

poet Allen Curnow, the world beyond the state still only features in Templeton's narrative as something his real stars, officials, have to respond to (in addition to their political masters and foreign interlocutors). As a result, it is difficult for readers to appreciate either the ebbs and flows in the public's and peace movement's interest in the issue, or the permanency of some officials' views.

By building his account around descriptions of one thread in the story after the other, the overall effect of *Standing Upright Here* is to present the participants in it as mostly reacting to immediate and ever-changing contexts — and, arguably, to reinforce the perception that the diplomats of the time whose sources Templeton depends on were themselves more attuned to the governments they had to relate to than their compatriots' emotions over the bomb. Just as seriously, too, there is the question of whether Templeton's state-centred approach fully sets up his conclusions. While it most certainly enables him to wonder whether the 1980s' 'negotiations were doomed from the start', one would be harder pushed to argue that it allows him to prove as much as earlier authors like Kevin Clements or Elsie Locke that 'New Zealanders' antipathy to all things nuclear has become deeply embedded in their collective psyche', or that the issue showed how 'New Zealand has finally mastered "the trick of standing upright here"'.

One could make other criticisms of this foundational work. Most obviously, Templeton has not delved as widely into secondary sources on his topic as he could have: there is no attempt, for instance, to draw on Barry Gustafson's interpretation of Sir Robert Muldoon's views on nuclear questions, or Malcolm McKinnon's reflections on the ANZUS crisis. Also, one could ask whether the 1970s deserve to dominate the book as they do, given the dramas of the 1980s. These criticisms will not be what gives or does not give this book entry into future reading lists for history or politics courses: it is on the merits or otherwise of Templeton's approach that readers will divide. For some, it will offer a remarkable case study of diplomacy in action. For others, it will leave too many stories yet untold.

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Making a Difference: A History of the Auckland College of Education 1881–2004. By Louise Shaw. Auckland University Press, Auckland, 2006. 275 pp. NZ price: \$50.00. ISBN 978-1-86940-370-6.

THIS BOOK WAS TIMELY, appearing as it did in the year the Auckland College of Education ended its days as an institution in its own right having merged with the Faculty of Education at The University of Auckland. While this merger is part of a national trend to amalgamate colleges of education with local universities, the concept of university-based teacher education is not a new idea. It was, however, always a controversial one and the often troubled relationship between the two Auckland institutions since the 1880s is skilfully interwoven throughout Louise Shaw's text. As in other New Zealand cities, key differences in Auckland rested with the provision of college-based practical teacher training focusing on producing first-rate classroom teachers and the university-based academic and theoretical foundations taught as an education major for the Bachelor of Arts degree. For a great many students the two aspects were not mutually exclusive, but once the Auckland College moved from its inner city Wellesley Street site, adjacent to the university, and out to suburban Epsom in 1926, the sheer logistics of travel to university to attend lectures was the bane of their lives.

This is not the first time that a history of teacher education at Auckland has been produced. In 1981, Bill Trussell produced *Auckland Teachers College: Reflections on*

a Hundred years of Teacher Education, published by the college to mark its centenary. While adequate for that purpose, Shaw's book is comprehensive and more on a par with Roger Openshaw's excellent history of Palmerston North College of Education. Shaw's book is divided into 13 chronologically ordered chapters. It is, however, much more than an institutional history-tracing as it does the provision of, or lack of, teacher training in the Auckland region as linked to the vagaries of provincial schooling tied closely to the provincial economy and population fluctuations. In this regard, the first chapter is very well done, outlining the debates and issues that led to the establishment of the college in 1881. Similarly, close attention is given to the different times in its history when the Auckland College of Education, known earlier as the Auckland Training College and as the Auckland Teachers' College, was closed down. During such periods schools still had to struggle with large numbers of pupils and coped as best they could with pupil-teacher systems of training as well as students trained by private providers.

Shaw makes clear the complexities of teacher education provision over time, including the separation of the primary and secondary teacher training sections of the college, the addition of training for those destined to be teachers of kindergarten, later incorporated into early childhood education, of the deaf, of commerce, of manual classes and later of those specializing for future teaching in schools with predominantly Maori or Pacific children. Explanations are also provided of the different student intakes at different times, each with its own alphabetically-labelled division. Readers would be most familiar with Division A (Primary), Division B (Secondary — while also undertaking university study), Division C (Secondary — graduates) and Division E (Early Childhood). However, hundreds of teachers, especially adult and women, were recruited into teacher training via lesser known routes such as 'Division U' from 1956, a system whereby selected students had their university fees paid for four years and received an allowance; 'Section T', a one-year pressure cooker course during the post-Second World War years; and Division M, a special three-year part-time course for married women introduced in 1967.

A commendable feature of the book is the discussion of the other two teacher education institutions in the Auckland region: Ardmore Teachers' College (1948–1974) and the North Shore Training College (1963–1981). Neither is the School of Social Work forgotten, it being established on the Epsom Campus in 1982.

There is much detail of the early years of the college, presumably because it was a smaller institution with fewer people. Here, the author includes interesting snippets of college life and captures the personalities of some of the key players. To be particularly commended is her inclusive approach, highlighting the contributions of the Students' Association as well as others often omitted from institutional histories such as the Maori and female staff who were both then and later recognized as leading New Zealand educationalists.

Much emphasis is placed on the role of each of the principals in turn, including insights into their respective philosophies of teacher training. Less emphasis is placed on the many outstanding curriculum innovators who taught at the college, although effort is made to mention some contributions and length of tenure. A feature of many institutional histories of this kind is a listing including principals, staff, student union presidents and council members. This is because readers with connections to the college could reasonably expect to find a name in the appendices even though it does not appear in the text.

Another surprising aspect of this book is that there is little mention of the schools associated with the college. Given the importance of the role of schools and teacher associates with student professional practice over 120 years, and the sheer amount of time students spend in schools, one could expect aspects of the college-school relationship to be canvassed. More importantly perhaps, many teachers really did make a difference for the students under their tutelage in school classrooms and their legacies are intertwined with the teacher education provided by the college.

Throughout the text there is effective use of extensive manuscripts and oral testimonies from both staff and students. Of the latter are almost too painful to read accounts of student teachers' first forays in front of a group of children and the nerve-wracking 'crit' lesson observed by college staff. There is also a range of illustrations and photographs well-matched with the text, highlighting the calibre of production work.

Institutional histories such as this are most often read by those who were associated as students and staff. While this is likely to be the case with this book, there is more here that will also appeal to those with a broader interest in the history of Auckland and the history of New Zealand education.

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The Big Show: New Zealanders, D-Day and the War in Europe. Edited by Alison Parr. Auckland University Press, Auckland, 2006. 256 pp. NZ price: \$39.99. ISBN 1- 86940-3657.

THE BIG SHOW: New Zealanders, D-Day and the War in Europe is a well-presented and illustrated collection of oral histories edited by Alison Parr of the Ministry for Culture and Heritage. The participants are, with one exception, New Zealand servicemen who were involved in the D-Day landings in France that began on 6 June 1944. The remaining interview is with Lucienne Vouzelaud, a French Resistance worker who, with her husband, was attached to the Comète Line assisting allied airmen to escape from occupied France. The book is the result of the Shared Memory Arrangement — an agreement between the New Zealand and French governments to facilitate research into the shared history of the two countries, signed by Prime Minister Helen Clark, in June 2004. Both Clark and Hamlaoui Mékachéra, French Minister of Veterans' Affairs, contributed forewords commending the publication and espousing its value in illuminating the connection between New Zealanders' war service and France. The interview with Madame Vouzelaud undoubtedly confirms the link and adds another dimension to a collection that is otherwise dominated by the New Zealand voice.

Parr's introduction offers a sketch of New Zealand's involvement in World War II and sets the scene nicely for the roles of the men interviewed. Besides Madame Vouzelaud, five ex-naval and eight ex-Air Force servicemen are featured in individualized profiles. Tracing and interviewing this number of New Zealanders with direct involvement in D-Day is a strength of the work as opportunities to interview war veterans diminish. The editor splices the interviews she recorded and links the long extracts with paraphrased connecting prose. Each person's story is supported by appropriate and interesting photographs from their personal collections and sources such as the Waiouru Army Museum, although there is a heavy reliance on material drawn from the British Imperial War Museum. Each profile ends with a photograph of the participant taken at the time of interview. In this way Parr grounds the collection in the personal. The selection of oral testimony likewise conveys the very individual nature of the remembered war experiences.

This is an easy-to-read, accessible account of New Zealanders' involvement in D-Day operations. It includes a helpful index and good background reading is suggested in a list at the end of the book that in part makes up for the absence of footnotes. The map (p. viii) lacks a caption of any sort and there is no identification of the two main countries, the United Kingdom and France, on it. Nor is the fact that *Utah*, *Omaha*, *Gold*, *Juno* and *Sword* were code names for the proposed landing sites on D-Day, not actual names of the beachheads, noted on the illustration.

The Big Show follows the pattern of numerous recent publications of veterans' accounts of war service and would appeal to an audience interested in New Zealanders' experiences