**An Historical Study of Newspapers and Public Opinion About
Education**

Dorothy Roulston

This thesis has been submitted

for the

Degree of Master of Arts in Education,

Victoria University of Wellington, New Zealand, 1986.

TABLE OF CONTENTS

Acknowledgements

Abstract

List of Tables

<u>Chapters:</u>	page
1. Historical Background	1
2. Newspapers as Gatekeepers	16
3. Methodology	24
4. Results	36
5. Discussion and Conclusion	72
Bibliography	89
Appendix 1 - Newspaper Survey Sheet	91
Appendix 2 - An example of subclassification analysis	95

ACKNOWLEDGEMENTS

My warm and appreciative thanks go to:

Mr Jack Shallcrass, my supervisor, whose thoughtful comments and encouragement made the thesis so much easier to write.

Dr Cedric Hall, co-supervisor, who helped me to overcome a fear of computers as well as providing me with advice on methodology and handling of results.

Dr Les Cleveland for his time and assistance in suggesting appropriate reading material on newspaper studies.

Mr Raymond Harbridge, who guided me in developing a suitable survey sheet upon which to collect the data.

Miriam Dillon, who not only typed rough drafts but, like John Daube, gave support and companionship when most needed.

Jenny Hall for being a crackerjack typist.

Neil Roulston, my husband, for his love and for his relieving me from much of the housework so that I could write.

Finally, to the General Assembly Librarians who made access to the newspapers possible.

Dorothy Roulston

ABSTRACT

The aim of this thesis was to survey educational trends as reported in five daily newspapers from 1901 to 1905 and from 1978 to 1982.

As a basis for evaluating those trends, writings from historians in the earlier period were used, while academic writings from Delta journals were used in the latter period.

The role of the newspaper in reporting issues differs in two inter-related ways from academic and historic writings. First, newspapers must "serve" the public so as to achieve their second function, viability. This is achieved by a process of "gate keeping" whereby articles are selected for publishing suitability.

A significant mismatch was found in the earlier period between issues identified by historians and those reported in the newspapers. In that period, the public and newspapers alike were too pre-occupied with "balancing the traditional principle against the geographical principle", which was further reinforced by local jealousies, to notice the important changes that were taking place.

In the latter period, the issues were generally found to be shared by academic writings and newspaper articles alike. However, as with the earlier period, good investigative reporting on serious philosophical and ethical issues was omitted.

In neither period of time did the public appear to be seriously interested in educational trends.

The structure of the thesis is as follows:

Chapter One: Historical Background This chapter provides a brief summary of what historians considered to be the significant issues of the Hogben Era in New Zealand education as well as providing an outline of issues as found in Delta journals in the latter period.

Chapter Two: Newspapers as Gatekeepers This chapter discusses the role played by newspapers in providing news, in particular, their gate keeping role in publishing items in a non-controversial manner so as to reflect the public's opinion and to retain newspaper viability.

Chapter Three: Methodology This chapter discusses the method of research, including the data and their analyses.

Chapter Four: Results This chapter presents the results of this study for the two periods under analysis: 1901-1905 and 1978-1982. Within each period, findings have been further sub-divided into several sub-sections.

Chapter Five: Discussion and Conclusion This chapter is concerned with the similarities and differences found in educational trends over the two periods of time, as well as the similarities and differences between historical and academic findings and those of the newspapers.

Dorothy Roulston

LIST OF TABLES

<u>Title</u>	<u>Page</u>
3.1 Cross classification of story content by Budd score, NZH, 1902.	31
3.2 The Ranking of Story Contents, NZH, 1978-82.	32
3.3 The Rating of Story Contents for each rank, NZH, 1978-82.	33
3.4 The top Story Content Classifications after combining Ratings: NZH, 1978-1982.	33
4.1 Number of Story Contents Surveyed from each Newspaper: 1901-1905.	37
4.2 Number of Story Contents Surveyed from each Newspaper: 1978-1982.	37
4.3 Summary of the most frequently occurring Story Content Classifications derived from the Rank Order and Ratings for each Newspaper over the period 1901-1905.	38
4.4 Ranked Classification and Subclassification for Story Contents: Summary of all newspapers 1901-1905.	40
4.5 Summary of the most frequently occurring Story Content Classifications derived from the Rank Order and Ratings for each newspaper over the period 1978-1982.	42

4.6	Ranked Classification and Subclassification for Story Content: Summary for all newspapers, 1978-1982.	43
4.7	Summary of all Story Contents with Budd Scores 4-5: 1901-1905.	45
4.8	Summary of Newstype Distribution for all story contents with Budd Scores 4-5: 1901-1905.	46
4.9	Summary of all Story Contents with a Budd Score 4-5 giving their newspaper distribution, newstype and classification: 1901-1905.	47
4.10	Ranked Classification and Subclassification story content: Summary for all newspapers with a Budd Score 4-5, 1901-1905.	50
4.11	Summary of all Story Contents with a Budd Score of 5 giving their newspaper distribution, newstype and classification: 1978-1982.	51
4.12	Summary of all Story Contents with a Budd Score of 4 giving their newstype, classification and newspaper distribution: 1978-1982.	53
4.13	Ranked Classification and Subclassification summary for all Story Contents with a Budd Score 4-5 for all newspapers: 1978-1982.	64

- 4.14 Finance Classification Frequency Distribution for all
Newspapers: 1901-1905. 66
- 4.15 Finance Classification Frequency Distribution for all
Newspapers: 1978-1982. 67

CHAPTER ONE - HISTORICAL BACKGROUND

The early years of this century saw major changes in education. George Hogben was the architect and the builder of change as he sought to give reality to the political demand for social equity and for economic development.

But as historians saw it, there was a deep seated disparity between "balancing the traditional principle against the geographical principle".¹ In short, the early settlers had tried to transplant their earlier provincial educational systems from the "old country". They agreed that education was necessary for "getting on" and intended to do so, but, within the accepted social structure.² Not surprisingly,

there was resistance to different forms of education that might have been more suitable to achieving equity.

By 1900, despite the 23 years of free, compulsory and secular education for children between 5 and 15 years, the deep rooted provincial jealousies and animosities remained. So strongly were their presence felt that the Minister of Education, The Honourable William Pember Reeves noted that:

"New Zealand was, and still is, a land of jealousies, local and personal. It is perfectly safe to say that these jealousies in the educational field have cost the Dominions millions of pounds, and have been responsible for the development of deep rooted problems which are now extremely difficult to solve."³

These and other issues are examined and analysed by historians who

have the advantage of rear vision. History is written in retrospect with the advantage of detachment from the passions of the time. What the public thought is buried in the newspapers of the time. Newspapers may not give an accurate historical account of the issues of the day because of their closeness to events, but they do reflect people's day to day concerns. They capture the raw material of history which awaits the analysis of later historians.

The aim of this thesis is to analyse the educational concerns as reflected in five daily newspapers between 1901 and 1905 and between 1978 and 1982. The early period will be compared with the major issues of the age as revealed in later histories.

This, however, is not possible in the 1978 to 1982 period, as those histories have yet to be written. The basis for comparison is drawn from the journal "Delta", which is written by academics with a close eye on the political issues of the time. This is as close as it is possible to get while still recognizing that 50 years on, historians may see issues very differently.

The 1901-1905 Period

The educational issues of the period are encapsulated in the life and work of George Hogben.

When he was appointed Inspector General of Schools in 1899, Hogben received some harsh criticism. The Christchurch Press referred to "official circles" as being "disappointed" in his appointment. In fact

the Press was:

"... at a loss to understand why the Government has selected him to the important position of Inspector General of Schools ... We cannot learn, however, that he distinguished himself so brilliantly in that position (as Assistant Inspector for North Canterbury) that he ought to be placed over all the School Inspectors in the Colony."⁴

While in higher circles, the Member for Riccarton, Mr Rolleston, asked if the Government had:

"considered the necessity for special qualifications in the gentleman appointed and what those qualifications were."⁵

Possibly the fairest comment came from The Lyttelton Times which suggested:

"Perhaps it is too early yet to say that the choice is inadequate or that the Government has made a mistake."⁶

Although seeing his position as being "a General without an Army"⁷, Hogben remained steadfast in his beliefs that few could understand. For Hogben the aim of education was quite clear:

"No longer (was it) to be the imparting of the maximum amount of knowledge, but the careful development and direction of the child's natural activities and powers, and the building up of character."⁸

And this was to be achieved by:

"A continuative unbroken process and that all its stages should

be co-ordinated and organically related."⁹

Fortuitously, Hogben was in the right place at the right time because New Zealand was prosperous and so:

"The money was available to carry out the reforms which public opinion demanded and cabinet was more than sympathetic (to)."¹⁰

The problems that Hogben inherited pervaded all educational areas and were succinctly outlined for Hogben in "The New Zealand Schoolmaster" as being:

"reform of the syllabus, technical education, reform of secondary education, and adjustment of the relations between inspectors and Department. (A delicate way of asking for centralization of the inspectorate under Departmental control)"¹¹

Specifically, those tasks unveiled many of the unresolved provincial jealousies and beliefs to which William Pember Reeves had referred. Undaunted, however, Hogben proceeded to change the curriculum from one of "bookish intellectualism"¹² to one that was more vocationally oriented. This led to the development of manual training in primary schools and the push for technical high schools at the secondary level.

Secondary education itself remained elitist even though the Education Reserves Act 1877 theoretically made it possible for any child to attend. Hogben placed a new emphasis on "free places" and a syllabus that would suit the majority - not the chosen few who went to university.¹³

If they were to be implemented properly, these changes required that resources should be used efficiently. To this end Hogben relieved the inspectors of the need to examine all pupils every year by passing much of the responsibility to the teachers.

This in turn required an improvement in the teaching force. Hogben introduced a national salary scale, improved teacher education and centralized the control of the profession. This was clearly evidenced in the development of the teachers training colleges.

"The colleges were left in the hands of the education boards in four centres, but they were hedged about with so many regulations that the real power remained with the Department."¹⁴

In order to strengthen central control Hogben had slowly whittled away the power of the Education Boards so that, eventually, the Education Boards were left with only the illusion of power.

Undoubtedly many of Hogben's achievements could be attributed to his personality. He had:

"a gift for converting people to his own opinions. He dominated the Parliamentary Committee as he dominated the inspectors' conferences, and even the Education Boards were not proof against his personality."¹⁵

Not that Hogben's progress and ideas met with total approval. As Campbell points out, schools do not change overnight and although there were many reasons for resisting Hogben's reforms the main force was:

"The formal tradition itself which, with some exceptions of course, was active in the minds of inspectors, teachers and public alike and was not easily supplanted by the liberalism of a visionary, even if he were Inspector General of schools."¹⁶

Butchers may have been closer to the truth when he wrote:

"It would be quite wrong to suppose that all this was due to Mr Hogben and Mr Hogben alone. Circumstances gave Napoleon his opportunity, and in the process of the suns Napoleon was at hand to take advantage of them.

... It would be wrong, too, to present him as a popular reformer. He hurried on his reforms too fast for the slower minds and more conservative natures of many of those with whom he had to deal. ... But from whatever sources he got his ideas and ideals, the fact remains that within five years of his appointment as Inspector General the outlook, ideals, methods, range, conditions and machinery of Education in New Zealand were subject to change and reorganization which completely remodelled the education system of the country. The ground thus gained - by conferences, regulations and separate enactments - was consolidated in the Education Act 1904. All that followed after this was but the natural development and sequel of those early years."^{17,18}

Given Hogben's overwhelming historical influence it is surprising to see that at the time he was largely ignored by the public and by newspapers alike. Perhaps the reason lies, yet again, in William Pember Reeves statement describing the "jealousies both local and personal" because they obscured Hogben's achievements in overcoming

the key educational problems of that time.

In summary these problems are now clearly seen by historians as being:

- Syllabus change to a more vocational type;
- Access for all to secondary schools on a "free place" basis;
- Introduction of Technical High Schools;
- National Salary Scale and grading system for teachers;
- Teacher education;
- A shift of power from the regions to the centre.

The 1978 to 1982 Period

There are major differences between this and the earlier period. At the turn of the century many children did not complete primary school, fewer still went to secondary school and a tiny minority went on to the tertiary level.

In 1901 The Official New Zealand Year-Book gave the combined European schools attendance as being 48,884; with 6,352 children being taught at home (1896 census figures) and some 3,000 students were enrolled at the eight technical and Arts colleges. Enrolments at the universities were 2,172 - a small figure against the other educational institutions.¹⁹

The measure of educational success was judged by those in the population who could read and write. Two further categories were those who could "read only" and those who "could not read".

As the figures had steadily risen in the "read and write" (80.60%) and "read only" (2.89%) categories²⁰ this had led the Official Year-Book to speculate:

"that with a system of free and compulsory education this would be expected in time to improve, and the census results would have no longer the degree of importance or interest they had years ago."²¹

In the later period this was most certainly true as these categories in the Official Yearbook no longer existed. Since 1945 there had been extensive growth in New Zealand so that by 1978 32 percent of the population²² were enrolled in some form of education, at primary, secondary or tertiary levels.

As the Official Yearbook (1978) noted:

"In the last 25 years the number of primary pupils had almost doubled (to 522,930) and pupils at secondary schools had increased almost fourfold (232,615), while the number of students in universities had more than trebled (to 47,936) and students receiving technical education quadrupled (to 123,457)."²³

Teacher trainee enrolments for the same year was 6,837.²⁴

Interestingly this group was omitted in the 1901 Year-Book.

Clearly, with the large numbers involved at all levels, education had become a public enterprise, a major state department, a consumer and a creator of resources. It no longer has a Hogben at the helm, but a

centralized hierarchical bureaucratic organization to make educational policies. Cinderella had become Queen.

Again referring to the Official Yearbook (1978)

"The strongly egalitarian temper of New Zealand society (is) reflected in education administration by the policy making education at all levels freely available.

... it has long been accepted by New Zealanders of all ages and walks of life, that whatever else it should, or should not do, the public system of education should provide for all children, regardless of background, ability and promise, to develop their abilities so that their lives may become personally satisfying and socially useful. The continuing thrust of policy has been towards the creation of opportunities through education."²⁵

New Zealanders still believed that "getting on" was through education which was the gateway to success.

Since there is no history comparable to Butchers, Campbell or Roth it has been necessary to find alternative sources as a comparative basis to the newspapers. As explained earlier, the Delta journals were selected for specific issues of this period. An analysis of topics revealed a substantial list. Whether these are reflected in newspaper coverage remains to be seen.

Specifically these topics were:

- Adult learning - continuing education;
- Art and Aesthetic education;

- Basics;
- Child care;
- Curriculum change;
- Educational Administration;
- Human Development;
- Inequality;
- Maori education;
- Multi culturalism;
- Pre school education;
- Research;
- Secondary examination system;
- Sex education;
- Social class analysis;
- Teacher recruitment and training;
- The Johnson Report;
- Values, roles of moral education;
- Vocational education;
- Women in education.

There are noticeable differences in educational concerns between the two periods which reflect major political and social changes.

David McKenzie succinctly identifies the effect that these political and social changes have brought when he wrote:

"Education was considered a good thing in itself and the more people who had more of it, the better.

... that in a maximum growth situation and a supportive political climate there was little real demand that sectors of educational

enterprise think beyond their immediate sphere of interest. Needless to say these years have passed. But it is doubtful if the political attitudes of those involved in the various educational sectors have come to terms with the changes that confront us."²⁶

And John Codd notes:

"There is now, quite clearly, a conflict of interests over what ought to be taught in schools, and the ideological protagonists are vying for support."²⁷

Furthermore educationalists are now beginning to question the role of education in relation to personal growth and social equity as they try to assimilate the new technology with "naive psychology of yesteryear", and at the same time fight against colleagues for their share in an education system that is experiencing the effects of economic recession and contraction.²⁸

The irony is that regardless of what schools do, it is doubtful if they can deliver the personal satisfaction and social usefulness that the New Zealand education system purports to achieve. Nowhere is this more clearly demonstrated than in the accessibility to employment. As Roy Nash proclaims "schools can't make jobs"²⁹ because the education system plays only a small part in New Zealand's larger socio-economic and political structures; schools reflect rather than change these larger structures.

These criticisms suggest that equality of opportunity is not enough to

guarantee equity - more is needed but exactly what is unclear.

Thus the image given in the 1978 Official Yearbook of the New Zealand Education system achieving equal opportunity for all does not tally with the issues raised in the professional literature.

The differences in educational concerns between the two periods reflect substantial social and political contrasts. As life has become more complex and more demanding so too have the educational issues.

As social conditions have changed the education system has been required to cover not only traditional knowledge and skills but also to enter moral areas which were previously the domain of the Church and home. This change has been encouraged by the growth of behavioural sciences and by the professionalisation of those who work in them.

At present we are too close to fully understand what these changes will mean in the long term, but in an age of electronic media it is reasonable to expect some accord between the professional literature and the daily newspapers.

One of the purposes of this thesis is to state the major issues as a basis of comparison with the newspapers of the time.

Specifically the questions raised by this thesis are:

1. Did the newspapers of the day reflect the same issues as those revealed by later historians?
2. Did the public, immersed in day to day living, realize the

changes that were taking place, and if so, did they realize the implications of those changes?

3. Is there greater overlap between professional and public concern in the later period?
-

Footnotes

1. Campbell, A.E. "Educating New Zealand": 1941: 3.
2. Campbell, *ibid*: 23.
3. Butchers, A.G. "Education in New Zealand": 1930: 1.
4. The Press, 2nd March 1899.
5. Hansard 107: 115-7, 25th July 1899.
6. The Lyttelton Times; 3rd March 1899.
7. Butchers, *ibid*: 151.
8. Roth, H. "George Hogben: A biography" 1952: 101.
9. Butchers, *ibid*: 156.
10. Roth, *ibid*: 82.

11. Roth, op cit: 82.
12. Campbell, op cit: 83.
13. The number of children enrolled at all schools, including Native Schools, was 53,744. Those attending universities numbered 2,172. "The New Zealand Official Year-Book": 1901: 170.
14. Roth, op cit: 105.
15. Roth, op cit: 106.
16. Campbell, op cit: 97.
17. Butchers, op cit: 152.
18. The Acts passed during 1901-1905 were:

The Public School Teachers Salaries Act	(1901)
The School Attendance Act	(1901)
The Manual and Technical Instruction Act	(1902)
The New Zealand University Amendment Act	(1902)
The National Scholarship Act	(1903)
The Queen's Scholarship Act	(1903)
The Taranaki Scholarship Act	(1903)
The Teachers' Superannuation Act	(1905)
The Education Amendment Act	(1905)
19. The New Zealand Official Year-Book: 1901: 169-188.

20. The New Zealand Official Year-Book: 1901: 169.
21. Ibid: 169.
22. The New Zealand Official Yearbook: 1978: 174.
23. Ibid: 174-180.
24. Ibid: 180.
25. Ibid: 174.
26. McKenzie, D. "The Politics of Non Planning", in "The Politics of Education in New Zealand": 1981: 36.
27. Codd, J. "Democratic Principles and the Politics of Curriculum Change in New Zealand" in "The Politics of Education in New Zealand": 1981: 43.
28. McKenzie, D., ibid: 37.
29. Nash, R. "Schools Can't Make Jobs": 1983.

CHAPTER TWO – NEWSPAPERS AS GATEKEEPERS

In order to analyze what the public thought during this time, five daily newspapers have been surveyed for their educational content (see next chapter). Ideally, newspapers are there "to serve" the public. There is debate about the way they manipulate by selection but, in the long run, they do reflect both official and public opinion.¹

Until recently, newspapers have been a neglected informational source for research. However, during the 60's more attention was given to their role in reflecting and raising public awareness. It is apparent that a "gate keeping" method is used at all levels of news processing which includes the type of journalist employed.

Fundamentally, the simple question "what is newsworthy", raises many complex issues of which "the gatekeepers" may be aware to a greater or lesser extent. The gatekeeper's function was first described by Kurt Lewin:

"That gate sections are governed either by impartial rules or by "Gatekeepers"; and in the latter case an individual or group "in power" for making decisions between "in" and "out".²

Gieber notes that there are three parameters with which the gatekeepers may be consonant or in conflict. They are:

- a. "The values of the story;
- b. The values of the newspaper – which in turn may be in conflict or consonant with the story;
- c. The perceived values of the audience – which in turn may be consonant or in conflict with the values of the

newspaper."³

Cleveland's study^{4,5} on subject content analysis of the New Zealand Press, found that the New Zealand Press Association (NZPA) generated and provided the bulk of news, in fact up to 80 percent in some cases, and that one of the highest internal news generating topics was the human interest and social affairs sections (under which education topics are categorized) with 76 percent.

Not surprisingly, the remainder of news came from the United Kingdom (8 percent), America (7.22 percent) and Australia (3.4 percent) with Reuters being the main overseas news source.

In the final publication, it was found that the NZPA contributed 43 percent of all news items with the United Kingdom, Australia and America contributing 19.0 percent, 12.4 percent and 10.08 percent respectively. Cleveland described the NZPA thus:

"The existence of this service has important consequences. It accounts for much of the uniformity of style and tone in the bulk reportage of the daily press; and for a fundamental balance of power which makes for only sluggish competition between newspapers".⁶

A similar conclusion was reached 20 years later by R. Harbridge in an industrial relations study in which he described the consistency of approach as suggesting a "conspiracy".⁷

Collectively, the non NZPA and NZPA human interest and social affairs sections were found to make up 18 percent of all final news items.

Specifically, education items represented 1.82 percent of all news items.⁸

Having selected the source, "the message lag" i.e. the time taken from source to publication, was another method of assessing the importance of the news item. Cleveland found that the gatekeepers were late in reporting human interest and social affairs, sometimes up to three days, and it was also found

"that gatekeepers collectively considered that such news was treated with somewhat less urgency than the rest of the NZPA content. Their priorities appear to have been applied with greater urgency to the categories of economic activity, war and Armed services, sport and Politics, in that order."⁹

Furthermore, reporting was "a good deal less active in fields of human interest and social affairs" (1.82%) and that features and letters to the editor made up the bulk of the news items in this category.¹⁰

Closely associated with the above gate keeping methods, is the use of the Budd Score (explained in next chapter) in which articles are scored 0 to 5 according to their page position on a newspaper. The more prominent the article, the higher the score. Not surprisingly, it has been found that not only do educational items have low frequency scores but also low Budd Scores – usually in the 0-2 score range.

Control for the processing of news items including educational items, particularly in larger papers, has become dispersed over time. The editor's responsibilities have been distributed to others, for instance, the editor-in-chief, editor, assistant editor, city editor, news editor,

chief reporter and chief sub-editors.¹¹

While only a few studies have been conducted in New Zealand, the Cleveland and Campbell study revealed that New Zealand journalists had much in common. Characteristically, the New Zealand journalist was likely to be white, male, aged between 20-29 years with a secondary education and in some cases with university entrance; few had higher qualifications. Furthermore, the journalist bordered on being an "apolitical animal" with an interest in cultural organizations who read a wide variety of local and international journals.

Journalists also saw themselves as responsible professionals, who believed that their first duty was to their readers. Journalist's also viewed their role as a "channel" which would be exercised in a socially responsible way. Social news, including educational items, were seen by the journalists to be adequately covered, not seen to be excessive, although items could be more controversial.^{12,13}

Because of its content, social news highlights problems in socio-cultural interpretation. As Cleveland-Campbell point out:

"Many of the provincial papers tend to carry more local or "parish pump" news than their metropolitan counterparts, this being the ground on which they can most easily beat the larger papers.

This is by no means a hard and fast rule and some kinds of local news can be just as important to a metropolitan paper."¹⁴

Discerning what is "important" lies in the province of responsible editing and is at the very crux of gate keeping - as succinctly stated by Breed when he said:

"That omissions to report the news fully may be the result of a responsibly made decision in good conscience and may function positively to maintain individual and social virtues ... the mass media value respect for convention, public decency, orderliness, as well as reporting of significant events. Accurate reporting is sometimes sacrificed to these other virtues of respect, decency and order, that is the news media have often placed more emphasis on some value other than truth."¹⁵

Thus "the truth" versus "true reporting" raises many issues, particularly philosophical and ethical ones. Some of these conflicts are resolved by the journalists not having the time or education to contemplate the complexities of the issues, or their employers' policy, with deadlines to meet, which will not permit their detailed coverage.

What appears to happen, therefore, is that journalists develop a concept of what the public wants through both the direct influence of other immediate gate keepers and the indirect influence of other factors e.g. reading widely and ultimately adopt a pragmatic or common sense approach, often called "having a nose" for the story. Furthermore, they develop an "opinion reader" in their mind and write according to it.

The result is one of standardization in which journalists generally speak well of the home town and of its leaders, reinforce civic pride and "protect the dominant values and interests of the public".¹⁶

To come to terms with conflicts that do arise, blocking techniques are used. For instance, some subjects are simply not discussed,¹⁷ while

others may be attenuated and/or modified¹⁸ (some might say distorted).

These studies reveal that gatekeeping methods are used with the twin aims of serving the public and remaining profitable. Social news, and in particular educational items, appear at least initially, to fly in the face of the newspaper's viability because it is not in the main conflict laden, sensationalist or even high Budd scoring categories. Instead, educational articles are low status in terms of frequency, being of local origin and therefore likely to be consensual and not sensational. But, by using the gate keeping method, a very effective way of presenting what the public want while still remaining in business, is achieved.

The implication of these findings, when looking at educational items, is that newspapers reflect the attitudes of the day, that is, what the public largely wants to read. By using techniques to be explained in the next chapter, educational trends can be measured with a fair degree of consistency, which then can be analysed comparatively.

Notes and references

1. "The reading public" refer to the dominant ruling class and in New Zealand are white, of Anglo-Saxon origin and middle class. The five dailies in this thesis by virtue of being in print for at least 85 years may be considered very successful in achieving their goals.
2. Lewin, K. "Channels of Group Life" in "Human Relations", vol. 1, no. 2,

Reprinted in V.U.W. Political Science Dept. paper.

3. Gieber, W. "News is what newspapers make it" in "The Communicator and His Audience", 173-177 V.U.W. Political Science Dept. paper.
4. As noted by Dr L. Cleveland in his Ph.D. thesis "The Subject Content of New Zealand Press", there is little research data on this topic in New Zealand. Fortunately what little research is available is very applicable to the gate keeping theory - in particular Dr Cleveland's Ph.D. thesis and "Daily Newspaper Journalists" by L. Cleveland & R. Campbell as both these studies included, with the exception of The Southland Times, the newspaper dailies that this thesis surveyed.
5. Cleveland, L. "The Subject Content of New Zealand Press", 1971: 39.
6. Cleveland, L. "How Free is the New Zealand Press" in "Comment", April-May: 1964: 36.
7. Harbridge, R. "The Treatment of Industrial Relations in Three Major New Zealand Papers" in "New Zealand Journal of Industrial Relations" 1983: 11-21.
8. Cleveland, L. "The Subject Content of New Zealand Press", 1971: 13.
9. Cleveland, *ibid*: 37.
10. Cleveland, *ibid*: 17.

11. Cleveland, L. & Campbell, R. : "Daily Newspaper Journalists in New Zealand" 1972: 35.
12. Cleveland & Campbell, *ibid*: 31.
13. No specific item frequency was given in the Cleveland and Campbell study for social news items. The journalists were asked what they thought was excessive news coverage. From Cleveland's previous study, educational item frequency was found to be low = 1.82%.
14. Cleveland & Campbell, *ibid*: 28.
15. Breed, W. "Mass Communication and Socio-Cultural Integration" in "People Society and Mass Communication" 1964: 183.
16. Breed, *ibid*: 185.
17. Breed, *ibid*: 186.
18. Cleveland & Campbell, *ibid*: 35.

CHAPTER THREE – METHODOLOGY

Newspapers

The five major newspapers chosen were:

1. The New Zealand Herald (NZH) – an Auckland city morning paper
2. The Hawkes Bay Herald (HBH) – a North Island provincial morning paper
3. The Evening Post (EP) – a Wellington city evening paper
4. The Christchurch Star (CS) – a South Island city evening paper
5. The Southland Times (SLT) – a South Island provincial evening paper.

The selection was influenced by two important constraints: first, a number of early newspapers have ceased to be published; secondly, of those that have survived, many of the early issues have deteriorated with age and poor care in storage; as a consequence the choice was restricted to the above papers.

However, the five dailies chosen, by their very publishing survival, can be said to complement the "reading public" majority; this view is supported in the studies by Cleveland (1971) and Campbell and Cleveland (1972).

Sampling of dates

From the calendar years of the 1901-1905 and 1975-1982 periods, a selection of dates was made by taking a paper from every 11th day but

omitting Sunday.¹ For example, in January 1975, the dates chosen were Thursday 12th and Wednesday 25th. This method enabled every publishing day to be covered in a logical manner.

Where there was no publication or no educational items on the selected date, a paper either side of that date was chosen until educational items were found. As educational issues generally had a low-medium rating of importance (see Budd Score) this occurred on several occasions.

There were more publication days in 1901-1905 period as some of the earlier papers, for example, published on Boxing Day. Historical events also affected publication, for example, there was no commemoration of Anzac Day in the 1901-1905 period. Also in the earlier period, strikes by those working in the printing trade were unheard of.

Every item of educational news was recorded on a separate news survey sheet and given a Budd Score. Items excluded were those found in the classified advertisement section and the sports section, unless it was a specific school sports feature which were often found on a more prominent page.

In all, 28 papers per year of each of the five newspapers were surveyed, making a total of 140 copies for each newspaper over one five year period. The total sample for each five year period was thus 700 newspapers, that is 1400 for the whole survey.

Budd Score

As noted earlier, the role of newspapers is not only to inform but to remain a viable and profitable organization. To do this they need public support so newspapers will reflect "Public Opinions" in their publications.

The question then raised is "what criteria do editors use to give one article prominence over another; i.e. how is content analysis classified and do editors use the same classification criterion?".

Budd, after seeking the opinions of several editors, found that generally editors do use a similar classification criteria and therefore he was able to devise an 0-5 attention score based on the following criteria:

1. One point was assigned to any article with a headline two columns or more in width, except that an article carrying a headline that occupied horizontally more than half the number of columns of the page was assigned two points.
2. One point was assigned to any story appearing above the fold or above the measured centre of any page. To be considered above the fold, the first line of the body text of the story had to appear above the fold.
3. One point was assigned to any article occupying three-fourths of a column or more (based on the column length of the newspaper concerned). For purposes of assigning attention score, pictures accompanying articles were measured as part of the overall length of story.
4. One point was assigned for any article appearing on page one,

the editorial page or sports page.²

Pictures and cartoons, published without an accompanying article, were scored in the manner outlined above. Pictures and cartoons accompanying an article, as were headlines, were considered part of the story and were included when computing the total length of article.³

This study also gave one point to "the cable page" opposite the editorial page as all five newspapers surveyed had such a page and it contained many overseas educational issues.

Thus, Budd's attention score was able to be applied satisfactorily to both periods of time, despite newsprint changes in style, type and setting, because news item classification criteria remained constant not only within the newspaper itself but also in relation to other newspapers.⁴

Survey Sheet

Each educational news item that was found was then recorded on a survey sheet. The survey sheet was divided into two pages. The first page was subdivided into ten questions. Questions 1-5 were designed to give the basic details about the paper e.g. the newspaper name, the date, year, area location, the era of the paper and whether or not it was a North or South Island paper.⁵

Question six gave specific locality content detail i.e. the origin of

news, and was subdivided into three possible localities:

1. local
2. national
3. international.

It was then possible to see the specificity of news items to each of these subcategories.

Question seven (newstype) had nine subcategories to identify news item responsibility. They were:

1. Editorials
2. Feature articles
3. Main page news (MPN)
4. News
5. Letters to the Editor
6. Expert comment (EC)
7. Photo
8. Cartoon
9. Child's contribution.

In conjunction with question six it was then possible to specify the locality and who was responsible for the article.

The article was then calculated using Budd Score in question eight, while question nine provided the article headline which was found to be a useful guide in classifying article content.

During the preliminary stages of the study and when the viability of

such a study was being explored, it was found that story content, irrespective of geographical locality or time frame, could be put into twelve classifications. These are listed below:

1. Administration: covered items concerning persons and groups administering educational matters e.g. Members of Parliament, Education Department Personnel, Education Boards, Education Committees and on occasions school principals and staff.
2. Institution: covered items referring to any educational body e.g. Industrial schools, special schools, Workers Educational Association or university.
3. Finance: covered all articles specifically dealing with monetary matters.
4. Religion: covered items relating to the question of religion being taught, or not taught in schools.
5. Staff: covered staffing, both teaching and non-teaching, of educational institutions.
6. Pupils: covered articles about pupils being taught in a recognised educational institution.
7. Enquiries: these covered two types of reports (a) those reports put out by schools e.g. Annual General Report or the Inspector's Annual Report and (b) the rarer special reports e.g. The Stoke Industrial School Report 1902 on student maltreatment.
8. State: covered articles dealing with public schools, as compared to private fee paying schools.
9. Private/Denominational: covered articles dealing with fee paying schools. These could be either church schools or independent alternative schools. The criterion was their independence from the State schooling system.

10. Parents: covered items dealing with parents and guardians of pupils attending educational institutions.
11. Health: applied to articles on the well-being of the staff and pupils in any educational institution.
12. Syllabus: referred to articles about subjects taught or not taught in educational institutions.

When more than one classification could have been used, the decision to use one in preference to another was based on how well it would fit into the second page of the survey sheet. The latter allowed for greater specificity. For example, the 1902 Industrial School Report on pupil maltreatment could have been classified under Administration, Staff or Pupils. Had the article been classified as such then the significance of it being an enquiry could have been lost. Therefore, it was classified as an Enquiry allowing for greater specificity in the second part of the survey sheet.

On the second page of the survey sheet news items were classified according to a more detailed breakdown of content. The full list of sub-classifications is too long to give in any detail and therefore is available in Appendix 1. It should be noted that the sub-classifications on the second page could be crossed with any of the classifications on the first page. This allowed for greater flexibility in categorizing and sub-categorizing education articles.

Analyses

1. Overview for each paper

Initially, a summary table for each newspaper was produced that identified the frequency of story content entries in each year. These entries were cross-classified by Budd scores and include percentages worked out in relation to the total frequency. Table 3.1 illustrates this analysis. A total of 50 tables of this type were produced overall.⁶

From these tables analyses were made to highlight the most frequently occurring story contents.

Table 3.1 Cross classification of story content by Budd score. NZH. 1902.

	Budd Score							
	0-1		2-3		4-5		Total	
	f	%	f	%	f	%	f	%
Admin	2	3.1	5	7.8	1	1.6	8	12.5
Enquiries	9	14.1	2	3.1	0	0.0	11	17.2
Finance	6	9.4	1	1.6	0	0.0	7	10.9
Institution	2	3.1	3	4.7	0	0.0	5	7.8
Priv/Denom	1	1.6	2	3.1	0	0.0	3	4.7
Pupils	6	9.4	9	14.1	0	0.0	15	23.4
Religion	0	0.0	2	3.1	0	0.0	2	3.1
Staff	6	9.4	0	0.0	0	0.0	6	9.4
Syllabus	3	4.7	3	4.7	1	1.6	7	10.9
Total	35	54.7	27	42.2	2	3.1	64	100.0

The entries for each story content category were first weighted to take account of their respective Budd Scores. For example, in Table 3.1, a

weighted score of 15 was obtained for Admin. by giving entries under Budd 0-1 a score of 1, under Budd 2-3 a score of 2, and under Budd 4-5 a score of 3. This method of weighting was used to give an approximate picture of the importance of the respective story content classifications.

Story contents were then ranked on the basis of their weighted scores to determine for each table the top three important categories. An example of the results of this step is given below for NZH, 1978-82 (see Table 3.2).

These ranks were then rated in each year. A rank of 1 (first) was given a rating of 3; a rank of 2 was given a rating of 2; and a rank of 3 was given a rating of 1. This is summarized in Table 3.3.

Table 3.2 The Ranking of Story Contents. NZH. 1978-82.

Year	Rank		
	1	2	3
1978	pupils	syllabus	staff
1979	pupils	staff	syllabus
1980	pupils	syllabus	staff
1981	pupils	staff	finance
1982	pupils	staff	syllabus

Table 3.3 The Rating of Story Contents for each rank. NZH. 1978-82.

Year	Rank		
	1	2	3
1978	pupils 3	syllabus 2	staff 1
1979	pupils 3	staff 2	syllabus 1
1980	pupils 3	syllabus 2	staff 1
1981	pupils 3	staff 2	finance 1
1982	pupils 3	staff 2	syllabus 1

These ratings were then added for each entry to give a final overall order of categories for the period concerned. Thus 'Pupils' was scored $3+3+3+3+3=15$; 'Staff' was scored $2+2+2+1+1=8$; Syllabus $2+2+1+1=6$; and Finance = 1. These results were then arranged as shown in Table 3.4⁷.

Table 3.4 The top Story Content Classifications after combining Ratings: NZH. 1978-1982.

Story Content	Rating
Pupils	15 (5)*
Staff	8 (5)
Syllabus	6 (4)
Finance	1 (1)

*The figure in parentheses indicates the number of times a classification was ranked in the top three for a year.

2. Analyses of Story Contents with High Budd Scores

As noted earlier, education articles generally receive low to medium Budd Scores. The data were therefore probed to find the 'hot topics' of

concern, that is, items that received Budd scores in the 4-5 range.

These scores were studied in relation to:

- (i) Locality of content i.e. international, national or local;
- (ii) Newstype e.g. editorial, feature, letter or main page news; and
- (iii) Sub-classification on the second page of the survey sheet.

By using the above breakdown, comparisons could be made between newspapers for differences and similarities.

3. Analyses of Story Content 'Finance' Classification

There appeared to be an ever increasing concern about financial matters, particularly in the 1978-1982 period. Therefore a specific analysis was made of the 'Finance' classification and subclassification to identify possible variations between the different periods of time, the cities, the provincial towns, and between the North and South Islands.

Footnotes

1. This method was used in "The Treatment of Industrial relations in three major New Zealand newspapers"; R. Harbridge and by R. Thompson, "Maori Affairs in New Zealand Press 1953-1955".
2. This thesis omitted the sports page.

3. Budd R.W. "Attention Score: A device for measuring News Play",
Journalism Quarterly: 1964: 41: 259-262.
4. The score may have been less adaptable had there been prominent
use of colour.
5. See Appendix 1 for survey sheet detail.
6. Because of the large amount of data produced the material has not
been included in this thesis. However, the data is available upon
request.
7. The complete set of results are shown in the next chapter under
Table 4.3 and Table 4.4.

CHAPTER FOUR - RESULTS

Introduction

Because of the large volume of results, this chapter has been divided into the following sections:

- 4.1 Overview of Results
- 4.2 Results of story contents with High Budd Scores
- 4.3 Results of story contents under the Finance classification
- 4.4 Summary of Results.

At the end of each section a summary is given that outlines the major findings for that section, its similarities and differences with other result findings.

4.1 Overview of results

1. Number of articles surveyed

The total number of articles surveyed from all the five papers for the 1901-1905 period was twelve hundred (Table 4.1). The Evening Post had the most articles published, a total of 326 over the five year period, while The Christchurch Star and The Southland Times had the least with 175 and 186 respectively. The summary figures for each year (final column) show little variation over the period, from 258 in 1901 to 223 in 1904. These figures indicate that newspapers over this period typically included one or two, and occasionally three, articles per issue.

Table 4.1 Number of Story Contents Surveyed from each Newspaper: 1901-1905

Year	NZH	HBH	EP	CS	SLT	Total articles per year
1901	33	56	91	35	43	258
1902	64	38	67	39	34	242
1903	73	45	55	30	39	242
1904	59	44	53	33	34	223
1905	63	38	60	38	36	235
Total over Five years	292	221	326	175	186	1200

Table 4.2 Number of Story Contents Surveyed from each Newspaper: 1978-1982

Year	NZH	HBH	EP	CS	SLT	Total Articles per year
1978	66	71	54	58	88	337
1979	85	83	64	72	85	389
1980	61	56	55	53	62	287
1981	59	71	76	60	90	356
1982	79	71	82	72	85	389
Total over five years	350	352	331	315	410	1758

For the 1978-1982 period the number of articles had increased on an average to 2-3 per newspaper i.e. 1758 articles overall (Table 4.2).

The Southland Times had the highest number of published articles (410) with The Christchurch Star remaining the lowest, this time with 315 articles. Substantially fewer articles were published in 1980 (287 in all) than in other years, especially 1979 and 1982 (389 each).

2. Classification and Subclassification Results: 1901-1905

The major classifications of story content for each of the newspapers (1901-1905) is summarized in Table 4.3. This table corresponds to the information shown specifically for The New Zealand Herald (1978-1982) in Table 3.4 (see Methodology Chapter).

Table 4.3 Summary of the most frequently occurring Story Content Classifications derived from the Rank Order and Ratings for each Newspaper over the period 1901-1905.

NZH		HBH		EP		CS		SLT	
Enquiries	13(5)*	Admin	10(4)	Admin	12(5)	Admin	9(4)	Admin	11(5)
Pupils	8(3)	Pupils	9(4)	Pupils	12(5)	Enquiries	8(4)	Pupils	7(4)
Admin	4(3)	Syllabus	4(2)	Staff	4(3)	Pupils	7(4)	Staff	5(3)
Inst	3(3)	Enquiries	3(2)	Syllabus	2(2)	Staff	4(2)	Enquiries	3(2)
Staff	3(2)	Inst	3(2)			Syllabus	3(1)	Syllabus	3(1)
Syllabus	2(2)	Staff	2(1)			Inst	1(1)	Inst	1(1)

*The figures in parenthesis indicate the number of times a classification was ranked in the top three for a year. The figures without parenthesis give the story content ratings over the five year period.

The figures in the body of the table represent the combined ratings (across years) for each classification and provide an index of the relative importance of the respective classifications. Thus for four out of the five newspapers "Administration" emerges as the major topic content. The figures in parenthesis simply indicate the number of times over the five year period that a particular classification ranked in the top three story contents. The New Zealand Herald had "Enquiries" as its most frequent story content but as these topics concerned annual school reports they too may be considered administerial in nature.

The second most frequent story content classification was Pupils. In the Evening Post this classification is of equal importance with Administration topics, while The Christchurch Star was the exception to the rule with its second major classification concerning Enquiries.

Overall the newspapers were found to have similar story content classifications. To find if the newspapers shared the same specificity in educational issues an analysis of the sub-classifications was made from the top two classifications of each newspaper. Where there was a tie or closeness then this too was analysed. The analysis was made by counting each sub-classification of each classification entry (see Appendix 2 as an example of sub-classifications analysis) and then ranking the frequency of each sub-classification from highest to lowest score as shown in Table 4.4.

All the papers were found to have sub-classifications that could be described as "the general running of the schools", particularly in terms of policy and educational administration e.g. school committee and ~~education board work~~ where the 'Enquiry' classification was used 'the schools General' subclassification was frequently associated with it. This too indicated a concern for the general running of schools as this subclassification included pupil attendance, policy, the hiring and firing of staff, and conflicts between administrators.

Specific to The Evening Post was the establishing and funding of a new university in Wellington while The Christchurch Star was specifically concerned with the establishing and funding of a manual and technical

Table 4.4 Ranked Classification and Subclassification for Story Contents:
Summary of all newspapers 1901-1905.

NZH		HBH		EP		CS		SLT	
<u>Enquiries</u>		<u>Admin</u>		<u>Admin</u>		<u>Enquiries</u>		<u>Admin</u>	
Sch gen	33*	Policy	20	Policy	44	Ed Com	18	Policy	17
Ed Coms	30	Ed Bds	17	Ed Dept	20	Sch gen	15	Ed Bds	13
Ed Bds	25	Elections	10	Univ	18	Ed Bds	8	Elections	8
Total	88		47		82		41		38
Tot Entries	75		52		93		35		40
<u>Pupils</u>		<u>Pupils</u>		<u>Pupils</u>		<u>Admin 1st</u>		<u>Pupils</u>	
Exam Res	15	Compet	13	Compet	22	Policy	8	Prizegiv	10
Flag rais	7	Exam Res	8	Prizegiv	11	Ed Bds	8	Socials	9
Compet	5	Prizegiv	7	Exam Res	9	Man Tech	8	Compet	6
Total	27		28		42		24		25
Total Entries	40		35		75		37		35
						<u>Pupils</u>			
						Compet		7	
						Exams		4	
						Picnics		3	
						Total		14	
						Total entries		27	

*These figures represent the frequency of subclassification topics over the 1901-1905 period. More than one subclassification could occur on the survey sheets and hence the total frequencies do not tally with the total entries row.

school. The only two provincial papers, The Hawkes Bay Herald and The Southland Times shared the Election subclassification.

The second classification Pupils, also reflected similarity in sub-classification content as the articles focused on achievements especially in exam results, prize giving and competitions.

The South Island newspapers also reported on the social aspects of educational institutions such as picnics and concerts and The New Zealand Herald reported on Flag Raising.

3. Classification and Subclassification Results: 1978-1982

The major classifications of story content for each of the newspapers in the second period, 1978-1982, is summarized in Table 4.5. Again the figures in the body of the table represent the combined ratings (across years) for each classification and provides an index of the relative importance of the respective classifications. In this latter period the Administration and Enquiries classifications have been replaced with the Pupil classification in all five newspapers as the major topic content. The figures in parenthesis again indicate the number of times over the five year period that a particular classification ranked in the top three story contents.

A further subclassification analysis was made to find the similarities and differences between the newspapers. As shown in Table 4.6, it was generally found that achievement oriented issues were present in the Pupil sub-classification of four of the newspapers (the exception being The Christchurch Star).

Pupil behaviour especially in their attendance, health and in anti-social acts were now of considerable concern, as were pupil employment and unemployment. The Christchurch Star concentrated on social issues and was specifically concerned with issues on equal opportunities.

Table 4.5 Summary of the most frequently occurring Story Content Classifications derived from the Rank Order and Ratings for each newspaper over the period 1978-1982.

NZH		HBH		EP		CS		SLT	
Pupils	15(5)*	Pupils	15(5)	Pupils	12(5)	Pupils	15(5)	Pupils	15(5)
Staff	8(5)	Staff	7(5)	Staff	9(5)	Instit	7(4)	Instit	7(4)
Syllabus	6(4)	Instit	6(4)	Syllabus	6(3)	Staff	4(4)	Staff	4(4)
Finance	1(1)	Finance	3(2)	Instit	3(2)	Syllabus	2(1)	Syllabus	2(1)
		Syllabus	1(1)	Finance	1(1)	Finance	2(1)	Finance	2(1)

*The figures in parenthesis indicate the number of times a classification was ranked in the top three for a year. The figures without parenthesis give the story content ratings over the five year period.

Except for the New Zealand Herald, the newspapers published more social events, such as socials¹, student involvement in extra curricular activities², and musical activities³ in this latter period.

There was a division between the North and South Island newspapers' second most frequent story content classification with the North Island papers focusing on Staff⁴ content while the South Island papers reported on Institution content. Closures of South Island schools posed a very serious threat.

There was a shared concern by all newspapers for staffing, equal opportunities, farewells and appointments. These concerns ranked third over all papers, while staff strikes, employment and the teachers' character were ranked fourth.

Table 4.6 Ranked Classification and Subclassification for Story Content:
Summary for all newspapers, 1978-1982.

NZH		HBH		EP		CS		SLT	
<u>Pupils</u>		<u>Pupils</u>		<u>Pupils</u>		<u>Pupils</u>		<u>Pupils</u>	
Attendance	24	Competition	25	Scholarship	21	Socials	27	Socials	28
Health	24	Employment	23	Extra curric	20	Unemploy	28	Music	24
Exam res	23	Socials	22	Law break	9	Equal opps	18	Compet	22
						Law break	18		
Total	71		70		50		91		74
Tot Entries	159		160		100		128		157
<u>Staff</u>		<u>Staff</u>		<u>Staff</u>		<u>Instit</u>		<u>Instit</u>	
Staffing	15	Staffing	11	Staffing	10	Mainten	10	Jubilees	17
Equal opps	11	Farewells	8	Strikes	18	Establish	6	Closures	11
Employment	7	Salaries	6	Salaries	17	Jubilees	5	Establish	9
Total	33		25		45		21		37
Tot Entries	59		48		65		35		66
						<u>Staff</u>		<u>Staff</u>	
						Equal opps	9	Salaries	10
						Appts	9	Staffing	9
						Character	7	Appts	9
								Farewell	8
						Total	25		36
						Tot Entries	45		56

*See footnote to Table 4.4.

4. Summary of Overview Results

The tables over the two periods of time show that there were changes in the major topics.

The 1901-1905 period shows the Administration and Enquiry

classifications to be, with minor variations, consistent throughout the five newspapers. Similarly, the second major classification and its sub-classifications were also found to be consistent in all five newspapers where the focus was primarily on pupil achievement.

In the 1978-1982 period, the Administration and Enquiry classifications had been replaced in importance by the Pupil classification in all five newspapers. The Pupil sub-classifications were found to have varied and broadened between newspapers.

For the second major topic of concern, a North-South Island division was found with the former reporting on Staff matters, and the latter reporting on Institution concerns.

No major story content differences were found between the cities and provincial towns in either periods of time, nor was any major difference found between the North and South Islands in the 1901-1905 period.

4.2 Results of Story Contents with High Budd Scores

For a more specific breakdown on 'hot topics' that would reflect or raise local public interest, a further analysis was made of articles with high Budd Scores in newspapers over the two periods of time. For ease this section is divided into the following sub-sections:

1. Results of story contents with a High Budd Score
1901-1905
2. Results of story contents with High Budd Score 1978-1982

3. Summary of story contents with High Budd Scores.

1. Results of Story Contents with a High Budd Score:

1901-1905

As shown in Table 4.7, the 1901-1905 period had very few articles published with a Budd Score of 4-5. Of the 27 articles found only one had a score of 5. This item was an editorial published in 1902 by The New Zealand Herald and discussed the question of religion being taught in schools.

Table 4.7 Summary of all Story Contents with Budd Scores 4-5: 1901-1905.

Year	NZH	HBH	EP	CS	SLT	Total per year
1901	-	-	3	2	-	5
1902	2	-	1	-	5	8
1903	-	1	1	2	3	7
1904	1	-	-	-	3	4
1905	-	-	1	1	1	3
Total	3	1	6	5	12	27

No paper had Budd Scores 4-5 for every year. The Southland Times had the most story contents (12) followed by The Evening Post (6) and The Hawkes Bay Herald had the least (1). The range for the total publications per year varied from three in 1905 to eight in 1902.

Newstype distribution as outlined in Table 4.8 showed that there was little International, National or News items, with each having only one publication in their respective categories over the 1901-1905 period. Main page news had the most story contents published (11), followed by

local editorials (6), features (4) and letters to the editor (3).

Table 4.8 Summary of Newstype Distribution for all story contents with Budd Scores 4-5:
1901-1905.

	NZH	HBH	EP	CS	SLT	Total
<u>Newstype</u>						
International	1	-	-	-	-	1
National	-	-	-	1	-	1
Local:						
editorials	1	-	-	-	5	6
letters	-	1	-	-	2	3
mpn	-	-	4	3	4	11
Feature	1	-	2	-	1	4
news	-	-	-	1	-	1
Total	3	1	6	5	12	27

A further breakdown of the newstype distribution and classification in Table 4.9 shows that the one International article, published by The New Zealand Herald was concerned with the introduction of The English Education Bill that put education at the primary, secondary and technical levels under one authority in an attempt to centralize the control of the English Voluntary Education system while leaving the Denominational Schools alone.

The one national news story content dealt with the inequities of the secondary school scholarships and was reported in The Christchurch Star in 1903.

Apart from the already discussed editorial with a Budd Score of 5, the

remaining five editorials were published by The Southland Times. Three were concerned with inequities in the central administration policy, in particular, with secondary school grants and scholarships. Religious instruction in schools and the influence of the teacher's character on pupil behaviour, accounted for the other two.

Table 4.9 Summary of all Story Contents with a Budd Score 4-5 giving their newspaper distribution, newstype and classification: 1901-1905.

<u>Budd Score 5</u>	
<u>Editorial</u>	Syllabus 1 (NZH)
<u>Budd Score 4</u>	
<u>International</u>	Administration 1 (NZH)
<u>National</u>	Administration 1 (CS)
<u>Local</u>	
<u>Editorials</u>	Administration 3 (SLT); Syllabus 1 (SLT); Staff 1 (SLT).
<u>Letters</u>	Staff salaries 1 (HBH); Syllabus 2 (SLT).
<u>MPN</u>	Staff salaries 2 (EP); Administration 7 (EP 2, CS 1, SLT 4) Pupils 1 (CS); Industrial Report 1 (CS).
<u>Feature</u>	Syllabus 3 (NZH 1, EP 2); Pupils 1.
<u>News</u>	Administration 1 (CS).

At local news level two letters to the editor, both from The Southland Times, expressed opinions on religion being taught in schools, while the third letter, this time from The Hawkes Bay Herald, was concerned with staff salaries.

Although the main page news section had the most publications, the

story contents were found to be divided between The Evening Post, The Christchurch Star and The Southland Times. The Evening Post published four articles, two on Administration concerning an Education Board report and the establishing of a university, and the other two on staff salaries.

The Southland Times also published four articles under the Administration classification, three dealt with Education Board reports, the other with the inequity of fund distribution from central office.

The Christchurch Star with its three articles dealt with an annual general school report, pupil health and the special report into the Industrial Schools.

Although there were only four features published in this period, one by The New Zealand Herald, two by The Evening Post and one from The Southland Times, three of the story contents (and all published in North Island newspapers) were concerned with the religion in schools question. The Southland Times wrote on pupil opportunity.

Local news items were rare. The only written one appeared in The Christchurch Star, 1901, and dealt with an annual Inspector's Report.

Summary for 1901-1905

Although there were variations in newstype distribution between the

newspapers, Table 4.10 shows that the major classifications remained similar with Administration and Syllabus Classifications being the "hot topics" of concern for four of the newspapers.

Similarly, their subclassifications dealt with the same issues.

Administration was concerned with the local schools, and the thorny religious issue remained the main subclassification of the Syllabus classification topic.

The Evening Post and The Hawkes Bay Herald were the only two newspapers to discuss staff salaries, while only the two South Island papers reported on pupil issues.

The Southland Times added another dimension to the pupil classification by reporting at length on equal opportunities.

The Administration classification in this section corresponds to the Administration classification findings in the 1901-1905 overview sections. However, the second major topic of concern in this section, syllabus, differs from that found in the overview's second topic issue - pupils.

Therefore, while the high Budd Score results show a commonality of concern between all newspapers in the Administration and syllabus classifications, issues specific to local areas were also found.

Table 4.10 Ranked Classification and Subclassification story content:
Summary for all newspapers with a Budd Score 4-5, 1901-1905.

NZH	<u>Administration:</u>	English Education Bill (1)
	<u>Syllabus:</u>	Religion in schools (2)
HBH	<u>Staff:</u>	Salaries (1)
EP	<u>Administration:</u>	Education Bd (1); Establish university (1)
	<u>Staff:</u>	Salaries (2)
	<u>Syllabus:</u>	Religion in schools (2)
CS	<u>Administration:</u>	Annual Reports (2); Inequity of funds (1); Industrial Report (1)
	<u>Pupils:</u>	Health (1)
SLT	<u>Administration:</u>	Inequity of funds (4); Education Bds (3)
	<u>Pupils:</u>	Opportunities (1)
	<u>Staff:</u>	Character (1)
	<u>Syllabus:</u>	Religion in schools (3)

2. Results of Story Contents with High Budd Scores:

1975-1982

The results of this sub-section are written under the following sub-headings:

Story Contents with a Budd Score of 5;

Story Contents with a Budd Score of 4.

In each of these two sub-sections, findings in respect of newstype distribution are discussed under separate headings.

Story Contents with a Budd Score of 5

Unlike the earlier period when there was only one article with a Budd Score of 5, Table 4.11 shows an increase to 15 articles in the latter period. The main contributors were The Christchurch Star with seven items and The Hawkes Bay Herald with four.

Table 4.11 Summary of all Story Contents with a Budd Score of 5 giving their newspaper distribution, newstype and classification: 1978-1982

<u>International</u>	Staff 1 (HBH)
<u>National</u>	Pupils 1 (CS)
<u>Features</u>	Pupils 6 (NZH 1, HBH 2, CS 2, SLT 1) Institution 4 (HBH 1, EP 1, CS 2) Finance 1 (CS) Syllabus 1 (CS) Staff 1 (SLT)

Feature story contents was the major newstype (13) with International and National articles appearing once only and the other newstypes not at all.

Pupil classification was found to be the major topic of concern for all papers except The Evening Post with its report on Institutional matters. The Pupils sub-classification shows variation among the newspapers. The main themes are summarized as follows:

<u>NZH</u>	<u>HBH</u>	<u>CS</u>	<u>SLI</u>
Unemployment	Health	Learning Difficulties	Continuing Education
		Uniforms	
		Protests	

The second major classification, Institution, also indicated subclassification variations as outlined below:

<u>HBH</u>	<u>EP</u>	<u>CS</u>
Jubilee	Language Nest	Pre school education
		Alternative Schools

Other classifications were found to have specific concerns for particular papers:

<u>HBH</u>	<u>CS</u>	<u>SLI</u>
Staff - Blair Peach	Financing of Schools	Staff Salaries
	syllabus content	

While it was found then that the Pupil classification was the major theme, sub-classification variations were found extending the results from the overview section (these identified pupil health and anti-social behaviour) to include other areas of concern, such as uniforms and learning difficulties.

The second major classification, Institution, also showed sub-classification variations among the newspapers. No North-South Island division was found in this sub-section and thus does not correspond with that particular finding in the overview section. Furthermore, a small number of topics specific to particular newspapers were found e.g. the Blair Peach case.

Finally, when comparing these findings with the 1901-1905 high Budd Scoring articles, it can be seen that there has been an increase in both "hot topics" and the number of classifications and sub-classifications.

Table 4.12 Summary of all Story Contents with a Budd Score of 4 giving their newstype classification and newspaper distribution: 1978-1982

<u>International</u> (10)	Pupils 7 (NZH 2, HBH 3, EP 1, SLT 1); Staff 2 (HBH); Institution 1 (CS).
<u>National</u> (16)	Pupils 4 (NZH 1, HBH 1, EP 1, CS 1); Staff 4 (HBH 1, CS 2, SLT 1); Syllabus 3 (NZH 2, CS 1); Administration 2 (HBH); Finance 2 (CS); Institution 1 (EP).
<u>Local:</u>	
<u>Editorials</u> (3)	Staff 2 (HBH 1, SLT 1); Private schools 1 (EP).
<u>Letters</u> (3)	Syllabus 2 (NZH); Staff 1 (SLT).
<u>MPN</u> (13)	Pupils 6 (HBH 2, EP 4); Staff 3 (HBH 1, CS 1, SLT 1); Administration 2 (HBH); Institution 1 (HBH); Finance 1 (EP).
<u>Features</u> (57)	Pupils 26 (NZH 7, HBH 5, CS 12, SLT 2); Institution 11 (HBH 2, EP 3, CS 6); Syllabus 9 (NZH 5, HBH 1, EP 1, CS 1, SLT 1); Staff 7 (NZH 2, HBH 1, EP 1, CS 2, SLT 1); Finance 3 (HBH 2, SLT 1); Administration 1 (HBH).
<u>News</u> (17)	Pupils 8 (NZH 4, CS 2, SLT 2); Institution 4 (HBH 1, CS 2, SLT 1); Administration 2 (NZH 1, SLT 1); Staff 1 (NZH); Salaries 1 (EP); Finance 1 (SLT).
<u>Misc.</u> (5)	Pupils 5 (NZH 3, EP 1, CS 1).
<u>Total</u> (124)	NZH 30; HBH 29; EP 16; CS 34; SLT 15.

Story Contents with a Budd Score of 4

As Table 4.12 shows, 124 articles were found to have a Budd Score of 4. The Christchurch Star had the most story contents (34), followed closely by The New Zealand Herald and The Hawkes Bay Herald (30 each); The Evening Post and The Southland Times had the lowest frequencies with sixteen and fifteen articles respectively.

The major newstype was Feature articles (57) and were mostly found in The Christchurch Star (21 of the 57 stories). The other major newstypes were local news (17), national news (16), mainpage news (13), and international (10). Five of the latter category were contributed by The Hawkes Bay Herald. Editorials (3), letters (3) and miscellaneous items (5), were the least used categories.

Feature Story Content Classification and Subclassification Results

Pupil classification was found to be the major theme in most newspapers, the exception being The Evening Post with its concern on Institutional matters. However, as summarized below, the Pupil sub-classifications were found to be varied among the newspapers:

<u>NZH</u>	<u>HBH</u>	<u>CS</u>	<u>SLI</u>
learning difficulties	fund raising opportunities	learning difficulties	learning difficulties
exams	health	extra curricular activities	vocational learning
health		prizes	
unemployment		socials	
		uniforms	
		mature	

The second major classifications show a variation of themes among the newspapers. It was also found that where classification similarity did occur the sub-classifications, except for staff farewells and school jubilees, generally differed. The main themes and their subclassifications are summarized below:

	<u>Syllabus</u>	<u>Institution</u>	<u>Staff</u>	<u>Finance</u>
<u>NZH</u>	Johnson Report			
<u>HBH</u>		Jubilees		
<u>EP</u>	Teaching difficulties		Farewells	School funding
<u>CS</u>		Jubilees		
		openings		
		pre school		
		private schools		
<u>SLT</u>	Language		Farewells	Policy

There was a final categorization in which only three newspapers published minor feature articles. These reported on staff, syllabus and administration topics, and again sub-classification variations were generally found.

<u>NZH</u>	<u>HBH</u>	<u>CS</u>
Staff salaries	Staff salaries	Staff character and appointments
	Syllabus - vocational content	Syllabus - arts & crafts
	Administration - M/Ps	

Feature story contents, then, were found to have the Pupil classification as its major theme, but with sub-classification variations. This is consistent with the results found in the overview and the 5 Budd Score sub-section.

In contrast, the variations found both in the classifications and sub-classifications of the second major theme, differ from the overview and the Budd Score of 5 findings. However, when looking at the feature stories of the earlier period, some similarity of classification was found i.e. syllabus and pupil topics, but the sub-classifications differed.

Local News Story Content Classification and Sub-classification Results

In this sub-section the Pupil classification was the major theme for three of the newspapers. There was some degree of consensus in that five of the eight story contents focused on academic achievement. However, as outlined beneath, other classifications and sub-classifications were also of importance to particular newspapers:

	<u>Pupils</u>	<u>Institution</u>	<u>Staff</u>	<u>Administration</u>
<u>NZH</u>	Exams – secondary tertiary policy		Salaries	
<u>HBH</u>		Vandalism		
<u>EP</u>			Salary/strike	
<u>CS</u>	Exam results Mature	Maintenance zoning		
<u>SLT</u>	Standards Health	Closure	Salaries	Closure M/Ps

Institutional matters were the second major topic of concern, but again there was sub-classification variation with The Southland Times reporting on possible school closures and The New Zealand Herald taking a light hearted look at the number of academic Members of Parliament. Vandalism introduced by The Hawkes Bay Herald, was a

new sub-classification.

The other major theme concerned staff salaries and was a concern shared by all three newspapers writing on this topic.

Again it was found that the results in this sub-section supported those covered in the previous sections and sub-sections in as far as the pupil, institution and staff classifications were concerned. The pupil and staff sub-classifications indicated shared concerns among the newspapers more than in previous findings. No such similarities were found in the 1901-1905 period.

National News Story Content Classification and Subclassification

Results

The findings in this subsection are summarized as follows:

	<u>Pupils</u>	<u>Finance</u>	<u>Staff</u>	<u>Syllabus</u>	<u>Admin.</u>	<u>Institution</u>
<u>NZH</u>	Learning difficulties			Polynesian Vocational		
<u>HBH</u>	Health		Salaries strike		M/Ps	
<u>EP</u>	Learning difficulties					Classroom structure
<u>CS</u>	Opportunities	School Policy	Opportunities	Johnson Report		
<u>SLT</u>			Salaries			

The main themes reveal variations between the North and South Islands with the latter newspapers concentrating on staff issues. The North Island papers had varied classifications specific to each newspaper:

syllabus (NZH), Administration (HBH), Institution and Pupils (EP).

Pervading the Pupils, Finance, Staff, Administration and, to some degree, the syllabus classifications, are the financial constraints imposed by the then Minister of Education, Mr Merv. Wellington.

This is the only newstype where there is an underlying concern that is shared by all papers irrespective of classification or sub-classification.

There is an irony in these findings. The only national news item found in the 1901-1905 period, concerned the inequity of the secondary school scholarship grants. In the latter period, however, concerns over the equitable distribution of Government funds for the Education system, not only remained but had broadened to encompass many more classifications and sub-classifications.

Main Page News Story Content Classification and Subclassification Results

The main contributors to this subsection were The Hawkes Bay Herald (6) and The Evening Post (5). Of the remaining newspapers, The Christchurch Star and The Southland Times each contributed an article while The New Zealand Herald published none.

Pupil classification was the main theme for both North Island newspapers, while both South Island newspapers focused on staff issues. The Hawkes Bay Herald also had Administration matters as

being important. The classifications are outlined below:

	<u>Pupil</u>	<u>Staff</u>	<u>Administration</u>
<u>HBH</u>	Physical		Sex Education
	Science		Education Board
	Employment		
<u>EP</u>	Unemployment		
	health		
	university holidays		
	extra curricular activity		
<u>CS</u>		Salary/strike	
<u>SLI</u>		Salary/strike	

It can be seen that while in some cases the Pupil sub-classifications varied, both the North Island papers shared a common issue - that of employment/unemployment. Similarly, the Staff sub-classification for the South Island papers shared story contents on salary strikes. The two Administration sub-classifications related to sex education being taught in schools and a clash between the Education Board and local families over attendance at an agricultural show during school hours.

Other topics of interest were found in The Hawkes Bay Herald (salary strike and possible school closure) and The Evening Post (continuing education).

Therefore, looking across all newspapers, staff salaries were found in three of the four papers. If school closures, unemployment and employment issues are added, financial constraints emerge as an issue, but perhaps not to the same degree as noted in the previous

sub-section.

Thus, while a division was noted in the main topics of interest between the North and South Islands, some degree of shared concern over the financial restraints, particularly in relation to staff salaries and strikes, was found.

Comparatively, the earlier period was found to have the most story contents with this newstype, but the main theme was about Administration issues.

International News Story Content Classification and Subclassification Results

The Hawkes Bay Herald was the main contributor to this category with five articles. The other papers contributed only one or two articles each. The pupil classification was the main topic, in particular, those events that involved lawbreaking:

NZH	HBH	EP	SLI
Holidays	Lawbreaking	Lawbreaking	Lawbreaking
Discipline	Mature		

The law breaking, so prominent in this sub-section, refers to the Iranian students holding American hostages.

Other topics of interest included tertiary education (The Christchurch Star) and staffing opportunities (The Hawkes Bay Herald).

It should be noted that articles under this heading in the earlier period focused on the centralization of the English Voluntary Education System.

Editorials, Letters to the Editor, and Miscellaneous Classification and Sub-classification Results

Altogether eleven articles were found in these categories, with editorials and letters having three articles each and miscellaneous five. The Christchurch Star had no articles in these sub-sections.

Overall, the pupil classification, with sub-classification variations, was the main theme. Staff classification was the next most common theme. Results are summarized below:

	<u>Pupils</u>	<u>Staff</u>	<u>Syllabus</u>	<u>Institution</u>
<u>NZH</u>	Extra curricular activities		standards	
<u>HBH</u>		Salaries		
<u>EP</u>	Competition			Private schools
<u>SLT</u>	Unemployment	Salaries Equal opportunities		

Finally, two other topics, academic standards and private schools, were specific to The New Zealand Herald and The Evening Post respectively.

These findings correspond to the main classifications found throughout the previous results in this period.

On a comparative basis with the earlier period, the editorials were in 1901-1905, almost double that of the latter period. All five came from The Southland Times and three dealt with Administration matters, one looked at the teacher's character and the fifth editorial concerned the syllabus in respect of religion being taught in schools.

Thus the editorial newstype differed between the two periods of time with the earlier period reporting on mainly Administration matters and the latter on staffing and private schools.

Letters to the editor in the 1901-1905 period showed similarity in frequency and classification with the 1978-1982 period. The Syllabus classification remained the prime concern in both times, but the subclassifications varied with the question on Religion being the 1901-1905 concern, while syllabus standards were the concern of the 1978-1982 period. The other classification, Staff, showed similarity in sub-classification i.e. salaries over both time periods.

No comparative analysis was made for the miscellaneous newstype as it was absent in the 1901-1905 period.

Summary of all newspaper Classifications and Subclassifications for all Story contents with a Budd Score 4-5: 1978-1982

The ranked summary of classifications and sub-classifications is found in Table 4.13 and is the combined frequencies for all story contents with a Budd Score of 4 or 5 from all newspapers over the latter five year period.

The Pupil classification was found to be the most consistently reported classification in all five newspapers (a total frequency of 64). As the table shows, not only were sub-classifications specific to each newspaper found, but similarities among newspapers were also present, especially on topics concerning unemployment, lawbreaking, learning difficulties and extra-curricular activities. This reflects the broader issues associated with the pupil classification noted in the results for this period's overview section. Furthermore, the much greater variation in pupil sub-classification replaces the achievement orientation dominant in the articles found in the 1901-1905 period.

The second major themes showed some variation in topics among the newspapers but no North-South Island division was found and so these findings do not reflect those found in the overview section 1978-1982. Similarly, the findings do not correspond to the same section in the 1901-1905 period.

The third, fourth, fifth and sixth major classifications and subclassifications absent in the earlier period, totalled 37 articles in all. Financial concerns dominate the third major themes, especially in regard to salary strikes, appointments and opportunities, while the Institution classification (one of the fourth major themes) brought to light new concerns such as vandalism, school closures as well as more familiar ones such as jubilees. The syllabus classification also a fourth major theme, reflected concern over the Johnson Report content, which was a repeated concern in the sixth rank.

Table 4.13 Ranked Classification and Subclassification summary for all Story Contents with a Budd Score 4-5 for all newspapers: 1978-1982.

NZH		HBH		EP		CS		SLT	
<u>Pupils</u> (18)		<u>Pupils</u> (13)		<u>Pupils</u> (7)		<u>Pupils</u> (19)		<u>Pupils</u> (7)	
achievement	7	health	6	exam/opportun	2	learning diffs	4	health	2
extra curric	3	lawbreaking	2	unemployment	1	exams	4	learning diffs	1
unemployment	2	employment	2	lawbreaking	1	uniforms	3	lawbreaking	1
learning diffs	2	fund raising	1	extra curric	1	mature	2	continuing ed	1
discipline	1	mature	1	univ holiday	1	extra curric	2	standards	1
holidays	1	syllabus	1	health	1	'socials'	2	competitions	1
health	1					policy	1		
policy	1					unemployment	1		
<u>Syllabus</u> (9)		<u>Staff</u> (7)		<u>Institution</u> (6)		<u>Institution</u> (10)		<u>Staff</u> (6)	
Johnson		salaries/		different types		jubilees	3	salaries/	
Report	5	strikes	5	of schools	6	pre school	2	strikes	4
standards	2	opportunities	2			private school	2	opportunities	1
vocational	1					openings	2	farewells	1
institution	1					zoning	1		
<u>Staff</u> (3)		<u>Administration</u> (5)		<u>Finance</u> (4)		<u>Staff</u> (5)		<u>Finance</u> (2)	
salaries/		M/Ps	3	continuing ed	1	opportunities	2	policy	1
strikes	3	Education Bds	1	<u>Salaries</u> strike	1	character	1	salaries	1
		sex educ	1	<u>Staff</u> farewell	1	appointment	1		
				<u>Syllabus</u> -teach		strike	1		
				difficulties	1				
<u>Administration</u> (1)		<u>Institution</u> (5)				<u>Syllabus</u> (3)		<u>Institution</u> (2)	
M/Ps	1	jubilees	3			Johnson Report	1	closure	1
		vandalism	1			arts & crafts	1	<u>Syllabus</u>	1
		closure	1			content	1	content	
						<u>Finance</u> (3)			
						schools	2		
		<u>Finance</u>	2			policy	1		
		<u>Syllabus</u>	1			<u>Policy</u> - school	1		
Total	31		33		17		41		17

Therefore, the pupil classification was found to correspond with the overview of results for 1978-1982, but other major themes did not. Nor did the findings in this section correspond to those found in the earlier high Budd Score 4-5 section.

In the newstype categories, it was found that feature and local news sub-sections reported on pupils, institution and staff matters, which corresponded well with topics found in the overview sections. However, national news was found to focus on financial matters irrespective of classifications and sub-classifications, and showed a North-South Island division in topics (but unrelated to the division found in the overview section).

Main page news was also found to have a North-South Island division with the pupil classification found in the former and the staff classification in the latter. It was also found that financial constraints were of interest but to a lesser degree than in the national newstype category.

International newstype was found to focus on lawbreaking of students, while Editorials, letters and miscellaneous articles were mainly concerned with pupils, staff, syllabus and salaries, and reflected the main themes found in the other findings of this period.

Comparatively, however, the earlier period published slightly more articles under the editorial and letter headings.

4.3 Results of Story Contents under the Finance Classification

As discussed in the Methodology chapter, the Finance classification appeared to be of ever increasing frequency, particularly in the 1978-1982 period. Thus a specific analysis was made of this classification.

Finance sub-classification Results 1901-1905

The total number of articles surveyed from all newspapers for the 1901-1905 period was 68 (see Table 4.14). The Evening Post had the most articles published (24) and was closely followed by The New Zealand Herald (23). Collectively, these two newspapers contributed over half the number of articles surveyed. The Hawkes Bay Herald, The Southland Times and The Christchurch Star contributed 9, 8, and 4 articles respectively. Overall, there was also a sharp North-South Island contrast in publication frequency, 56 from the North and 12 from the South.

Table 4.14 Finance Classification Frequency Distribution for all Newspapers: 1901-1905.

Year	NZH	HBH	EP	CS	SLT	Total
1901	1	2	5			8
1902	7	4	4	1	1	17
1903	6	1	5	1	1	14
1904	5	2	6	2	3	18
1905	4		4		3	11
Total	23	9	24	4	8	68

Table 4.15 Finance Classification Frequency Distribution for all Newspapers: 1978-1982.

Year	NZH	HBH	EP	CS	SLT	Total
1978	1	7	8	9	2	27
1979	8	8	9	19	11	55
1980	5	2	8	4	4	23
1981	9	6	8	2	5	30
1982	9	11	12	16	18	66
Total	32	34	45	50	40	201

The sub-classification showed both similarities and variations among the newspapers. The main topics are summarized below:

<u>NZH</u>	<u>HBH</u>	<u>EP</u>	<u>CS</u>	<u>SLT</u>
Policy	Fees	University	Education	Establish
Educ. Boards	Scholarships	Policy	Establish	Land sales
Establish	Establish	Educ. Boards	Grants	Fundraising
Grants			Fundraising	Educ. Commit.
				Policy
				Salaries

Articles on the establishing of educational institutions, policy matters, Education Boards and Education Committees, were found to a greater or lesser degree in all newspapers. The North Island papers, however, were particularly interested in fees, grants and scholarships. Both of the North Island city papers gave attention to the Education Board's pecuniary plight. The South Island papers showed less interest in financial matters as such and focused on items such as land sales, Non Commissioned Officers (cadets) and fundraising.

Finance sub-classification Results 1978-1982

As Table 4.15 indicates, the latter period was found to have more than double the articles of the 1901-1905 period.

The main contributor was The Christchurch Star (50 articles) which previously had had the least number of reported articles. The Evening Post had the most consistent reports over the five years, varying from 8 to 12 publications per year.

Generally, the North Island newspapers had less fluctuation in frequency rates than the South Island papers, although The Christchurch Star had the highest number of articles published in any one year, 1979, with 19 stories. This reflects the fact that the Star has a full-time education reporter.

The sub-classification analysis was found to emphasise administration topics for all five papers. These topics included policies, Education Boards (but not committees), the Education Department and Members of Parliament and made up half to three quarters of all the financial story contents.

<u>NZH</u>	<u>HBH</u>	<u>EP</u>	<u>CS</u>	<u>SLT</u>
Admin cluster	Admin cluster	Admin cluster	Admin cluster	Admin cluster
Salaries/ strikes	Maintenance Salaries/ strikes	Bursary Fees	Equal opps Salaries	Salary/ strikes
Attendance		Integration	Standards	Fees cluster
Fundraising		Salary/ strikes	Overseas students	Closure
			Unemployment	

The second major concerns across all newspapers were salaries and strikes, although these issues were not necessarily the second major concern for each newspaper per se. As the above summary indicates, there were differences in issues among the newspapers, specifically Integration (The Evening Post), Standards, Overseas Students and Equal Opportunities (Christchurch Star), Maintenance (The Hawkes Bay Herald) and a fees cluster that included grants and scholarships in The Southland Times.

Summary of Finance Subclassifications

Administration story contents were the concern of all newspapers in the latter period, reflecting to some degree the concerns of the earlier period, especially in the inequitable distribution of finances. The second major sub-classification also showed a similarity of concern across papers, with salaries and strikes in the latter period being foremost. It was also found that each newspaper reflected local specific concerns.

4.4 Summary of Results

For the 1901-1905 period, analyses indicated a uniformity in the two major classifications and their sub-classifications i.e. both the Administration and Enquiries classifications were concerned with the running of the schools. The Pupil classification was mainly concerned with achievement.

In the 1978-1982 period, the Administration and Enquiry

classifications were replaced by the Pupil classification as the main theme. The Pupil sub-classification was less achievement oriented and looked at the pupil in a wider sense e.g. discipline, learning difficulties, and health problems.

The second major themes in the overview section showed a division of interests between the North and South Islands. The former focused on staff matters and the latter on Institutional issues.

The Budd Score 4-5 results indicated the prominence of administration matters in the earlier period, reflecting the findings in the overview analysis of the same period. The second major theme differed from the overview section in that the story contents with high Budd Scores were concerned with syllabus content, not with Pupils. The teaching of religion in schools was a very hot topic.

In the latter period, the high Budd Score story contents were overwhelmingly pupil oriented, with a broad range in sub-classifications shared by many newspapers. The second major theme had a variety of classifications and sub-classifications among the various newspapers. Unlike the results from the overview section, no overall North-South Island division was found.

Both the national and main page news highlighted North-South Island differences in the latter period, while at the same time focusing on a shared concern between all newspapers - that of finance. The international news mainly emphasised the Iranian hostage drama. Overall, however, the Budd Score results in this latter period did not

correspond with those of the earlier period.

The Finance sub-classifications of the 1901-1905 period were found to focus on the equitable distribution of funds to schools and were largely specific to each area. The latter period was found to have shown the same concern for equitable distribution of funds, but the number and range of concerns had widened beyond the Education Boards and the Education Department of yesteryear.

Footnotes

1. "Socials" refer to the well known school socials that run from time to time.
2. Such activities included fund raising or community help projects e.g. tree planting.
3. The music subclassification referred to such activities as musical plays or concerts put on by or for pupils.
4. Staffing referred to pupil/teacher ratio or to a lack of specialist teachers. It did not refer to employment as this was a specific subclassification.

CHAPTER FIVE - DISCUSSION AND CONCLUSIONS

This thesis set out to answer the three questions posed in the introductory chapter. These questions were:

1. Did the newspapers of the day reflect the same issues as those revealed by later histories.
2. Did the public, immersed in day to day living, realize the changes that were taking place, and if so, did they realize the implications of those changes?
3. Is there greater overlap between professional and public concern in the later period?

In order to answer these questions a reliable comparative basis was needed to identify the specific issues of the two periods concerned. For the 1901 to 1905 period historical data from the writings of Butchers, Campbell and Roth were used; while in the latter period academic writings from Delta journals were the chosen basis for comparison.

It was found that each period of time had different concerns and in the latter period the issues had broadened substantially.

While the first question is specific to the 1901-1905 period, the second question pertains to both periods and the third concerns the later period.

The 1901-1905 Period

Historians have identified six or seven major educational issues of this time. These were inextricably linked with the Inspector General of Schools, George Hogben, as he sought to completely reshape the education system into something more suitable for New Zealand. This required a syllabus change, access for more children to secondary schools on a free place system, introduction of technical high schools, a national salary scale and grading system for teachers, teacher education and a strong move towards central administrative control.

The results from the five daily newspapers show, in contrast to the above issues, a narrow consistency in the range of topics published.

In particular newspapers focused on Administration and Enquiry issues.

Administration, as defined in the Methodology Chapter, covered items such as persons and groups administering education. In this period the Education Boards and Education Committees were key groups that were frequently found in all five newspapers. An example from The Christchurch Star 1901 below shows the type of content frequently published in all newspapers when reporting on Administerial concerns.

Board of Education

North Canterbury

"The ordinary meeting of the North Canterbury Education Board was held this morning; present - Mr H.W. Penyman (in the Chair); and Messrs J. Rennie, J. Dalziel, T.W. Adams and D. McMillan...

The building committee reported that a comparative statement had been submitted to it showing the expenditure of the

Christchurch East, Christchurch West and Sydenham Committee for the year ending March 31, 1901.

It had been reported by the Christchurch East committee that its expenditure exceeded that of either of the other two committees by £70, and that the expenditure in fact was double. It had been agreed to invite the chairman of the committee and the headmaster to attend the next meeting ..."¹

This article because of its length and place on the page received a Budd Score of 4. These matters were considered by the newspapers to be of interest to their readers.

So too were enquiry issues which mainly concerned school reports. As given in the article below from The New Zealand Herald 1904.

"Remuera

In submitting its report on the past year's work the Remuera Committee desire to express satisfaction with the head-teacher's management, and also with the work of the staff. The roll continues about 400, and as the necessary average has been maintained the committee is pleased to be able to state that the staff has now its full complement, a fourth assistant, Miss Metge, having been appointed. The school was examined by the chief inspector and Inspector Mulgan in June, and inspected by the chief inspector last month, and the reports were both very satisfactory. The school secured this year a national and a board scholarship, both won by A. Dempsey.

... free secondary education fell to G. Munro and Younghusband. Owing to the attendance of pupils at the Technical School the carpentry class has been discontinued. The school concert and

the annual picnic were both very successful, and as a result the piano, which cost £30, has been paid in full. ... The thanks of all in the school district are due to Revs G.B. Munro and W. Beatty, M.A. for holding regular Bible classes. The cadet corps keeps up in numbers. The amount to the credit of the school account on March 31 was £34. 8s. 3d."²

Collectively these two categories provided the main issues of concern and clearly they dealt with the general running of the schools i.e. school attendance, staffing appointments, inspection, standards of learning, buildings, religion, cadets and costs.

The second major topic was the pupil classification and in particular the subclassification was achievement oriented. Newspapers generously reported the end of year prize giving ceremonies when lengthy lists of prize recipients were published.

One issue, however, did raise the public hackles, that of religion being taught in schools. Editorials, feature articles and letters to the editor reflected public views on the question. The intensity of the concern is reflected in the following letter to The Southland Times, 1902.

The Bible in State Schools

"Man cannot propose a higher or a holier object for his study than Education and all that pertains to Education" – Plato.

"The spirit of Education is nothing more than an endeavour to liberate the ideal human being which lies concealed in every child" – Jean Paul Richter.

"I think we may safely assent that in one hundred men there are more than ninety who are what they are, good or bad, useful or

pernicious to society, from instruction they have received; it is on Education that depends the great difference that is observable among men" – Locke's Treatise on Education.

"But if any provide not for his own, and especially for those of his own house, he hath denied the faith, and is worse than an infidel" – St Paul (1 Tim. C5. V8)"³

This letter then gave a lengthy dissertation on the reasons why, based on the above quotes, religion should be taught in schools.

Three weeks later another lengthy letter to the editor argued against religion being taught in schools for the following reasons:

"The main burden of Mr Smith's last letter is a "pot" and what should go into it. Now I am going to knock the bottom out of this pot, and with it the bottom will fall out of Mr Smith's main argument. ... The strength of Mr Smith's argument consists in the fact that there is only one pot on his imaginary desert island in which to cook victuals to suit various tastes of the castaways. But just suppose that each person had a pot to himself in which to cook his particular choice of food. Would not that alter the case very materially, and render it quite unnecessary for the man with the yams to insist that his yams should be cooked in the pot which had been provided for quite a different purpose? Of course it would. And religion is the yams in the Bible in schools question, and Mr Smith is the man with the yams who insists upon having his yams cooked in the State pot which is intended for the cooking of potatoes, cabbages, turnips and plain things of that sort which grow in or upon the earth, and not upon trees midway between earth and

heaven. Each Church has its own pot in which to cook its own particular choice of food... He (Smith) says "we are all at present suffering from a common deprivation of a good thing" (by excluding the Bible from the schools). This is one assumption is based upon another assumption. There is no deprivation where there is no necessity. You must prove necessity before you can establish deprivation, and your church cooking pots come into answer this contention. ... I enter a simple denial to the assumption and leave it at that. ..."⁴

This writer then went on to challenge other pro Bible in school letters.

There were a small, but statistically insignificant, number of articles on other issues such as staff salaries, teacher's character, inspectors conferences, and establishing, maintaining or closing institutions. For example an editorial in The Christchurch Star (1905) wrote an article concerning the viability of the technical classes. The editorial noted that:

"It is clearer than ever now that, if the Christchurch technical classes are to be rescued from extinction, energetic steps will have to be taken ..."⁵

The editorial then went on to describe the lack of motivation on behalf of the city council to encourage the development of such classes.

Given what historians have considered to be the significant issues of that period, the chasm between those issues and the ones published in the newspapers is very wide indeed. That is not to say that the newspapers did not publish articles on these matters, for they did, but

in terms of low frequency publication, low Budd scores and content emphasis.

The previous quotes have shown that the wider issues and their implications were missed. Nowhere is this more so than on the teaching of religion in schools. When Hogben was trying to introduce a vocational syllabus, the public were focusing on Bible reading in schools.

Hogben himself received little attention and this is succinctly put in the following article concerning the Teachers' Superannuation Bill when, in the last few lines, The Christchurch Star noted:

"Finally, he (Mr Seddon) announced that Mr Hogben will devote all his time to the work of Inspector General, and Sir E. Gibbes will be Secretary for Education."⁶

The slow whittling away of the provinces' control was not fully realized by newspapers. Few articles raised the issue. The Southland Times gave a rare example when it wrote:

"Are the Boards to be independent, local governing bodies, or are they to be mere formal committees obeying the behests of the Central Department, local authorities as it were, of the Wellington authorities?"⁷

Unfortunately this question came too late because by then the bulk of legislation removing many of the Education Boards powers had been passed. Furthermore, the legislation enacted had received little attention from the newspapers so the implications had gone unnoticed.

This period showed a mismatch between what historians have seen as being the significant issues and what newspapers had emphasised. With their parish pump mentality the papers had overlooked the wider issues.

The 1978 to 1982 Period

In this period academic writings revealed a lengthy and diverse list of issues. Correspondingly newspaper topics were found to have broadened and diversified but not to such an extent as the academic articles. Overwhelmingly the Pupil classification had replaced the Administration and Enquiry classifications of the earlier period. Furthermore, the Pupil subclassifications, influenced by the behavioural sciences, had shown a greater concern for the whole pupil that extended to include issues beyond the traditional school role. Subclassification issues were now concerned with health, learning difficulties, unemployment and anti social behaviour. For example, the Principal of Cashmere High School in his address at a student prize giving succinctly summarized these concerns in the following statement:

"Schools are sensitive to new pressures on pupils, but do not excuse those who disrupt lessons or interfere with the rights of others. Schools were sensitive to pressure of unemployment, and increasing and often unreasonable demands to achieve examination qualifications. There is a need in Christchurch for a wide range of educational facilities to provide special opportunities for students requiring special assistance. Mr Murdoch said that he supported the aim to set up an activities centre for secondary school students in Christchurch. If we are

to avoid ever-increasing confrontation in New Zealand society, secondary schools have a part to play in helping young people develop adequate skills and approaches to societal issues."⁸

The New Zealand Herald in particular devoted half a main page on "letters to the Editor" concerning the role of education. The heading read "Serious Consequences of Educational Failure".⁹ Explanations for the problem were: a poor syllabus, lack of remedial facilities, poor teaching, too large a pupil-teacher ratio, disadvantaged parents, lack of parental responsibility and the role of the State versus private schools.

Less to the fore was the role of ethnic minorities in the school syllabus but nevertheless it was there. Maori studies raised both arguments for and against its inclusion in the syllabus. The protagonists suggested that "Maori was of importance"¹⁰ (more so than English to the Maori), while others opposed the idea based on the notion that "Maori was a dead language" and that another language would be "more beneficial to our children in relating to commerce and overseas social contact".¹¹ One article suggested that rejection of Maori studies in schools was "racist".¹²

There was concern extended to Pacific Island pupils, particularly when they were restricted in access to our secondary schools. The National Council of Churches wrote:

"That the policy indicates the continuing deterioration of relationships between the New Zealand Government and its Pacific Island counterparts as measures are adopted reducing New Zealand's range of responsibility in its major sphere of influence."¹³

Clearly in times of economic recession the restriction of Pacific Island pupils was, in the eyes of the National Council of Churches, being a penny wise and a pound foolish.

As noted earlier, the second major theme had a variety of classifications and subclassifications. These included Administration (sex education, examination fees), Staff (salaries, strikes, opportunities and farewells); Institutions (alternative schools, jubilees, closures, vandalism), Syllabus (The Johnson Report, arts and crafts and the value of education).

The last subclassification reflected the strong belief that education was still a valuable activity and was highlighted in the following letter:

"If officialdom is looking at statistical birth rate trends in assessing Hagley High School's future then an examination of the school's 1982 third form enrolments could convince of the fallacy of considering closure.

Furthermore the alleged unstable condition of the main block could raise some doubts when considering the life span of many city public buildings twice the age.

Even with demolition the peripherals remain intact... What happens to all these amenities? What happens to all those unfortunate young adolescents and adult second chancers deprived of a full community education?

If the Government must think big, then it should relate not to money investments but to the value of community education in the future lives of present and future adults at Hagley."¹⁴

Pervading many of these topics was the question of finance. This was analysed as a separate classification and it was found to be of significance in the later period. This classification, however, also pervaded many of the topics already discussed through the effects on salaries, institutions remaining open or closed, or alternative schools being established. "Education cuts hurt" was the catch cry of this period. The Prime Minister in his opening speech of the Annual Conference of the Educational Institute asserted that "Children were taught better in the past". Mr Muldoon's argument was that this was due to "today's pocket gadgets covering ignorance, too many distractions (unspecified) and standards of discipline in the home had declined".¹⁵

Financial matters to the Prime Minister were not the crux of the educational problems.

But financial constraints had a further indirect effect on curriculum change and development. Articles appeared giving a confusion of suggestions ranging from back to basics, to aesthetics, moral development and standards of education to the secondary examinations system, in particular school certificate. One article suggested that pupils seek a rebate on the fees from the Education Department.¹⁶

Surprisingly in neither period were the opinions of the pupils, the consumers of education, taken into account. Not until September 1982 did the New Zealand Herald begin to publish pupil opinions. Their articles gave a variety of opinions on schooling that included uniforms, dull lessons and punishment. Christine Deckey (11 years) gave her

opinion on punishment:

"Sir, - I've found that in some classes when something goes missing out of a classroom or desk, then not one person gets told off but the whole class suffers. Sometimes we have to stay in at interval and write out lines. I think it is wrong for the whole class to suffer just because of one person."¹⁷

What the newspapers did not highlight was the notion of social class analysis. This "new sociology" has been outlined by McKenzie and Codd in the Introduction Chapter. Recently, and outside the limits of this thesis, the newspapers have shown the effects of social class in relation to School Certificate results in various Wellington suburbs. This is a significant move by the newspapers as the article had a Budd Score of 5 and raised the fundamental philosophical problem of the inequity that exists within the New Zealand education system - a concept that is alien to New Zealand's egalitarian principles.

Whether The Evening Post will pursue this matter remains to be seen. However it has been found that newspapers, while featuring many of the concerns as seen by academics and historians, have given a completely different emphasis to the issues of the day.

This emphasis is achieved by low frequency of news items, low Budd Scores, message lag, lack of urgency and standardization throughout newspapers (Cleveland). Unlike Cleveland's study however, no significant numbers of "Letters to the Editor" in either period were found.

Whether or not "standardization" reflected "a conspiracy" (Harbridge) is

debatable. In the earlier period while the newspapers published the same major issues they were also highly specific to each area, and the reasons for this have already been stated.

In the latter period, there is a degree of shared national news, particularly with reference to pupil and financial concerns. However, there was no second major classification as many of the topics remained in the locale of the newspaper's circulation area. For example, the Blair Peach case was highly specific to the Hawkes Bay Herald. Though Peach was killed in London in a protest against racism he came from Hawkes Bay.

Harbridge's description of a "conspiracy" in newspaper uniformity and consistency does exist. This happens with issues on socio-cultural matters. As Breed noted "the problem of socio-cultural interpretation" is resolved by standardization - so as not to offend the public.

Standardization, coupled with poor investigative reporting (Cleveland) are ways in which journalists deal with thorny issues.

To help overcome these problems a journalist will develop an "opinion leader" in mind (Breed) and write according to it. Furthermore omissions are made (by the gatekeepers) for the sake of maintaining individual and social virtues.

As outlined earlier, educational articles are not conflict laden; they are local, even on a national scale, and are low in profile. But they are the bread and butter of the newspapers. Therefore they cannot afford to offend the reading public if they wish to remain viable.

The implication is, that by adopting the type of gate keeping explained in the second chapter, many philosophical and ethical issues that may produce serious conflict go unquestioned. Specifically the egalitarian principle of the New Zealand Education system in relation to a complex society needs to be addressed.

To date newspapers have continued to reflect public opinion and have remained viable. The full significance of the issues that have come to light in academic journals and in newspapers must wait for the passage of time and the attention of historians.

Conclusion

In answer to the three questions posed it was found that in the 1901 to 1905 period the public were largely unaware of the changes taking place and so were unaware of the implications in the changes. This was due in part to the lack of information in newspapers and the emphasis on publishing what the editors thought the public wanted to read.

Even with the publication of significant events, poor though the frequency and attention score may have been, the public feedback through the letters column was lukewarm. During this period only three letters with a high Budd Score were found. Two focused on religion and one on staff salaries. This not only highlights poor response but also narrowness of concern.

Both the public and the newspapers were locked within their immediate time and space frames of localism.

The second period showed a greater awareness of issues that corresponded to those found in Delta journals. However, the emphasis appeared to be on what the public wanted to read. Low frequency and low attention scores were found, and the content was, like the earlier period, descriptive rather than investigative. Gatekeeping techniques were used to avoid raising the significant, and possibly conflicting, philosophical and ethical issues concerning egalitarianism in a complex society.

The permissive influence of modern media means that the public is more aware of issues today but their response, through letters to the editor, was low - a mere three letters with a high Budd score. This indicates that even though the public may be better informed their response, as measured in the newspapers, is one of indifference.

Footnotes

1. The Christchurch Star: 1901; 24th July.
2. The New Zealand Herald, 25th April 1902.
3. The Southland Times, 1st September 1902. This letter had a Budd Score of 4.

4. The Southland Times, 25th September 1902. This letter received a Budd Score of 3 and therefore was omitted from the high ranked Budd Score.
5. The Christchurch Star, 24th January 1905.
6. The Christchurch Star, 25th April 1905.
7. The Southland Times, 7th February 1905.
8. The Christchurch Star, 12th December 1981.
9. The New Zealand Herald, 20th February 1980.
10. The Christchurch Star, 6th August 1982.
11. The New Zealand Herald, 21st May 1982.
12. The Hawkes Bay Herald, 20th February 1978.
13. The Christchurch Star, 24th July 1982.
14. The Christchurch Star, 17th November 1981. In a later newspaper Hagley High was "reprieved".
15. The Evening Post, 8th May 1978.
16. The New Zealand Herald, 24th July 1981.

17. The New Zealand Herald, 14th September 1982.

BIBLIOGRAPHY

- Breed, W. "Mass Communication and Sociocultural Integration" in L.A. Dexter and D.M. White (Eds) People Society and Mass Communication. Glencoe: Fress Press, 1964.
- Budd, R.W. "Attention Score: A Device for Measuring Newsplay", in Journalism Quarterly, 41, 1964: 259-262.
- Butchers, A.G. Education in New Zealand. New Zealand: Coutts Somerville Wilkie Ltd., 1930.
- Campbell, A.E. Educating New Zealand. New Zealand: Department of Internal Affairs, 1941.
- Clark, M. (Ed) The Politics of Education in New Zealand. New Zealand Council for Educational Research, 1981.
- Cleveland, L. & R. Campbell. "Daily Newspaper Journalists in New Zealand", V.U.W. Political Science Department Paper, 1972.
- Cleveland, L. "How Free is The New Zealand Press" in Comment: a New Zealand Quarterly Review, 1964: April-May.
- Cleveland, L. The Subject Content of New Zealand Press. Ph.D. thesis, V.U.W. 1971.

- Gieber, W. "News is what newspapers make it", in The Communicator and His Audience, V.U.W. Political Science Department paper.
- Harbridge, R. "The Treatment of Industrial Relations in Three Major New Zealand Papers" in New Zealand Journal of Industrial Relations, 8, 1983: 11-21.
- Lewen, K. "Channels of Group Life" in Human Relations, vol 1, no 2, Reprinted in V.U.W. Political Science Department paper.
- Nash, R. Schools Can't Make Jobs. New Zealand: Dunmore Press, 1983.
- Roth, H. George Hogben: a biography. New Zealand Council for Educational Research, 1952.
- Thompson, R. Maori Affairs in New Zealand Press: 1953-1955. V.U.W. Industrial Relations Institute Paper.
- _____ The New Zealand Official Year-Book 1901. New Zealand: Government Printer, 1902.
- _____ The New Zealand Official Yearbook 1978. New Zealand: Government Printer, 1979.

APPENDIX 1

Newspaper Survey Sheet

Q1	Name of paper	NZH	HBH	EP	CS	SLT
		1	2	3	4	5
Q2	Date	Year	Month	Date	Day of week	
Q3	Era	1901-1905		1978-1982		
		1		2		
Q4	Location	North Island		South Island		
		1		2		
Q5	Area location	Provincial		City		
		1		2		
Q6	Locality content	Local	National	International		
		1	2	3		
Q7	Newstype	Editorial	Feature	Main News Page		
		1	2	3		
		News	Letters	Expert Comment		
		4	5	6		
		Photo	Cartoon	Child's contribution		
		7	8	9		
Q8	Budd Score	0	1	2	3	4 5
Q9	Headline					
Q10	Story Content	Administration	Institution	Finance		
		1	2	3		
		Religion	Staff	Pupils		
		4	5	6		
		Enquiries	State	Priv/Denom		
		7	8	9		
		Parents	Health	Syllabus		
		10	11	12		

(1) Syllabus	(2) Maori Ed.	(3) Ed. Purpose	*
00 Religion	00 Pre Schools	00 Vocational	
01 Classic	01 Maori Village	01 Humanist	
02 Secular	02 Maori seconder	02 Religious	
03 Liberal	03 Maori language	03 Leisure	
04 Vocational	04 Maoritanga	04 Selfful/dev	
05 Languages	05 Maori ind	05 To think	
06 Arts/Crafts	06 Maori grps	06 Gain knowl	
07 Phy. Science	07 Maori race	07 Civilizing	
08 S. Science	08 Maori	08 Holistic	
09 Health	09 Polynesian	09 Moral	
10 Sex ed.	. NA	. NA	
11 3 R's			
12 3 L's			
13 P/E Drill/Sport			
14 Nco's			
15 Standards			
16 Exams			
17 Music			
18 Flag raising			
19 Xtra/curricular			
20 Competitions			
21 Syllabus gen.			
. NA			

- Page 2 of the survey sheet is presented over three pages.

(4) General	(5) Admin. Body	(6) Institution
00 Jubilees	00 Policy/Acts	00 State
01 Picnics	01 Ed. Dept.	01 Priv/Den.
02 'Socials'	02 Ed. Boards	02 Pre school
03 Openings	03 Ed. Cttees	03 Primary
04 Image bldg	04 Conferences	04 Intermed.
05 Integration	05 Reports	05 Second
06 Unemployment	06 Inds	06 University
07 Employment	07 Inspectors	07 TTC
08 Equal opportunity rights	08 M.P.s	08 Man/Tech
09 Law breaking	. NA	09 Indust/spec
10 Committees		10 Mines/Agri
11 Zoning		11 Schools gen.
12 Coed/single		12 WEA
13 Union		13 Cont. Ed.
14 Guest speaker		14 Correspond.
15 Community support		15 Tertiary
16 Ethnic Grps		. NA
17 Apptments.		
18 Farewells		
19 Safety		
20 Elections		
21 Churches		
22 Free Ed.		
. NA		

* Page 2 of the survey sheet is presented over three pages.

(7) Inst. Buildings	(8) Staff	(9) Student
00 Establish.	00 Teachers	00 Students
01 Opening	01 Non teachers	01 Corp. punish.
02 Maintenance	02 Character	02 Truancy
03 Sanitation	03 Role	03 Attendance
04 Vandalism	04 Training	04 Health
05 Over-crowding	05 Staffing	05 Classificat.
06 Closure	06 Salaries	06 Discipline
07 Classroom structure	07 Strikes	07 Prize-giving
08 Equipment	08 Dismissal	08 Uniform
. NA	09 Appeals	09 Learning diff
	10 Health	10 Mature students
	. NA	11 Scholarships
		12 Bursary
		13 Grants
		14 Overseas students
		15 Protest
		16 Exam results
		17 Holidays
		18 Fees
		19 Fund raising
		. NA

* Page 2 of the survey sheet is presented over three pages.

APPENDIX 2

An example of subclassification analysis

Administration Subclassifications: Evening Post 1901-1905

Subclass	1	2	3	4	5	6	7	8	9
0	2				44	3	8	3	1
1		1			20	1			4
2				3					3
3					4	4			
4	1				1				3
5					4	7		1	
6		1			3	18	2	2	
7					9	1	2		
8				2	3	4	5	3	
9				1		3	2		
10				1					
11						1			10
12									
13	1			1					3
14									
15	1			1					
16	2								
17				6					2
18									
19	2								
20			1	7					
21	1								
22									
Total	10	2	1	22	88	42	19	9	26

Ranked Frequency

1. Policy/Acts = 44

2. Education Dept = 20

3. University = 18