

policy, law and organizational frameworks, the leadership of particular jurisdictions and interest groups, the influence of federation, and the spread of adapted imperial models and indigenous innovations throughout Australia.

The New Zealand reader must look hard to find references to trans-Tasman links beyond the consultancy of Edward Paley, Victoria's Inspector of Asylums, on setting up a national system (1872), and our eugenics-inspired legislation of 1928. Yet the parallel patterns of development, common problems, and shared imperial inheritance in Australasia invite further delving. Borrowed lunacy law and similar organizational frameworks come to mind. So do the ways colonial demography affected definitions of lunacy and limited boarding out or community care. The asylum's transformation into a catch-all institution is also reminiscent of New Zealand's experience. Of course, trans-Tasman comparisons lay beyond the purpose of this book. Its writers rightly settled for an Australian contribution to international scholarship that still has far to go in exploring colonial responses to insanity in many empires.

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*Learning to Lead: A History of the New Zealand College of Management, 1952–2002.* By Diana Beaglehole. New Zealand College of Management Inc., Wellington, 2004. 267 pp. plus appendices, index. NZ price: \$6.00 from the New Zealand College of Management, PO Box 11-146, Manners St, Wellington.

THIS WORK is a commissioned history of an organization that was known for the first 31 years of its life as the Administrative Staff College. The College was established jointly by the New Zealand Institute of Public Administration and the New Zealand Institute of Management. Its hallmark was courses in management development, usually conducted away from the work place, which were offered to young private and public sector managers. The study covers the origins of the college, 1952–1957, its three successful decades, and the more troubled times it faced after 1987.

The difficulties of the latter period dominate the study — well over half the pages for 15 out of 50 years. Those difficulties culminated in the college's closure. The decision to close was taken in December 2003, just after the book went to press, but a scan by the reader of the diminishing scale of the College's assets — from \$2.2m in 1997 to \$700,000 just five years later — would have suggested that the writing was on the wall.

Beaglehole's study traverses the under-explored area of New Zealand management history, although one touched on in her own earlier history of the Interlock group of companies and investigated, for the public sector, in Alan Henderson's *Quest for Efficiency* (1990). The history of management was peripheral when historians focused on politics, government and nation-building and has continued to be overlooked as attention has turned to social history and history from below. Given the revolution that New Zealand has undergone in economic organization since the mid-1980s the oversight is unfortunate, and we can be grateful to Beaglehole's volume for making amends in this direction.

Chapter one sets the pre-1952 scene whilst chs 2–4 cover years of both consolidation and growth. Beaglehole relates the origins of the college to the mid-century professionalization of management and in particular, to the model provided by the Administrative Staff College set up in the United Kingdom at Henley after World War II, which was the inspiration for the New Zealand venture.

Chapter five covers two disparate periods — the years from 1970–1987 when institutions regularly sent their 'best and brightest' on the college's courses, and the crisis it faced in 1988 when for the first time, in the aftermath of the stock market crash

and the 1988 State Sector Act, course enrolments dropped. It had to cope subsequently with changing approaches to management training, and competition from many more management development providers (before 1987 it was virtually alone in the field). As the final chapters recount, it never fully surmounted these challenges.

A commissioned history operates under a number of constraints. It has to pay close account to individuals and to personnel changes that will be of only limited interest to readers with no direct experience of the organization. Conversely — or perhaps perversely — it cannot always be as explicit as an outside reader would like about the reasons for some personnel changes. Nor does it have a brief to place the story in a wider, more analytic context. But it can suggest some directions for such and three are canvassed here.

First is the professionalization of management in New Zealand. The origins of this can be traced back to the drive for 'reform' and 'efficiency' in both the public and private sectors before World War I. There is a hiatus between that wave of enthusiasm and the 1930s and 1940s impulses which Beaglehole charts. Second is the collaboration between the private and public sector in the establishment of the College. The enthusiasm on the private sector side came from Wellington-based individuals, in particular Ron Greenwood, the Wellington managing director of National Carbon. It was in those mid-century years that Wellington came closest to being the financial and industrial as well as political capital of New Zealand, and it is difficult to envisage such collaboration occurring later when commercial hegemony had shifted to Auckland — indeed, that shift was a challenge which the college grappled with unsuccessfully in the 1990s. Thirdly, for the post-1987 period one question must be how does an established and successful 'élite' organization cope with radical change in its environment? This question is redolent with irony because part of the college's mandate was to address precisely such issues.

It can be inferred from Beaglehole's narrative that years of 'success' can make it harder not easier for an organization to change. But for the College there was a more complex story within a story. Having surmounted the 'shocks' of 1987–1990, it made an operational surplus in 1991, a very difficult year for the New Zealand economy. But did this make it less prepared to confront longer-term threats? The question of partnerships offered and foregone — with Henley (pp.155–6), with Mount Eliza in Australia (pp.176–7), and with Victoria University of Wellington (pp.228–9) — is suggestive. Beaglehole's account of the reasons for the decisions against seem plausible in all cases but one is left with a nagging feeling that the College had just enough of an asset base to resist taking such a radical step, thereby at least surviving. These wider-ranging questions could not practicably be addressed within the constraints of a commissioned corporate history, even such a skilled one as this. But it is one of its many merits that it has provoked them.

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*Those Who Can Teach: A History of Secondary Education in New Zealand from the Union Perspective.* By David Grant. Steele Roberts, Wellington, 2003. 390 pp. NZ price: \$39.95. ISBN 1-877338-21-4.

THIS IS A HISTORY of the first 50 years of the New Zealand Post-Primary Teachers' Association (PPTA). The only comparable study of a New Zealand teacher union is E.J. Simmond's centennial history of the NZEI, published in 1983. David Grant's book, which draws on a wider range of sources, is better in almost every respect.

Naturally, PPTA campaigns for better pay and working conditions loom large. Chapter two, entitled 'Salaries and staffing — the never ending story', deals with the association's