FROM CHRISTCHURCH ACADEMY TO HAGLEY HIGH SCHOOL

1858 - 1966

A Study of Educational Opportunity in New Zealand

A Thesis Presented to The University of Canterbury

In Partial Fulfilment of the Requirements for the Degree Master of Arts In Education

by Gerald W. Fricker 1965
THE ACADEMY, 1858
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PHOTOGRAPHS  THE ACADEMY, 1858.

WEST CHRISTCHURCH BOROUGH SCHOOL IN THE EIGHTIES

WEST CHRISTCHURCH BOROUGH SCHOOL ABOUT 1900.
CHAPTER 1

INTRODUCTION

1. THE SCOPE OF THE THESIS

This thesis is concerned with the history of a Christchurch school and how it reflected the changes and trends in the development of New Zealand education during the period 1858 to 1966. Mr L.G.F. Ennor, Superintendent of Education, Auckland, said at the centenary celebrations of the school in 1958 that it 'embodied a living history of the educational changes that had taken place in New Zealand.' This statement provides the scheme of the thesis.

11. A REVIEW OF THE LITERATURE

No complete history of the school has been written. A brief history was written in 1924, but extensive enquiries have failed to locate a copy. A Diamond Jubilee Magazine was published in 1935 and a Centenary Magazine in 1958. The most valuable source material available has been in the minute books of the school. The earliest minute book was that of the High School of Christchurch for 1864, but unfortunately it records the minutes of a brief period only.
The minute book of the West Christchurch School Committee, 1877-1887, has been most useful; the business was carefully and thoroughly noted. A residue of the 1858 centenary has also been useful. This included letters and other papers dated as early as 1873-1874.

A number of photographs of the school last century was found and three of these have been used. The Dictionary of Canterbury Biography housed in the Canterbury Museum Library, has been of value in revealing the personal details of some of the men who founded and controlled the school last century. The Provincial Council Gazettes have provided roll numbers and other details necessary for this study.

Early newspapers, in particular the 'Lyttelton Times,' 'Press' and 'Weekly News' have yielded information about the school. The school magazine, 'Westonian' first published in 1930 has been of use also.

Interviews with men who have had long association with the school have been of much value in clarifying the writer's thinking and leading him to other valuable sources.
CHAPTER 11

EDUCATION IN CANTERBURY 1858-1873

The plans of the Canterbury Association for the establishment of elementary schools financed from the proceeds of land sales were not realised because of financial difficulties. The early years of settlement in Canterbury preceding the Education Ordinance, 1857, saw nothing more than the establishment of the Canterbury College and Grammar School and the haphazard growth of a number of private and denominational schools that were quite inadequate to meet the needs of the community.

The Education Ordinance, 1857, provided for the granting of annual sums for five years to the heads of the Anglican, Wesleyan, and Presbyterian churches, to be used at their discretion in aid of education. The denominational heads had complete control over the appointment of teachers, the instruction given, and the management of the schools with regard to both secular and religious teaching. A conscience clause was included for the benefit of children whose parents objected to the religious doctrines taught. An inspector was to be appointed by the Superintendent of the Canterbury Province,
but only with the assent of the Bishop and of not less than half
of the heads of the other religious bodies. It was his duty to
report upon the schools but not upon the religious instruction
given. Further, he could not interfere in any way with the manage-
ment of a school. The only control, associated with the right of
inspection, which the provincial government retained over the schools
was the power to cut off the grant to the school if its secular
instruction was not up to standard.

The Superintendent of the Canterbury province, J.E. Fitz-
gerard, had hoped not for a denominational scheme of education but
for the establishment of an efficient, general system of secular
education. Although disappointed in this respect, he was just as
concerned about the efficiency and stability of education, and was
able to say in his final address to the Provincial Council, 4th July,
1857:

I am especially gratified that an 'Education Bill' has been
passed before my term of office expires; not that I wholly
approve of that measure, but that it is a very great improve-
ment upon the former plan, and it gives stability and permanence
to a system of education. For this reason alone, it gave me
great pleasure to assent to that law.¹

¹ A.G. Butchers, Education in Canterbury, p.37.
This method of providing public education met with strong criticism and opposition from the outset. In 1862 the Provincial Council set up a Commission of Enquiry under the chairmanship of the Hon. H.J. Tancred. The Commission found that some areas had no educational facilities, that in others there was wasteful overlapping, and that many of the schools themselves were insanitary, overcrowded, and grossly inefficient. They condemned the denominational system as:

... extravagant, inefficient and discordant ... mostly because it had withdrawn the education of the province from the supervision of the State and practically abolished that control over the expenditure of public money in particular.²

The Commission recommended the abolition of the denominational system and the establishment of a system of public schools. The result of this enquiry was the Ordinance of 1864, which transferred the administration of educational funds to a public Board of Education. Under another Ordinance of the following year a public school system was set up, but the denominational schools were allowed to continue under the control of school committees and to receive government

² A.C. Butchers, The Education System, p.54.
subsidies direct from the Board of Education. Provision was made for the transfer of a school from the denominational to the public system upon application duly made by the school committee.

Religious instruction was left to the church authorities controlling the denominational schools. The public schools were opened daily with Bible reading, attendance being compulsory. The public school committees were empowered to arrange for religious instruction to be given by the teacher, attendance being obligatory unless a child was expressly excused because he was receiving proper religious instruction elsewhere. Ministers were given limited right of entry to provide denominational instruction for children whose parents requested it.

This dual compromise proved, in practice, to be entirely satisfactory to no one, and when the Colonial Parliament failed to establish a national education system, the Canterbury Provincial Council added two important amendments to the 1864 Ordinance. This was a further step in the direction of a public system of education and it dealt a heavy blow to church sponsored schools.

The 1871 amendments abolished fees in public schools thus
providing free education supported entirely by rating; and the Board of Education was now empowered to establish district schools where local residents had failed to move. The Board of Education delegated the establishment and management of schools for all pupils to the district committees. Such schools were financed by a rate of £1 payable by every householder, with a further five shillings per child (up to the fourth) between six and thirteen years of age. Pupils who were not the children of householders were to be admitted on a fee of five shillings per quarter.

The right of entry of ministers was narrowly maintained in the 1873 Amending Act. From 1873 schools became otherwise entirely secular. All grants to denominational schools were stopped. Canterbury had replaced denominationalism and religious instruction with free, secular public schools maintained at the public expense.
CHAPTER 111

THE ACADEMY AND HIGH SCHOOL OF CHRISTCHURCH 1858-1873

The Presbyterian Church received 11\(\frac{1}{2}\) per cent of the £2,000 subsidy granted for educational purposes by the Ordinance of 1857. This share, based on the numerical strength of Presbyterians in the province, enabled them to establish in the province a number of schools, including the Academy.

The congregation of St Andrew's Presbyterian Church opened the Christchurch Academy for the reception of pupils on Monday 15th November, 1858. The first school building was 20 x 16 feet and was sited on three acres of land at the corner of Oxford Terrace and Tuam Street. A newspaper advertisement announced the opening:

CHRISTCHURCH ACADEMY

Under the charge of Mr McLeod, was opened on Monday 15 November for the reception of pupils at 10 o'clock. Temporary accommodation for the classes has been provided in the Session House of St Andrew's Church. The object of this institution will be to impart a sound education, based upon a thorough acquaintance with the English language, History and Literature, guided by religious principle, and embracing so much of the Classical languages and Mathematics as is usually requisite for entering the Universities in Britain.\(^1\)

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\(^1\) Advertisement, Lyttelton Times, December 8, 1858.
The Academy received commendation from the Inspector, Mr J.P. Restell, in 1861, during the time it was under the Rectorship of Mr David Scott, a teacher, who, on his arrival from Scotland had "inserted in the paper a whole column of his qualifications and references." \(^2\) Mr Restell said in his report: "at no school have I found so high a standard - and there are 87 boys under one master." \(^3\)

In 1862 the 'Lyttelton Times' reported that the Academy was a school supported by fees and aided by a government grant and had "produced higher results than any other similar educational establishment in the city." \(^4\)

The Academy was under the direction of a school committee elected by the congregation of St Andrew's Church. The men on the committee were known as the Directors and included such prominent citizens of Christchurch as the Rev. Charles Fraser, the Rev. Dr J. Lillie and Dr J.S. Turnbull. Dr J. Lillie had taken a prominent part

\(^{2\text{G.R. Macdonald, Dictionary of Canterbury Biography.}}\)
\(^{3\text{Ibid.}}\)
\(^{4\text{Lyttelton Times, June 14, 1862.}}\)
in the reform of education in Tasmania and was regarded as the chief founder of the Christchurch Academy. He was a member of the Commission which investigated education in Canterbury and responsible for the Report 1863-4. Dr J.S. Turnbull, a vigorous individualist, took a great interest in the Academy, maintaining that it was 'not denominational but catered for all boys.'

During 1863 the Directors decided to develop the school programme by acquiring a new school site which would be more suitable for their purposes. An advertisement was published in the "Press" 20th June, 1863, expressing the need for a new site for the school where the youth attending it can have space for healthy recreation' and a subscription list was started. The Directors selected Lot 32, Christchurch Town Reserves, Lower Lincoln Road, as a suitable site because:

It is within 400 yards of the present building, points on Hagley Park, has a good exposure, and nearly as can be resembles the position of similar schools in Edinburgh and other large towns in Scotland.

It was noted at the meeting of the Directors of the Academy

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6 See Infra, Appendix B.
7 Minutes, High School of Christchurch, June 23, 1863.
that the Commissioners on Education were then preparing a general scheme of Elementary Schools which would speedily include all the denominational schools and make, at less cost, ample provision for every district of town and country.\footnote{Ibid} The Directors stated that the proposed High School to be built on this site would be:

\ldots the means of providing a superior education to all who desire it for their children and at rates of payment certainly not higher than at present. This has hitherto been the earnest desire of all Scottish parents and is peculiarly suited to a Colony where the highest places may be within the reach of all.\footnote{Ibid and see Infra Appendix C.}

The school on this new site became known as the High School of Christchurch. There were three classrooms; one being the original Academy building pushed on rollers to its new place by the pupils. An advertisement in the "Press" 2nd July, 1863, gave notice of the new situation,\footnote{See Infra Appendix D.} and the school flourished under the headmastership of Mr Charles Cook who began as English master.\footnote{See Infra Appendix E.} The new site was that of Kohler's Gardens and the building there was used as a pupils'
boarding establishment; the grounds also contained a swimming
bath which was a great asset. The boarding establishment drew
pupils from as far away as the North Island and Otago. The Rev. Dr
J. Lillie, Rev. J. Cow of Lyttelton, the Rev. W. Kirton of Kaiapoi
and others supported it by exercising their influence and by send-
ing their sons to be educated there.

An indication of the state of the school and the aims of its
Directors can be gained from an account of the planting of two
trees that took place on the school site on July 9, 1863, to commen-
corate the marriage of the Prince of Wales:

... it seemed, therefore, peculiarly appropriate that some
lasting memorial of the day and the happy event it celebrated
should be set up in a place where he (Dr J. Turnbull, represen-
ting the Directors), felt assured a large portion of the
youth of Canterbury would for many generations assemble to
behold it.

... Mr W. Wilson, as Treasurer of the Directors, spoke briefly
on the success which had attended their efforts for the estab-
lishment of the school, and expressed the hope that the pupils
attending it would surpass them in every moral and intellectual
quality.

... Loud and repeated cheers were given for the Prince and
Princess, the lady planters and the Directors. 12

Mrs Jane Deans noted that 'the High School of Christchurch
was intended to supply a want felt by many of a more commercial

12 "Press", July 14, 1863.
education than that offered by Christ's College, the teaching of which was too much along classical lines for the greater number of boys in those days. 13

Latin was still given a high place in the curriculum but mathematics and English were emphasized as necessary practical equipment.

The Inspectors again reported favourably of the Christchurch High School in December, 1863:

The boys of the Christchurch High School were examined yesterday by the Rev. James Buller, the Rev. Charles Fraser and Mr Samuel Butler. We understand that, owing to the recent sickness in Christchurch, there has been an unusually small attendance during a considerable portion of the late half year. We are happy, however, to learn that the examiners reported very favourably of the School, and that the returning health of Christchurch has caused the attendance to resume nearly its wonted numbers. 14

For a time the Directors of the school arranged for lecture courses, open to the public, and given by the Provincial Government Engineer, A.D. Dobson, on building construction, and by Dr J. Powell on chemistry. These lectures were stopped through lack of finance.

13 G. Millar, Centennial History of St Andrew's Church,

14 "Press", December 12, 1863.
The Provincial Government grants to the denominations for educational purposes enabled the Presbyterian Church in Canterbury to establish an educational system in accordance with their ideals. The original Academy and the Christchurch High School as it became offered a curriculum which was liberal for the times, and which was much needed in such a growing community. Its Scottish trained teachers and its public-minded, progressive Directors had provided a sound foundation for the success of the school in the years that lay ahead.
CHAPTER IV

THE REV. CHARLES FRASER AND THE PRESBYTERIAN VIEW OF EDUCATION

No account of this period should ignore the Presbyterian philosophy of education, and the contribution to education of the first Minister of St Andrew's Presbyterian Church and the founder of the Academy, the Rev. Charles Fraser.

The Presbyterian Church in Canterbury was an offshoot of the Reformed Church in Scotland which owed the statement of its doctrine and much of its policy to John Knox. It was largely through his work that the first free elementary schools were established in Scotland under the control of the parishes. Knox's scheme contained several revolutionary requirements for the Scotland of his day which can be seen reflected in the Presbyterian educational system of early Canterbury. He believed that schools, although fee-charging for those who could afford it, were to be free to the poor; that education was not a prerogative of any particular class; and that further education was to be made available to those who could benefit from it.

The reformers of the Scottish Presbyterian Church all looked on elementary education as a necessity in order that people could
read the Scriptures in the vernacular and so understand more fully God's revelation.

The Presbyterian Church gave great encouragement and practical aid in the early foundation of educational institutions wherever it pioneered. In the early days of the Canterbury settlement, Presbyterians set up their own schools to which all pupils were welcomed. By 1862 the Presbyterian Church of Canterbury had established four more primary schools and one more secondary school. The secondary schools were the Academy and the Lyttelton High School. The primary schools established by the Presbyterian Church were at North and South Christchurch, Akaroa, Kaiapoi, Arowhenua, and Lincoln. The Inspector's Report of 1862 noted that the Presbyterian schools, 'although not largely endowed like other schools were more efficiently run and certainly more popular'. The roll numbers of three schools in 1862 seem to support this: Academy -134, Lyttelton High School -112, Christ's College - 64.

The Rev. Charles Fraser, the first Presbyterian minister in Canterbury, made important contributions to education, and was instrumental in the foundation of the Academy and active in its
support for many years.

The vital concern of Canterbury Presbyterians for education is revealed in the minutes of the Selection Committee for the first minister of St Andrew's Church in 1854. The committee resolved to get a minister as soon as they could and it was stressed that such a minister should possess the highest possible educational attainments.

It is our repeated desire that none but a really clever minister should be sent, one who is fluent in speech; and a good extempore speaker, and capable, if desirable, of giving an occasional week-evening lecture on astronomy, geology, natural history, or other secular subjects of popular and instructive interest. ¹

The Rev. R. Bonar of the Free Church Colonial Committee replied to the St Andrew's Church Committee, that such requisites were "difficult to find apart, often, but 'together' very difficult". Still, he thought that in Charles Fraser they had found one who contained the most essential of them in no ordinary degree. He was "a young man of superior talents, of good manners, and of scientific attainments." ²

Mrs Jane Deans wrote of him: "... he was a very clever man, and talented, polished and gentlemanly in manner. He was connected with almost every institution in Canterbury, whether educational or

¹ G. Miller, Centennial History of St Andrew's Church.
² Ibid.
charitable. He was highly educated and liberal in politics.  

Fraser's educational work left his successors under a debt of gratitude. He took the higher classes at the Academy for some time without any pecuniary reward. He often lectured publicly on literary and scientific subjects. His experience in teaching no doubt helped him in the pulpit, especially in the exposition of the Scriptures. His sermons were said to be easily understood and yet full of interest and instruction which often sent his congregation away greatly delighted.

Fraser's aim like that of John Knox, was to establish a school in every parish, from which any capable boy or girl might go to high school and thence to university. He constantly urged Presbyterians everywhere to take advantage of the facilities for education offered by the Provincial Government. The Presbyterian Church offered the schools in Canterbury.

Charles Fraser played a considerabl part in the preparation for Canterbury College. He favoured a 'people's' university; one that would be available and suited to many more than just a few. It is to

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be noted that he attempted to save the High School of Christchurch by having it admitted, along with Christ's College, to the Collegiate Union founded in 1871.

Fraser's speech in 1864, when he was Moderator of the Presbyterian Church showed that he was in accord with the changes that were going on in the organisation of education in Canterbury. Above all it showed his liberal outlook on the purposes of education. His final statement epitomised the philosophy that has guided the School in all its various forms; in particular it breathed the spirit of the change that the school was to undergo next:

Education is a great question and it is recognised as one of the most difficult subjects of legislation at the present time; mainly owing to the way in which the various branches of the Christian Church have dealt with it. The Church has long had all but absolute control in the instruction of the young, and it is but justice to acknowledge the wholesome and effective influence which it has exerted. But it is worthy of consideration whether the time has not now come when she can safely hand over the more direct control of general education to the civil government. Such a change is by no means without example and does not imply the slightest censure upon its former influence.

... a like revolution seems now impending in the falling off of schools from the Church; and it need not be followed by any dangerous results. For some time now the chief association of religion with education has been one of disturbance and opposition. Schemes of public instruction have one after another, fallen to the ground through the jealousies caused by religious differences. It were perhaps well for both interests that such dissensions should cease. In this province the Presbyterian Church has always been ready to fall in with any plan by which a sound general
education could be secured; and has accepted with satisfaction the Ordinance already passed. But there is one department in regard to which the civil government does not yet seem fully to recognize its responsibilities. I mean that of higher schools and universities. It will still be the duty, therefore, of the Church, as the great civilizing power of society, to continue to devote its attention to the means by which the best attainable education shall be put within reach of all those whose talents show that they can be benefited by it. 4

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4 Ibid.
CHAPTER V

WEST CHRISTCHURCH SCHOOL 1873-1877

With the passing of the 1873 legislation the Directors of the Christchurch High School were now faced with the task of maintaining the school without grants, and solely from fees to be drawn from parents already rated to support the district schools. The trustees reluctantly accepted the situation and offered the School and site to the newly formed West Christchurch educational Committee.

The West Christchurch District Educational Committee, under the Chairmanship of H.J. Tancred, sanctioned the purchase of this excellently situated school and site in September, 1873. On 14th July, 1873, the Provincial Gazette had proclaimed the East and West Educational Districts, each bounded approximately by the Town Belts and divided at Colombo Street; the West District also took in the Addington area to the south-west.

So it was that the seventy pupils of the school that had been under Presbyterian control for 15 years, continued their studies in the three-roomed school now called West Christchurch Borough School;
one of the public schools under the Board of Education. The headmaster was the Rev. James Cumming who had offered his services to the new authority in September, 1873.¹

The course of instruction included reading, writing, spelling, arithmetic, geography, English grammar, history (sacred and profane) with the proviso that no child should be compelled to be present at the teaching of history whose parents or guardians should object. The 1874 timetable shows provision for a half-hour of Bible study every day.²

The headmaster and the committee had expressed a desire for the continuance of the higher studies at the school. Before his appointment the Rev. J. Cumming had asked for the continued service of the French master at the new school, saying that he was very impressed with the progress the pupils had been making under that master. The subjects taken by the Standard VII class included Latin, French and Algebra. The senior classes continued for some time but their need was lessened by the opening, in the vicinity of the school, of the Girls' and Boys' High

¹ See Infra Appendix F.
² See Infra Appendix G.
Schools in 1881 and 1887. Although the school was not to have a class above the Standard VII level until the admittance of free place pupils in 1904, it had played an important part in the provision of such higher education in the early days of the Canterbury settlement.

The West Christchurch Borough Committee had conducted a survey to determine the number of children for whom it was charged to cater in its schools. This survey revealed that there were 1,248 children between the age of 4 and 13 in the district, although 363 were already on the books of existing schools. The Committee accommodated many pupils in rented buildings until a new building could be erected on the Lincoln Road site. The buildings used as side schools included: St Mary's, Addington; Free Methodist Hall, Addington; Oddfellows Hall, Montreal Street; and Wesleyan School, Durham Street.

A letter to the Committee from James Elwin, headmaster of the Durham Street side school, in 1873, indicates one of the problems of the influx of pupils during that time.

The pupils of this school have in almost every instance been attending private establishments, prior to their entry here. I found even the most advanced scholars, utterly deficient in anything like solid groundwork; in cases, pupils have been study-
ing Classics, Shorthand, Book-keeping without even being able to perform the elementary rules of arithmetic with even moderate accuracy—children of seven and eight years, unable to read and spell, have been taught History, Geography and Grammar without, however, any appreciable result. I have therefore devoted the whole quarter to purely elementary work. Some parents appear dissatisfied that the previous course of their children has not been continued, but from the advance in accuracy I am satisfied the change has been judicious.

... The pupil teachers, being new to the work, are rapidly advancing in discipline and management and appear to take a real interest in the work of the school.

... I beg to draw the attention of the Committee to the fact that the average attendance has more than doubled during the last three months, whilst the number on the books has risen from 26 to 244; the average for this quarter would have been much higher had not mumps been so prevalent.

The Durham Street School continued growing as a side school reaching a roll of 400 in 1875. The Committee had decided to consolidate these side schools under the charge of the school at the Lincoln Road site, and this was partly done when the new building was occupied in September, 1874.

The Quarterly Returns for the years 1873-1874 show the roll and average daily attendance of the Lincoln Road School and side schools under the administration of the West Christchurch Committee. There was a big increase in attendance at the Main School, in particular.

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3 See *Infra Appendix H.*
In March, 1874, with the roll already up to 313, the Inspector's Report of the Lincoln Road School stated:

The school is conducted, under considerable disadvantages, in temporary premises. Most of the scholars are new admissions since Christmas. With the exception of two masters of superior qualifications, the teachers - an assistant and pupil teachers - are new hands. The school, is, at present, in an abnormal state; but those pupils of the former 'High School' who remained here under the same teachers, give a fair evidence to the superior character of the course of instruction. What has already been done is a fair standard from which to reckon further progress. The knowledge of ordinary subjects is above the range of District Schools; and a good class has entered on a higher course.\(^4\)

In December, 1874, when the roll had reached 668 with the absorption of the two Addington side schools and Montreal Street School, the Board of Education Inspector, Mr J.P. Restell, reported:

This may be regarded as the preliminary examination on commencing, in complete working order, in the new buildings. The organisation, discipline and tone of the school are uncommonly good. It is, as at present conducted, the best model of town schools in Canterbury. The subjects of instruction in the higher classes are somewhat numerous; regard however, is had to the requirement of several elder boys; but the prime care is to impart and maintain accuracy in the elementary and ordinary subjects of instruction. The papers done by the three upper classes, in all, 71 boys, are highly creditable; they show a good grounding in English Composition, Grammar, Geography, History and Arithmetic. Grammar is the most difficult subject with boys; but the remarkable accuracy of these shows that it is well understood and skilfully taught. The book-keeping, Mensuration, Mechanism, Mapping and Penmanship of the senior scholars are very commendable. Latin, Algebra and Euclid have been commenced.\(^5\)

The Canterbury Board of Education Scholarship results for 1874 showed some West Christchurch School pupils. L. Cohan was at the head

\(^4\) Report of Inspector to the Canterbury Board of Education, 1874.
\(^5\) Ibid
of the Class A section, and four other boys gained places in the Class B section. Ten scholarships, each of the annual value of £40 tenable for two years were made available for competition. The scholarship examination, conducted in 1874 by the Rev. W.J. Habens and Mr J.V. Colborne Veal, consisted of such subjects as reading, arithmetic, spelling, writing, grammar and composition, geography and history.

The Canterbury Education Board, during this time, had authorized school committees to purchase school prizes at the rate of 6d a head per child in daily average attendance. Besides these prizes, the Board granted special prizes for good conduct and diligence.

Pupil teachers played an important part in the schools of this period, and for some time to come. The West Christchurch School employed a number of pupil teachers; in 1874 there were eight pupil teachers out of a total staff of eleven. The Canterbury Education Board regulations for pupil teachers in 1872 laid down that youths between 15 and 16 years of age would be eligible for appointment. This application was received for a teaching position at West Christ-
church School in August, 1873:

I wish to apply for the situation of pupil teacher in your school. I have attended at Colombo Road School since January 6 and was with Mr Elliot before that. I am 13 years of age. And if appointed will try to merit the confidence placed in me. Maria O' Gallahan

The Annual Report of the Inspector of Schools, 1873, mentioned that the dearth of efficient teachers was the result of the greatly increased number of scholars since the introduction of the 1871 Ordinance, and of the former small number in school not generally necessitating the employment of assistants out of whose number future teachers, masters and mistresses would have been found. The remedy was to be found in the employment of more pupil teachers who would promise ere long to make up the deficiency of masters and mistresses. The Report added:

The pupil teacher system requires to be placed on a more definite and decided footing, in order to prevent the earlier and more toilsome years of training being wasted by the fickleness of youth, or the cupidities of parents, diverting the acquirements to other employments, during the term of four or five years, which should be required for pupil-teachership.

It was thought important that schools and teachers should share in the training of pupil teachers and thus help the promotion

6 See Infra Appendix I.
of future staff. The regulations stated that teachers responsible for training pupil teachers were required to devote one hour a day for four days a week, out of school hours, to the instruction of such pupil teachers. General subjects were instructed as well as the art of teaching. The Art of Teaching section of the Pupil Teacher Examination, 1874, included these questions:

Make a concise Time Table for a mixed school of 100. State what you know of the origin and advantages of the " Pestalozzian," " Lancastrian," " Glasgow," and other systems. Write an essay on the best means of checking irregularity, and securing regularity of attendance; or on the mixed sex school system - whether or not the sexes should be mixed in school or class; and why. 8

As the West Christchurch Borough School continued to grow so did the number of pupil teachers employed there; in 1875 there were nine pupil teachers out of a total of sixteen, and in 1877 fourteen out of a total of twenty-four.

The West Christchurch Borough School had undergone big changes in this period. The roll had almost doubled since 1874 when it was 444; in 1877 it was 868, with average attendances for those years of 308 and 606 respectively. The site had acquired a fine wooden

building for the primary classes and an Infant Department with six classrooms. The schooling given there had received good reports and on the eve of the 1877 Education Act the school had the reputation of being one of the best in Canterbury.

See Infra Appendix K, and Infra Appendix L for letters to the West Christchurch Borough School Committee, 1873.
CHAPTER VI

THE 1877 EDUCATION ACT

The 1877 Education Act established the system of national, free, secular and compulsory education in New Zealand.

A sense of national unity had been growing in New Zealand and this can be seen in the increasing demand for central government control in educational matters. The provincial system had proved unsatisfactory in many respects; the North Island provinces in particular were far behind those of Nelson, Canterbury and Otago in educational provisions and standards. Earlier attempts in Parliament at evening up this inequality in educational provision had met with failure mainly over the thorny questions of religion and the division of power between the central government and the local authorities. A fresh opportunity offered itself with the abolition of provincial government in 1876. New provision for schooling had to be arranged.

Charles Bowen was chiefly responsible for the Bill, which in an amended form became the 1877 Education Act. Bowen was convinced of three things:

... that it was the duty of the central government to see to it that 'the key of knowledge' ... was put within the reach of every child in New Zealand; that the actual control
of education should remain strongly decentralised; and that any arrangement that gave the churches a share in the control of schools provided by public money was likely to lead to serious trouble and to hinder progress. ¹

Despite a long struggle in Parliament and with the addition of many significant amendments, these convictions of Bowen were eventually realized.

The 1877 Education Act established a national system of universal primary education, and the strong religious and provincial factors that had been predominant in educational provision before this had been superseded. Charles Bowen said in 1894:

The common sense and public sense of the Parliament at that time overcame local and personal preferences to secure the one great object - that the key of knowledge should be put within the reach of every child in New Zealand. ²

The 1877 Education Act provided for a considerable measure of local administration of education. Every school was to have a school committee of seven members elected by a ballot of local householders. The committee was given important powers and duties including the general management of educational matters within a district. They could recommend teachers for appointment, suspension

¹ National Commission for UNESCO, Compulsory Education in New Zealand, p.21.
² Ibid.
or dismissal, subject to the Board's approval; decide whether the compulsory attendance clause was to be enforced; and they elected the members of the Boards under whose supervision they were to exercise these powers.

Two important clauses of the 1877 Education Act were those concerned with compulsory attendance and the course of instruction. The compulsory attendance clause provided free elementary education for all children from 5 to 15 years of age, and there was statutory obligation upon all parents resident within two miles of a school to send children from 7 to 13 years of age to school for at least one-half the period for which, in each school year, the school was open. Exemption could be granted if efficient schooling was being provided elsewhere or for sickness or other unavoidable cause, or if roads were impassable, or if a headmaster or inspector granted a certificate of attainment of such a standard of education as might be prescribed by the departmental regulations. It was enacted that the compulsory or penal clauses should not operate in any district except by express resolution of the school committee of the district.
The subjects of instruction were enumerated by the Act.
There was a wider range of subjects than had been provided previously.
The subjects were: reading, writing, arithmetic, English grammar and composition, geography, history, elementary science, drawing, object lessons, vocal lessons in music, and, for girls, sewing and needlework. A further clause stated that in public schools provision should be made for military drill for all boys, and for physical education. It was suggested that wherever practicable there should be attached to each school a playground of at least a quarter of an acre. There was no power to teach any subject in the schools apart from those enumerated in the Act. Further, only class-books approved by the Governor in Council could be used in the schools.

Schools were to be kept open on five days in each week for at least four hours; two in the forenoon and two in the afternoon, and it was expressly enacted that the teaching should be entirely secular in character.

A.E. Campbell had this to say about the 1877 Education Act:
The Act gave hardly anyone precisely what he wanted. That it was passed at all is evidence that universal primary education had come to be widely regarded as a social necessity, and that
men both inside and outside Parliament were prepared to make large concessions provided only that the general aim was furthered. For those who thought in this way, the Act, whatever its defects, represented a hard-won victory over the provincial and religious forces which had defeated their earlier efforts and which, given another chance, could still endanger the development of a national system of schools.  

The 1877 Education Act set the pattern for some years to come. A.E. Campbell noted that the New Zealand primary school of the period 'reproduced all too faithfully many of the unsatisfactory features of its English prototype'.

Playgrounds were often very small. Classrooms had their little galleries and nine foot desks, and provided little more than one square yard of floor-space for each child. Classes of 100 or more children were not at all uncommon, and books and equipment were supplied on the most meagre scale. Further, it continued to be widely assumed that the work of teaching could be satisfactorily performed by anyone over the age of 13 or 14 who was respectable in character and knew a little more than the children themselves. There were two training colleges, but until the end of the century, the pupil-teacher system remained the only form of training available to the great majority of intending teachers. The salaries of adult teachers were low—in some districts wretchedly so and this naturally affected recruitment. School discipline was rigorous, and the curriculum extremely bookish and abstract. The official departmental syllabus laid down regulations and requirements in the various subjects of the curriculum for each of the six 'standards'; and it was the duty of the inspector to examine once a year all the standard classes in each school in his area.

... 'The examination is to be so conducted', said the regulation 'as to enable the inspector to say to any individual pupil that he has passed, or failed to pass, a given standard'. Very soon

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National Commission for UNESCO, Compulsory Education in New Zealand, p.23.
school committees, education boards, the general public, and many of the teachers themselves came to judge a school almost wholly by the 'percentage of passes' it secured. It can be granted that schools containing large numbers of ill-educated and untrained teachers needed very firm control and that the system did produce a narrow kind of efficiency. On the other hand it tended to encourage cramming and driving, and to focus the attention of teachers almost exclusively on examinable results. 4.
CHAPTER VIII

WEST CHRISTCHURCH SCHOOL 1877-1900

The years after the passing of the 1877 Education Act saw another surge in the development of West Christchurch Borough School.

The attendance rose dramatically and was maintained throughout the period. The headmaster, the Rev. J. Cumming, reported to the school committee in 1877 that the school roll had reached 703. The increase was principally in the Infant Department where the number of pupils rose from 183 on 13th September, 1877, to 309 on 17th October, 1877. As a consequence of this increased enrolment, the secretary of the school committee was instructed to inform the Education Board that the necessity for procuring a side school in the southern part of the district had become imperative.

The roll of the school continued to grow steadily; by 1885 it was 1311 with an average attendance of 1076. By April, 1887 it had risen to 1444 with an average attendance of 1250, and this despite the fact that the side school at Addington had absorbed 274 children.

There is constant reference in the minutes of the school committee during the years 1877-1887 to the overcrowded classrooms and to the
necessity for extra accommodation at the school. In 1881 the head-master was under the necessity of turning away pupils, there being no room for them.  

Good attendance was always noted during examination times. In 1885 there were 1311 pupils of the school present for the inspection; this was the largest attendance at the school on record.

In 1890 the school roll was 1451, with an average attendance of 1235. In 1900 the roll had gone down to 990, other schools having relieved the pressure.

The West Christchurch Borough School during this period typified the increased roll numbers found in schools all over New Zealand, as a result of the 1877 Education Act.

The 1877 Education Act had stated that children must attend school for at least half the period the school was open and certain powers of coercion were given to school committees to enforce attendance. The West Christchurch Borough School did not put into force the compulsory clause for a number of years mainly because of a lack

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Footnote: Minutes; West Christchurch School Committee meeting, February, 1884.
of accommodation for any more pupils. Apart from a request by the headmaster for police assistance to prevent any truancy during the Exhibition, there is no indication that the committee desired to put into force the compulsory clause as laid down by the 1877 Education Act.

The secretary of the committee reported at a meeting held in December, 1882, that the Education Board wanted to know whether the West Christchurch Borough School Board intended to enforce the compulsory provisions of the 1877 Education Act. It was resolved by the committee that: 'as room cannot be found for those who attend school voluntarily, we have no intention of putting in force the said compulsory provisions'. This answer seems to have prompted action on the part of the Canterbury Education Board because the West Christchurch School Committee soon after received notice that a new two-storied brick classroom block was to be erected on the school property.

The average attendance of pupils at West Christchurch Borough School for the years 1881-1900 compared favourably with the provincial

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2 Minutes: West Christchurch School Committee, 13 December, 1882.
and national averages. This was in part because the school was centrally situated. Despite this, the committee was quick to make known the good average attendance that the school enjoyed. At the meeting of householders on 25th April, 1887, it was stated that the many years of successful teaching were evidenced by the increasing numbers of pupils attending the school. In 1884 the inspectors congratulated the school in their report on the large average attendance, especially when they took account of the fact that some pupils were prevented from coming to school because of very inclement weather.

Despite this praise the committee had occasion to note the bad attendance on the part of some pupils. It noted in September, 1885, that "far too many children were kept at home for the most trivial reasons".

In spite of the bad weather several children whose names are on the books attend school very badly indeed and the parents are apathetic. In some cases impudent answers are being sent in reply to enquiries as to the absentees playing truant in the worst open manner.

\[3\] See *Infra Appendix J.*

\[4\] Minutes: *West Christchurch School Committee, 9 September, 1885.*
The headmaster suggested to the committee that the only remedy was to put into force the compulsory clauses of the 1877 Education Act. It was decided at the committee meeting in January, 1887 to follow this course and circulars were sent to twelve boys and seventeen girls who were the worst offenders.

The teaching staff of West Christchurch Borough School increased with the rising roll. In 1877 the staff numbered 24 teachers, including 14 pupil teachers; in 1881 there were 22 teachers including 14 pupil teachers; and in 1900, when the roll had dropped as a consequence of new schools being built in the area, there were 21 teachers including 9 pupil teachers. Pupil teachers were as much a feature during this period as previously. In 1881 the Education Board employed 156 pupil teachers out of a total 408 teachers. The West Christchurch Borough School proved to be a good training ground for pupil teachers as the number trained there over the years and their success show. The Report of the committee, 1884, had this to say about pupil teachers:

The pupil teachers trained in the school have continued to take high positions in the examinations prescribed for their course. At the last examination, of 156 candidates,
8 of the 12 highest places were taken by pupil teachers of West Christchurch School. 5

In 1885, first, second, third and fourth year pupil teacher entrants from West Christchurch School filled the leading places in each of the pupil teacher examinations. After a four-year apprenticeship period at a school the student went to Normal School for a further two years of study before graduating as an assistant teacher. The lecture course seemed to be of a practical nature and very applicable to the teacher's role in the classroom, as shown by the following examples:

Lecture 16: Order, and how to secure it, Disorder, and how to prevent it.
Lecture 18: Questioning. Its importance. Illustrations of its use by eminent teachers, and of its general application to school work. Examples of bad questioning. 6

In the appointment, dismissal or suspension of teachers the 1877 Education Act gave the final voice to the Board of Education, but the school committees had the power to make recommendations and the statutory right to be 'consulted' by the Board in respect of such appointments, dismissals or suspensions. The Boards were further authorized to employ any number of apprentice teachers subject to regulations

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5 Minutes: West Christchurch School Committee, February, 1884.
6 Canterbury Board of Education Report, 1884.
for their training, examination and payment.

The West Christchurch Borough School Committee conducted a considerable amount of business concerning teachers. In the minutes of February, 1879, a discussion on the quality of teachers was recorded. It was decided by the committee that they would be willing to dispense with one male pupil teacher so as to apply the salary paid to him to the higher salary of a more experienced teacher. The committee exercised its power to discipline teachers at a meeting held in February, 1879. Letters were read complaining of bad language used by a teacher of the school. A report on this teacher's competency was called for. At a subsequent meeting the offending teacher was 'recommended to resign'. Applications for teaching positions were received by the committee. New regulations for the selection of teachers were published by the Board of Education in 1886. Instead of the committee advertising for and receiving applications for teaching positions, these were in future to be sent to the Board which set aside unsatisfactory applicants and sent on to the school committee what they considered to be satisfactory applicants for consideration and selection. The Board said that this arrangement would relieve
the committee of the cost of advertising and assured them that
they would still retain the final selection of the teachers to be
employed in their schools and that their choice would not be inter-
fered with by the Board.

In 1882, the Rev. J. Cumming, who had been headmaster of West
Christchurch Borough School since its transfer to district control,
was promoted to the Inspectorate. Mr Thomas Scholfield Foster was
appointed headmaster in his place. Mr Foster had been a master at
the Church School at Addington; he was appointed to continue there
when the school came under district control in 1873, and in 1874
became first master to the Rev. J. Cumming. He joined the foundation
staff of Boys' High School in 1881, graduating B.A. in that year;
but returned to West Christchurch Borough School in 1882 as head-
master. He was an outstanding classical scholar, taking Firsts in
Languages and Literature in 1882. At the Canterbury Collegiate Union
he took first prize in mathematics. As a pupil teacher he topped the
Board of Education examinations and gained his first appointment
shortly after. In 1881 he was the first teacher to be gazetted A1.
His wife was headmistress of the school for 19 years and later headmistress of Girls' High School.

The subjects for instruction enumerated by the 1877 Education Act were taught assiduously and with a marked degree of success at the West Christchurch Borough School. At this time great importance was attached to the number and percentage of passes in the Board Inspectors' examinations. The following statement from an Inspector in 1887 is typical of the kind of comment West Christchurch and similar schools received:

All the scholars examined at the side school passed in their standards, and at the Main School, 176 more scholars passed than in the previous year; an increase of 38%. During the year four scholarships to the value of £40 per annum were gained by two boys and two girls belonging to the school.\(^7\)

Such results were welcomed because they enhanced the reputation of the school. In July, 1882, the committee showed its appreciation of the fact that two pupils gained scholarships by granting a half holiday to all pupils of the school. In January, 1883, the committee reported with pride that 'the school was one of the most successful Government schools in the country judging by the results of the recent examination.'\(^8\) Of the 989 pupils present at that examination

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\(^7\) Report of Inspector to Canterbury Education Board, 1881.

\(^8\) Minutes: West Christchurch School Committee, 1883.
86% of the boys and 90% of the girls, passed. The Inspector's Report of 1885 was particularly pleasing to the committee, and it was agreed to tender the thanks of the committee to the teachers of the school for the efficient way in which they had conducted the school during the year. Congratulations were also offered to the pupil teachers for the way they had sustained the reputation of the school at the Board of Education Pupil Teachers' examination.

The Report of the Inspector, 1886, is typical of those received by the West Christchurch Borough School during this period:

Of the 1277 scholars on the roll, 959, or 75%, were presented in the standards and I consider this a remarkably high percentage and the fact of their having been 17% of failures shows the skill and success with which the work of instruction has been carried on. Throughout the girls' department the work is uniformly good, in the sixth standard indeed, which receives the immediate attention of the headmistress, a very high level of excellence is attained. The Infant classes are well managed; good methods of instruction are employed and with the best results. The arithmetic is steadily improving. The advanced scholars in Standard 7 have gone over a good programme of work in English, Latin, Modern History, French and Algebra. They were tested by oral and written exams and the quality of answering was very good. The order and attention of pupils were good throughout.

The higher courses of the old High School were continued as the Inspector's Report indicated. The Standard 7 class was in existence at West Christchurch Borough School until the University's new high

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9 Report of Inspector to the Canterbury Education Board, 1886.
schools were established and then numerous Scholarship winners usually transferred to them for their higher education. In 1894, the Standard 7 class at West Christchurch Borough School was reported to have a roll of 25 pupils, and they were studying a system of book-keeping along with Latin and Algebra.

The 1877 Education Act had said that teaching was to be entirely secular in character. In January, 1878, a letter was read to the committee requesting instructions as to the reading of the Scriptures during school hours. This request was from the headmaster, the Rev. J. Cumming. The committee, in reply, informed the headmaster that as the 'spirit of the Act did not intend the Scriptures to be read during school hours, or that the school should be opened by prayer, the headmaster should comply with the printed regulations.'

More than three years later, in July, 1881, the committee received a communication from the Bishop of Christchurch and the Ministers' Association requesting religious instruction to be given during the first and last half-hour of the morning on two or three

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10 Minutes: West Christchurch School Committee, January 1878.
days of each week. The headmaster, the Rev. J. Cumming, was in accord
with this idea and suggested that the committee consent to a change
in school hours to fit in with this. In place of opening the after-
noon school at one p.m. they could open at 1:30, allowing the ministers
to occupy part of the school buildings from 12:55 to 1:25. After
considerable discussion the committee decided that such visits by the
clergy would be 'objectionable.' But the committee noted that in its
opinion:

The present Education Act does not affect the proper object
of education, so long as religious education is altogether
excluded from the schools. 11

It was decided that the committee would request the Board of
Education to represent to the Government the desire that 'the teach-
ing of the Bible in schools should be a part of the school course
and that the present Education Act be amended so as to effect this
object.' 12

The West Christchurch Borough School kept strictly to the
spirit of the 1877 Education Act regarding religious teaching in

11 Minutes: West Christchurch School Committee, August, 1881.
12 Ibid.
schools although it considered religion to be a necessary part of education. Their predecessors at the Academy had thought the same.

Improvement in the amenities of the school had been achieved during this period. The committee, in 1887, requested the help of the public in raising money for asphalting the playground, and in 1893 for improvements to the swimming bath. Considerable tree planting took place at the school grounds on Arbor Day, 1892. Sixteen trees presented by various people associated with the school were planted along the frontage of the school and the side carriage way. A swimming race - the New Zealand Amateur Championship - was held in the school baths in 1886. For some time the school bath had been the headquarters of a popular swimming club. Competitors for this race were requested to swim in costume from 'neck to knee'. Cricket and football were being catered for at the school, too; the committee gave consideration to the provision of a 'decent pitch' for the boys to play cricket on in 1883. In that year the long awaited new classrooms for the school were built - a block of four classrooms positioned in front of the existing school building.

A good indication of the state of the school during this time
can be gained from an article printed in the Weekly Press, 1897:

The curriculum of the West Christchurch School is based on the requirements of the standards as set down in the Government syllabus, but a liberal interpretation is made of these requirements, so as to avoid working in a groove of drifting into a mere mechanical routine. In the Infant Department much of the work is done on Kindergarten principles, such occupations being introduced as tend to the formation of good habits, the early training of hand and eye, and to make the school life of the little ones happy and pleasant. Hence suitable action songs and various forms of school drill to the accompaniment of the piano, are part of the daily programme of the younger children, while such occupations as bead-threading, stick-laying, paper-folding, mat-weaving, kindergarten drawing, and clay modelling, supply fitting outlets for the energy of the little ones, and at the same time train them to habits of observation, accuracy, and neatness. In the preparatory classes, and in the First standard both sexes are taught together, but after this stage provision is made for teaching boys and girls in separate departments.

The school is well supplied with maps, diagrams and school apparatus. While due regard is paid to mental and moral training, the needs of the body are not overlooked. The extensive playground contains swings for the younger children and gymnastic apparatus for the boys, while the South Park is very convenient for the use of the school cricket and football clubs. A valuable adjunct to the school is the swimming bath, 75 feet long by 30 feet broad. This is fed by a constant supply of water, and being connected direct with the main sewer on the South Belt it can be emptied, if necessary, in a few hours. Both with boys and girls the bath is very popular, and of late years classes of girls have shown marked expertise in the water under the able and energetic tuition of the swimming master, Mr W. Garrad. Instruction in military drill is given to the upper classes of boys by an officer of the Permanent Artillery, while the senior girls, in addition to the ordinary calisthenic exercises, are taught pole and Indian club drill. Needlework is a strong feature of the school, great attention being paid to this subject from the infant classes upwards. The science cupboard is stored with chemicals and apparatus employed in teaching elementary science; chemistry and physics, while excellent diagrams illustrate the lessons in physiology, hygiene and domestic economy.
For children who remain at school after passing the sixth standard, provision is made for instruction of a higher class, outside the range of the ordinary standard syllabus. The children in this class, commonly known as the seventh standard — though no such standard is mentioned in the regulations of the Education Department — keep up their knowledge of the book work, and receive lessons in Algebra, Latin, book-keeping, mensuration and higher arithmetic and English. Several of the older pupils also attend the classes at the school of Domestic Economy or the manual training classes recently formed by the Board of Education.

While the authorities of the school have reason to view with satisfaction the position it has taken among the educational institutions of the colony, as evidenced by the success of its pupils in scholarship and other public examinations, and by the reports of the inspectors on the tone of the school and the character of the work, the teachers derive the greatest satisfaction, not from the contemplation of high pass lists or of successful scholarship records, but from the proof of the value of the training received as shown by the after careers of their pupils. The school has not been established long enough to point to any lengthy history, but several of its former pupils bid fair to make their mark, and many of them are filling positions of trust and responsibility in this and adjacent colonies. A large number of them can be found attending the various classes in connection with Canterbury College, while no less than thirty-two former pupils of the West Christchurch School (not counting former pupils of the old High School) are enrolled as graduates of the University of New Zealand.

13 Weekly Press, May 26, 1897.
WEST CHRISTCHURCH BOROUGH SCHOOL ABOUT 1900.
CHAPTER IX

THE WIDENING OF SECONDARY EDUCATIONAL OPPORTUNITY AND CURRICULUM

The widening of educational opportunity in the form of free places to secondary pupils and the broadening of the curriculum as a result of the Manual and Technical Instruction Acts were exemplified in the history of the school during the early years of the twentieth century. The school also changed its status to that of a district high school in 1904. Some brief historical background to these changes in status, organisation and curriculum is necessary before examining the progress of the school during this period.

The District High School Movement

The first of our district high schools were founded by the Scottish settlers of Otago and were modelled on the parish schools of Scotland; they were tops added to primary schools in districts not populous enough to support separate secondary schools.

From 1877 to the end of the century the progress of district high schools was slow and their existence precarious. After 1900 a dramatic growth of district high schools resulted from the policy of the Liberal government which aimed at extending educational
opportunity, and from improved economic conditions. The guiding
hand in the extension of educational opportunities was Mr C. Hogben,
the Inspector-General of Schools.

In 1901, Education Boards were given a grant of £30 per annum
for each district high school having 12 or more pupils taking a full
secondary course, plus a capitation of £2 per annum for each pupil.
An additional payment of £4 per pupil would be made if no fees were
charged.

As far as courses were concerned all pupils were to include
in their courses English and arithmetic and at least three other
subjects from the following: Latin, French, mathematics, mechanics,
physics, chemistry, botany, mechanical drawing, book-keeping, shorthand,
agricultural chemistry, and physiology.

A.H. Thom notes that the Boards were not slow to take advant-
age of their new opportunities, and that there was an immediate and
rapid increase in the number of district high schools:

It will be noted that the greatest increase in the numbers
of schools took place between 1900, when there were thirteen
district high schools, and 1904, when there were fifty-two.
During this brief period enrolments jumped from a little over
300 to 2350 - a number not far short of the total enrolments
in the high schools proper at the turn of the century. ¹

¹ A.H. Thom, The District High Schools of New Zealand, p.16.
There had been a growing demand in New Zealand for free secondary education after 1900. H. Roth notes:

The demand for free secondary education came from sections of the lower middle class, of the small farmers who had taken advantage of the Liberal land reforms, and of the working class. They wanted equal opportunity for their children to compete for the growing number of white-collar jobs, and they loudly condemned the secondary schools, established with the aid of public funds, yet almost exclusive preserves for the children of the well-to-do. Less than a quarter of the total enrolment of these schools in 1898 was made up of free place pupils, and many of these scholarships were restricted to the schools' own select primary departments. 2

Mr. C. Hogben, the Inspector-General of Schools at the time, had a hard task in convincing the Premier, the Hon. R. Seddon, of the need for free secondary education, but when Seddon realized the political implications of such a scheme he was in haste to have it put into effect. But Hogben did not consider the plan could be fully implemented immediately; much planning was necessary on such matters as staffing, buildings, equipment, curriculum and the rest.

Hogben had calculated that only half of the approximate number of children eligible for secondary education each year would want to go to secondary school. This calculation proved to be wide

2 Roth H. George Hogben, A Biography, p. 110-111.
of the mark. Economic conditions had improved and parents were able to keep their children at school longer, and New Zealand was 'committed to free secondary education for all, by accident as much as by consent.'

The growth of education following the granting of free places has been described as quantitative rather than qualitative in character. It has been noted that Hogben expressed the wish for more time to adapt the curriculum of the secondary schools to the big influx of enrolment. After the free place system was in full force he expressed disappointment with the way the secondary schools had clung to an academic course which had little relation to the child's future. The main opposition to such curriculum changes as Hogben had in mind was that of public opinion which had insisted on courses that had a 'market'.

Hogben's comment on the curriculum appeared in the Report of the Minister of Education for the year 1901:

There is too much tendency at present in the district high schools to give the secondary pupils a little Latin or French and a little elementary Algebra or Euclid, and to avoid science and manual and commercial training. The aim in view in establishing district high schools will probably be gained if these schools

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3 Ibid.
give the pupils a good taste for standard English literature, a thorough training in ordinary English composition and in arithmetic and mensuration, and such knowledge of history and geography as will enable them to understand their duties as citizens of the Empire; adding thereto a course in elementary science in which the observations and experiments are carried out by every pupil for himself, and a suitable course of manual work or of commercial work where local conditions demand it. These essentials being secured, other subjects may be taken up if room can be found for them, and if among these subjects a foreign language is included, by all means let it be a modern one, and let it be studied so far thoroughly that some real knowledge of the language, and not merely of its grammatical forms, is required. The grants for manual instruction (including practical science) under the Manual and Technical Instruction Act are payable to school classes in addition to the special district high school grant, so that there is no excuse on the ground of expense for the comparative neglect of these subjects. 4

The Manual and Technical Instruction Acts of 1900 and 1902 aimed at giving reality to school work. These Acts enabled local education authorities, local bodies and other organisations to establish classes in manual and technical subjects. The intention was to modernise the curricula of secondary schools in particular. The response from the secondary schools was not so marked as that of the primary schools; there was a deep-seated resistance to change in the academic system that had prevailed for so long in the secondary schools. The Acts provided for such activities as paper-folding, plasticine-modelling, brushwork, cardboard modelling, gardening,

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4 Quoted by A.H. Tom, *The District High Schools of New Zealand*, p.20
cookery for the older girls and woodwork for the older boys.

A.E. Campbell commented on the nature of this manual training:

Unhappily, much of the programme followed current European practice, which was based on a stilted and highly artificial conception of handwork. Heavy emphasis was laid on the development of manipulative skill by means of a graded series of exercises 'from the simple to the complex,' on the 'co-ordination of hand, eye and brain,' and on the inculcation of habits of carefulness and accuracy. It was a form of technical training that quite overlooked the creative and constructive impulses of children, and that resulted in the production of objects, candlesticks made of carbon paper, for example, that were neither useful or beautiful. Ironically enough, the very practices that were introduced in the interests of realism were those that often provided the most glaring examples of rigid formalism; and the fact that cookery and woodwork were usually carried on in 'separate manual training centres' generally meant that these activities were completely divorced from the rest of the curriculum.  

Certainly the manual activities of that time now seem rather stilted and artificial; but they must be placed in perspective. They were then an advance on what little had existed in the form of manual activity in schools.

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5 A.E. Campbell, *Educating New Zealand*, p. 94.
CHAPTER IX

THE FREE PLACE BOOM

At the committee meeting of the West Christchurch School, 18th April, 1902, a hearty vote of thanks was extended to the headmaster and staff for the characteristic efficiency displayed during the school year. The roll was reported to be 984 with an average attendance of 833 for the first quarter. Significantly, at the same meeting, a committee member mentioned the desirability of converting the school to a district high school. At the next meeting of householders it was moved that:

...this meeting deplores the attitude of the Canterbury Education Board in reference to free secondary education and urges upon them the necessity of accepting the government scheme until some better scheme is devised. ¹

It was suggested at the meeting that some scheme for extending the present system of primary education should be adopted. The headmaster, Mr T.S. Foster, who was present at the meeting, said that he thought an extension of the primary system and a full recognition of the 7th Standard as a part of the school curriculum would be desirable, but that the establishment of a district high school would be the best solution.

¹ Minutes: West Christchurch School Householders meeting, April 25, 1902.
The Canterbury Education Board later notified the West Christchurch School committee that they would apply for the Minister's sanction to the proposal to convert the school to a district high school, and asked to be supplied with the particulars of the approximate numbers of children that would attend the school should the proposal be carried into effect.

At the meeting of the West Christchurch School committee in February, 1903, it was agreed that the school should be converted to a district high school, so that pupils who had passed Standard 6, in this school and neighbourhood may avail themselves of the free secondary instruction provided under the recent regulations issued by the Education Department. These regulations, gazetted in 1902 offered to the governing bodies of secondary schools, grants at the rate of £6 a head for pupils admitted without payment of fees for tuition, provided that one free place was already given for each £50 of the net income from endowments.

The Minister of Education replied that he could not see his way, at that time, regarding the conversion of West Christchurch

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2 Minutes: West Christchurch School committee meeting, February, 1903.
School to the status of a district high school. The committee, in answer to this, forwarded to the Education Board a 'very strong resolution' on the subject of district high school status. This was reaffirmed at the meeting of Householders held on April 15, 1904, when the following motion was carried:

The West Christchurch School District heartily approves the action of the Board of Education in endeavouring to have the school made into a District High School, believing such would confer a great boon on the children of Christchurch. 5

During this stage of developments, Mr. T.S. Foster, the headmaster, resigned his position to join the Inspectorate after 22 years at the school. The committee noted that he had trained nearly 100 pupil teachers, and that thousands of pupils had passed through his hands, many of whom 'had risen to positions of trust and responsibility'. Mr. C.D. Hardie, B.A., was appointed the headmaster in 1904.

The long awaited approval for the conversion of the school to that of a district high school was announced at the committee meeting on August 10, 1904.

The Chairman of the committee had on hand 76 applications from intending scholars for the district high school; this number included 42 applications from West Christchurch School itself.

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5 Minutes: West Christchurch School Committee meeting, April 1904.
The opening of the secondary department was planned for October, 1904, and it was decided by the committee that this fact should be advertised. At the same time a new staffing establishment was planned. It was thought that one assistant master at £250, and either an assistant master or mistress at £150 should be sought. Accordingly, Mr F.D. Waller and Miss E.A. Chaplin were appointed, and another assistant master was appointed when the roll of the secondary department rose to 122 in October, 1905. It was decided that the brick classroom block, built in 1882 to relieve the pressure of an expanding primary roll, should be appropriated to the purposes of the secondary department. A committee member, sensing the growing dignity of the status of the school, suggested that it would add to the dignity of the secondary department if the teachers wore their gowns.

The secondary department opened on Monday, 3rd of October, 1904. Mr F.D. Waller, the newly appointed assistant teacher wrote of that auspicious day:

The opening of the Secondary Department was a great event in the history of the school. 150 boys and girls who had qualified for free secondary education, but had been unable to gain admission to the existing secondary schools were present. They were ushered into three rooms in the old building where they spent a day and a half undergoing the inevitable examination. This being concluded, they were granted a welcome half holiday, whilst the teachers went home to finish the necessary, and in this case,
interesting work of marking papers. By eleven o'clock on the next day the papers had all been marked, the pupils had been placed in classes according to their success in the examination and work was going on smoothly.  

The first three classes were a mixed division of 61 pupils under Mr F.D. Waller; a class of 61 under Mr Denham, and a class of 43 girls under Miss Chaplin. The roll of the secondary department continued to grow and with it came the appointment of extra staff. Mr W. Irwin, a member of the primary staff, was appointed in 1905, and provided with a single typewriter. Later that year he requested more typewriters as he had ' 34 girl and 37 boy pupils to give instruction to'. 5 In January, 1905, Mr P.Menzies was appointed Junior Assistant Master when the secondary roll had risen to 195. Forty-two new pupils having been admitted at the beginning of that year. Two months later Mr P.Malcolm was appointed to make the number of secondary staff seven. The roll of the whole school, by then named West Christchurch District High School, was 1079 in March, 1905. An average attendance of 959.4 was recorded for that quarter.

The secondary department of the school soon made its presence

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5 Minutes: West Christchurch D.H.S. committee, 1905.
felt in the community and was answering a definite need. This was illustrated in a statement by Mr J.K. Moloney, a pupil in the secondary department in 1906, who said that his parents were faced with a decision:

Boys' High School still closed its doors to free places and the alternative to West for the working class boy was work or Technical College, and those who went to the Technical College were never heard of again. It was a valuable thing to have matriculation in those days and the pupils knew this and worked with a will. 6

The longer established secondary schools, Christ's College and Boys' High School remained for a long time aloof from free place pupils and from a curriculum that was not fundamentally academic in character. They catered more for the professional pupil who would later go to university. West Christchurch District High School pupils did go on to university but many of them did so by receiving their final education at Boys' High School or Christ's College. Mr J.K. Moloney remembers how K.H Kippenberger gained a bursary to Boys' High School, but adds that it was the coaching of F.D. Waller that got him there. West Christchurch District High School gained a reputation for training pupils for the commercial world and for the Civil Service;

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6 Interview.
this characteristic was to be noted for many years to come. The curriculum, right from the inception of the secondary department, catered for commerce; pupils either took a literary or commercial course. The secondary course was exactly the same in 1917; either literary or commerce.

The committee noted with pride in April, 1906, that the high level of efficiency of the school had been well maintained. They felt that the secondary department was making an impact on the community; 'the gap', they said, 'that formerly existed between the time when a child passed the sixth standard and when he commenced work for himself is now bridged, and there can be little doubt the special instruction given will be of great practical utility'.

Professor J.B. Condliffe, who was a pupil at West Christchurch District High School from 1905 to 1907, gives a good account of what the school was achieving during this time:

The secondary department was an experiment though we knew little of it. There had been district high schools in rural areas. This was the first in a city. Christchurch already had large and famous secondary schools. Christ's College had been included in the original plans for the Canterbury settlement as a preparatory school for the projected university, linked closely with the Church of England. Its pupils were beyond us.

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7 Minutes: West Christchurch D.H.S committee meeting, April, 1906
in social status, income, scholarship and athletic prowess. The Boys' High School and Girls' High School also were well established with venerable buildings, ample playing fields and well equipped gymnasium.

These older schools had been organized to prepare their pupils for the university and the learned professions and to some extent for ways of life modelled on those of English society. The latter was true of Christ's College. The Boys' and Girls' High Schools were more specifically associated with Canterbury College and were in fact controlled by its Board of Governors. The classics loomed large in their curricula and many of their teachers were products of the older English universities. The small staff of the newly opened District High School were well chosen, but they were all graduates of Canterbury College, typical of New Zealand rather than of England and all native-born. They were chosen from the teachers of the primary school system.

The other district high schools had developed a kind of teaching which sent relays of recruits into the civil service by way of the junior civil service examination and this was the pattern into which West Christchurch naturally fell. Some district high school pupils went on to the university colleges, but these were exceptions and most of them became teachers. The most obvious and direct way to the university was through the city schools established for that purpose.

West Christchurch School was in fact an early expression of the democratic urge to open opportunities for higher education to all classes of the community. 8

The conversion of the school to that of a district high school had been regarded as an experiment; and it was judged ' successful '. Above all it offered the opportunity of access to

8 J.B. Condliffe, in Christchurch West High School Centenary Magazine, 1940.
higher education that was taken by many capable pupils who would have been blocked otherwise. Professor J.B. Condliffe pays tribute to the teachers of the school who were 'on their mettle and aware of the scepticism and criticism likely to be levelled at their efforts.'

Condliffe and others noted that the success of the experiment sprang from the quality of the teaching, and the dedication of the teachers who triumphed over the obstacles of meagre equipment and the like.

The West Christchurch District High School Committee forwarded lists of the academic achievements of the school to the Board of Education in July, 1915, in answer to a departmental charge that the School's 'very existence was difficult to defend'. The list is an impressive one, and shows at the same time the emphasis that was put on examination results as a criterion of a school's success:

Over 300 passes in the Public Service Entrance Examination (including 34 in the first fifty for the Dominion)
60 Matriculation and Solicitors' General Knowledge.
18 Senior Board Scholarships.
24 Junior Board Scholarships.
5 Junior National Scholarships.
12 School of Art Exhibitions for Girls.
5 Exhibition Medals.
Certificates for writing and numbers of English Essay prizes of various kinds.

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9 Ibid.
The curriculum of West Christchurch District High School during this period showed a variety and practical bias that was not as evident in the other secondary schools then established in Christchurch. In this way the school exemplified, to a greater extent, the spirit of Mr G. Hogben's intentions regarding a more realistic curriculum for secondary schools. In particular, the West Christchurch District High School made more than token moves to adopt the intentions behind the Manual and Technical Instruction Acts of 1900 and 1902.

The Inspector's Report of 1902 made complimentary reference to the domestic instruction that was being given to the girls, and it was felt that this course could not fail to be of ultimate utility. Pupils were attending the cookery classes at the School of Domestic Instruction established under the Manual and Technical Instruction Act and good progress was reported in the lower classes where modelling in plasticine, brush drawing and other suitable occupations were being followed. The Governor of New Zealand, on his visit to the school in 1902, had been impressed with the plasticine work. A demonstration of cardboard modelling was held at the school in April 1902, and the 7th Standard was complimented on its excellent display.
of wood carving and brush drawing.

In 1905 the typewriting and shorthand classes were reported to be continuing their good work. By that year the department had four typewriters and an instructor in typewriting, shorthand and book-keeping. The school committee reported in 1905 that 'a large number of lads had obtained situations during the past year, in fact, the demand for the type of lad the school turned out was in excess of the supply'. 11 The commercial work done at the school was thought to be both of great personal value and in fact the most important part of the instruction of the secondary department.

Other practical subjects were pursued by the pupils of the school. The boys were said to be acquitting themselves well at military drill and a drum and fife band was a smart adjunct to this activity. The lack of facilities for the teaching of science was deplored by the committee in 1905 as this was 'one of the most important items of secondary education'. 12 Physical Geography aids were purchased in 1906, and workshop benches and tools were provided by the Board of Education.

11 West Christchurch D.H.S committee meeting, 10 August, 1905.
12 West Christchurch D.H.S committee meeting, 4 September '05.
for instruction in carpentry. Sewing machines were purchased in 1908 and part of the school ground was fenced off for agricultural experiments.

At the committee in February, 1907, the headmaster brought up the question of the 'grave danger of the proposed day school classes of the Technical school overlapping the work being done in the secondary department of the West Christchurch District High School'. 13 A conference was accordingly arranged with the Board of Education and the Director of Technical Schools and after some discussion it was agreed that there was plenty of room for both schools.

A change in the school prospectus was mentioned in 1910. There would be a fuller course in English; science would have agriculture as a centre for boys, and science with physiology as a centre for girls showed an attempt on the part of the school and committee to make courses more practical. The Inspectors noted that the school had, in 1909, taken due regard for 'the true interests of education,' and described the courses of instruction at the school as 'liberal in conception'. 14

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13 Minutes: West Christchurch D.M.S. committee meeting, February, 1907.
Indeed, the policy of the school as stated by the committee in 1908, was to 'promote the educational interests of all pupils and not of some favoured few'.\textsuperscript{15} This policy is nowhere better illustrated than by the request made by the committee in 1919 for special provision for the education of children of retarded mental growth.

Matriculation and civil and public service examinations loomed largely in the life of the school during this time and considerable success was achieved by the pupils of the school. The committee noted with pride in April, 1906, that 'a large number are training for the Junior Civil Service examination, and one candidate who sat last year succeeded in getting into the Merit List after only 15 months teaching: a most meritorious performance'.\textsuperscript{16} Mr R.W. Coupland wrote:

'in those days we matriculated at West in three years, and it does say a lot for those who coached us that all who went up in 1919 matriculated. Also in that year there were four Senior National Scholarship winners - more than any other school in New Zealand.'\textsuperscript{17}

\textsuperscript{15} Minutes: West Christchurch D.H.S. committee meeting, April, 1908.
\textsuperscript{16} Minutes: West Christchurch D.H.S. committee meeting, April, 1906.
\textsuperscript{17} R.W. Coupland, in \textit{Christchurch West High School Centenary Magazine}, 1958, p.56.
Mr E.K. Phillips, another former pupil of the school wrote in 1958:

'West Christchurch School knew nothing of the "Play-Way" to education. Matriculation in three years was the target with a good pass in the Public Service Entrance Exam thrown in as a pipe-opener'. 13

Mr Frank Tate, Director of Education in the State of Victoria, was commissioned by the New Zealand government in 1925 to investigate and report on the New Zealand education system. Among other things he thought that New Zealand laid too great a stress upon external examinations:

While I think that it is unfortunate that the "free place" system in post-primary education developed too largely along the traditional lines of secondary education, I think also that it is equally unfortunate that education in New Zealand is so greatly dominated by external examinations.

... the final examination appeared to be the accepted test. The general public, too, appears to demand from the schools passes at examinations, and "passing for matriculation" is accepted qualification for many desirable employments ... a fashion has been set up, and the tendency is for all, both within and without the school, to conform to it. In this connection the evidence furnished by Mr La Trobe, Chief Inspector of Technical Education, is very striking: 'I am of the opinion that neither

in the secondary nor in the technical high school do the various
courses adequately meet the needs of the various types of pupils.
The courses are far too much influenced by the preparation for
examinations of one kind and another.

... it is unfortunate, however, that no serious attempt appears
to have been made from the inception of the scheme in 1905 to
provide different types of post-primary instruction suited to
the future occupational needs of the youngsters. Schools carry-
ing on the traditional course of secondary work based largely
upon requirements of the Matriculation Examination of the Univer-
sity were there in readiness, and the easy path of advance was
along this well-beaten road. It is true that within the high
schools different courses have since been developed, but it is
regrettable that more emphasis has not been laid upon the neces-
sity of building up an efficient system of technical and industrial
training on the superstructure of a liberal, but definitely planned,
pre-vocational course of preparatory training in post-primary
schools. This, in my judgement, is the weak spot in post-primary
education in the Dominion. 19

The school reflected, during this period, the national emphasis
on examination passes. The stress throughout the school was on success-
ful scholarship and this was encouraged and praised by the governors
of the school as frequent reference in the minutes shows. In this
chase for examination passes the school had strong competition from
the other, more academic, secondary schools in Christchurch. In some
respects, West Christchurch School was working hard to justify its
right to teach secondary pupils. The school did cater for more than
a strictly academic course. Right from the inception of the secondary
department a successful and popular commercial course trained many

19 F. Tate, Investigation Into Certain Aspects of Post-Primary
Education in New Zealand, 1925.
pupils who did well in the commercial world. The curriculum of the school contained much that was related to the real needs of the pupils. This was the stated policy of the school and its curriculum, as well as being academic in character, was also more liberal in conception than other secondary schools of the time. A resolution passed by the school committee in 1920 illustrates its typical concern for more than the merely academic aspects of the school course. The committee advocated conferences between teachers, parents and pupils with the object of arriving at some understanding in regard to the future prospects and careers of pupils.

The concern expressed in the Tate Report, 1925, about the fact that pupils tended to leave school too early is reflected by the committee of the school. It was noted in the minutes that pupils left school for work too soon, and it was agreed, at the committee meeting in October, 1920, that there be urged upon the Government 'the great necessity for the extension of the school age'.

At the time of the 1914 Education Act and the outbreak of the Great War the school roll stood at 887, including a secondary roll of 207.

20 Minutes: WestChristchurch P.H.S. committee meeting, 1920.
CHAPTER X

WEST CHRISTCHURCH DISTRICT HIGH SCHOOL, 1914-1932

This period was one of consolidation and progress for the school, despite the difficulties incurring as a result of the Great War, 1914-1918.

The most important educational legislation passed was the 1914 Education Act. This Act did not enforce radical changes; it rather consolidated much of the educational legislation passed since the 1877 Education Act. In comparison to the 1877 Education Act it seemed tame, L.C. Webb describing it as 'an anti-climax to a period of great achievement'. ¹ Nevertheless the Act contained some important clauses which were seen in operation at the school during this period.

The 1914 Education Act provided for payments of subsidies out of the Consolidated Fund to school committees. These were of benefit especially after the war years and the minutes of this period note the use of the subsidy for many purposes. The committees began to do more in the sphere of linking the school with the community and maintaining local interest in education than it had done previously. The committees

¹ Webb L.C., Control of Education in New Zealand, p.92.
The committees lost any effective control they had over the appointment of teachers, and the minutes of the school note, on 11th July, 1917:

'The Board forwarded the application and testimonials of (a female applicant) who the Board considers best fitted for the appointment of Assistant Mistress at this school, and proposes to appoint her at its next meeting'.

The Board asked the committee's opinion on the appointment. A.E. Campbell said that by 1914 'the battle of compulsory attendance had been won'.

He said that nearly all children between the ages of 5 and 13 or 14 were going regularly to school. In attendance had been made compulsory on all occasions on which the school was open, and in 1914 the compulsory attendance requirements were made slightly more demanding by exempting children over the age of 13 only if they held a Certificate of Proficiency. Exemption had previously been granted when a child passed the Fifth Standard. The minutes of the school during this period do not always reveal satisfaction with the attendance of the pupils, in August, 1915 the committee reported, 'there are some bad cases of irregularity', and noted

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2 West Christchurch D.H.S. committee meeting, 1917.

the evil effect the habit of unavoidable and avoidable irregular attendance had on the children, the class which they belong to, and ultimately the school, as the bad attendance may mean the school loses a teacher, and so affects the opportunity of better education of a large number of children. 4

The Great War 1914–1918 affected the school in various ways, as it did in all schools in New Zealand. The staff shortages and the termination of the proposed building programme were the most significant effects of the war on the school. In August, 1914, a farewell function was held by the Old Pupils' Association to farewell 19 former pupils of the school who had volunteered for the Expeditionary Force, and they were presented with a combination knife each. Considerable efforts were made by the pupils of the school to help in the war effort. The girls of the school were reported to be knitting for the soldiers in 1915. Pupils also brought large quantities of bandages, handkerchiefs, and socks for the hospital ships, and in 1916 contributed 990 handkerchiefs for the hospitals at the front. It was reported by the committee

4 West Christchurch D.H.S. committee meeting, 1915.
in 1916 that a quantity of lottery tickets for gold prizes had been sent to the school for sale by the children, but were returned to Hokitika with an intimation that the scholars were giving splendidly from their own money, and that the school was trying to set a standard of straight out giving as a matter of patriotism and unselfishness without any bait in the way of lottery or other prizes.

In 1917 the committee noted with pride that two former pupils of the school had been awarded the Military Cross.

The main school building was in urgent need of replacement at this time, but because of the war this was not possible for a number of years despite frequent pleas and deputations on the part of the school committee.

In December, 1918, a 'serious state of affairs' prevailed at the school as a result of the influenza epidemic. The committee offered congratulations to the staff on the good work that had been done during the epidemic, and condolences to those who had suffered bereavement. The roll, as a consequence of the epidemic, dropped sharply for a time.

Good examination results continued throughout this period. In 1917 the headmaster passed on to the committee favourable remarks
referring to the school in comparison with other city schools regarding academic standards. The successful examination results for 1919 included 10 Matriculation passes and 3 partial passes; 2 Senior National Scholarships (one being 1st for the city); 21 Public Service Entrance passes (six in the first 50 for the Dominion). The Inspector's report of 1928 was reported to be an excellent one. The school was said to be fully equipped; the staff was doing its upmost; the pupils were doing well; results were very gratifying, and the methods of teaching were proving efficient.

Other activities of the school received praise. A very pleasing concert was performed by the school's orchestral society in 1930. The sporting side of the school had been well catered for according to the headmaster, and many successes had been gained in the sporting field by pupils of the school. The annual school picnics were held successfully throughout this period.

In 1915 the headmaster, Mr. J. Caughley, was appointed Assistant-Director of Education. Mr. F.D. Waller, who had been Senior Secondary Assistant since 1904, was appointed headmaster.

The school became an Associated Normal School from 1927 to 1933.
There was also a country model class at the school for a number of years. This class, which had a roll of thirty-two in 1931 was a means of training teachers who would eventually teach composite classes in the country areas. The long tradition that the school had in the training of pupil teachers and its central position in Christchurch were likely factors for the designating of Christchurch West High School as an Associated Normal School.

In 1931 the roll of the school was 1060. The primary roll had dropped to 521 and the secondary roll had risen to 507. The Model class had a roll of 32. A resolution was passed at the Householders meeting held on April 17, 1931, which was to see the beginning of another change in the status of the school; that of a full secondary school.

... in the eyes of the State all children are of equal rating. This meeting of householders is of the opinion that all secondary departments of district high schools should be staffed on the same basis as are high schools.5

5 West Christchurch D.H.S., Meeting of Householders, 1931.
CHAPTER XI

THE INTERMEDIATE SCHOOL EXPERIMENT, 1932-1936

In 1922 the Department of Education decided to try out a new conception in educational organisation; that of the junior high school. This school would provide a three year secondary course combining the standards 5 and 6 of the primary system with the form 3 of the secondary school. There was some growing conviction that the existing break between the period of primary and secondary education was not based on any sound psychological grounds and that the ideal time for such a break should occur in a pupil's twelfth year. Educationists in America especially had accepted the principle of such a break at that time and had organised consolidated junior high schools with success. Such a school seemed to offer advantages in consolidation and catered for an age group that had educational needs different from those of age groups immediately above and below.

The first junior high school in New Zealand was established at Kowhai, Auckland, in 1923. By 1942 there were twenty-one intermediate schools or departments with a total roll of 74,74 pupils. There were, in 1942, six intermediate schools attached to high schools.
This was the type of intermediate school that West Christchurch District High School became in 1933.

Sir James Parr, Minister of Education, 1920-1926, was said to be enthusiastic about the junior high school form of organisation and it was during his time as Minister of Education that the first of these schools was established. It has been suggested that he was too confident of their success, but with the generous equipment and selected staffing provided for these schools, he was justified in expecting some noticeable results from the experiment. No doubt he little expected the controversy that such a school would arouse, its slow progress, and comparative lack of immediate and final success.

A.E. Campbell said 'the fact that the New Zealand junior high school movement tended to reflect overseas developments rather than a response to widely felt and clearly defined local needs, was the main reason for the resulting intellectual confusion that had been its peculiar curse.' He also noted the lack of clear-cut and self-consistent policy behind the establishment of such schools, and a failure to

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1 A.E. Campbell, Educating New Zealand, p.159.
adapt and synthesise the ideas adopted from overseas. Other problems arose over the conflicting interests of the primary and post-primary branches of the teaching service. L.C. Webb described these problems as a "contest between primary and secondary interests in education for the control of pupils between the ages of 12 and 15." Primary teachers, in particular, had something to lose in the decapitation of their primary schools.

The general result was a disappointing lack of progress in the junior high school movement in New Zealand. In 1934 the junior high schools became intermediate schools or departments, less liberally staffed and with courses designed for only two years instead of the originally planned three years.

In 1936 the Director of the New Zealand Council for Educational Research, Dr. C.E. Beeby, made a survey of the intermediate system as it operated in this country. His report stated that the intermediate system had an important function in the New Zealand education system as a whole, but that it had failed to a certain extent because of its

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inability to combine the two incompatible functions of earlier specialisation, and the explorations of attitudes. These were stated aims for the intermediate school. In his report, Dr. Beeby said that the specific function of the intermediate school should be:

... to provide between the primary and post-primary schools a period of expansive, realistic and socially integrative education that will give all future citizens a common basis of experience and knowledge ... and to help every child to a rational choice of future school course and occupation.

The School As A Combined Intermediate And District High School 1932-1936.

The report of the headmaster, Mr C.E. de Berry, at the committee meeting held in February, 1932, included the roll of the school. The primary department contained 553 children and the secondary 507. Mr de Berry noted that the outstanding features were the increase in the secondary department of the school and the decrease in the primary department. In speaking to the report Mr de Berry pointed out that the

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3 C.E. Beeby, The Intermediate Schools of New Zealand.
4 Ibid.
trend of the school was distinctly towards that of a junior-senior high school of the 'modern' type, and that the committee should watch the position 'very closely'.

Mr de Berry commented in 1958 on the situation as it existed in 1932:

The roll number of the primary section of the school had for years been shrinking, and it soon became obvious, both to the Education Board and to the Department of Education that some re-organisation along comprehensive lines was urgently needed. Several surveys were undertaken; location maps prepared; and various remedies suggested. The Intermediate School system was growing apace in the North Island and had not been adopted in Canterbury, though a successful one, attached to the Boys' High School at Waitaki, had attracted much favourable attention. Finally it was decided to disperse all the classes at West below standard five among schools most favourably situated; and to establish at West an intermediate department after the pattern of Waitaki. The bag was untied and all the winds of controversy were let loose and blew from every quarter, particularly from those areas where were situated the schools likely to be decapitated. 5

The Canterbury Education Board notified the West Christchurch District High School committee in March, 1932, of their decision to convert the school into a junior-senior high school, and to transfer the primary classes to adjoining schools.

So it was that in 1933 West Christchurch District High School

5 L.F. de Berry, in Christchurch West High School Centenary Magazine, 1958, p.68.
became a combined Intermediate department and district high school. It was the first intermediate department in Canterbury and the roll on its inception was 344. The school retained this intermediate department until the end of the first term, 1939, at which time the intermediate department was transferred to the South Intermediate School. The school had become, in 1936, a full secondary school but the intermediate classes remained during that period an integral part of the school as a whole although they had their own staff.

Mr L.F. de Berry was the headmaster of the school at the time of the introduction of the intermediate department. He had followed with interest the development of the junior-senior school in America. He had considered such a school an ideal form and worked for the conversion of the school to that form. It is to be noted that the changing composition of the roll during this time made the change opportune. When the decision was made to convert the school, the Department of Education arranged for Mr de Berry to visit the junior-senior high schools already established in New Zealand. As the primary school staff had been transferred with their classes to other schools,
an entirely new staff was appointed for the intermediate department. These teachers were the first to undertake intermediate school work in the Canterbury district.

The Minister of Education, Mr. R. Masters, said at the school Diamond Jubilee in 1935 that 'in your intermediate department you are pioneers in Canterbury of the modern way of education for children beyond the age of 11 years'.

The curriculum of the intermediate department included such secondary subjects as pure and applied mathematics, Latin, French and science. There was a definite attempt to make an early start on these secondary subjects in the intermediate department of the school and Mr. de Berry noted that the children were moved on at a faster rate than they would have been at a comparable primary school. He said that eventually the Form 11 pupils were pushed up to the level of the average Form 111 secondary pupil. The curriculum of the intermediate department was, to a certain extent, experimental for the times.

The function of the intermediate school, to some theorists, was

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to offer a place where children could discover their aptitudes and so determine a suitable course to be studied in later years. Dr. Beeby mentioned this as a desirable function of the intermediate school in his 1936 report. The intermediate department attached to the Christchurch West High School seemed to be planned according to this need in 1938. The report of the headmaster, Mr A.E. Cadick, in 1938, emphasized this exploratory function of the intermediate department:

Judging, perhaps a little too hastily, from the result of this year's working under a new system - the abolition of Proficiency - one can say that the pupils in this department are receiving a fuller education and one better suited to their capabilities than was possible under the old organisation. The abolition of Proficiency has, to a certain extent, thrown on the teachers greater responsibility than ever before in studying individual pupils and in attempting to decide the type of education best suited for them after the intermediate stage.

Grouping according to ability has been continued in an endeavour to cater for individual capacities, to discover aptitudes and foster interests. A more definite attempt to vary teaching methods as well as subject matter to suit the needs of academic and non-academic pupils has been made, and it has been particularly successful in Geography, History and Science.

The teachers of this department have given much more time and thought to judging the ability of individual pupils to benefit from the various post-primary courses offering. Features of the more elastic curriculum - made possible by the abolition of the Proficiency examination - have been the greater use of Museum facilities and the Reference Department of the Public Library and excursions of educational and vocational value to factories and community institutions. Hobby activities have been given more attention.

I have mixed feelings about the intermediate department being disestablished and transferred to Milne Street. My aim was to
establish and maintain a unity, so that it should not be merely a high school with an appendage of primary classes but a united Form 1 to Form 6 school. 7

In its intermediate department West Christchurch District High School and Christchurch West High School showed some of the best features of the system especially in the provision of more individual attention and instruction according to the children's aptitudes and needs.

The Minister of Education, Mr R. Masters, also commented at the school's Diamond Jubilee in 1935 that the school had contributed many leaders to the commercial life of the Dominion. The strength of the commercial teaching of the school has been noted right from the beginnings of the Academy in 1858. Mr L.F. de Berry fostered commercial as a subject. Boys were encouraged to take commercial subjects and only typewriting was excluded. Mr de Berry consulted businessmen in the commercial world in order to plan a commercial course that would be fully relevant and useful. The English and mathematics taught at the school had a commercial application too. It was the policy of the school to make the course fit the pupil and

7 Report of the West Christchurch District High School to the Canterbury University College, 1938.
and not, as was so often done, the pupil fit the course.

A significant number of former pupils of the school occupied senior places in the New Zealand civil service during this time. The Minister of Education, Mr R. Masters, said at the school's Diamond Jubilee in 1935 that the 'scholastic attainments of the school were unexcelled in the Dominion', and the school passes were 8 famous'. The headmaster, Mr de Berry, attributed this to the fact that the school had fostered a spirit of thoroughness and hard work under dedicated headmasters and that teachers were chosen carefully, often on the recommendation of the inspectors.

The secondary department had grown until it was second only in size to the Auckland Grammar School. Including the Forms 1 and 11 classes it was the largest co-educational high school in the Dominion. Increased staff, a greater amount of equipment and facilities, and new buildings were the result of this increase in the school roll. A new wing of the school was opened on June 18th, 1931, by the Hon. Harry Atmore, Minister of Education. The science department of the school was building up a good reputation under Mr C.E. Noble, and woodwork and home science departments were set up.

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The varied and comprehensive curricula of the school had brought praise. In 1934 a pupil of the school, Irene Hamilton, gained a university scholarship - the first pupil from the school to gain such a distinction.

Much more in the way of extra-curricular activity was being undertaken at the school during this time, and in this respect the school typified the widening function of the New Zealand secondary school over the last quarter century. The need for such activity was mentioned in the Editorial of the school magazine, the "Westonian" in 1934:

...the late Professor Sir John Adams, on the occasion of his visit to this country, said that we were "regimented" as far as education is concerned - newer and professional ideas are naturally somewhat slow in being translated into action. Yet we have evidenced that the high schools of New Zealand - even if slowly - responding to the stimulus of the new spirit.

Notable among such evidences are those efforts to develop the cultural aspects of everyday life, and at the same time to explore fresh avenues for the liberation of the creative urges.

The days when the so called academic subjects provided the sole approach to culture are long past. Today we appreciate the fact that everything human affords opportunity for cultural development; that the school must play its part in the life of the community and that no longer is the ancient attitude of aloofness to be tolerated. 9

Such cultural activities can be noted at the school during

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9 Editorial, "Westonian", 1934.
this time. In 1930 the upper forms of the school had a recital of French poetry by Mademoiselle Genevieve Bobenreith where the most descriptive piece was "Le Claron" sung unaccompanied; at the end of the verse Mlle. Bobenreith imitated a bugle call in the distance. The school magazine was started in 1930; its object was to encourage creative work and link together all 'in a fellowship of devotion to the School'. A debating club, run by the upper forms of the school was in operation in 1930. Subjects for debate ranged from 'Should India be granted Home Rule?' to 'Are government officials overpaid?'

The school cadet corps was gazetted, uniformed and officially designated as C Company, 3rd Cadet Battalion, 1st Canterbury Regiment, in 1930. Instruction in physical drill, infantry training and musketry was given. Later a bugle band with 12 buglers and 5 drummers was formed. The school orchestral society, founded in 1930, had 22 members in 1934 and gave public performances. A radio club and drama circle were other clubs catered for at the school.

A summary of the changes that had taken place in the school during this period is contained in the Editorial of the "Westonian" 1934:
We are proud to be able to say that, although the secondary department of the West Christchurch District High School has undergone drastic changes during the past few years the ideals of the school have remained unaltered. When the secondary department made its debut in 1904, it pledged itself to aim at a high standard of scholarship, coupled with an all round physical and moral development. It has moulded boys and girls who are a credit to the school and themselves, and has always turned out a type of young manhood and womanhood, for which the demand is always in excess of the supply. 10

10 Ibid.
CHAPTER XI

THE THOMAS REPORT 1943

New Zealand schools after 1936 increasingly illustrated an emphasis on the wider development of children; their creative, physical, social, emotional development came to be considered as well as their intellectual development. The fact that school was a social agency important in creating a 'basic common culture' was increasingly recognised. This wider purpose can be seen in the activities and subjects adopted in the schools: physical education and sport, arts and crafts, music, drama and practical work. These subjects and activities played a much more important part in school life than they had done. School became more than a place for the acquisition of the tools of learning only.

More children were going to school and they were staying longer. The elimination of academic selection for post-primary schooling following the abolition of proficiency in 1936 led to a greater proportion of pupils availing themselves of the free place provisions passed at the beginning of the century.

There was a growing demand on the part of employers for
qualifications, acceptance on the part of parents that education was necessary to obtain good employment, and recognition of the fact that education was good in itself. Economic conditions had improved and the majority of parents experienced little hardship in keeping their children at school.

The atmosphere in the schools was changing. Subjects were becoming more practical and realistic and better suited to the varying ability of children taking them. The relationship between pupil and teacher was less formal than it had been earlier in the century; the teacher became more of a friend and a helper. Teachers themselves were better trained and discipline was more humane than it had been.

The abolition of the proficiency examination in 1936, the introduction of the 'common core' subjects after 1944, and the introduction of accrediting in 1944 were the important educational provisions made during this period. A fuller examination of these changes is necessary.

The School Certificate, introduced in 1934, was thought by the Minister of Education to be a means of meeting the needs of the bulk
of school leavers. Before this the University Entrance qualification had been the major school leaving qualification despite the fact that only a minority of the pupils gaining it went to university. The Thomas Report stated:

...it is commonplace that this examination has come to serve a dual purpose - besides being used for the purpose for which it was designed, the assessment of fitness for University studies, it has been used also by parents and employers as a general measure of a reasonably complete post-primary course. Consequently many thousands of pupils have taken the course of studies leading to the examination without any thought of afterwards entering the University; and the University, willy-nilly, has dominated most of the work of the secondary schools, the district high schools, and the country technical high schools, i.e., those which must attempt to meet all the post-primary needs in their areas. ¹

The School Certificate was instituted in an attempt to provide an alternative to University Entrance as a general qualification for pupils entering commercial work and other similar employment. It took some time for the new certificate to be accepted by the public and it exerted relatively little influence on the curricula of the schools until after the recommendations of the Thomas Report in 1943. The University Entrance examination had a traditional hold on the minds of many, and the School Certificate examination was regarded as a 'poor relation' to the University Entrance examination.

¹ The Post-Primary School Curriculum, Report of the Committee appointed by the Minister of Education in November, 1942, p.2.
In November, 1942, a committee was appointed by the Minister of Education, the Hon. Mr H.G.R. Mason, under the chairmanship of Mr W. Thomas, to inquire into the curriculum of New Zealand post-primary schools. The report of this committee, generally known as the Thomas Report, had profound effects on the status of the School Certificate examination and on the curriculum of the post-primary schools.

The Thomas Report acknowledges the pronouncement made by the Secondary Schools' Association in 1936 which was based on a survey of teaching opinion. The Secondary Schools' Association resolved that:

... the curriculum, (University Entrance) through prescriptive deference to external examinations and to false valuations thereby engendered of foreign languages and mathematics, fails entirely to interpret social studies as a preparation for citizenship, sectionalises when it should integrate, science, and neglects the rich cultural province of art. It fails culpably on the creative, artistic and physical sides.  

The Thomas Report noted that the School certificate examination introduced in 1934, gave schools little relief because employers and parents still demanded the 'Matric' and regarded the School certificate

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2 Ibid. p.4.
as an inferior pass. But the same report noted that with the advent of accrediting there appeared to be a place open for the School Certificate examination.

The Thomas Report recommended a generous and well-balanced education, "irrespective of the pupils' varying abilities and occupational ambitions". The report noted:

We do not think there is any simple solution of this problem. Reform depends on the last analysis on the existence of a public which will think of education less as a means of individual advancement, and more as a means of creating an educated community. We think, however, that the time has come for a vigorous attempt to give adolescents a richer and better balanced education than they have had in the past... The schools thus have the overriding duty of helping pupils to understand them (human values) and live in accordance with them, in other words of assisting to build up a democratic society capable of both defending its essential values and of widening and deepening their influence. It is this belief that underlies our recommendation that the curriculum of all pupils should include the activities and studies we have set down under the heading of the 'common core'. This core, which is very similar to that advocated by the Secondary Schools' Association and is already to some extent provided for in the curricula of the schools, represents what we consider is needed by the adolescent as an aid to growth and as a general preparation for life in the modern democratic community.

The Thomas Report committee recommended that up to the School Certificate stage the curricula of all full time pupils in secondary schools should include a core of studies and activities comprising

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3 Ibid. p. 3.
4 Ibid. p. 4.
English Language and Literature; social studies (preferably an integrated course of history and civics, geography, and some descriptive economics); general science, elementary mathematics; music; a craft and one of the fine arts; and physical education. For girls home crafts were regarded as satisfactory for the requirements of a craft. Provision was made for optional studies and activities, chosen to suit individual needs, and provided at appropriate stages according to the resources of the school. Some thirty-two optional subjects were listed in the Report. The substance of the core permitted wide interpretation and it was the intention of the Thomas Report committee to have it interpreted in that way.

It contains what any intelligent parent might expect his son or daughter to be given at school (apart from studies indicated by special vocational needs or personal talents). A parent might reasonably ask that his child should have a course in physical education so that he might preserve good bodily health; that he may be able to participate freely in games; that he may have an adequate command of the mother tongue; and be able to enjoy something of its literature; that he continue the study of his environment in time and space — in other words that he understand in their main outlines the social studies of history and geography, and be introduced to the current problems of his country and his times; that he have a knowledge of the mathematics required for ordinary non-school purposes and be conversant in at least an elementary way with the methods and achievements of science; that he be able to listen intelligently to music, perhaps to sing or play a musical instrument; and that he has acquired a reasonable
degree of skill in an art or craft. An intelligent parent would wish a daughter to have, in addition, the knowledge, skill, and taste required to manage a home well and make it a pleasant place to live in. 5

The Report noted that the 'best of our schools' had already led the way in teaching according to the broad objectives of the scheme recommended. The committee had in mind little that was not to be found in successful operation somewhere or other in New Zealand, and quite often in a number of places. Their aim was to extend to as many boys and girls as possible the advantages that some were already receiving.

Following upon the Thomas Report new regulations for instruction in post-primary schools were issued in 1945. G.W. Parkyn notes 'the profound effect of these regulations cannot be over-emphasized'.

They constitute the basis on which the work of the schools is conducted today. The proportion of primary school leavers who went on to post-primary schools increased almost immediately to over ninety per cent. Internally the schools gained much freedom from the incubus of the University Entrance Examination and were able to liberalise their courses of instruction to include art and music and give history its proper place in their scheme of studies. A rapid development of the teaching of home-craft for girls and woodwork and metalwork for boys satisfied the needs of great numbers of pupils formerly ill fitted to profit by the earlier rigid curriculum. 6

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5 Ibid.
6 G.W. Parkyn (ed) Administration of Education in New Zealand, p.52.
The Thomas Report noted that the decisions taken at that time by the University in regard to conditions of entry 'undoubtedly open up a new prospect in post-primary education'. With the introduction of accrediting in 1924, the grip which the University Entrance examination had for so long held on the secondary schools of New Zealand was definitely loosened. The Thomas committee felt that with the inception of accrediting the School Certificate examination would get the attention it deserved.

Phoebe Meikle, a retired teacher, found the Thomas Report an 'admirable document'.

It encouraged breadth and diversity of aim and curriculum and democracy of tone and control in post-primary schools in place of the narrowness, rigidity and conformity by which they had so long been marked. 7

The provisions of the School Certificate examination had enabled many 'average' and unacademic pupils to benefit from a wider curriculum. Such subjects as geography, general science, biology, horticulture, commercial practice, drawing and design, music, homecraft,

7 Phoebe Meikle, School and Nation, p.8.
clothing and technical drawing not only appealed to more pupils as subjects in themselves but they had a wider application and were more useful.

But like any examination, School Certificate has its weaknesses. Meikle notes that the examination, while providing more scope for the average pupil who was so often neglected in the past, failed to extend our brighter pupils. This is a serious weakness of this particular examination and perhaps the recent proposals to give 'honours' passes and provision for taking six subjects for the examination may alleviate this problem. But at present the School Certificate examination prescription allows pupils to take fewer subjects than pupils can, or should be able to handle, according to Meikle. It is a fact that pupils tend to regard one of their subjects as a 'failing' one, in many cases. Teaching is too often 'for' the School Certificate examination only; the meaning of education as a whole is overlooked in this case.

In 1943 the school leaving age was raised to 15. This put a further strain on the schools in providing accommodation and courses
adapted to the needs and abilities of many more pupils. The raising of the school leaving age also increased school discipline troubles in the schools, especially where courses and teaching failed to cater for the average and below-average pupil and it is to be noted that a considerable proportion of those pupils who were brought back as a result of the raising of the leaving age were in that ability range.

The changes dealt with in this chapter will be considered specifically in the next chapter, and in relation to Christchurch West High School, as it became known in 1936.
CHAPTER X111

CHRISTCHURCH WEST HIGH SCHOOL 1936-1965

In September, 1934, a petition drawn up by the committee of the West Christchurch District High School and supported by the Addington school committee and all the parliamentary representatives of the Christchurch district was presented to the Minister of Education. The petition, which was signed by 790 parents and guardians of pupils attending the West Christchurch District High School, "prayed that the status of the school might be changed to that of a full secondary school". The roll of the secondary department had grown steadily in the previous few years, outnumbering many schools that had had secondary status for some time. The position was considered to be anomalous and that view was supported by the local press.

Mr L.F. de Berry, the headmaster, said that West Christchurch District High School suffered discrepancies in staffing and equipment compared with the generous staffing and allowances provided for the full high schools. This factor, in his view, was the main reason behind the demand for a change of status to that of a full high school. West Christchurch District High School had been staffed according to
the primary scale which was less liberal than that accorded to the high schools of the time.

There had been some hesitation on the part of the Minister of Education about this change of status; it had not been the intention that the District High School established in 1904 should compete with the other high schools. Finally the decision was made that West Christchurch District High School should be converted to the status of a full high school which it became, as Christchurch West High School, under the headmastership of A.E. Caddick, at the end of 1935. The school came under the control of the Canterbury College Council and thus was ended a period of 52 years of committee control. The school retained the intermediate department until 1939.

The course provisions made during the early years of the Christchurch West High School showed that the school anticipated in many ways the provisions that were to follow the Thomas Report. This was done despite the difficulties of staff shortages and serious inadequacies of equipment and buildings. Considerable efforts were made to provide courses that suited the needs of the increasing
numbers of non-academic pupils who were availing themselves of post-primary education.

The Report of the headmaster in 1936 mentions the appointment of a part-time instructor in arts and crafts, but noted also the urgent need for a room for art and craft, sewing and singing classes. In the 1937 Report, mention was made of the addition of a metalwork room where 'excellent work has been done, restricted though the room is in size, by the boys of the practical classes'. The Report continued:

One is glad to see the bar to a free and continuous period of secondary education has been removed by the Government. Good work was done in the Home course classes for girls and practical classes for boys, as was shown by the display of work of these pupils at the Christchurch Winter Show and at the School on Parents' Day. The weaving looms made by the boys in the metal and woodwork classes and the cloths woven on them by the girls' home course classes were a feature of these exhibitions. The school choir has done creditable work both in school and in public performances at 3YA. 1

The school lost its full-time woodwork teacher on the transfer of the intermediate department to Milne Street in 1939. This loss was only partly overcome by sharing a woodwork teacher with Christchurch Boys' High School.

In his Report of 1937 Mr A.E. Caddick noted the fact that too many pupils of the school were leaving early and the Thomas Report

\[1\] Report of the headmaster to the Canterbury College Council, 1936.
stated in 1943 that 'schools have hitherto been handicapped by a
low permissive school-leaving age'. Mr Caddick commented on the value
of further education:

It is an alarming state of affairs when so many boys and
girls are leaving school without having a chance to develop the
qualities of character and initiative which will stand them in
good stead in later life. One cannot help feeling that too little
use is made of the opportunity for education afforded by the
Government, that children are being deprived of their right to
the education the State provides. Too many are inclined to regard
school merely as providing a place in some business, trade, or
profession, and though perhaps, this is one of its aims, it is
by no means the only one or the most important one. We all play
a certain amount of lip service to education, but are inclined
to overlook the part of it which cannot be assessed in terms of
money. Any head teacher of a school will bear testimony to the
special value of the later years of school life. It is then that
the greatest development in character takes place. The contacts
made by pupil with pupil, the responsibilities of and opportunit-
ies for leadership laid upon senior pupils of a school, the real-
isation that as members of a corporate body they must give as
much as is given to them, are important factors in the develop-
ment of character, and go far towards making better citizens of
those who can take advantage of a full school life. 2

The headmaster noted in the same Report that many girls who
showed little aptitude for commercial subjects but 'lured on by the
prospect of office work' could, he thought, reap more eventual
benefit by taking the home course'. This course, the headmaster said,
'provided a sound general education in addition to the specialized
needlework, cookery, home management and crafts'. 2

2 Report of the headmaster to the Canterbury College Council, 1957.
It was reported in 1938 that grouping according to ability had been continued in an endeavour to cater for individual capacities, to discover aptitudes and foster interests. The headmaster later said, 'a more definite attempt has been made to vary teaching methods as well as subject matter to suit the needs of academic and non-academic pupils. Features of a more elastic curriculum, made possible by the abolition of the proficiency examination, has been a greater use of the Museum facilities and reference department of the Public Library and excursions of educational and vocational value.'

An attempt to relate the practical courses of the school was made in 1940. A model of a house built by the woodwork class was used by the girls in their home course practical work. Correlation was also aimed at between woodwork, art and craft and homemaking, and although the work was stated to be of an 'experimental' nature, it had proved valuable. It was the headmaster's hope that the city might support a nursery school at which all the home course pupils might obtain experience appropriate to their course.

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3 Report of the headmaster to the Canterbury University Council, 1940.
Mr A.E. Caddick was appointed headmaster of the Christchurch Boys' High School in 1940, and Mr C.A. Noble the Senior Assistant at that time succeeded him as headmaster.

In the 1942 Report Mr Noble sounded a warning, 'there seems to be an impression, with the abolition of the University Entrance examination, that a new era of easy attainment by accrediting is to be ushered in.' Five pupils of the school were accredited in the first year of that new system in 1944, and ten other pupils passed the examination on School Certificate results.

In his Report of 1944 the headmaster stated that he had aimed, in proposals for the future, at retaining as broad a general prescription as possible for all courses. His comments on the new regulations are relevant here:

Anticipating the changes foreshadowed by the Report of the Consultative Committee in post-primary education we outlined a new third form curriculum for this year. Actually, the changes made did not need to be very revolutionary, as the courses at this school have long since progressed beyond the merely academic lines so strongly condemned by critics of the secondary schools. Next year when the full regulations come into force, our main task will be to adapt to the requirements of the physical education specifications. For this a permanent physical education

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4 Report of the headmaster to the Canterbury College Council, 1942.
specialist mistress has already been appointed, and a master applied for.

Of the discussions concerning curricula, there is no end in educational circles; with the results there will never be complete satisfaction. I do not think for one moment that we are entering on the pedagogical millennium with the directions now given us, but I do think that the ordinary, average pupil will at least have the opportunity to study, and live out, something more within his or her real experience. 5

Comparatively minor adjustments had to be made to the school courses after the new regulations were published in 1944. The implementation of some of the Department’s requirements had not proved easy. Mr C.A. Noble said, ‘I am not happy about the possible effects of the increase of craft and music required in the fifth forms. Neither staffing nor specialist accommodation seems adequate to cope with it: further, if the time to be so used prevents us from bringing the good pupil to School Certificate standard in three years, it may defeat its own end‘. 6 The selection of courses at this time depended on a counterbalance between two factors: the demand for a subject and the staffing available. The third form boys’ commercial course languished after 1955 because of a lack of demand for that subject. This course had offered

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5 Report of the headmaster to the Canterbury College Council, 1944.

6 Ibid.
bookkeeping and typewriting. In the same way Latin dropped out as a subject. With a staff allocation of one teacher to 26 pupils it had become increasingly difficult to programme; it is also to be noted that Latin was increasingly demanded as a subject by the University. The school had taught Latin for more than 90 years up to this time.

The school continued to provide a full range of courses, and in this respect it was a typical example of a mixed secondary school of its time; although it is to be noted that the new regulations did not cause as much as an upheaval in courses as it did in some schools. The school had been providing, since the time of Mr A.E. Caddick, some handwork in the form of woodwork for boys and cooking and sewing for girls. The compulsory social studies course did not cause much inconvenience because basically the course was already provided for. The new regulations gave all forms lessons in music. Much in the way of extra-curricular music had already been in progress before the new regulations had to be put into effect. A school choir and an annual Gilbert and Sullivan opera have for years provided
much of value in the appreciation of music.

The main extensions to courses in 1947 were reported to be in the fields of art and craft. A laboratory was set up in that year primarily for the teaching of physics, and considerable reconstruc-
tion work was carried out on the former home science room to adapt it to the needs of Biology. No major course changes were made in the years 1950 to 1952. In 1951 the school was reported to be offering as 'wide a choice as possible'. In 1953 metalwork was introduced as a craft for the practical class boys, for half of the other third form boys, and as an experiment, for the first year home course girls. The head-
master said that 'we are still experimenting with any worthwhile suggestions to give courses as full and as wide a significance as we can'.

Mr C.A. Noble noted an adverse effect of the abolition of proficiency both at the school and at other schools when he was serving a term as an inspector. He saw it in the lower standards of arithmetic. Proficiency had ensured the allocation of five hours a week to arith-

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metic and a certain amount of drive behind the teaching of the subject. Mr Noble said that the new regulations gave a broader, more cultured education but without the same thoroughness and drive that had existed formerly.

An important administrative change in post-primary education had taken place in Christchurch in 1943. Canterbury University College relinquished its control over the four existing public secondary schools which were granted individual boards of managers, but joined with the two technical schools in a federal union for administrative purposes under a board of governors. Canterbury University College had been the governing body of the school for 13 years.

The raising of the school leaving age in 1943 was reflected in the expanding roll of Christchurch West High School at, and after this time. The roll of the school in 1943 was 542; the next year it had risen to 641, and in 1945 to 729. The roll continued to grow steadily, reaching a peak of 937 in 1955. The accommodation of the school was taxed to the full throughout these years. It was necessary to turn away pupils from the home course in 1946 because of a lack of space.
In 1950 a number of applications from both boys and girls had to be declined. The headmaster's reports of this period stress the need for additional accommodation to house the growing roll of the school. The raising of the school-leaving age also meant that the school had more pupils who sought courses which were non-academic in character.

School Certificate became as important in the school programme as the former Matriculation had been. Over 1700 pupils of the school gained passes in this examination during the period 1934-1965. In three years: 1956-1958, 257 pupils gained this qualification.

In September, 1958, the centenary of the school was celebrated. Mr L.C.F. Enson, Superintendent of Education, Auckland, said that Christchurch West High School had an antiquity rivalled by few public schools in New Zealand. 'It was one of the first six high schools to be established in the Dominion. It was the premier school, however, as it embodied a living history of all educational changes that had taken place in New Zealand'.

Mr C.A. Noble, headmaster of the school since 1941, retired

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in 1960. The Chairman of the Board of Governors, Mr W.R. Pears, said of Mr Noble, "... he has coped with an ever-increasing roll, from 600 to 900, while staffing problems, accommodation difficulties, have all added to the responsibility of leadership in a large multi-course, multi-lateral, co-educational school, of which Christchurch West High School is a fine example." 9

Mr T.R. Richards M.A. was appointed successor to Mr Noble as headmaster of Christchurch West High School in 1961.

During the period from 1961 through 1965 there were no radical developments in the school's courses and activities, but four changes are worthy of note. The courses for 1964 were professional and general for girls and boys, and commercial and homemaking for girls. 10 Two subjects that had earlier been dropped from the school course were taken up again at this time: commerce in the form of commercial practice for boys and girls, and Latin for a few senior pupils. Lower ability pupils were catered for in a special third-form class from 1963. This class was taught mainly by the one teacher and the programme followed was adapted to the level of ability of the pupils.

Cadets was discontinued in 1964 after a long period. New regulations made it difficult for the school to continue cadets. There was

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10 See infra, Appendix II.
also the difficulty of timetabling activities for the girl pupils while the boys were having their cadet training.

In 1965 the roll had dropped to 311. This was partly because new secondary schools had been built and were drawing pupils who would have perhaps gone to Christchurch West High School; and because the area from which the school drew its pupils was becoming increasingly non-residential. 11

Thirty-nine pupils of the school were accredited in 1965, eighty-two gained passes in the School Certificate examination, and four pupils gained credit passes in the Junior National Scholarship examination.

11 See Infra, Appendix C.
CHAPTER XIV

THE MERGER AND THE ESTABLISHMENT OF HAGLEY HIGH SCHOOL.

On 21st August, 1964, a Christchurch West High School Board meeting was called to inform members of a proposed merger between Christchurch West High School and Christchurch Technical College.

It was resolved at that meeting that: 'this Board approves in principle the merger of Christchurch Technical College and Christchurch West High School'. After discussion it was agreed that the name of the new school should include the words 'high school' and the members favoured 'Hagley High School' as a possible name. The meeting expressed the desire to retain the St Andrew's Cross because of the 106 years association of the school with the Presbyterian Church. It was generally agreed that the merger should not be conditional on the retention of Christchurch West High School's colours or for that matter the green and gold of Christchurch Technical College, but that the new school might adopt a combination of any of these, or any other colours that would result in a pleasing and attractive uniform. Mr T.R. Richards, the headmaster of Christchurch West High School indicated his willingness to introduce practical courses leading to the School Certificate qualif-
At a meeting of the Christchurch Post-Primary Schools' Council on 24th August, 1964, it was deemed necessary to review the plans previously made for the establishment of a new high school at Opawa. This was the school to which the day pupils of Christchurch Technical College would have transferred on the foundation of the Technical Institute. The reasons for such a review were given by the Chairman:

In the last four years rolls of primary schools in the older part of the city have fallen and present indications are that they will still further decline. Two post-primary schools in particular have shown a corresponding fall in roll numbers. Christchurch Technical College had in 1962 a roll of 925; in 1965 that school is expected to have a roll nearer 600 than 700. Christchurch West High School had fallen from a roll of 939 in 1962 to an anticipated roll of little over 800 in 1965.

The total roll in state post-primary schools is not likely to increase by more than 400 by 1968 though a sudden increase is anticipated in 1969. With the changing residential patterns of the city, however, increases are likely to occur in the more recently developed areas of the city.

It was suggested that a joint meeting of the two boards, with representatives of the Post-Primary Schools' Council and of the Department of Education should discuss the problem. The Chairman expressed

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Minutes: Christchurch Post-Primary Schools' Council, 24 August 1964.
the importance of interpreting aright the intention of the merger.

By amalgamation is meant the merging of the long traditions of these two fine schools into one school in such a way as to bring to the new school the strengths of each and to preserve their continuity ... Although educational principles have been preferred to financial considerations the proposal will be welcomed as a prudent conservation of existing resources. 2

The merger between the schools was agreed upon by both schools at subsequent meetings where other details were worked out. The headmaster of the proposed new school, Mr T.R. Richards, then headmaster of Christchurch West High School, reported at the Joint Committee meeting held on September 30, 1964, that much consideration had been given to the types of course the new school would offer. The courses finally decided on were Professional for boys and girls; General A and B for girls boys and girls; Technical for boys; and Commercial and Home for girls. 3 Changes to the courses already existing at Christchurch West High School were the addition of a Technical course and the splitting of the General course into two: one of which would differ from the Professional course only in the fact that it would not contain a foreign language; the other for pupils of below average ability who 4 would be unlikely to go on to the sixth form. Thus the planned amalgamation

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2 Ibid.
3 See Infra Appendix N.
of the two schools included a merger of their curricular also.

The new technical course in woodwork and engineering as described in the 1966 Prospectus is suitable not only for those who wish to take an apprenticeship in trades such as draughting, electrical trades, plumbing, carpentry, cabinet making but also can lead on to higher education with the New Zealand Certificate or a University degree as the goal. By passing certain subjects at the School Certificate or University Entrance level, credits can be gained for the New Zealand Certificates in Engineering and Draughting. Two year's secondary schooling will also lessen the time necessary for an apprenticeship. 4

It was reported at the meeting of the Post-Primary Schools' Council on October 25, 1966, that the approximate roll of Hagley High School would be 1200 in 1966 and that prospective pupils in excess of this number would be absorbed by other schools in the city.

The enrolments for the new school in 1966 have enabled a blocking of the timetable for the top 36 pupils drawn from both the professional form and general forms. These top stream pupils will take 4 __Ibid.__
all their subjects together except for French and commercial practice.

A third form Vocational class will be established at the school. This is a new experiment which the school will try along with Aranui High School. It is sponsored by the Department of Education and will cater for children of low ability. The children for this class will be selected by the Psychological Service of the Education Department and their programme will be especially geared to their ability.

A special building programme is in progress to cater for the increased enrolment expected in 1966. A block of four technical workshops is being built and six classrooms that will include a commercial and geography suite. Other phases of the building programme will include a laboratory and a gymnasium.

Mr. H.R. Peers, Chairman of the Christchurch West High School Board of Governors commented on the merger in 1964.

To stand still in a progressive society is to enter into a state of decline, and because of our geographical position in the centre of a now predominantly non-residential area of a city, the administrators have watched with apprehension our steady decline in roll numbers, which eventually would have sounded the death knell of a premier school in New Zealand. The opportunity to remedy this adverse trend presented itself in recent months, in the successful negotiations to merge with another well known establishment or learning of pioneer birth, the Christchurch Technical High School, which was also doomed to extinction under the relentless pressure of progress. With the merger of these two old schools and the blending of their grand and proud traditions
we are now witnessing the closing of one era and the unfolding of a glorious academic future with the new Hagley High School, a school of which we are all going to be justifiably proud.

We can look back with satisfaction on several successful and laudable changes which our present school has pioneered for the benefit of education in New Zealand. Christchurch West High School is a living history of the educational changes of the century. From a private high school in 1864 ... to a state secondary school with a normal school department for the training of teachers, on to a district high school alone, and then in 1934 the school attained the status of a full high school.

We now prepare to go from strength to strength from 1966 onwards as the Hagley High School. Naturally there will be disappointments - life is like that - but do not let us worry about small changes necessitated by the merger. Rather let us cast our eyes upwards and outwards towards towards the broader horizons of education and resolve to build a greater "Alma Mater" for posterity.  

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Tate, Frank, Investigation into Certain Aspects of Post-Primary Education in New Zealand, Wellington: Government Printer, 1925.


Other Source Material

Reports of Inspectors to the Canterbury Board of Education.

School committee minute books, 1863, 1877-1887, 1902-1932.


APPENDIX A

DR. J.S. TURNBULL

Born in Scotland, 1828. Came to New Zealand as a ship's surgeon. He took a great interest in the High School of Christchurch and in December, 1870, in a prize-giving address he vigorously attacked H.J. Tancred, Chairman of the Board of Education, for the miserly way he doled out grants to schools. He also underlined the fact that the Christchurch High School was not denominational but catered for all boys and that the masters did not all come from Scotland.

He had a wooden leg. He had a high pitched voice and spoke with a strong Scotch accent. A generous man and kindly; he was very vigorous in expressing his views which were individual to himself.

Dictionary of Canterbury Biography.
APPENDIX B

HIGH SCHOOL OF CHRISTCHURCH

The Directors, recognising the unanimous wish of the Congregation to see this institution advance with the requirements of the colony, feel convinced that this can be secured only by placing the school at once on a sufficiently extensive site, where the youth attending it can have space for healthy recreation, and on which permanent stone buildings can at a future date be erected. They have accordingly opened a subscription list for the purpose of purchasing larger grounds. They confidently anticipate that both the number of the amount of the contributions will show a cordial sympathy with the proposal, and enable them to carry it into effect without delay.

J.3 Turnbull,
Honorary Secretary,
High School, June 19, 1863.

Subscription List

William Wilson in 3 years £75
Rev. J. Lillie in 3 years £50
Mark Sprott in 3 years £60

" Press ", June 20, 1863.
High School of Christchurch, 1863. Congregational Meeting of St Andrew's Church, June 23, 1863.

Moved and seconded that the amount raised by the subscriptions be expended in the purchase of Lot no. 32, Christchurch Town Reserves, Lower Lincoln Road, as a site whereon to erect the High School.

Mr Wilson, after explaining at some length the position and advantages of the site in question proceeded to read the following series of reasons drawn up by the Directors as the basis of their proposition:

1. The recognised necessity for larger grounds and increased accommodation.
2. The impossibility of carrying out the plan adopted at the last meeting. The price wanted for the adjoining land was exorbitant and a road was planned between it and the paddock.
3. There was no other land to be found after a diligent search, so suitable or moderate in price.
4. The position of this block has many special advantages. It is within 400 yards of the present building, or about three minutes walk. It points on Hagley Park, has a good exposure, and as nearly as can be resembles the position of similar schools in Edinburgh and other large towns in Scotland.
5. A considerable sum of government money has been expended on the school already and a further sum is about to be obtained in the belief that the members of this Church are anxious to make it a really first class school. Nothing has hitherto been done for it by the Congregation and it seems time now to keep it forward.
6. At the present time the Commissioners on Education are anxiously preparing a general scheme of Elementary Schools which will no doubt speedily include all the present denominational schools, and make at less cost, ample provision for every district of town and country.
7. The High School will be the means of providing a superior education to all who desire it for their children and at rates of payment certainly not higher than at present. This has hitherto been the earnest desire of all Scottish parents and is peculiarly suited to a Colony where the highest places may be within reach of all.

The above resolution was passed.
APPENDIX D

HIGH SCHOOL OF CHRISTCHURCH

DIRECTORS
Rev. C. Fraser M.A., Chairman
William Wilson
John Anderson
Rev. J. Lillie D.D.
James S. Turnbull M.D.
Mark Sprott
T.W. Maude
John Johnstone

TREASURERS
William Wilson, John Anderson

SECRETARY
J.S. Turnbull M.D.

RECTOR
David Scott, Classical Master

ENGLISH MASTER
Charles Cook

The Third Quarter commences on the first of July (this day).

The present schoolroom will continue to be occupied by the classes till the erection of the new buildings, so that no interruption will take place in the pupils' studies. It is expected that the new buildings will be completed previous to the commencement of next quarter. Classes, fees, and general management remain the same as formerly.

Information as to terms may be had on application to the Chairman and Secretary of the Board, or to the Rector of the High School.

By order of the Directors,
J.S.T.

" Press "; July 2, 1865.
APPENDIX E

CHARLES COOK 1841-1919

Born Inverness, Scotland. Educated to be a teacher at Edinburgh where he started to teach. Came to Canterbury in 1865 to be a master at the old High School. Appointed headmaster of the High School in 1867 and held this position for three years before opening a school of his own.

In 1867, Cook and the Directors were able to make arrangements for the school grounds to communicate with the recently vacated Kohler's Gardens, which contained a swimming bath. The building was to be adapted to the uses of a boarding school. The baths were a great asset. Cook conducted the end of year examinations which were, according to Scottish custom, vive voce and public and doubtless trying to nervous boys. The prize giving was held at Kohler's Gardens.

Cook left the High School in 1870. He gave his views about schools and teaching in a speech in 1870. He said that in his experience the clever boys were usually pushed along and not much attention was paid to average boys, partly through lack of masters and partly because the results were not so striking. He intended to take only so many boys as he could attend to well himself without much help. His school became famous.

Dictionary of Canterbury Biography.
APPENDIX F

REV. JAMES CUMMING 1838-1885

Born Aberdeen and was master at the West End Academy there. Had studied at Aberdeen University. Arrived in Wellington 1865 and was posted to Bulls soon after. While there he married. Came to Christchurch in 1872 and was appointed headmaster of West Christchurch School, 1873. The West Christchurch School committee made arrangements with him to open his school as a district school for the higher branches under the Board of Education regulations. The Board of Education would not let him continue to teach without passing their own examination, which he succeeded in doing. Appointed Inspector of Schools, 1883.

Dictionary of Canterbury Biography.

The Rev. James Cumming, the first headmaster, laid the foundation of education in a thoroughly sound manner. Stern and severe, even to harshness, he yet was very pleasant in the classrooms. His methods of teaching riveted the attention of the class by the power of his voice in relating incidents bearing directly on the subjects under discussion. Should his purpose be crossed in any way, someone had cause to remember it, for he was a man who brooked no opposition. Dangerous as such men are, he yet by this very force, built up a school discipline which has come down to the successive generations of scholars almost in the nature of a school ideal. He was a very
big man physically. His black bushy eyebrows attracted immediate
attention. To those who knew him, the straightening and lowering of
those eyebrows was a sign of anger, more intense as the brows lowered.
Then with a sudden lift, as though his whole scalp had lifted back,
his brows would arch and his anger disappear in a moment. Possessing
a wide general knowledge, a sound education, but no scholarly culture
he was an ideal master for a school of the pioneering times. A pioneer
himself he won the city's respect for his work. Well did he earn his
promotion to an inspectorate in 1882.

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<td>72.70</td>
<td>120</td>
<td>72.50</td>
<td>143</td>
</tr>
<tr>
<td>Martindale Sch</td>
<td>108</td>
<td>55.05</td>
<td>83</td>
<td>51.39</td>
<td>370</td>
</tr>
<tr>
<td>Jordan Sch.</td>
<td>244</td>
<td>111.15</td>
<td>96</td>
<td>94.10</td>
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</tr>
<tr>
<td>Total</td>
<td>798</td>
<td>448.64</td>
<td>962</td>
<td>614.15</td>
<td></td>
</tr>
</tbody>
</table>
Sir,

Observing that teachers are required for the West Christchurch Educational district, I have the honour to offer myself as a candidate for an appointment as a pupil teacher in one of the schools proposed to be opened on Montreal Street South or Addington.

I have been attending St. Luke's and St. Michael's Schools, and beg to refer you to the Rev. C. O. Long and the Dean of Christchurch as to character.

I have the honour to be,

Sir,

Your obedient servant,

Alfred C. Fraser.

R. A. Stanford Elly
Chairman
West Christchurch Educational District.
### APPENDIX J

WEST CHRISTCHURCH SCHOOL ATTENDANCES 1881-1900 COMPARED WITH OTHER CANTERBURY EDUCATION BOARD SCHOOLS

<table>
<thead>
<tr>
<th>Year</th>
<th>Roll</th>
<th>Av. Attend.</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1881</td>
<td>16,051</td>
<td>11,760</td>
<td>75.26</td>
<td>76</td>
</tr>
<tr>
<td>1885</td>
<td>19,223</td>
<td>14,863</td>
<td>77.27</td>
<td>83</td>
</tr>
<tr>
<td>1890</td>
<td>21,240</td>
<td>17,869</td>
<td>84.12</td>
<td>86</td>
</tr>
<tr>
<td>1900</td>
<td>19,850</td>
<td>16,750</td>
<td>84.38</td>
<td>86</td>
</tr>
</tbody>
</table>
High School,
Oct 29th 1873.

To the Committee of Christchurch West

Gentlemen

Having heard of your desire to promote the exercise of every manly sport in the schools under your supervision, we make bold to ask you to place at our disposal a set of cricketing implements, as our old set is broken. Respectfully hoping that you will consider our request.

We remain, Sirs

(Yours to Command) A. Dawson
G. Booth
G. A. Pembroke
S. W. Rutland

Members, H.S.C.B.
To the Chairman
and gentlemen of the
West Christchurch Educational
Committee

Dear Sirs,

From the
continual nagging and contemptuous
treatment that my Daughter,
Miss. A. Stoddart receives from Miss Stoddart
at the High School, undeserved
in my own and in the opinion
of others, she is getting quite
farsen Spirited under it; and
unless there can be a change made
for the better, I feel that I shall
be reluctantly compelled to withdraw
her from it - as I fear that her
health will very soon give way under
it.

A reply at your earliest convenience
will oblige. I am yours,
Respectfully,
Arch'd Stoddart
from Belt Smith
APPENDIX M

COURSES 1964.

PROFESSIONAL COURSE (Boys and Girls)

This course which contains a foreign language, is recommended for those of higher intellect who wish to enter the professions. It leads to School Certificate, University Entrance, and University Scholarship.

Extra Subjects for First Year: French, Mathematics.
University Entrance: English and four of French, Geography, Mathematics, Chemistry or Biology, Physics, Mechanics.
University Scholarship: As for University Entrance plus additional Mathematics (if required).

GENERAL COURSE (Boys and Girls)

This course gives a good general education without a foreign language. It leads to School Certificate, University Entrance, and University Scholarship.

Extra Subjects in First Year: Mathematics, Commercial Practice or Drawing and Design.
School Certificate: English, Geography, General Science, Mathematics, Commercial Practice, or Drawing or History.
University Entrance: English and four of Geography, Mathematics, History, Biology, Chemistry, Physics, Book-keeping, Mechanics.
University Scholarship: As for University Entrance plus additional Mathematics (if required).
APPENDIX M (Continued)

HOME COURSE (Girls)

This course is designed for the girl of average ability who wishes particularly to receive a training in home crafts. It will also suit girls who wish to be employed in businesses where some commercial skill will be useful. It will lead to School Certificate and Endorsed School Certificate, thus providing the necessary qualification for those who wish to proceed to Homecraft teaching. The really bright pupil could qualify for University Entrance.

COMMERCIAL COURSE (Girls)

This course may be taken by those who propose to enter the business world or by those who wish to proceed to certain of the professions which do not require mathematics or a foreign language. It gives a sound general education. It leads to School Certificate and University Entrance and pupils also sit for various commercial examinations.

Extra Subjects in First Year: Shorthand, Typing, Book-keeping.
University Entrance: English, Geography, History, Book-keeping.
### COURSES

#### PROFESSIONAL (Boys and Girls)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>FORMS 3-4</th>
<th>FORM 5</th>
<th>FORM 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English +</td>
<td>English +</td>
</tr>
<tr>
<td>Social Studies</td>
<td>French</td>
<td>For of</td>
<td>For of</td>
</tr>
<tr>
<td>General Science</td>
<td>Geography</td>
<td>French</td>
<td>French</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>French</td>
<td>General Science</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Music</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Craft (Woodwork, Metalwork, Dressmaking, Cookery)</td>
<td>Biology</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physics</td>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>(These subjects for School Cert.)</td>
<td>Mechanics 6B</td>
<td>Mechanics 6B</td>
<td>Mechanics 6B</td>
</tr>
<tr>
<td></td>
<td>Additional Mathematics 6A</td>
<td>Additional Mathematics 6A</td>
<td>Additional Mathematics 6A</td>
</tr>
</tbody>
</table>

#### CAREERS

This course is recommended for pupils of higher intellect who wish to enter the professions—teaching, medicine, law, dentistry, engineering, accountancy. Pupils are prepared for School Certificate, Endorsed School Certificate, University Entrance, Higher School Certificate and University Scholarship. A university career follows naturally from this course.

#### GENERAL COURSE (Course A)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>FORMS 3-4</th>
<th>FORM 5</th>
<th>FORM 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English +</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Geography</td>
<td>For of</td>
<td>For of</td>
</tr>
<tr>
<td>General Science</td>
<td>Mathematics</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>Mathematics</td>
<td>General Science</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Commercial Practice</td>
<td>Commercial</td>
<td>Book-keeping</td>
<td>Book-keeping</td>
</tr>
<tr>
<td>or Drawing</td>
<td>or Drawing</td>
<td>or Book-keeping</td>
<td>or Book-keeping</td>
</tr>
<tr>
<td>and Design</td>
<td>and Design</td>
<td>and Book-keeping</td>
<td>and Book-keeping</td>
</tr>
<tr>
<td>Craft (as above)</td>
<td>Physical Education</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td>or</td>
<td>Additional Mathematics (6A)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>History</td>
<td>Chemistry</td>
<td>Additional Mathematics (6A)</td>
</tr>
</tbody>
</table>

#### CAREERS

Pupils who take this course which differs from the Professional Course in that it does not contain a foreign language can enter for the same examinations and undertake the same careers as entrants for the Professional Course.

#### GENERAL COURSE (Course B)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>FORMS 3-4</th>
<th>FORM 5</th>
<th>FORM 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Geography</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>History</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>General Science</td>
<td>General Science</td>
<td>Book-keeping</td>
<td>Book-keeping</td>
</tr>
<tr>
<td>Woodwork</td>
<td>Drawing and Design</td>
<td>or Book-keeping</td>
<td>or Book-keeping</td>
</tr>
<tr>
<td>Metalwork</td>
<td>(These subjects for School Cert.)</td>
<td>or Craft</td>
<td>or Craft</td>
</tr>
<tr>
<td>Art</td>
<td>Music</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

#### CAREERS

This course is recommended for pupils of below average ability. However, the door is not completely closed for School Certificate and late developers can sit in the subjects indicated. They are unlikely to go on to the 6th Form.

### COURSES continued

#### TECHNICAL COURSE (Boys only) in Engineering or Woodwork

<table>
<thead>
<tr>
<th>COURSES</th>
<th>FORMS 3-4</th>
<th>FORM 5</th>
<th>FORM 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>General Science</td>
<td>Engineering or Workwood</td>
<td>Engineering or Workwood</td>
<td>Engineering or Workwood</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Technical Drawing</td>
<td>Technical Drawing</td>
<td>Technical Drawing</td>
</tr>
<tr>
<td>Physics</td>
<td>Mechanical Drawing</td>
<td>Mechanical Drawing</td>
<td>Mechanical Drawing</td>
</tr>
<tr>
<td>(These subjects for School Cert.)</td>
<td>Mechanics 4</td>
<td>Mechanics 4</td>
<td>Mechanics 4</td>
</tr>
</tbody>
</table>

#### CAREERS

This course is suitable not only for those who wish to take on apprenticeships in trades such as draughting, electrical trades, plumbing, carpentry, cabinetmaking but can also lead on to higher education with the New Zealand Certificate or a University degree as the goal. By passing certain subjects at the School Certificate or University Entrance level, credits can be gained for the New Zealand Certificate in Engineering and Draughting. Two years' secondary schooling will also lessen the time necessary for an apprenticeship.

#### COMMERCIAL COURSE (Girls only)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>FORMS 3-4</th>
<th>FORM 5</th>
<th>FORM 6</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Geography &amp; History</td>
<td>Geography &amp; History</td>
<td>Geography &amp; History</td>
</tr>
<tr>
<td>General Science</td>
<td>Core Mathematics</td>
<td>Human Biology</td>
<td>Human Biology</td>
</tr>
<tr>
<td>Shorthand</td>
<td>Typing</td>
<td>Shorthand</td>
<td>Shorthand</td>
</tr>
<tr>
<td>Book-keeping</td>
<td>Book-keeping</td>
<td>Book-keeping</td>
<td>Book-keeping</td>
</tr>
<tr>
<td>Craft</td>
<td>(These subjects for School Cert.)</td>
<td>Craft</td>
<td>Craft</td>
</tr>
<tr>
<td>Music</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

#### CAREERS

This course is suitable for those who wish to take on office or secretarial work. Pupils are prepared for Pitman's Shorthand, Chamber of Commerce and Public Service examinations. They are also prepared for School Certificate and can go on to University Entrance in four or five subjects.

#### HOME COURSE (Girls only)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>FORMS 3-4</th>
<th>FORM 5</th>
<th>FORM 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Geography</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>General Science</td>
<td>Homecraft</td>
<td>Human Biology or General Science</td>
<td>Human Biology or General Science</td>
</tr>
<tr>
<td>Woodwork</td>
<td>Clothing</td>
<td>Homecraft</td>
<td>Homecraft</td>
</tr>
<tr>
<td>Metalwork</td>
<td>Art</td>
<td>Clothing</td>
<td>Clothing</td>
</tr>
<tr>
<td>Art</td>
<td>Typing</td>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td>(5 of these for School Cert.)</td>
<td>(5 of these for School Cert.)</td>
<td>(5 of these for School Cert.)</td>
<td>(5 of these for School Cert.)</td>
</tr>
</tbody>
</table>

#### CAREERS

This course is designed especially for girls who want to receive a training in home crafts. It will suit also girls who wish to be employed in shops. It can lead to School Certificate and Endorsed School Certificate. The brighter pupil could qualify for University Entrance and take up Homecraft Teaching.
# Appendix O

**Rolls of Christchurch West High School and Christchurch Technical College with Those of Other Schools, 1951 - 1965**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>WEST</th>
<th>CTC</th>
<th>EHS</th>
<th>GHS</th>
<th>AV</th>
<th>PAP</th>
<th>LIN</th>
<th>CASH</th>
<th>SHLY</th>
<th>RUCC</th>
<th>ARAN</th>
<th>BURN</th>
<th>HILL</th>
<th>MAIR</th>
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<tbody>
<tr>
<td>1951</td>
<td>759</td>
<td>872</td>
<td>823</td>
<td>603</td>
<td>544</td>
<td>441</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1952</td>
<td>812</td>
<td>880</td>
<td>864</td>
<td>613</td>
<td>585</td>
<td>422</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1953</td>
<td>807</td>
<td>1012</td>
<td>908</td>
<td>618</td>
<td>621</td>
<td>481</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1954</td>
<td>813</td>
<td>1046</td>
<td>948</td>
<td>644</td>
<td>644</td>
<td>531</td>
<td>288</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>1955</td>
<td>877</td>
<td>1047</td>
<td>1004</td>
<td>658</td>
<td>691</td>
<td>594</td>
<td>597</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1956</td>
<td>901</td>
<td>1114</td>
<td>1027</td>
<td>680</td>
<td>721</td>
<td>667</td>
<td>711</td>
<td>192</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1957</td>
<td>861</td>
<td>1014</td>
<td>1048</td>
<td>695</td>
<td>756</td>
<td>710</td>
<td>738</td>
<td>435</td>
<td>149</td>
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<tr>
<td>1958</td>
<td>845</td>
<td>840</td>
<td>1005</td>
<td>652</td>
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<td>824</td>
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<td>506</td>
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<td></td>
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<tr>
<td>1960</td>
<td>829</td>
<td>990</td>
<td>953</td>
<td>692</td>
<td>715</td>
<td>900</td>
<td>807</td>
<td>963</td>
<td>620</td>
<td>643</td>
<td>355</td>
<td>233</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1961</td>
<td>834</td>
<td>932</td>
<td>965</td>
<td>679</td>
<td>720</td>
<td>871</td>
<td>900</td>
<td>982</td>
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<td>783</td>
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<td>1962</td>
<td>939</td>
<td>925</td>
<td>994</td>
<td>702</td>
<td>787</td>
<td>937</td>
<td>956</td>
<td>1036</td>
<td>726</td>
<td>866</td>
<td>684</td>
<td>769</td>
<td>277</td>
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<tr>
<td>1963</td>
<td>951</td>
<td>796</td>
<td>1017</td>
<td>710</td>
<td>735</td>
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<td>1006</td>
<td>1078</td>
<td>750</td>
<td>842</td>
<td>773</td>
<td>922</td>
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<td>531</td>
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<tr>
<td>1964</td>
<td>885</td>
<td>650</td>
<td>1035</td>
<td>745</td>
<td>789</td>
<td>956</td>
<td>1026</td>
<td>1101</td>
<td>744</td>
<td>790</td>
<td>773</td>
<td>1002</td>
<td>433</td>
<td>644</td>
</tr>
<tr>
<td>1965</td>
<td>811</td>
<td>677</td>
<td>1043</td>
<td>725</td>
<td>844</td>
<td>953</td>
<td>1051</td>
<td>1104</td>
<td>762</td>
<td>764</td>
<td>769</td>
<td>1012</td>
<td>583</td>
<td>712</td>
</tr>
</tbody>
</table>

**Notes:**

- Figures for the years 1951-1961 are those at 1 July in each year.
- Figures for 1962-1965 are those at 1 March. March enrolments are typically a little higher than those for July, e.g. for West the average annual difference for the years 1951-1961 was 46, and for C.T.C. 10.

The names of the schools given in abbreviated form at the top of each column are: West: Christchurch West High School; C.T.C. Christchurch Technical College; B.H.S. Boys' High School; G.H.S. Girls' High School; Av. Avonside; Pap. Papannui High School; Lin. Linwood High School; Cash.
Appendix C (continued)

Cashmere High School; Shly. Shirley Boys' High School; Ricc. Riccarton

High School; Aran. Aranui High School; Burn. Burnside High School;

Hill. Hillmorton High School; Mair. Mairehau High School.