after the meeting at the end of the year. Each of these meetings took place in Main's home. During meetings in the staffroom, members sit in the comfortable lounge chairs of the staffroom placed around several low coffee tables. The Board Chairman and Secretary, Kay Free, and Jim Carr sit at a table facing the group. At the end of July, several changes occurred in the composition of the Board. Three parents' representatives - Jeffrey Grey, Jack King and Jack Smith - retired from the Board. The newly empowered Board took office from August 1 and included three newly elected parents' representatives - Paul Roberts, David Kingston and Charles Myer.

Meetings of the Board follow a consistent pattern. As in the P & A sub-committee meetings, the occasions are divided into two sections - an open, or public, Part A, and a closed, or confidential, Part B. The early part of the meeting includes discussion on the minutes of the previous meeting and correspondence which has been processed in the last month. A series of previously circulated written reports are tabled and discussed after presentation by the convenors of the Finance and Equipment, Buildings and Grounds and Policy and Appointments sub-committees and

the principal. A section on general business completes each part of the meeting. The minutes of Board meetings are presented in two parts - one part reporting the first section of the meeting, the other part summarising discussion and decisions in the confidential section of the meeting. A number of the decisions from Part B are reported at the end of the Part A minutes although without any of the surrounding discussion. Agendas for Board meetings, therefore, closely follow agendas of each sub-committee meeting. Reports are received and adopted, so that many items receive no further discussion at Board meetings - this process having taken place during the earlier subcommittee meetings. The process of discussion and reporting by sub-committees gives the Board, at the very least, a watching brief over many aspects of life at Manoa College. The Board functions, as Carr has described, as "a very fine toothcomb."

The Board establishes policy as demonstrated by an instance which occurred during the March meetings when Carr reported on the introduction of sports trophies into the school in association with the recently initiated house system. Brian Collins commented that he was in favour of supporting the principal's actions in accepting the trophies. Don Main responded, "I have a little difficulty reconciling all this. It was a very good Board policy for very good reasons." Jack Smith added his support as long as the trophies were for teams rather than individuals and Collins suggested that a trial period be implemented. Main broadened the discussion, "What do other Board members think about it?"

King: It's OK if you keep it small.
 Grey: It's OK but we need to see the underpinnings of what's going on.
 Payne: This is the thin end of the wedge. We have formulated policy. Until it is thoroughly discussed, it should be opposed.

- Main: It's a matter of principle. Suddenly our policy isn't worth a tin of fish - we spent hours.
- Collins: I think we (the Board) are growing up. We've got to be big enough. We make a policy; we can change it. I'm in favour of teams.
- Payne: I don't disagree with that but we need a trial system for a year.

Main brought the discussion to closure by asking the secretary to research the Board's policy in relation to this issue and to report to the next meetings of the P & A Committee and Board. With regard to the provision of trophies, the Board's policy making process was under way - discussion had begun; research and subsequent consideration at sub-committee and Board levels had been foreshadowed. Board policy tends to be stoutly defended but with the provision of at least some element of a willingness to re-examine policy positions and to make justified changes.

Board meetings are more neutral in character and with a lesser feeling of tension than is the case in P & A meetings. However, there are frequent occasions when the principal receives thorough questioning and criticism from Board members. This feature was clearly evident during the consideration of the allocation of PR units. During the November meeting of the Board, the P & A report recommended that Teacher A should receive a PR unit in preference to Teacher B. However, several days prior to the meeting, Carr circulated Board members with a memorandum in which he expressed a wish to withdraw the recommendation which he had made in favour of Teacher A during the P & A meeting. The memorandum compared the two teachers and concluded:

In sum, there is no question in my mind that Teacher B should be preferred before Teacher A. If it is asked why I did not go into all this on Tuesday evening last, I can but plead that the discussion on PR appointments came in the twelfth hour of a very long day, which followed a twelve hour day on Monday, which came after I had spent a full half-day at school on Sunday, following a 4 day week in which I averaged over eleven hours a day of school work. I wasn't functioning at quite the top level I should have been.

Main began the discussion: "We have a memo on PR units from Mr Carr. I was a little surprised but would you explain." Carr explained the details of his memorandum and concluded that his recommendation was changed in favour of Teacher B. Main replied, "We have a procedural amendment. Is everybody happy with that?" There was no immediate reply to the question and Main continued, "I'm warm. Perhaps we'll just have a little talk for a start, Mr Carr." The principal added further explanation in favour of his changed recommendation and other members began to join the discussion:

- White: I can sympathise. Last week's decisions were made rapidly. We should consider the relative merits.
- Roberts: We must depend upon the principal for his advice in these matters. I accept the proposition he has made as being enlightened.
- Brown: My concern as teachers' rep. is that the case be presented fairly. There is a difference in phraseology in the document. I have talked this over with Jim Carr. He could have written both the same. The report shows Jim Carr's bias. As teacher rep., that concerns me.

At this point Main looked directly at the principal and firmly stated, "I'll exercise my right to speak. In my mind, I felt that Teacher B came here on a promise of

two PR units." Carr's face tightened. He sat forward in his chair and spoke in a tone of undisguised anger, "No! My policy is to promise none. They're earned." The tense confrontation continued:

Main: Did Teacher B leave the last school with any units?
 Carr: None.
 Main: I'm in favour of Teacher A....I would challenge anyone here to give me any reason why Teacher A shouldn't get it.

David Kingston entered the discussion and sought information on the teachers' abilities in student control. Main replied, "OK, let's hear them one by one, Jim." Carr, still visibly angry, summed up the relative strengths of the two teachers and asked Brown to comment:

Brown: Jim Carr's comments are very fair. I feel very sympathetic to Teacher A - a personal friend. But I go along with Jim Carr. I just hope you're right.

The discussion continued for the next twenty minutes as further comparisons were made of both staff members before being drawn to a close by the Chairman:

Main: I question in my own mind whether we have given sufficient notice - other Board members may be interested, 'though they could have been here. Personally, I will oppose this should it go back to the P & A. Two people closely involved aren't here.
 White: I would move an amendment to replace (transpose) the two names.

The amendment was put to the vote and carried. The P & A Committee's recommendation to the Board had been overturned. The discussion, however, was not yet finished:

- Myer: The last paragraph in Jim's memo: is this possible or good?
- Main: It made no difference to me and, I thought, was a second-rate excuse.
- White: I've got sympathy for Jim Carr. It was late. Some things have to fall through the cracks.
- Myer: At a late time of the meetings, we're expected to make decisions.
- Main: I believe the thing was very adequately covered last week.
- Roberts: I'm very conscious of the fact that our principal works very hard and does a good job for this school. I want to state that in this meeting.

In addition to demonstrating Board members' questioning and criticism of Carr, the discussion showed, too, some feeling of support for Manoa College's principal. Comments of support are apparent on some other occasions as shown by two examples of Main's comments. During discussion on the principal's professional development consultations with HOD's, Main commented, "I believe this is being done at Manoa College and that Jim Carr is doing a good job on this." Similarly, when Jim reported to the Board that he was contemplating applying for a one-year fellowship in a university, Main replied:

I believe there are great merits and I for one would encourage you. It's good for the individual and the community and the school... I would seriously like to support any moves in this area.

Jim Carr's role in Board meetings is to provide ideas, information and explanation. His input is as diverse as the agenda and, as principal, Jim needs to carry the relevant background information to be able to answer any question which might be raised during a meeting. This is sometimes anticipated when Jim circulates his written report or when he prepares memoranda on specific topics

for Board members. The principal's input covers an extensive array of business: financial grant applications, procedures for selling used typewriters, proceedings of the annual principals' conference, the problems or needs of individual staff members, swimming pool charges, alternative opportunities for the short-term investment of surplus funds, benefits of computer programmes in schools, methods of payment of accounts, etc. On any such topic, a question is likely to be asked and an answer expected from Manoa College's principal. After considerable discussion of the purchase of a new photocopying machine, this process occurred and Carr undertook most of the explanation:

Collins: I'm not particularly happy about the Xerox machine and I can't accept it as a principle of financing the machine from its own income. It's improper. I want to refer it back to the F & E committee.

Main: We are not on hire purchase but hire only.

Collins: Can we afford it?

Main: The figures submitted show we can. It has been budgetted for. Can Mr Carr explain further?

Carr explained the case in detail and Main noted that, "These figures were all scrutinised by the F & E and put through the third degree." Collins asked "Did we make a mistake in purchase? Is it adequate?" to which Carr added further explanation of reasoning and figures:

Carr: The Xerox prices were too high and they have now come back with a new type of agreement. This should save the Board \$1000 a year. After its length of service the Gestetner now needs \$500 for overhaul and that's \$2000 in two or three years. A new machine is \$2500. So, we would have been faced with \$500 per annum costs. There is a minimum charge of \$225 per month for the eight months of the

school year. Our total costs are \$4000 and that includes hire and paper production costs.

Collins: Thank you, Mr Chairman; thank you, Mr Carr. That's the answer to my question.

Commentary

The arena of the Board of Governors constitutes a significant sector of Jim Carr's school world. It is an arena which claims his time and thinking. It is an arena in which his practice is questioned or called to account. It is an arena in which he can explain his actions and represent staff and students of the college. Carr recognises the role of the Board:

I can see some value in it: for example, in the whole business about the PR structure, I think it has been salutary for the Board to question the basis on which I make my recommendations for a PR because it caused me to think again about that basis and caused me, perhaps, to be a little more searching in my basis for recommendation.

Criticism can be very direct on occasions. Main responded to a statement in the minutes of the PTA Committee meeting which stated that the committee was willing to distribute information concerning the forthcoming Board elections: "What I'm going to say to the (PTA) members and Jim (Carr) is that they don't run the Board." At the November meeting of the Board, too, during discussion on a job application, Main became aware that a teacher had become party to confidential information:

Main: How the hell did this person know about this?....The thing that gets my pricker

- up is that the teacher knows about even being considered. I'm furious about how the teacher knew.
- Carr: I discussed it with the teacher.
- Main: Can I make it loud and clear: no decisions are made by the committees. They recommend to the Board.... Next time, bang, there's going to have to be some form of reprimand.
- Carr: And I now understand, Mr Chairman, that it's a matter not to be discussed outside of Part B.

The Board is a demanding arena and members take seriously their charged responsibility. Carr considers that the Board regards the principal as a paid employee, not as a director, but as a general manager who must do the bidding of the Board. In practice, however, Carr notes that the Board is unable to exercise close supervision over the life of the college and, therefore, as he stated:

So, effectively, I am still the progenitor of much of what goes on in the life of the school but my life is made extremely difficult because I have to justify virtually everything that I do or propose to the Board in fine detail.

Carr feels not so much the pressure of questioning and criticism but the manner in which the Board functions. He sees the Board not only as "a very fine toothcomb" but also he feels a lack of trust and a lack of knowledge which could be gained through greater communication between staff and Board members. Carr explained these perceptions:

I wouldn't quibble so much with what they do but in the manner they do it. I would like to see a much greater degree of benevolence of attitude but, most significantly, of trust. There is very little trust exercised by the Board of the staff and it is largely due to a lack of knowledge such that when anything new is placed before the Board, their attitude is,

"Uh, oh, what fishhooks are there in this? What are they trying to do? Are they trying to get around us? What barrow is this that they're pushing? Oh, we'd better have a look at this. We've got to exercise the responsibility for this. We're liable to be taken to court if things go wrong. We've got to be assured that everything is alright about this and - oh, I don't know whether we can approve it." So it's an attitude of trust, I think, borne out of communication and social intercourse, is lacking.

Having considered the main arenas which constitute Carr's school world, the writer now describes five observed events which have been grouped together in an arena of miscellaneous events.

AN ARENA OF MISCELLANEOUS EVENTS

Jim Carr's school world includes an arena which involves a range of miscellaneous events which fall outside the arenas already discussed. Five such events are reported.

First, Jim is an ex-officio member of the Manoa College Educational Trust - a legally incorporated society whose object is to establish a capital sum of money from which an income of interest can be generated and used to provide further facilities for the school. Don Main chairs the ten-member Trust. Jim Carr attends meetings of the Trust but does not tend to take an active part. Rather, he provides information, opinion and explanation when required. Meetings of the Trust last less than an hour and Main moves rapidly through the agenda in a businesslike manner. Discussion centres on considering means of fund-raising, which is the Trust's main object, and the financial state of the Trust. During discussion on a proposed mock gambling night, Carr cautioned Trustees:

I shudder at the work to be done - the organization, decoration, food, location, entertainment. I like the idea of anything which is short, sharp and profitable.

Second, during meetings of parent groups, Jim takes an obvious lead in managing proceedings. This was the case at the annual general meeting of the PTA when 36 parents met for a brief snack of wine and cheese before the principal spoke for ten minutes offering a welcome to the college, introducing new HOD's, commenting on the successful outdoor camps currently being run for third-formers, outlining arrangements for the opening of the memorial library and encouraging PTA members to

help provide money for the school. Fund-raising, however, is by no means the only way in which Carr would like the PTA to be involved, as he had indicated during a staff meeting several days before this event:

Is this the only function of the PTA? Certainly not! Examples are: in the library, with suppers, enrolling, making policy recommendations on enrolment and uniforms. I think we've got to involve the parents in the life of the school.

In a later meeting between members of the Board and the PTA committee, Jim made the point in a slightly different way: "There's a personal spin-off from doing something for the school."

Third, during an orientation evening for parents and prospective new students, Jim managed proceedings firmly and, prior to introducing his HOD's to speak on aspects of school life, he strongly represented one of his main values for the school: "The college is not just buildings and equipment. Manoa College is academic success. We have had more than our fair share of success." While HOD's spoke about the complexities of uniforms, discipline, programmes and cultural activities, Jim felt able to bring an element of levity to the evening:

Sumich: Splits on skirts are allowed if reasonable.
 Carr: As decided by the principal! (laughter)
 Parent: What is economic studies?
 Carr: Mrs Gates can answer that.
 Gates: Common sense made difficult.
 Carr: Sounds like my bank balance! (laughter)

However, in closing the meeting, Carr was clearly back into his "principal" role as he concluded proceedings

in a strong voice, "Thank you very much for coming along tonight. We're prepared to stay and talk with you about any aspects of the college's life about which you require information."

Fourth, when interviewing a parent and student about the girl's smoking problem, Carr's part in the discussion was easily sub-divisible into two parts: after beginning in a mood of annoyance he moved to a mood of helpfulness as he endeavoured to help mother and student come to some solution about the problem:

My concern in this regard is that she has disregarded a school rule. I had her in here and I wanted to find her reaction. She showed no signs of being sorry but indicated she wasn't hooked on smoking. My concern now is that she has been disobedient. She hasn't shown she's dissatisfied with the school. I'm not prepared to expel her. But I've put considerable thought into this. I'm going to suspend her for three days. One day would be seen as just a holiday....I would like you to do one thing more. I'm strongly suggesting to you and your husband that you refer her to the alcohol and drug centre for their help. I'll get you a copy of their newsletter which came this morning. I'm not interested in her leaving this college. I'm in the business of school teaching because I like kids....It may be just an outlet of what I call "fourth-form-itis" - responding to tension. She seems to be hooked. You seem to have accepted that. You may have to let her have the odd smoke at home.

Fifth, when interviewing a mother and her two children about the students' possible enrolment in the college, Jim forcefully presented his image of the school:

Everyone's enthusiastic and keen to do a good job. I have to slow them down. Obviously,

we're here for the majority of the week for academic results - to educate our kids to take our place in the community. We're after results. We got one scholarship last year and good results in School Certificate and U.E. The emphasis is on good discipline. We're not going to tolerate bad language to teachers or in log books. I sent a girl home this morning for that. I'm going to bring in the third-form Dean. They are the repository of all information. We want to record any bad and good information about each student. Its not just the level of work but the attitude, too. I insist that students be in full uniform and fees are paid when they come in during the year. It helps them settle in. The regulations are made for the benefit of all.

Commentary

The incidents observed in this general arena portray Jim Carr as a figurehead and source of information when dealing with volunteers and parents. As a figurehead, he firmly places himself in the leadership role and strongly represents the set of values which he holds for the college. Jim propounds these values whether with groups, such as that which occurred during the parents' orientation evening, or with individuals, such as the parent of two prospective students. The incident involving the smoking girl indicated both Jim's annoyance and concern to bring some resolution to the girl's problem.

CONCLUSION

In this chapter the writer described Jim Carr's school world as it was experienced with him during the first period of inspection at Manoa College. This period extended from the beginning of March through the school year and enabled the researcher to become immersed in Jim's school world and to experience and closely inspect or examine the series of arenas which were identified as constituting this world. Jim recognises each of these arenas and they provided a convenient basis on which to construct the thick descriptions which were presented in this chapter. By his being present as an observer in each arena, the researcher was exposed to the events, issues, incidents and people which make up Jim's school world. Each section of description portrays a number of features: the people who are involved, the business which is transacted, the mood or feeling, selected samples of incidents or events and Jim Carr's part in the arena.

Throughout the year the researcher was able to follow a number of issues. The process of terminating the employment of a teacher continued throughout the year after Carr discovered that the school's enrolment was contracting. Units for positions of responsibility were allocated to several staff members after the issue was considered over a number of months. A computer was purchased; a new photocopying machine was installed in the school. A compulsory English course for non-Bursary seventh-form students was reviewed and recast; the stresses of teaching came to the fore. A house system was instituted in the college. These were major issues experienced by Carr and which appear in the descriptions.

The aim of the study, however, was not only to describe Carr's school world but also to explain that world. Throughout the year, the researcher grappled with this task. Seeing something happen and making notes about it was but one part of the whole task. Developing theoretical ideas which might help to explain Jim's principalship engaged the researcher's efforts as he examined and reflected upon his data. This was the process of developing theory grounded in the study itself. At this point in the thesis, the writer indicates, in summary, the way in which theoretical ideas evolved during the study. The development of some means of explanation proceeded through two initial stages. In the first stage, the "principal-as-juggler" theoretical idea was generated.

During the first half-year, the researcher found himself able to identify a number of diverse groups with which Jim was involved. Each group seemed to be discrete, able to be neatly circumscribed and comparable to a ball floating freely in its own space. To the observer, the principal seemed - like a juggler - to interact with, or handle, one ball at a time while the others moved independently. The principalship seemed to be explainable by the analogy, or theoretical idea, of the principal-as-juggler. The researcher found the idea to be attractive in its simplicity and neatness. The passage of time, however, allowed the researcher to become more deeply immersed in each arena. The researcher became aware, increasingly, of the people and events which were common to more than one arena. In fact, the various balls were not isolated entities but, often were interrelated and linked with other balls. The principal-as-juggler theoretical idea was found to be too neat in its construction and not able to explain adequately the variety and complexity of Jim's school world. An alternative explanation was sought.

During the latter half of the second term, a second stage of explanation was developed with the generation of the theoretical idea of the "principalship-as-journal". By this time, Jim Carr's school world was seen as a place

of interesting arenas consisting of people and events whose interactions and stories "unfolded" before the researcher like the pages in a journal. The principalship, it seemed, could be "turned over" and revealed in the manner of a series of "layers" or "pages". Like the daily entries in a journal, each group of people, each activity, each arena, seemed able to be portrayed on another page in the "journal" of Jim's principalship as the story unfolded from page to page. In the journal analogy, however, the journal always remained as just a source of stories without explaining clearly how Jim coped with the stories in which he was involved. The principalship-as-journal theoretical idea was found to move further toward a suitable portrayal of Jim's school world, but, still, not to adequately explain how Jim perceived and coped with that world. The idea was developed into a third stage which was apparent by September.

The researcher clearly realised that, although the arenas could each be seen to have a separate existence, the principal was the sole person in touch with each arena. He was able to function in each arena and served to relate arenas to each other. During a conversation in his office in mid-September, Jim commented, "I think there are three words which describe the reality of how things happen in this place : power, leadership and communication." These comments provided a valuable clue to the conceptual and methodological development of the second period of inspection in the study. As the researcher began to reflect on the comment, he noted in his fieldbook that:

Jim Carr's school world seemed to be a world in which : control is grappled for and exercised, compromises seem to be reached, co-operation is a feature, tensions exist between lay people and school people, conflict seems to be inherent, rhetoric seems to be a feature and the principal seems to be the central figure in that school world.

The researcher, guided by Jim's comment, had come to realise that the school world of the principal was not simply divisible and easily "cut-and-dried". It was decided to spend a full week in October constantly shadowing Jim and, using the observations, to test ideas developed from the inspection of each arena as a basis for generating a set of theoretical ideas which might more realistically and reliably explain Jim's principalship in his school world.

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