

About the Maps

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The maps for this project were drawn as Microsoft Word tables. While this was an extremely practical way of producing them, it had the drawback that they were then not very robust in terms of cross-platform or electronic transfer.

The grid was originally lettered and numbered with the same letters and numbers assigned on the original map (thus corresponding to the grid references assigned to schools) to facilitate the entry of the data. The initial maps were produced by assigning a symbol (e.g. *, #) to each form to be mapped. This symbol was then entered into the appropriate box on the map. At this stage, rural schools were entered on a map of NZ, and urban schools were entered in tables created for this purpose. The urban centres on the “rural” map were shaded with a small grid.

These initial maps were hand-coloured: they often contained multiple forms in one square, and it would not have been possible to have split the cells electronically into small enough sections. The small grids on the “rural” map were coloured following the larger urban tables to give a composite picture for each map. These original maps are difficult to read in their uncoloured, electronic form, but there is a sample in the document called *Analysis Process*.

Subsequently, composite maps were produced for the data which showed interesting regional variation. On these composite maps, the grid letters and numbers were removed, and insets were introduced for each of the boxes which contained more than two schools. Thus whether or not an urban centre is represented by an inset depended on whether there were three participating schools in that centre, and whether there was also a rural school in that box.

Hamilton did not require an inset because just two schools there participated (rather than the desired six), and there was no participating rural school in that box; the information about Hamilton could thus be included on the main map by splitting the box in two. New Plymouth, though smaller, had two participating schools, and there was also a participating rural school in the box. It was thus necessary to have an insert to accommodate the information about these three schools. The Napier/Hastings inset also contains a rural school. The scale of the insets was determined by the shape of the space available, the shape of the space required, and the number of schools to be included. They are thus not to scale in relation to the main map, and nor are they all on the same scale. What remains constant is that one box represents one school both on the main map and in the insets. In the small centres, no attempt was made to reproduce the geography of the centre. However, the insets for Auckland, Wellington and Christchurch do represent schematically the geography of those cities. Grey squares in these insets represent either sea or land with no schools. Empty boxes represent areas where there were schools, but none agreed to participate. On the main map of NZ, no distinction is made between areas with no schools and areas where there were schools, but none participated in the research.

In Auckland and Wellington, the boxes in the insets could not be further subdivided electronically. This posed a problem whenever one of these schools reported more than one of the forms being mapped. As with all other aspects of

the mapping, the most practical solution had to be adopted: an adjacent square (or squares if needed) was co-opted to show the second form. The boundary line between these squares was removed, so that it is possible to see on close inspection which squares form an extended box in this way. It is seldom important for our results to know precisely which schools reported which forms; what matters is a visual impression of which general areas of the country reported which forms. The solutions adopted for the mapping problems are those which best served this practical end.

For ease of reference, a composite map showing the grid markings has been included amongst the electronic documents for the project. While the letters are in the expected place top and bottom, the numbers are written down the middle of the map rather than at the edges so that they are always visible. An attempt was made to locate the schools in the urban insets, but in Auckland and Wellington, it was necessary to use a font so small that legibility is marginal.

About the graphs

The graphs in the statistical analysis document all have accompanying explanations of what is being graphed against what.

The graphs in the documents presenting the results of the individual items are almost all graphs showing the decile distribution. In these graphs, the x-axis shows the 10 decile groups. The y-axis shows the percentage of schools in each decile which reported a particular form. For example, we had 10 Decile 1 schools in our sample. If 8 of them reported form F, then the bar for Decile 1 will reach the 80% mark. We had 16 decile 10 schools in our sample. If 8 of them reported form F, the bar for Decile 10 will reach the 50% mark.

Any other graphs are accompanied by an explanation.