

A Spirited Beginning: The origins of the New Zealand Association for Research in Education

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My presentation will be a personal account of the origins of NZARE. It is a story told in honour of Dame Jean Herbison who was a foundation member of your association, the first woman chancellor of a university in New Zealand, and one whose great interest was in educational administration.

The First Steps

In the 1970s W.L. (Bill) Renwick was Director-General of Education. The Department of Education had, for a long time, had a research division but the main focus of its research was demographic. Its function was to predict the number of pupils who would be entering the schools. Bill Renwick felt it was time to broaden the scope of the Department's research. Such a move required government approval and an item in Vote: Education. The Minister of Education at the time was Hon L. W. (Les) Gandar and Bill Renwick feels that without the support of Les Gandar, the Department would not have been able to expand its research function (Bill Renwick pers. comm. 22 August, 2006). And, it might also have taken a good deal longer for our Association to emerge.

Bill Renwick told me that his image of educational research was of a three-legged stool. The legs were the universities and other tertiary educators, NZCER, and the Department of Education, all contributing to the research enterprise.

As part of his research strategy the Director-General gained the support of his Minister for a Ministerial Conference on Educational Research. The organisation of the proposed conference was carried out by a *planning committee*. [1] Its members were appointed by the Minister, and the Director-General was the chair. Representing the three legs of the stool were Mr Les Ingham, head of the Department of Education's Research and Statistics Division, Professor Philip Lawrence from Canterbury University, and Mr John Watson, Director NZCER.

A number of briefing papers were prepared for this conference and the Research Information Division of NZCER (1978) sent out a questionnaire to

institutions likely to be carrying out research in education. The replies to this survey show that there was virtually no research culture within the teachers colleges, and no institution appeared to possess written guidelines for ethical behaviour relating to educational research. [2]

The Ministerial Conference on Educational Research was held on April 28 and 29 1978. It was opened by the Minister, and attended by over 150 invited participants. We met in the Memorial Theatre at Victoria University. The major papers were later published as a supplement to the *New Zealand Journal of Educational Studies*, paid for by the Department.

There was no prior indication that a research association was one of the aims of the Ministerial Conference. The papers delivered at the conference were concerned more with the quality of research and its value as a guide to policy and practice. Bill Renwick, however, had expectations that a research association might be an outcome and John Watson (n.d.) had prepared a background paper on the topic. [3] It was clear that the planning committee had arranged for Philip Lawrence to raise the issue. Therefore, at the end of the conference, Philip duly proposed that an *ad hoc study group* should be set up to consider the possibility of establishing a New Zealand association of those with an interest in research in education. The following motion was then passed by the conference:

That the conference planning committee set up an ad hoc study group and accept responsibility for promulgating the study group's findings to conference members and to other individuals and organizations if this is thought to be desirable by the study group.

The rest, as we say, is history.

Lopdell House Meeting

The planning committee for the Ministerial Conference duly set up the ad hoc study group. You can see the three legs of the stool represented once again. Professor P. S. Freyberg (Waikato University) was appointed convenor. The other members were, Dr E. L. Glynn (Auckland University), Mr J. Havill (Inspector of Schools, Hamilton), Mr J. M. Renner (Palmerston North Teachers College), Dr. G. McDonald (NZCER), Dr R. J. Church (Canterbury University), Dr R. Bates (Massey University), Mr L.J. Ingham (Department of Education) and Miss M. Hamilton, (Department of Education) as secretary. Margaret Hamilton was Assistant Research and Information

Officer with the Research and Statistics Division of the Department and she remained secretary throughout the planning period, relinquishing the position only when the Association had been formally established.

The ad hoc group met on 23 and 24 July 1978 at Lopdell House, the Department's in-service training centre. Before the meeting Peter Freyberg sent members a draft constitution to focus the discussion. In his covering letter he explained that he had "no really strong views. In fact, my only strong views at this point are on what won't work, rather than what will!" [4] He thought, for example, that an Association should avoid trying to specify the topics of research. He thought that specifying topics would be divisive. He included with his draft, the constitution and by-laws of the Australian Association for Research in Education (AARE), and the discussion paper, by John Watson, on the purposes of research associations. This paper also outlined some earlier efforts to link New Zealand with the establishment of AARE in Australia. These efforts had failed.

We started our deliberations at Lopdell House on the Sunday evening and finished mid-afternoon on the Monday. We discussed at length one issue which has troubled associations other than our own. Did we want a purely professional body with membership confined to active research workers, possibly those with doctorates; or should we have a completely open membership? The ad hoc committee recognized the need to make the association viable, and that the membership needed to be open, but: the Association should "frame its objects to make it clear that it existed primarily to promote the discussion of research issues, and findings, and that it should avoid becoming simply a forum for the discussion of general educational policy". [5]

You see, there were already regional Institutes attached to NZCER and a New Zealand College of Education with headquarters in Dunedin. All of these provided opportunities for discussion of general issues to do with education. At the Ministerial conference it had been claimed that the New Zealand College of Education had expired suggesting that the reasons for this should be sought. However, this produced a letter from the President of the New Zealand College of Education to the interim secretary for forwarding to the study group. The President pointed out that "contrary to opinions expressed by Mr John Watson and Professor Lawrence at the Conference, the New Zealand College of Education is far from defunct – either in terms of membership or finances". [6] The letter explained that the College remained largely Otago-based because, "The finding of a sufficient number of people able and having

the time necessary to take an active role in the promotion of the College has always been a problem". With the initial support of the Department of Education this was not a problem for NZARE.

Having decided that there should be open membership but with a focus on research, the draft constitution framed entitlement to membership in this way:

Membership of the Association shall be open to any person who has been or is actively involved in the promotion and /or conduct of research in its broadest sense. (Draft constitution, *Input 1:1*, 1979)

Which, I think you will agree, maintains the purpose of the association but makes it possible for any person or institution, with an interest in research in education, to join it. It does not debar schools or teachers from joining.

What should be the cost of membership? The ad hoc committee saw the fee as being \$5.00 at first but that this should rise when members got more for their money. A fee rise was certainly a realistic prediction. It was, in fact, doubled at the first Annual Meeting.

Les Ingham, from the Department, was a very, very cautious man, not at all certain that we would recruit many members. The committee debated what we would do if the proposed association failed to attract customers. The rest of us were hotheads and would have gone ahead irrespective of numbers. It was really at the urging of Les Ingham, that the ad hoc study group decided that we would not proceed unless the membership reached 100.

Before the study group went out of existence it passed the parcel by recommending that an *interim committee* be set up in one geographical area, specifically in Wellington. That useful body, the original planning committee for the Ministerial Conference (Bill Renwick, Les Ingham, Philip Lawrence and John Watson) was asked to approve the members of the new Interim Committee. The Interim Committee was given the task of developing the constitution, setting the fee, recruiting members, starting a newsletter, and organizing the first conference. And so John Barrington, Richard Bates, Les Ingham, Geraldine McDonald, Betty Purdie, John Renner, and David Whalley were selected to shape the Association. Keith Pickens of NZCER was appointed editor of the newsletter and he joined the Interim Committee. Dick Harker and Jane Kroger joined it at the second meeting in

December. I became Chair with John Barrington as deputy. By this time the formality of Dr this and Professor that had disappeared from the official records.

The steps in the formation of the Association went like this:

- ❖ Minister of Education appointed a Planning Committee for a Ministerial Conference on Educational research in 1978.
- ❖ Conference approved, and the Planning Committee appointed, an Ad hoc Study Group.
- ❖ The Ad hoc Study Group decided to pursue a research association if 100 members could be persuaded to join.
- ❖ The Planning Committee appointed an Interim Committee to control publicity, recruitment, constitution, newsletter, finance and conference.
- ❖ Inaugural Conference held at Victoria University: *Research in Education in New Zealand: A balance Sheet*.
- ❖ NZARE first annual meeting, constitution approved by members and first President and Committee elected 9 December 1979.

At each stage, from the Ministerial Conference to the Conference planning committee each previous body told the next one what to do.

Spreading the Word

Immediately following the Ministerial Conference, the Department of Education had invited interested bodies to put forward their views on a proposed research association. I, for example, responded by calling a meeting of the research officers at NZCER on July 3 1978. The minutes show that seven people attended, and that we thought that the *New Zealand Journal of Educational Studies* “would perhaps become the association’s official publication”. Seems prophetic.

The draft constitution, which we had discussed in great detail at Lopdell House, was circulated to those who had attended the Ministerial Conference and to others, seeking comments. Only one person who replied did not approve of open membership and asked for a professional one.

Notices about the proposed association were sent to all organizations which might conceivably have an interest in educational research. The Department of Education kept track of money and membership. As they joined, members were listed,

by region, in the newsletter. Most of the members came from the university centres and the newsletter editor was entranced that there was a member from Ikamatua, on the West Coast (Fred Biddulph).

One of our concerns in setting up the Association was to see that all institutions with an interest in research in education were represented. All the legs of the stool. It was particularly important to get education staff of all the universities on board. It should not appear to be owned by any one particular university department. We also wanted to make sure that teachers colleges and polytechnics were not left out. Those who had attended the Ministerial Conference represented a pool of likely members and they were kept informed of progress.

The educational world was bombarded with announcements of the new association and the first issue of the newsletter, published mid-way through 1979, reported over 250 individuals and institutions. By the end of 1980 the membership had reached about 400 - but this included a lot of schools. This differed from the Australian experience. [7]

Conference in Perth

I realized that I knew little about how an educational research association worked, or what its conferences were like, and so I applied for membership of the Australian Association for Research in Education (AARE). This association had been founded in 1970. I also had a paper accepted for the Annual Conference which was held that year in Perth. Having attended New Zealand conferences, I was accustomed to rather spartan accommodation in student hostels or basic motels. You know, one towel, no facecloth, and no hairdryer. In Perth we were accommodated in the Sheraton Hotel. What luxury!

At the first plenary session, in the grand ballroom, I think, the assembled researchers were told that the tanker drivers who delivered fuel to the planes had threatened to strike. Some members from the eastern states, worried about being stranded in Western Australia, rose from their seats, and fled. There was a bit of unseemly derision over their departure. The organisers told the hardy souls remaining not to worry because if we were confined to Perth, colleagues would billet us. I would not have minded that. However, the strike was averted and I returned home in time for the first meeting of the Interim Committee of the New Zealand Association for Research in Education on 23 November 1978.

My impression of the Australian conference was that it was mainly male and that most of the conference papers reported studies of a quantitative kind. [8] The paper I gave at the conference was about participatory research with the Māori Family Education Association. It was way out of line with the mainly experimental and statistical papers given by other speakers. But, as a consequence I made contact with two people in a local college of education who were trying to gain acceptance for education about, and for, Aboriginal children; “with difficulty”, they told me.

While in Perth I was invited to attend a meeting of the Council of the Australian Association for Research in Education. The Australians had been thinking of Pan-Pacific conferences and Dr Grant Harman, who was the secretary, suggested that from time to time our two associations should hold a joint meeting in either Australia or New Zealand (Bessant & Holbrook, 1995, pp. 186-7). The idea was to plan ahead by building a joint meeting into the cycle of meeting places. A New Zealand destination would be introduced into the Australian cycle and an Australian destination into the New Zealand cycle. When I reported this suggestion back home it was well received. However, I am not sure that the timetable for joint conferences has proceeded as smoothly as expected. The date of our annual meeting should also be at about the same time as the Australian one. But not at exactly the same time in case people on either side of the Tasman would like to attend both conferences.

The newsletter

Keith Pickens, the information officer at NZCER, was the first editor of the newsletter. What to call it? When NZCER’s publication *set* was being established several titles were considered; amongst them, *Input*. When *set*, in lower case, was chosen, a title which has always driven editors and librarians distracted, *Input* was left in limbo. It surfaced again for our newsletter, along with the original design for the masthead.

The original newsletter was typeset but by 1981 it took 20% of the Association’s revenue. [9] A more modest version appeared in 1981 but by 1982 the publication had recovered. Computers made a difference to production costs and in the early 1990s John Church as editor announced that *Input* had been produced by Word 3.1, a MacIntosh, and a group of friends. [10]

I used the newsletters in preparing this address and they are a mine of information about what people were researching, and what was going in NZARE.

Input provided a forum, which did not previously exist, for discussion and criticism. Ivan Snook provided advice for NZARE presenters. He wrote, “Do not fall over the projector cord (at least not more than once).” [11]

We have not stood aloof from politicians. The third issue of *Input* contained a letter of good wishes from Merv Wellington, Minister of Education. [12] An NZARE conference in Auckland invited Ruth Richardson to speak. Nor did we fail to criticize. Stuart Middleton’s review of the report of a committee carries the stirring title, “Hawke lays curate’s egg”. [13] The committee being critiqued had been chaired by Gary Hawke.

Over the years the *Input* newsletter has varied in size, number of issues, layout, and cover. Having tried to discover things in a publication which changed in format, layout and content, generally whenever the editor changed, and which for many issues carried no page numbers, I think it is high time the newsletter settled down, decided on a standard style and looked a bit more professional.

The first conference

The interim committee appointed a *conference sub-committee*. On this I was given the title of “director”. Like the Interim Committee the conference committee met at NZCER.

At that time there was no database of New Zealand research in education and, no World Wide Web. Apart from ERIC, based in the US, there was probably no comprehensive collection anywhere, of research documents in education. One of the urgent needs was to find out and record exactly what research in education was going on in New Zealand. We also wanted to make sure that people turned up to the conference and so, following the theme of establishing the state of the art in educational research, we invited 15 people to survey different fields of education and to present the results at the conference. Everyone invited responded positively and we organized other scholars to comment on a state of the art paper following its presentation at the conference. In addition, anyone else who wished, could offer a paper.

The title we adopted for the conference was *Research in Education in New Zealand: Striking the Balance*. I am not sure exactly what “striking the balance” meant but it sounds purposeful, and positive, and it is no more mysterious than most conference titles.

The second issue of the newsletter carried a full page illustration advertising the first conference. [14] This was a picture of an Edwardian couple. She carries a parasol. The gentleman is supposed to be saying to the lady, “What’s a nice girl like you doing at a conference like this?” If you look carefully at this illustration you can see that the art editor, Peter Ridder, wasted precious NZCER time adding a partly concealed banner with a bit of the conference title. He had also, of course, inserted the gentleman’s supposed words.

Flushed with the success of this illustration, the editor reproduced it again in 1980 in order to advertise the second conference. [15] However, it now had a different banner and a new message. The gentleman is saying to the lady, “Didn’t I meet you at last year’s conference?”

The state of the art papers delivered at the conference were later published by *Delta*. I found myself reading the essays with great interest, when I should have been working on this address. Tom Nicholson, who is still a member of NZARE, surveyed the field of reading. Ted Glynn and Stuart McNaughton, also still members, surveyed behaviour analysis. I wonder whether it is time to repeat the exercise. What changes have there been since 1979 in theories, methods and fields?

The inaugural conference began with a celebration. We met in what used to be the rather unprepossessing Council meeting room at Victoria University. This was, then, on the top floor of the Easterfield Building on Kelburn Parade. I had ordered a birthday cake and we served wine, sparkling I think. Very sophisticated. Then upon declaring the first conference of NZARE open we released balloons. Very spectacular. The men on the organizing committee thought the balloons a bit much but I liked them. When the opening party was over, the *Input* Editor and I went to our cars. It was dark, he tripped over the kerb and broke his ankle. He ended up at hospital getting his leg in plaster and that was the end of his conference. And he had put so much effort into its planning.

There was a conference dinner at which Dr C. E. Beeby gave a witty address and on the Sunday evening 100 seats had been booked for a show at Circa called *Salute to the 70s*. It featured Tom Scott, Ian Fraser and Peter Hayden. I would appreciate it if you refrained from asking me to describe it. I remember going but have absolutely no recollection of what it was about.

On one day of this first conference I was walking down Kelburn Parade and saw two people coming towards me. Stuart McNaughton and Viviane Robinson. They

stopped and told me that they were not at all happy with their accommodation. I feared that their miserable experience in Weir House might put them off future conferences, or even to boycotting the Association. But no. Both remained members and in 1994-95 Stuart served as association president.

At the first Annual General Meeting, held on Sunday 9 December 1979, the items on the agenda were the usual: “Report of the Chairman [sic] of the Interim Committee; Financial Statement; Ratification of Constitution; Election of Officers, Venue for 1980 Conference, Working Party on Ethics of Research; 1980 Subscription Rates”. [16] As a consequence of the decisions taken at the meeting, the Interim Committee was disbanded and a properly constituted New Zealand Association for Research in Education arose.

Bruce McMillan had raised the issue of ethics and Jenny Bunce, from Otago, was given the task of convening a group to consider this. Fine tuning the ethics statement kept people occupied for quite some time. Peter Wilkinson began over 20 years of service as treasurer. I became the first President due, I feel, to the influence of the balloons.

By the end of 1979, the Association had been founded, two issues of *Input* had been published, and the first Council elected. This was really quite remarkable and reflects the strength of the Association’s spirit.

Conferences

In the letter accepting me into the Australian Association there is the following statement, “The most significant event in the Association’s year is its Annual Conference”. [17] Surely this is true for the New Zealand Association too.

One issue of *Input* included this encouragement to attend the annual conference. [18]

DON’T HESITATE – ENROL NOW** it’s FUN, FUN, FUN!**

There was actually a second exclamation mark inserted by hand. Reading this exhortation reminded me that at a conference of the Australian Association for Research in Education held in Sydney, which I attended, the dinner was in a Chinese restaurant with large round tables. As the meal progressed the men prevailed upon the first woman president, to dance upon the table. Which she did. That seems like an example of conference fun. I reported this incident when I returned to Wellington

only to find my colleagues repeating the story but saying it was me. If you ever hear that version please just ignore it.

Is the NZARE conference all fun? Well not entirely. There is the anxious wait to find out whether your abstract is accepted. Nobody can convince you that the organisers want people to attend the conference, and that, short of a paper describing how to make a weapon of mass destruction, it is likely to be accepted. After an agonizing wait, the acceptance comes. By this time the abstract into which you put so much effort no longer matches your research results and you spend hours making your new revelations match the original intention.

Are you competing with a star attraction? Is the meeting room so far away that no one can be bothered trying to find it? Your session starts, you have introduced yourself at length, explained how you came to carry out your research, and have just reached page six of your 20 page paper when the chair, if there is one, rings the bell! If you find yourself talking to one or two friends and a chair, console yourself with the knowledge that your effort will (probably) be recorded for posterity in the proceedings. Maybe the fun starts when your presentation is over.

I can recall two occasions when there were some heated exchanges at an NZARE conference. The first was an assault by the “new sociologists”, those of a Marxist bent, on traditional sociology of education. Richard Bates, Roy Nash, Roy Shuker, John Codd and Dick Harker are names that come to mind. The room was packed. Later there were sharp exchanges over NZCER’s Test of Scholastic Achievement (TOSCA). The same cast of characters, I recall. I also heard disputes about the respective merits of phonics and whole language. But on the whole the presentations are calm, the audiences polite and supportive.

Māori Contribution

In 1985 a comment by Kathie Cameron (later Kathie Irwin) headed “Research and the Māori Community” appeared in *Input*. It contained the following message; “The last five NZARE conferences have included little research in Māori education”. Kathie was quite right. Ranginui Walker had spoken at the Ministerial Conference in 1978. Four years later, in 1982, the NZARE conference offered a Keynote Symposium *Expenditure and Equality in New Zealand Education*. Logan Moss was the Chair and Donna Awatere had been invited to be a panel member. Ranginui Walker was invited to give a keynote address at the 1985 conference in Auckland. But it was at this same

conference that Wally Penetito, Graham Smith and Linda Smith presented a symposium, *Education, ideology and power: How serious are we about taha Maori in the system?* and this marked the real beginning of the Māori contribution to NZARE. [19] The names of Russell Bishop, Margie Hohepa, and Kuni Jenkins soon appeared and subsequent developments have helped to correct the balance. No one could say that this present conference lacks a Māori presence.

Joint Activities

It turned out that the first joint meeting between AARE and NZARE was not a full conference but a special interest seminar on the topic of multicultural education. It was held after the NZARE annual conference in 1981 and an account of it appears in the history, published in 1995, of the Australian Association for Research in Education (Bessant & Holbrook, 1995). The first joint conference was at Canterbury University in 1987, the second at Deakin in Geelong in 1992, the third in Melbourne in 1999, and the most recent, in Auckland in 2003. All worked well although I have a feeling that the joint conferences are often really parallel conferences. At Melbourne in 1999 I had arranged a joint symposium with Molly de Lemos from the Australian Council for Educational Research. I had been practising a culturally sensitive welcome, “G’day”, but when I looked around the room there was only one Australian and I rapidly changed my greeting to “Kia ora”.

About People

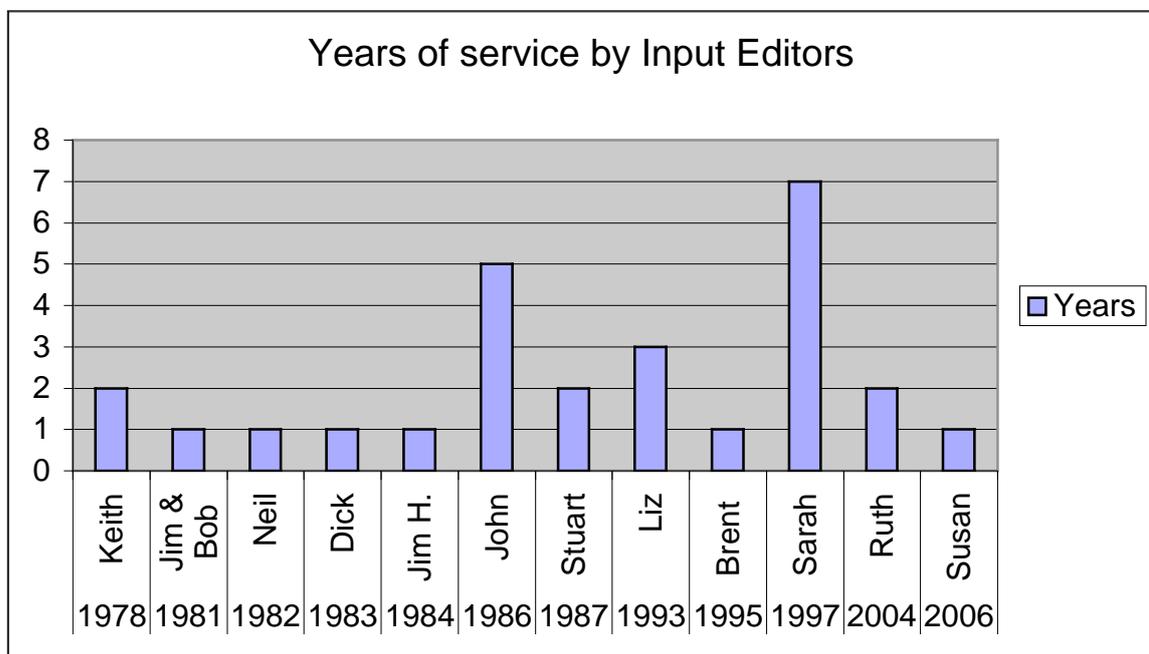
The spirit of an association comes from the people within it and so let us look at some of them. The Association is now 27 years old. Fourteen persons have served as president and Dick Harker has served twice. Here are the presidents.

Geraldine McDonald	1980	Richard Benton	1992
John Barrington	1981	Stuart McNaughton	1994
Eric Archer	1982	Terry Crooks	1996
Richard Harker	1983	Richard Harker	1998
Jenny Bunce	1984	Alison Gilmore	2000
Rae Munro	1986	Mary Hill	2002
Logan Moss	1988	Lynne Whitney	2004
John Church	1990	Colin Gibbs	2006

It is a little difficult to tell exactly how many people have been *Input* editor because there were once two editors, and some referred to the work of their friends, but it appears that there have been 13.

1978 Keith Pickens	1991 John Church
1981 Jim Irving and Bob Garden	1993 Liz Gordon
1982 Neil DGLISH	1995 Brent Southgate
1983 Dick Harker	1996 Liz Gordon
1984 Jim Holdom	1997 Sarah Farquhar
1985 John Church	2004 Ruth Kane
1988 Stuart Middleton	2006 Susan Sandretto

Some editors have been discreetly anonymous. Others like Liz Gordon, have taken charge and addressed the reader. The editors have served for varying amounts of time. To show you that I can do the numbers stuff I have prepared a graph.



The record for number of years as editor, seven, is held by Sarah Farquhar. But she may not have produced the greatest number of issues because, once John Church, editor for five years, got his hands on the publication, and his trusty MacIntosh for layout, he produced four issues a year whereas Sarah produced four in

her first year but seems to have produced three in other years. But then again John had a lot of friends to help him. Therefore, the person who made the greatest editorial contribution must remain one of the many unsolved problems in educational research.

Although I do not have any photographs of early NZARE events I do have one of those who attended a research seminar held in 1977. That was the year before the Ministerial Conference. I am calling those who enrolled in NZARE in 1979 and 1980 foundation members. All except three of the 27 people in the photograph were later to become foundation members of NZARE. John Kirkland is at this present conference. He is in the photograph. Anne Meade, who gave the first Herbison lecture is in the photograph together with Anne Smith, who gave the Herbison lecture in 1991 and received the McKenzie Award in 1997. David Mitchell is in the photograph. He received the McKenzie Award in 1991. David and I were members of a panel at the AERA conference in New York in 1982. My memory of that event is that the panel was considerably larger than the audience. Marie Clay, also in the photograph, gave one of the state of the art addresses at the first NZARE conference, and received the McKenzie Award in 1993. John Watson, in the photograph, was on the planning committee for the Ministerial Conference on Educational Research. Also in the photograph, are a future Secretary of Education, Maris O'Rourke; and a future bishop of Dunedin, Penny Jamieson. I am sitting next to Marie Clay.

The Spirit of the Association

I do not think that the spirit of the Association can be found in the constitution which we spent so much time debating in 1978, but rather that the constitution has allowed a spirit to emerge. The spirit emerges in joint enterprise; in running a conference, and in editing a journal, setting up a special interest meeting and in organizing a monograph. Doing things together. NZARE has provided a home for a wide range of interests including historians like David McKenzie and his students. NZARE has kept the loyalty of so many of its members and I note that Helen Timperley and John Clark, both foundation members, are authors of papers at this conference.

The organization has ensured that women were fully represented and their voices heard. It has been possible for early childhood members, almost entirely women, to make use of the Association by running a meeting before the main conference. The early childhood Mafia (as we have been called), included people like Wendy Lee, who is a long term member. Maori interests have been met in caucuses,

and a Pasifika group has followed suit. Special interest groups have been held from time to time and Sue Middleton's monograph on the experience of doctoral candidates, a volume which spoke to many of us, is the most recent of a series of state of the art volumes. I agree that the original intention of a survey of a field has probably now become less important than it was when the association began. Sue's work was based on research and this seemed to me a valuable way to go.

This association has been an important part of my life. I have attended 18 NZARE conferences. In 1987 I was made a life member. [20] I took the hint and retired from the Council. I gave a Herbison lecture in 1993. [21] My most recent conference was in Wellington in 2004 when two colleagues and three of my students from the Wellington College of Education's Master of Education course, presented a symposium and two papers.

I have been to three Australian conferences at one of which, in Hobart 1985, I was an invited speaker. I attended one British Education Research Association conference and one Scottish Council for Research in Education conference, the latter held at St Andrews. Yes I saw the golf links.

I have watched NZARE respond to social change. The influence of the women's movement and the extension of post graduate study to women's occupations, the growth of early childhood education, the Māori renaissance, Pasifika assertion, poststructuralism and, let us not forget, accommodation in hotels. The three legs of the stool are still evident. The universities, the colleges of education, the polytechnics and the wananga constitute one leg. The Ministry is another leg and so is NZCER, both with representatives at this conference.

Tena kotou, tena kotou, tena kotou katoa.

Endnotes

1. I have italicized the various committees when first mentioned.
2. In answer to the question, "Do you recruit staff in accordance with your research policy?" only the Department of Education and NZCER answered "yes".
3. I am not sure whether this paper was distributed to participants at the Ministerial Conference. It was certainly distributed to the ad hoc committee.
4. P.Freyberg to members of the ad hoc study group, 14 July 1978.
5. Report of the Lopdell House meeting on the proposed Association for Research in Education, 23, 24 July 1978.
6. William H.S. Dennis to Miss M. Hamilton 27 June 1978.

7. Under strict terms of membership and after four years, AARE membership declined from 156 to 111 paid up members (Bessant & Holbrook, 1995, p. 47). Membership was opened up in 1975. In 1977 the membership was 272 and in 1978 it was 373. Honorary Secretary's Report Australian Association for research in Education 1978 Annual General Meeting.
8. This was later confirmed in Bessant & Holbrook (1995).
9. *Input* 5:1, 1983.
10. The year that the membership records went on to computer was 1983.
11. *Input* 1991, 13:3, pp. 6-7.
12. *Input* 2:1, 1980.
13. *Input* 10:3, 1988.
14. *Input* 1:2, 1979.
15. *Input* 2:2, 1980.
16. *Input* 2:2, 1980.
17. Harman to McDonald, 11 September 1978.
18. *Input* 5:1, 1983.
19. *Input* 7:2, 1985.
20. Citation in *Input* 1998 10:1. It was written by Anne Meade.
21. "Sylvia Ashton Warner's Mother: Class, Gender and the Training of Primary-School Teachers". Revision published as "Where should teachers be trained? The influence of gender and class", in K. Watson, S. Modgil & C. Modgil (Eds.) *Educational Dilemmas: Debate and Diversity, Vol. 1, Teachers, Teacher Education and Training* (pp. 159-168). London: Cassell, 1997.

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