

TEPC220-16C (NET)

Social Issues in Aotearoa/New Zealand Education

Assignment 3: *The History of Schools and Curriculum*

Mt Pleasant School, Christchurch.



Mt Pleasant community is located approximately seven kilometres from Christchurch City, in the Port Hills, overlooking the estuary of the Avon and Heathcote rivers. (Shown here in Figure 1.)



Figure 1: Map of the Port Hills area, Christchurch (Source: Te Ara Encyclopedia of New Zealand, 2013)

The Port Hills are rich in Maori and early European history, with an archaeological site at Redcliffs indicating Maori settlement dating back approximately 650 years. (Harris, 2016)

A Brief History of Pre-European and European Settlement

In pre-European times Tauhinu Korokio (the Maori name for Mt Pleasant) was chosen by Ngati Mamoe as a site for a village. The name came from the combination of two native plants that grew extensively in the area. This site had a good source of water from underground springs and was suitable for growing vegetables such as korau and pora - now extinct. (Cowan, 1923) Ngati Mamoe was later displaced by Ngai Tahu, who was living in the area when European settlement began. (Harris, 2006)

In 1770, Captain James Cook sighted Canterbury but did not land. The first European landing came around 1815 when a sealing ship arrived in Akaroa and traded with Maori. In the 1830s, whaling ships began anchoring in Port Cooper/ Lyttelton Harbour and whaling stations were established. The signing of the Treaty of Waitangi in 1840 opened the way for British settlement throughout New Zealand. (Te Ara Encyclopedia of New Zealand, 2013) A group of Englishmen from one of the whaling stations headed over to the plains of Canterbury to begin establishing farms. This turned out to be a difficult task, which they abandoned.

In 1843 the Deans brothers returned to the area and founded the first European settlement in Riccarton. (Harris, 2016) In 1848 the government purchased most of the region from Ngai Tahu. In the same year, Captain Joseph Thomas was sent from England by the Canterbury Association.¹ He was responsible for laying out the port town of Lyttelton and the plains town of Christchurch. He also began the road over the Port Hills to connect Christchurch with the port prior to the arrival of the first wave of English settlers. Captain Thomas needed to decide on the best route for transporting heavy goods in Christchurch. He attempted to make a route over the Rapaki Pass, but he ran into problems with the Maori people and was forced to look further towards the heads. He finally decided on a route from Ferrymead, through Sumner and up over what is now known as Evans Pass. This was not an easy task and involved 3 spurs in the Hills. The first spur he named as Mount Pleasant. (Penny, 1982)

¹ The Canterbury Association was established in England by a group of men who belonged to The Church of England. Their plan was to form settlements overseas and in this instance, New Zealand. (Penny, 1982)

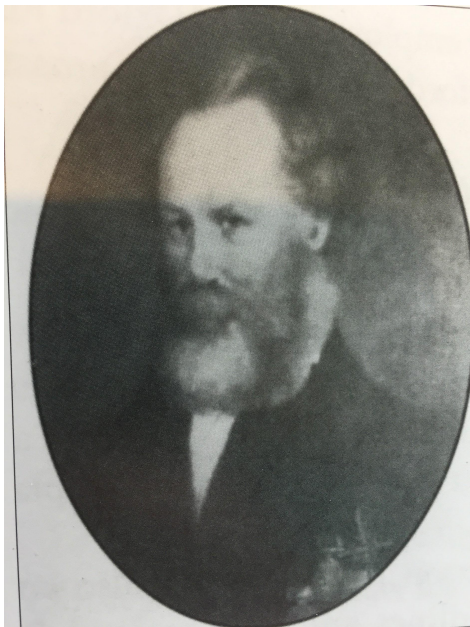
In 1850 the Canterbury Association's first four immigrant ships arrived in Lyttelton, marking the beginning of official European settlement. (Te Ara Encyclopedia of New Zealand, 2013)

From the beginning of European settlement, Mt Pleasant became a 'land grab' and Joseph Greenwood purchased much of the area as he recognised its grazing potential. In 1847, he sold to the Rhodes brothers who then sold the land to Major A Hornbrook in 1852. (Ogilvie, 2009) Major Hornbrook obtained a licence for 2020 hectares on Banks Peninsula, taking in the areas between Heathcote and Godley Heads and over to Lyttelton, for grazing. Near the site of the ancient Ngati Mamoe village, high on the Mt Pleasant Hill, he built his homestead where in later years he signalled the arrival of ships. (Penny, 1982) This homestead was later purchased by R.M.D. Morten and is still standing today. (Shown here in Figure 2.)



Figure 2: Homestead built by Major Hornbrook, photographed in 1930 (Source: Christchurch City Library)

Major Hornbrook (shown in Figure 3) was known as a 'colourful personality' in early Canterbury times. He made his money by establishing one of the first businesses in Lyttelton - The Mitre Hotel. This hotel acted as a trading post, selling meat, dairy and other produce from local farms. He then sold the Mitre and purchased the land in Mt Pleasant. Unfortunately this business decision was not a good one and he was declared bankrupt in 1871 due to very poor mutton sales and the laborious and costly process involved in getting wool to the market. He set out to revive his situation and took over the running of the Phoenix Wool Scouring Works and a lime kiln in Woolston. He then set up a glue factory in the same area. His wife opened a school in Opawa and his daughters helped run it. (Ogilvie, 2002). Major Hornbrook is part of the history of Mt Pleasant School as the school is now situated on Major Hornbrook Road.



icant figure in the Mt Pleasant community

The Port Hills area was the hub of transportation for Christchurch. Upon arrival in Lyttelton, many settlers walked up and over the Bridle Path into Christchurch, while

heavier goods were boated around the heads to Ferrymead, then taken up the Avon and Heathcote Rivers into the city settlement.

Early pilgrims often referred to Mt Pleasant as ‘Hill of Difficulty’ as it was the highest point on the northern port hills. (Ogilvie, 2002) In 1861, the Lyttelton Rail Tunnel construction began. By 1867 the 2.6 kilometre tunnel through volcanic rock was finally finished and allowed for passengers and cargo to be transported from Lyttelton. (Lyttelton Rail Tunnel, 2013)

The Beginning of Education in the Port Hills Area

It is at this point in the history of Christchurch that education began in the Port Hills. Heathcote Valley School was established in 1860 and numbers grew quickly due to the increasing population directly related to the construction of the tunnel. By 1861, Heathcote Valley School was educating 150 children (Heathcote Valley School, 2013), shown here in Figure 4.

Figure 4: Children at Heathcote Valley School 1900-1910 (Source: Heathcote Valley



In 1876, Sumner School was established, seen in Figure 5. Sumner School educated pupils from both Sumner and Redcliffs, until Redcliffs School was established in 1907. (Community Archives, 2009) The building of Redcliffs School (as seen in Figure 6) was directly related to increased transportation into the area. A causeway was built in the same year, improving access to the area from the city, and leading to a rise in the residential population. (Redcliffs School, 2012)

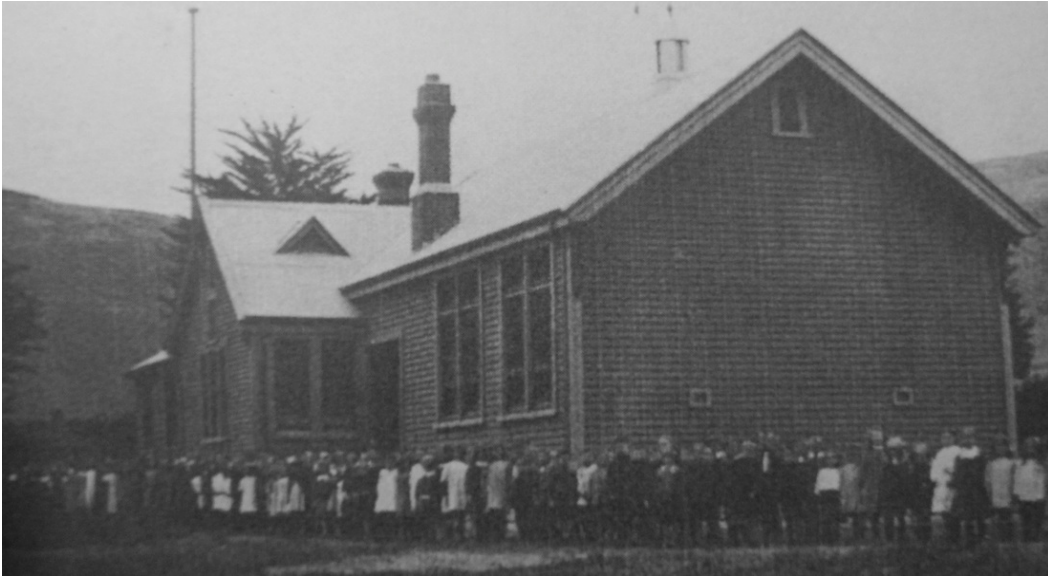


Figure 5: Sumner School in 1912 (Source: Sumner School Website, 2016)



Figure 6: Redcliffs School in 1907 (Source: Redcliffs School Website, 2016)

By 1870, a free basic education was in place in New Zealand, funded by grants to existing schools from the various provincial governments. However, attendance was not compulsory. The national government's Education Act of 1877 deemed that all children had to attend school between the ages of 7 and 13, and were entitled to

attend from 5 to 15. (Te Ara Encyclopedia of New Zealand, 2013) It was not uncommon for children to be absent from school during this period. Ridding and transport were often to blame, as was truancy. However the main reason was that many parents kept their children at home to help with manual labour. The majority of children left school by the age of 12. (Campbell, 1941)

The Growth of Mt Pleasant

In 1860, R.M. Morten arrived in New Zealand with his family and purchased 2828 hectares at Mt Pleasant that was used mainly for sheep. After his death in 1908, the property was handed on to his son A.R.V. Morten. Around this time a syndicate was formed to sell the land for residential houses or small farms, and to develop roads. (Penney, 1982)

Slowly, over the next 15 years, a residential area began to grow. However, facilities such as stores, schools, churches and a library were not developed in Mt Pleasant and residents had to travel to Redcliffs to access these things. Farming was most likely the main source of employment. However, industries in Ferrymead such as the soap, candle and ink factories were well established and were possible forms of employment. Years later these factories became a real worry to the increasing residential population on Mt Pleasant, who successfully protested the foul smelling pollution. By 1931, an area of Woolston was set aside for these businesses. Presumably, with the removal of the businesses and the pollution as well as the improvement of roads and transport into the area, there began the increase in popularity for Mt Pleasant as a residential area. (deThier, 1976)

Over this period, children living in Mt Pleasant received their education at Redcliffs School. This involved a 1.5 mile walk each way. (Papers Past, Sun, 1920) By 1926, about 40 residents in Mt Pleasant began expressing an interest in attaining a school for Mt Pleasant. According to a list presented at a meeting between residents, the Chief Inspector of Schools and a representative of the Canterbury Education Board, there were over 50 children living on Mt Pleasant and approximately 28 of them would attend a new school. The residents expressed the difficulties they had with sending their children to Redcliffs School, including the long walk, a strong desire to keep children on the hills for health reasons, and the danger of young children travelling on the trams. The Chief Inspector of Schools and the Education Board representative both agreed with the residents and promised to discuss a new school with the Board and the Department. (Papers Past, Press, 1926)

Establishment of Mt Pleasant School

Colonel Hobday, a local resident, made an offer to donate two acres of land for the school and also made financial arrangements connected to the building of the new school. (Papers Past, Press, 1928)² In archived correspondence between the Education Board and the residents, Colonel Hobday had offered £600 interest free for 2 years on the condition that the Board made an immediate start on the new school. (See Appendix 1) An estimated cost for building the school was £638. Therefore, the residents pointed out that only £38 would be needed initially. The school was not included on the Education Board's 1927 urgent list, however the Board decided on 21 October 1927 to accept the offer and the community was able

² In researching Mt Pleasant School, conflicting information over who donated the land has been discovered. "Sumner to Ferrymead" by Walter deThier stated the Morten family donated the land. I have decided that Papers past are a more reliable source of this information.

to push ahead and erect the school. (Archives New Zealand, Education Board, 1927)

It was believed that the land donated was insufficient and funding was sought to acquire more land to increase the school site to 3 acres, 3 roods 23 perches. (See Appendix 2.) This land was valued at £350. (Archives New Zealand, Education Board, 1927)

This shows the determination of the residents of Mt Pleasant to obtain a school in the area. By encouraging the Education Board to accept Hobday's donation and loan, the school was able to be built in a timely manner.

February 6th 1928 was a day to celebrate for the Mt Pleasant Community as it marked the opening of the new school on the hill. (Mt Pleasant School 75th Jubilee Booklet, 2003) The school was one to be very proud of, as it was one of the most modern schools in existence - an 'Open-Air School'. (Papers Past, Press, 1928) At the opening, Colonel Hobday commented in his speech, "Environment affected our lives and pure atmosphere, charming landscape and free space would do so much to ensure healthy bodies, alert minds and strong characters." (Mt Pleasant School 75th Jubilee Booklet, 2003)

Open- air Schools

Open-Air Schools became popular in the early 1920s. (Te Ara Encyclopedia of New Zealand, 2013) Attitudes towards pupils were changing and it was recognised by school inspectors that children needed opportunities to move in the open air.

(Campbell, 1941) Open-Air Schools included large verandas where pupils could be taught on fine days, sliding shutters and plenty of windows to let in natural light. The New Zealand Herald in 1916 reported that children taught in open-air classrooms,

showed a distinct advantage in general health, mental alertness and energy. (Papers Past, New Zealand Herald, 1916) Figure 7 shows the plans for the proposed Open-Air School for Mt Pleasant.

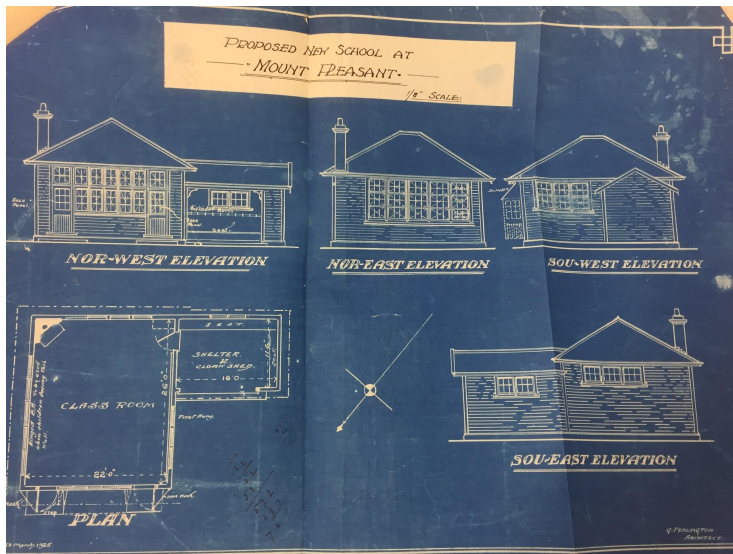


Figure 7: Proposed Open-Air School for Mt Pleasant (Source: Archives New Zealand - New School, 1925)

Colonel Hobday's opinions, and those reported by the New Zealand Herald, on the positive effects on children of fresh air and access to the natural environment, reflect the health history of the 1920s. Health epidemics and influenza outbreaks were common in New Zealand. But the most concerning diseases of this era were polio and tuberculosis. People believed that living up on the hill, where the air was fresh, was an advantage to a person's health and well-being. See Appendix 1. (Archived Document, Archives New Zealand, 1930).

The opening of the school was an important occasion for the Mt Pleasant residents. Miss Muriel Wiggins, from Sumner, became the first teacher. (Mt Pleasant School

75th Jubilee Booklet, 2003). Primary teaching has always attracted a large percentage of women. From 1877, teachers were paid according to their grading and the size of the school. Due to there being many smaller schools, most teachers were poorly paid. In 1900 changes to the teaching profession, such as standardised salaries, made teaching more appealing. However, women continued to dominate the profession, due to it being one of the few jobs open to women during this era. (Te Ara Encyclopedia of New Zealand, 2013)

The new Mt Pleasant School was opened with the singing of the national anthem and the raising of the New Zealand Flag. In attendance was the Chairman of the Canterbury Education Board - Mr C.S.Thompson - who formally opened the building. Also in attendance was Member of Parliament, Mr J McCombs. In his speech to the gathering, he mentioned that in seven out of every eleven classes in New Zealand, there were too many pupils for teachers to do credit to. (Mt Pleasant School 75th Jubilee Booklet, 2003)

Mt Pleasant School's first day roll contained 19 children. By the end of 1928 the school had 34 pupils. (Mt Pleasant School 75th Jubilee Booklet, 2003) Mr McCombs' speech alluded to a growing problem in schools throughout New Zealand. The large numbers of children in classrooms had come about due to stricter enforcement of the Education Act 1877. Also, improvements in transportation meant that smaller schools could be closed and pupils transported to main centres. (Te Ara Encyclopedia of New Zealand, 2013)

In 1929, the Canterbury Education Board discussed the defects of the Mt Pleasant Open-Air School. Alterations to the building were required as the reflection from the

estuary interfered with the children's work and made conditions unpleasant. The Education Board reported that children should be able to face a blank wall and, in building schools, this fact should never be lost sight of. Open-air schools had windows on all sides. Alterations to the building were expected to be completed quickly, as this was considered a very serious matter. (Papers Past, Press, 1929)

In a letter sent to the Department of Education about this problem, the school committee stated: "It is on record that two teachers already have suffered from sun glare and a recent medical examination disclosed the fact that quite a number of children were suffering from weak eyes, a state of affairs assumed to have been caused by the sun glare also". See Appendix 3. (Archived Documents, Archives New Zealand, 1930)

There were more problems with the buildings in 1930 when bad weather caused children to get wet at the back of the school. The school applied for closed-in verandas to be added to fix this problem. (Papers Past, Press, 1930) Figure 8. shows a telegram that was found in the school's archival documents, stressing the seriousness of the situation.

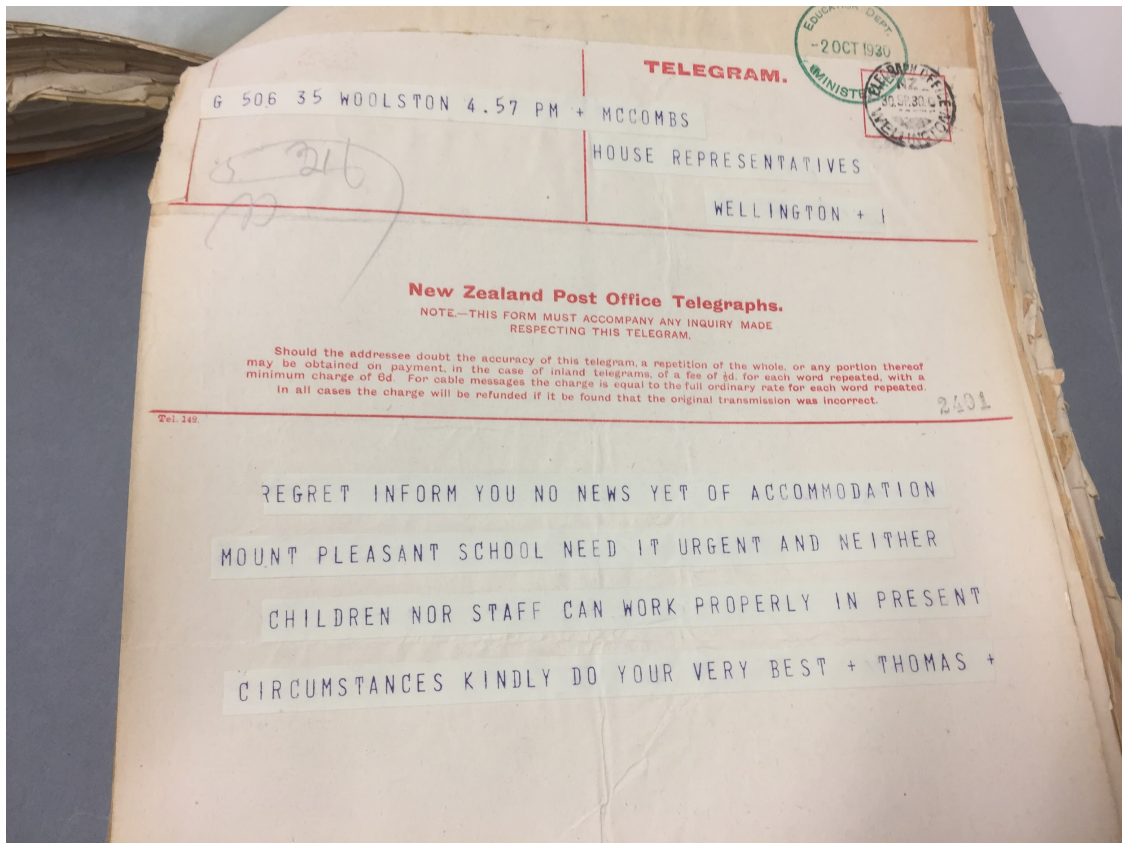


Figure 8: Telegram from 1930 regarding Mt Pleasant School (Source: Archived Document 1930, Archives New Zealand)

The Depression

In 1929, the stock markets in America crashed and the world was plummeted into The Great Depression. Its effects were felt throughout the 1930s in New Zealand. This was a time of great hardship, with businesses closing and many job losses. The Depression led to many children heading out to work at an earlier age, rather than continue their education, in order to help bring in money for the family. (NZine, 2002) When Mt Pleasant School open in 1928 there were 19 enrolled students. By the end of that same year the roll had almost doubled to 34 students. However this then only increased to 43 students over the next 18 years. This slow growth could be

due to the economic depression, but also the roading and transport into the area was poor at this time.(Mt Pleasant School Jubilee Booklet, 2003, Archived Documents, Archives New Zealand, 1930-50)

Manual Training

The Education Act of 1877 not only established compulsory education but also set standards for the quality of education. To begin with, the main focus was the 3 Rs - Reading, Writing and Arithmetic. In 1929 the curriculum dictated that boys needed to learn woodcraft and girls homecraft. This continued until the 1970s, when both genders were allowed to learn wood and metal work, sewing and cooking. (Te Ara Encyclopedia of New Zealand, 2013) At Mt Pleasant, the senior children would leave school at midday to walk to the bottom of the hill, and catch the tram to Phillipstown School where they would have 2 hour lessons. Mrs Jean McDermott recalled doing this, and the 1 mile walk back up the hill at the end of the day. (North and South, n.d.) Interestingly, Mt Pleasant School has never developed the facilities for manual training and in 2016 the children are still transported into town to participate in manual training at a local Intermediate School (manual training is now known as Technology).

Gender discrimination was well entrenched in education with the belief that educating girls was a waste of time when they were going to marry, have children and run a household. Boys were more likely to attend secondary education. (Te Ara Encyclopedia of New Zealand, 2013) It was not until 1944, when secondary education became compulsory to the age of 14, that the attendance of boys and girls became more equal. (Te Ara Encyclopedia of New Zealand, 2013) For Mt Pleasant

students, the closest secondary school was Linwood College which was established in 1954 and was the first co-education high schools to be established in Christchurch post World War 2. (Linwood College, 2016)

World War 2 - Effects

World War 2 began in 1939 and the Port Hills area was prepared for a potential invasion by the Japanese. An anti-aircraft battery was built on the lower slopes overlooking Lyttelton. Four gun emplacements were built above the ground into the rocky hills (seen in Figure 9.). In Sumner, a tank trap ran the length of the beach. (Ogilvie, 2009) During the war years, a site for the army was situated on Mt Pleasant Hill, providing a good vantage point over the city and surrounding waterways. The camp housed nearly 100 service personnel, remaining in place until mid-1944. (Historic Tauhinukorokio, 2015)



Figure 9: Surviving gun emplacements on the junction of Mt Pleasant Road and Summit Road, n.d. (Source: The Port Hills of Christchurch, Ogilvie, 1978)

The school developed a daily air raid drill during the war years, where every morning the flag was saluted and the air raid drill was practiced. This drill was not unlike modern day earthquake drills - drop and cover your head with your arms!

Underground shelters were built on the school grounds, one for boys and one for girls. Jean McDermott, a pupil at the time, wrote about the shelters in her article in the North and South Magazine (n.d.). "They were six feet deep and just wide enough for a wooden bench for seating down each side. Entry was by climbing a wooden ladder and crawling through a manhole like entry. The shelters would have several inches of water in them after rain." Jean also remembers that before the war there were a team of gardeners that kept the grounds tidy, but due to a shortage in manpower, the job fell to the school children - especially if it was known that the inspectors were due. (McDermott, n.d) This garden can be seen in Figure 10.



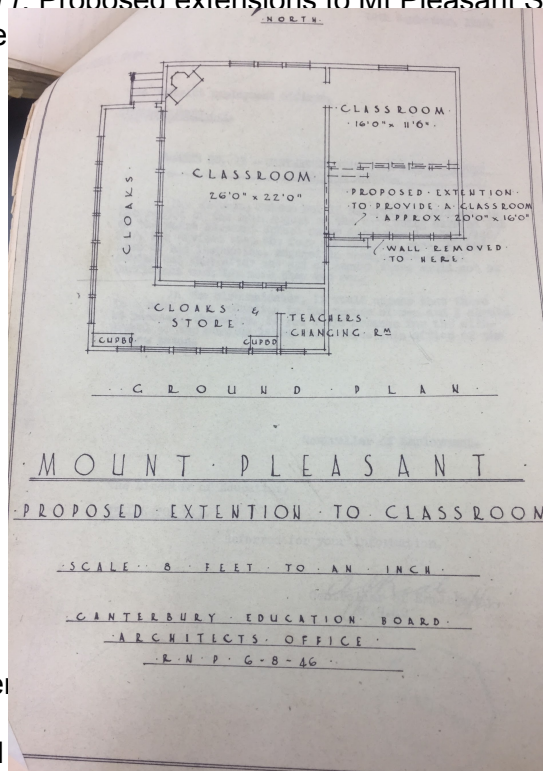
Figure 10: Children gardening on the Mt Pleasant School grounds in the 1940s
(Source: Mt Pleasant School Archives)

In 1935, New Zealand elected its first Labour Government. The Minister of Education, Hon. P. Fraser, pushed for education reform, leading to the abolition of the 1936 Proficiency exam, which dictated whether a child could move onto the next class or needed to repeat a year. Inspectors would arrive annually to check on the learning of each child. (Te Ara Encyclopedia of New Zealand, 2013)

A Growing School - More Classrooms Needed

After the war, the school added a classroom (which had been a utility room) and gained a second teacher. (Mt Pleasant School 75th Jubilee Booklet, 2003) Figure 11. shows the planned extensions to the school, and also shows the two classrooms, the smaller one being the original utility room.

Figure 11: Proposed extensions to Mt Pleasant School (Source: Archived Document)



However, the school building was not completed until 1946, when the school roll reached 100. One of these can be seen in Figure 12 below. The photo was taken outside the infant rooms. (Mt Pleasant School 75th Jubilee Booklet, 2003) School buildings erected in this era were of the

'Dominion Basic Plan'. They were quick to build and were chosen to cope with the boom of children starting school. The plan involved a row of classrooms with a storeroom in between. On the south side of the buildings were a corridor, cloak bay and toilets. (Te Ara Encyclopedia of New Zealand, 2013 & Ministry of Education Catalogue of buildings, 2015) Photo 12. shows a Dominion Basic building in the background.



Figure 12: One of the new classrooms added due to the post war baby boom
(Source: Mt Pleasant School Archives)

Roading and transport had also improved and by 1945 150 homes were built on St Andrews Hill and Mt Pleasant. (Ogilvie, 1978)

Mr Keith Cumberpatch was interviewed in the Oral Histories Report commissioned by the Mt Pleasant Community Centre in 2010. He had lived in the same address on

Mt Pleasant since 1952. In his words “We got the tar, we got the water, we got the sewerage - and then everyone came up here and bought sections and built houses”. Before then, people found Mt Pleasant hill difficult to access. Shingle roads made driving difficult. People would often park at the bottom of the hill and walk up if visiting. Residents of the hill preferred to walk to the bottom and catch the tram. (Mt Pleasant Oral History, 2010).

St Andrews Hill

The area of St Andrews Hill is situated on the lower slopes of Mt Pleasant. Seen in Figure 13.

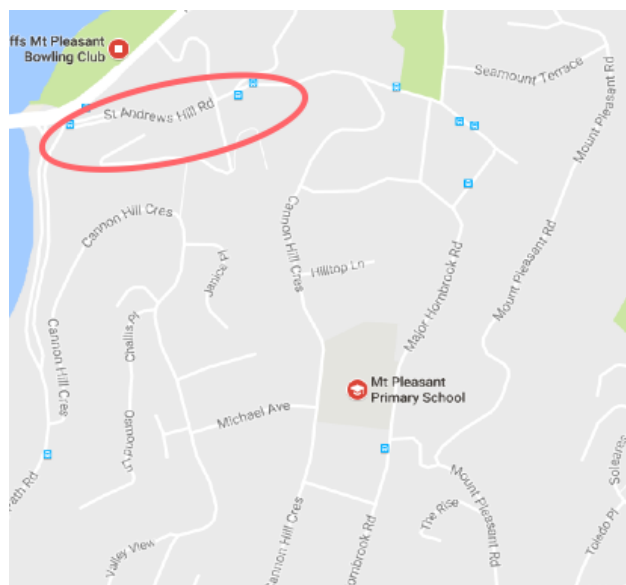
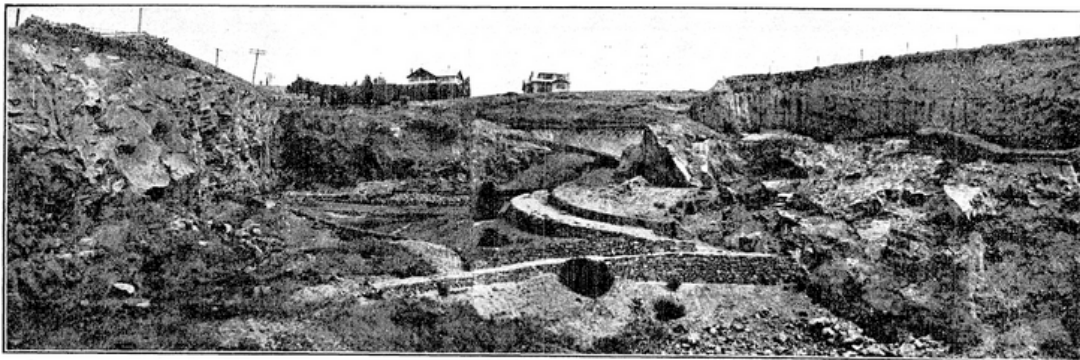


Figure 13: Map showing St Andrews Hill on the lower slopes of Mt Pleasant (Source: Google Maps, 2016)

The land had been leased to Mr S.P. Andrews in 1856 and was set up as a quarry. See Figure 14. Stone was excavated and a stone crusher was placed on the flat land below. Andrews began supplying road metal to local bodies. When one quarry ran out, he set up another nearby. The left over clay was left on the road frontage creating a public eyesore. It remained this way for years. (deThier,1976) In 1923,

Walter deThier and Peter Trolove formed a partnership and purchased the quarry area with the intention of developing it for housing. This involved a massive clean up of quarry equipment and the appearance of the hillside. Roding was discussed and, after much debate, a public road was built to connect St Andrews Hill with Mt Pleasant. (deThier, 1976)



CONVERTING A QUARRY INTO A DOMAIN AT MOUNT PLEASANT.—A large amount of preliminary work has been carried out during the last 12 months at St. Andrew's quarry by the Mount Pleasant Domain Board. Already paths giving access to the lower levels of the domain have been formed.

Figure 14: The quarry (Source: The Press, 1934)

The quarry is often mentioned by those who grew up in Mt Pleasant, in the Oral History Project. (Mt Pleasant Oral History Project, 2010) Doug and Len Elphick were students at Mt Pleasant School from 1933-38, and they recall walking up the hill to school through the quarry and being yelled at by the workmen when they ignored the 'do not enter' flags installed when blasting was occurring. (Mt Pleasant School Jubilee Booklet, 2003)

St Andrews Hill was not named after Mr S. P. Andrews. Mr Trolove and Mr deThier named the subdivision. They were both keen golfers and decided to name it after the famous Scottish links. (deThier, 1976)

School Zoning

The Education Act of 1924 stated that: “To prevent overcrowding at Public Schools the Board may limit attendance.” With the approval of the Ministry, an Education Board could limit the attendance if a school was deemed to be overcrowded. Post World War 2, communities tended to support their local school and transporting children out of the local area was difficult. (Post Primary Teachers Association, 2014)

There was a definite ‘upper’ and ‘lower’ hill community for Mt Pleasant (Ogilivie, 1978, Mt Pleasant Oral History Project, 2010) Children living low on the hill needed to walk to the top to attend Mt Pleasant School. For this reason, some families chose to send their children to Redcliffs School. (Mt Pleasant Oral History Project, 2010). Parents had choice on where to send their children as no zoning was in place. By the late 1940s, the roads and transport into Mt Pleasant had improved with a bus service making two trips each day, one at 8:30 each morning collecting school children on the way, making the school more accessible for those on the lower slopes (Rolfe, 2005). It is difficult to tell if this increased the roll numbers for the school as around this time the Post World War 2 baby boom was taking effect. The roll in 1946 was 43 pupils and by 1958 the roll had tripled to 144 pupils. (Archived Document 1930, Archives New Zealand)

Zoning for Mt Pleasant School was introduced in 2006 by the Ministry of Education due to significant roll growth (Nord, 2016)

Development of Amenities

The area of Mt Pleasant was becoming more popular, due to polluting industries moving away and the clean up of the quarry site, but Mt Pleasant was still

considered by many as being a “long way from town”. (Mt Pleasant Oral History Project, 2010)

In 1954, the Mt Pleasant Kindergarten opened (Kidsfirst Kindergarten, 2016). The only record of pre-school schooling found for the area prior to this time was Miss Pender’s private Kindergarten in Sumner. Children from Mt Pleasant were put on the tram by their mothers and sent to Sumner, where Miss Pender would be waiting to collect them and walk them to the kindergarten. This was noted back in 1921. (Jubilee Booklet, 2013)

Amenities in the area had developed with the Ascension Church built in 1938, and by 1959 the area had tennis courts. as seen in Figure 15.



Figure 15: The newly built Mt Pleasant Tennis Courts (n.d.) (Source: Mt Pleasant School Archive)

The Community Centre was also opened in 1953. (Ogilvie, 1978) This became a major asset for the community, providing a place to meet others and a place for groups to form, including pottery and craft groups. (See Figure 16.)



Figure 16: Mt Pleasant Community Souvenir Programme (Source: Mt Pleasant Community Centre Website)

The area of Mt Pleasant was originally under the governance of the Heathcote County Council. It was in 1942 when it was amalgamated with the Christchurch City Council, that sewerage and roading were improved. However, World War 2 did hold up progress. (deThier, 1976)

As amenities in the area increased and roading improved, Mt Pleasant became more popular and the school roll continued to grow. (See Figure 17.)

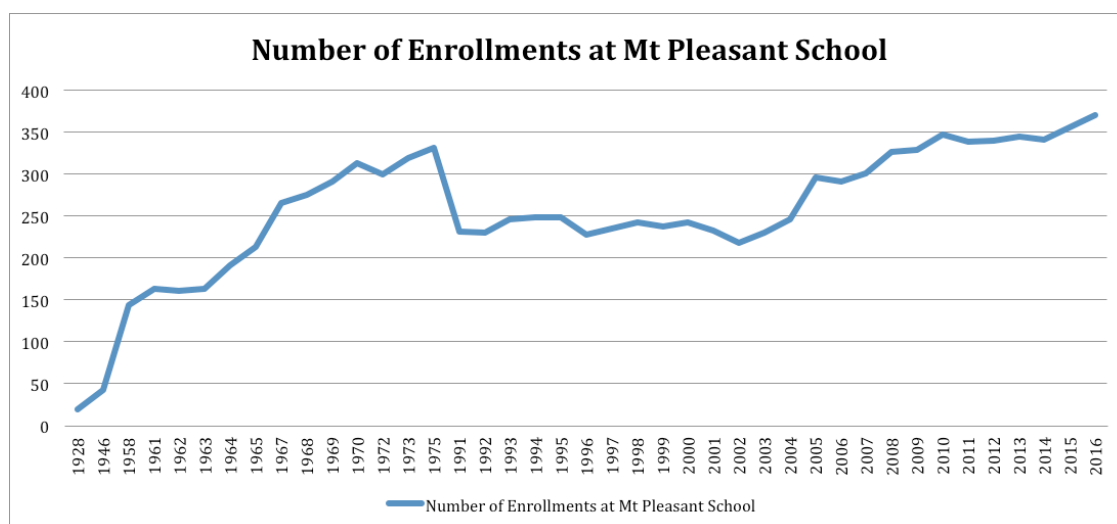


Figure 17: Show the roll growth of Mt Pleasant School from opening in 1928 to 2016.³(Source: PMIS property report, data gleaned from various Education board files, Archives New Zealand)

Cannon Hill Development.

³ Data was unable to be obtained for the 1980s which accounts for the major 'dip' in the graph. However it does show that between 1975 and 1991 there was a drop in roll by 100 students. During the 1980s inflation and unemployment were high. In 1987 when the Wall Street Stock Exchange crashed, the fall-out was felt in New Zealand. (New Zealand History 1980s, 2013)

The area of Cannon Hill is situated mid way up Mt Pleasant, running along Bridle Path Road to the north boundary of St Andrews Hill and to the east boundary of Major Hornbrook Road (deThier, 1976). This shown below in Figure 18.

By the 1960s, the size of the community and the impending subdivision of the Cannon Hill Estate into a possible 300 sections prompted the school to move to a larger block of land to cater for future demand.

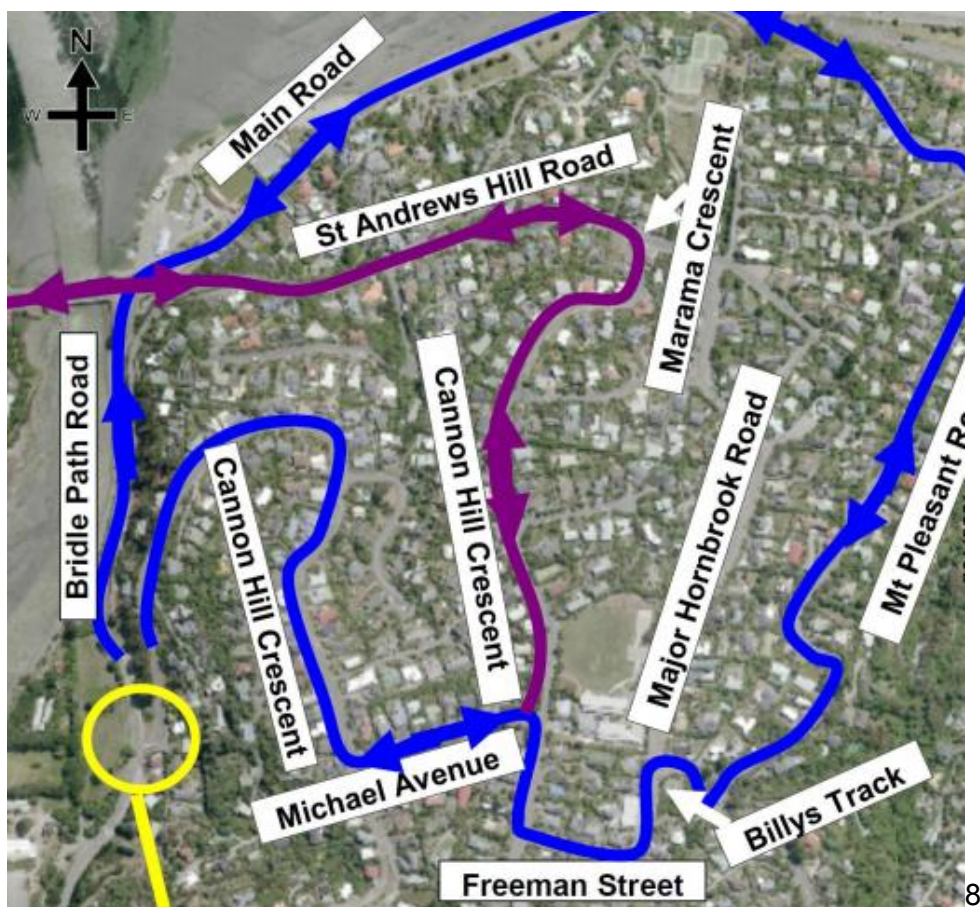


Figure 18: Map showing Cannon Hill (Source: Rebuild Christchurch Website, 2016)

There was a lack of vacant land near the original school and building costs would have been prohibitive. It was also noted that the playground area would not have been big enough to cater for a larger school. (Archived Documents, Archives New

Zealand, 1952-1964) The Education Board stepped in and in 1962 made the decision to purchase land down the hill on Major Hornbrook Road to build a new school. The land transfer document - Figure 19. supports this⁴

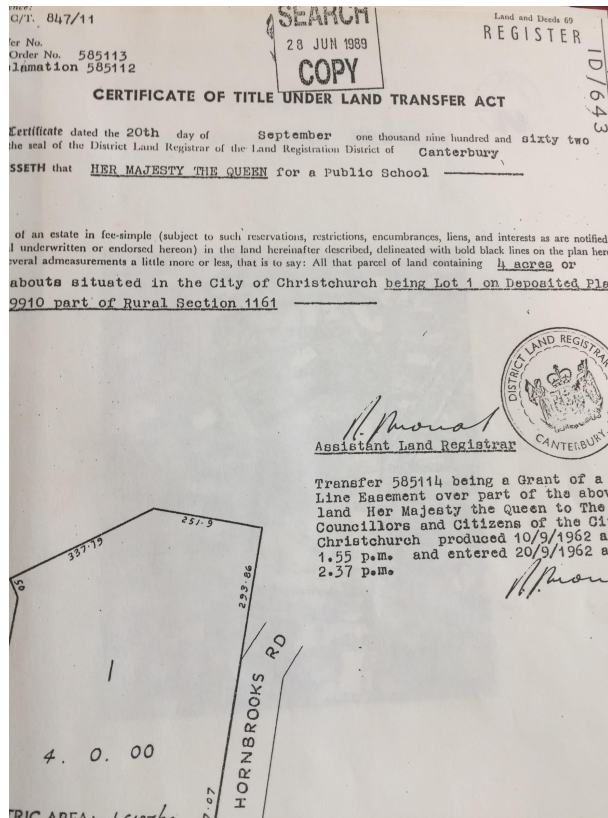


Figure 19: Copy of the Land Transfer Document 1962 (Source: Mt Pleasant School Archives)

The land area was 4 hectares of mainly flat land, providing plenty of space for the school to expand as the residential population increased. Figure 20. shows the land purchased between Cannon Hill Crescent and Major Hornbrook Road for the new school.

⁴ In many of the books used for research, the school has been recorded as shifting site in 1960. However the School Jubilee Booklet stated 1966. A search of the land transfer certificate showed the land for the school was not purchased until 1962, therefore 1966 seems a more likely.

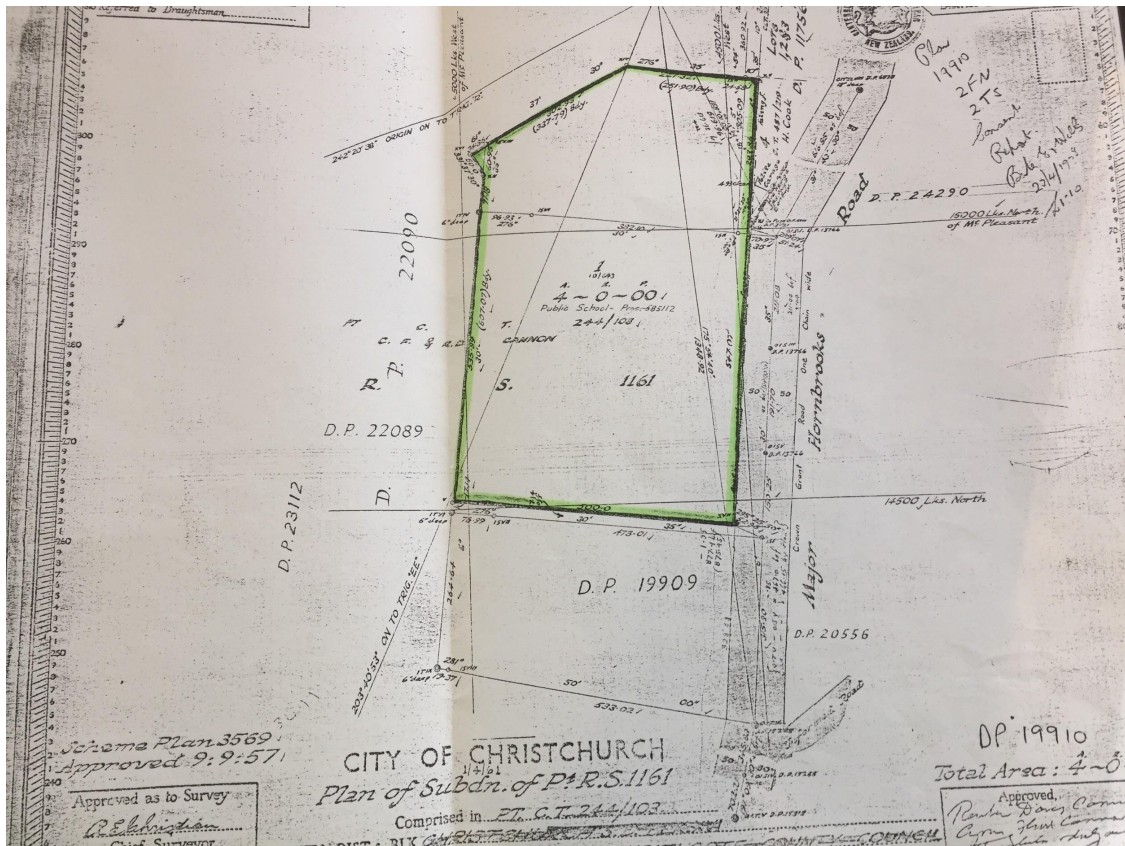


Figure 20: Plan of the area purchased for the new school (Source: Mt Pleasant School Archives)

This change in school site was popular with the residents and helped bridge the gap between upper Mt Pleasant and the lower St Andrews Hill. Students living on the newly developed area of Cannon Hill would not have to climb the hill to attend school. (Ogilvie, 1978) Also, with the change in location, those who lived on the lower section of the hill and chose to attend Redcliffs School now had a more accessible school on their doorstep. The graph in Figure 17 shows a large spike in enrolments between 1965 and 1970, driven by the increase in residents due to the Cannon Hill development over this time.

Two of the original school buildings, shown in Figure 12 (the Dominion Basic style buildings) were transferred from the old site to the new site and became Rooms 4 and 5. The classrooms were transferred on the back of a truck, as seen in Figure 21.



Figure 21: Buildings being transferred from the old school site to the new site down the hill (n.d) (Source: Mt Pleasant School Archives)

Moving from the rugged hills where children had adventures in a very natural environment to a playground that was a barren field was a big change. However, the new buildings and even a school library were something pupils were very proud and excited about. (Mt Pleasant School Jubilee Booklet, 2003) Figure 22. is one of the first photos taken at the new school site.



Figure 22: School administrative area and classroom (Source: Mt Pleasant School Archives)

A newsletter from the 1965 Parent Teacher Association discussed the desire for the new school to have a well set up library. A fundraising goal was set for £1000. Householders were canvassed and children were involved in fundraising to meet the target. Mrs J. Fryer, Secretary for the PTA wrote: “A well set up library, for which the school already has a good stock of books, will certainly enhance not only the school, but also the education of the children and to this end, the committee feels it can rely on the support of the community in this project.” (Parent Teacher Association newsletter, 1965)

The library on the new site was huge compared to the space provided at the old school. Headmaster at the time, Mr Gifford, Norman Kirk (leader of the Labour party) and Miss Wiggins (Mt Pleasant School's first teacher) opened the library, as seen in Figure 23.



Figure 23: The opening of the school library. Mr Gifford, Mr Kirk and Miss Wiggins
(Source: Mt Pleasant School Archives, n.d)

The new school on Major Hornbrook Road contained four new classrooms plus the two classrooms transferred from the old school site, an administrative block, and a 'B' type Dental Clinic. (New Zealand Department of Education Archived Documents - Application for Grant for School Accommodation, 1965)

Dental Service

In 1921 a state funded School Dental Service was a world first in New Zealand. This service was established due to concerns over poor dental health. In 1959, Christchurch opened a training college for dental nurses and by the 1970s over 95%

of school children were registered with the service. (Te Ara Encyclopedia of New Zealand, 2013)

There had been no mention of a dental clinic at the old site, but a clinic was part of the design for the new school. The Ministry of Health had three standard plans used for dental clinics. A 'B' type clinic was designed for a single operator with surgery space of approximately 160 square feet. It also had a waiting room and staffroom. (Ministry of Health, 2016). This design can be seen in the building plan in Figure 24.

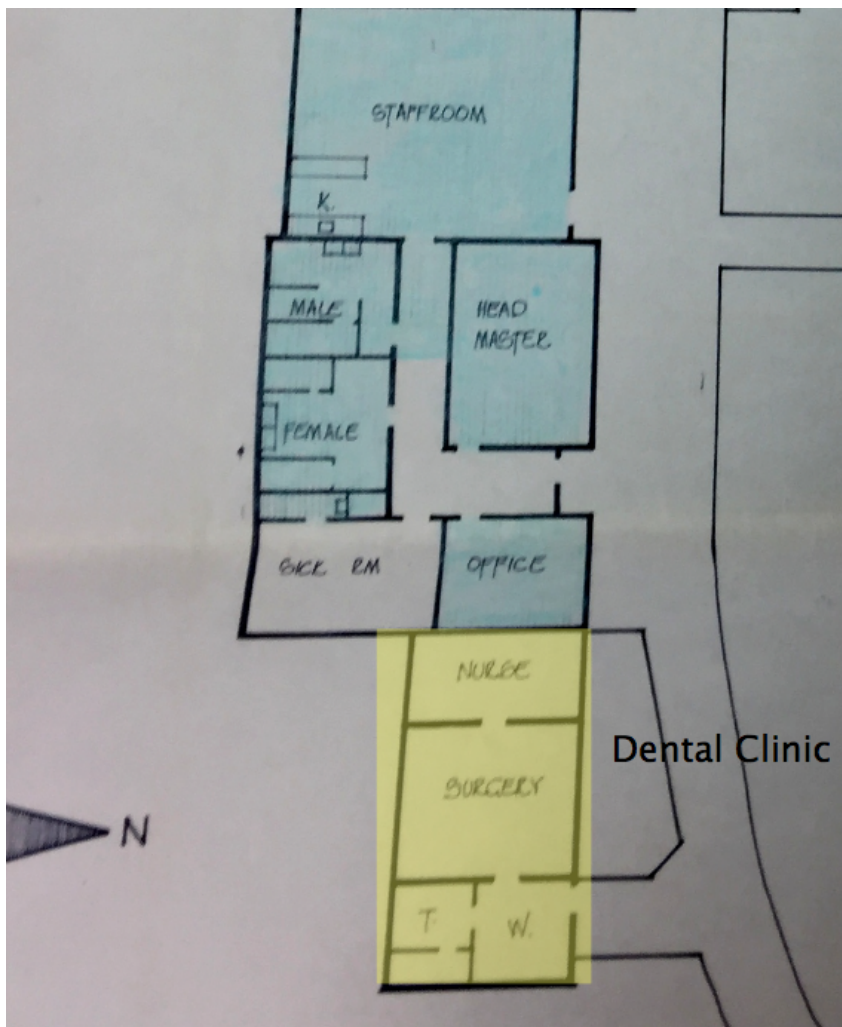


Figure 24: Building Plan showing Dental Clinic. (Source: Archived Documents Mt Pleasant School, 1970)

The School Pool

In 1900, the government saw the need for swimming education and recognised that school pools were one way of achieving this. (Te Ara Encyclopedia of New Zealand, 2013). For many schools, the debate between the cost of running a pool or sending children off site for lessons, is still happening in 2016. The New Zealand Curriculum “expects that all students will have had opportunities to learn basic aquatic skills by the end of year 6” (Education in New Zealand, 2015). In current times, even with a functioning pool on site, swimming lessons are run both on site and off site using speciality trained instructors.

Before the school on Major Hornbrook Road was ready for opening, the School Committee and the Parent Teacher Association launched a fundraising campaign to build a learn to swim pool. It appears the pool was up and running before the school opened as documents dated 5 November 1964 discuss this point. (Archives New Zealand, New Zealand Department of Education Archived Documents, 1965). In more recent times, the school pool has, once again, relied on the fundraising efforts of the Parent Teacher Association. After the 2011 Canterbury Earthquakes, the pool was out of action, due the boiler chimney collapsing, causing major damage to the changing rooms, pool house and the pool itself. Underground pipes were also damaged. (See Figure 25.)



Figure 25: The Mt Pleasant School Pool being inspected for damage - 2013 post Earthquake (Source: Mt Pleasant School Archives, 2013)

The Parent Teacher Association launched a fundraising initiative at the beginning of 2014 and almost a year later the school pool was once again opened for swimming education and community use. (The Press, 2014) Figure 26. was taken at the 2014 opening.



Figure 26: The rebuilt pool for Mt Pleasant School (Source: The Press, 2014)

Principal Chris Nord stated, "The pool, built in 1962, was a valuable part of the community". (The Press, 2014) Once again, this demonstrates the power of the Mt Pleasant community to take charge and get things done for the good of many.

The New School Roll Growth

In the mid-1950s, The Education Department investigated lower cost building and, after a visit to England, schools were planned on a 'block' principal. This allowed for education boards to take responsibility for the build and use local skill. They were to build within the 'white lines' of the building code. This became a known term to mean building within the budget given for the project and within the minimum standards of the building code. (Te Ara Encyclopedia of New Zealand, 2013) Figure 27 shows part of a document dated in 1973 discussing plans for new classrooms at Mt Pleasant.

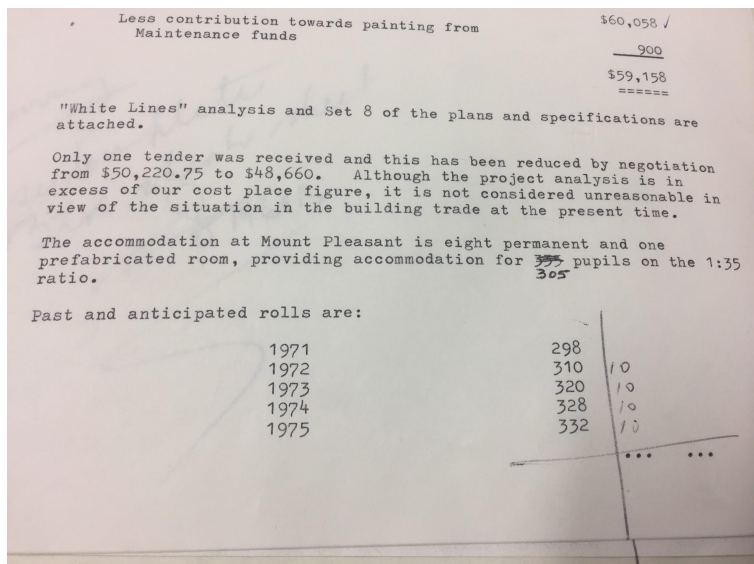


Figure 27: Correspondence to Canterbury Education Board, 1973 (Source: Archives New Zealand, Buildings and Sites 1927-1973)

During the late 1960s and into the 70s, the school roll continued to grow, as seen in Figure 27. Accommodating increasing numbers of students led to the building of more classrooms. The anticipated rolls heading into the 1970s led the school to believe that by 1974 ten classrooms would be needed to cater for a predicted 327 children. (Archives New Zealand, New Zealand Department of Education Archived Documents, 1972).

The plan in Figure 28 shows the development of the new classroom blocks. These buildings remained in place until 2007, when the school was redeveloped. Records show that it took until 1997 for extra classrooms to be added - these were relocatable rooms, which are still used today as Rooms 8 and 9. (PMIS Ministry of Education, 2016)



School Uniform

School uniforms in New Zealand date back to the 1800s when New Zealand was a British Colony. The uniforms reflected the British heritage in design and were introduced to instil values and conduct along with pride and a sense of belonging. (Tepapa Museum, 2014) School uniforms in the past were mainly associated with secondary school. In the 1960s boys often wore grey shirts and shorts and girls gym frocks. It wasn't until the 2000s that uniforms started to become more unisex. (Te Ara Encyclopedia of New Zealand, 2013)

Archive photographs from Mt Pleasant School, like those shown in Figure 29, provide an insight to the development of the school uniform. Early photographs from 1928 through to the late 1940s show no uniform. From 1950 through to the end of 1960, it appears that uniform was compulsory. Over the 70s, 80s and 90s uniform was optional, although photographs show many children wearing parts of it. (Mt Pleasant School Archives, 1929, 1940, 1950, 1968, 1970, 1978, 1988, 1994, 2004, 2016)

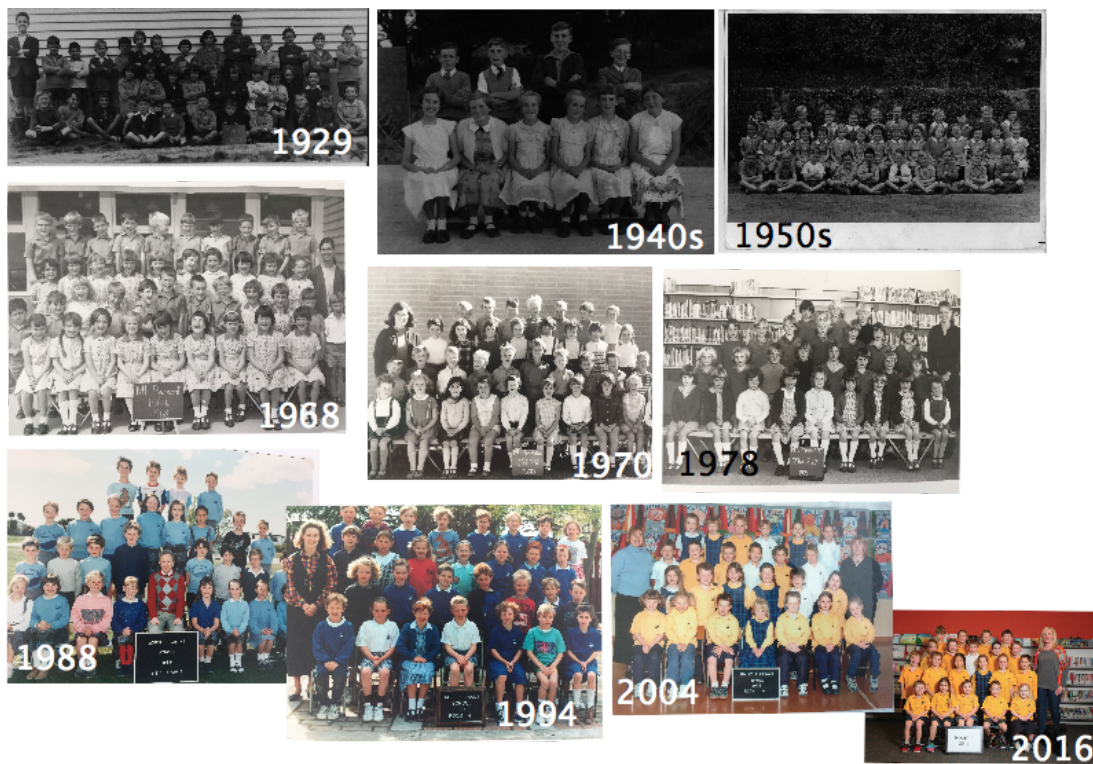


Figure 29: A selection of school photos showing the history of the school uniform at Mt Pleasant School 1928-2004 (Source: Mt Pleasant School Archives)

In 2003, school uniform once again became compulsory. According to Mrs J. Thawley, a teacher at the time, this change occurred due to an incident on a school trip to the city where a child not wearing uniform got separated from the class. The

child was missing for several hours. Staff and parents made the decision that having children in school uniform made them more easily identifiable, especially when out on school trips. (Thawley, Personal Communication, October 2016)

Tomorrow's Schools

The 1980s was an era for change in Education. The release of the 'Picot Report' in 1988 led the Labour Government in 1989 to announce major education changes. These became known as 'Tomorrow's Schools'. The Department of Education was replaced by the Ministry of Education, Educational Boards were discontinued and a new department was formed - The Educational Review Office. Schools elected Boards of Trustees and became self-managing. These boards, made up of a group of parents from the school, were required to write their own charter for the school, setting goals and strategic plans for the future of the school. (New Zealand History - The 1980s, 2013) Figure 30 below shows a statement written in the 1989 First School Charter for Mt Pleasant School.

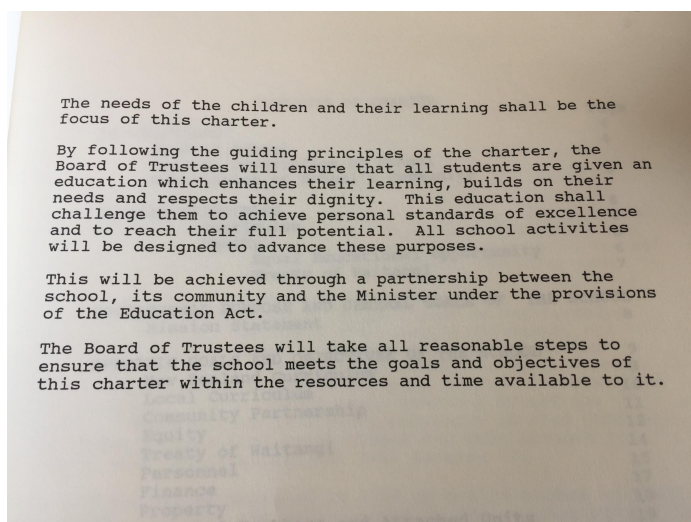


Figure 30: 1989 Mt Pleasant School Charter (Source: Archived Mt Pleasant School Charter, 1989)

Parental Involvement and the P.T.A

Parental involvement has been a feature throughout the history of Mt Pleasant School. Parents living in Mt Pleasant have helped make things happen for the school, through fundraising and donations, from the original land donated in 1928, to fundraising and establishing the school pool, a well set up library and, in 1981, the building of the school playground, seen here in Figure 31.



Figure 30: 1981 Observer, March 30 1981

Source: Observer, March 30 1981

The School Committee applied for grants, fundraised and drew up plans. These were presented to the Labour Department, who provided \$3,000 and 10 University

students to help build the playground over the Christmas holiday break. This is another example of the Mt Pleasant community working together. (Observer, 1981)

Simulating an Earthquake Emergency

In July 1981 an article and photo appeared in local newspaper, the Observer. (See Figure 32 below.) The children were involved in an exercise called the “Mt Pleasant Shake”. Working with the local Civil Defence, the children staged together in a simulated earthquake event, and took on the roles needed in the case of a major earthquake. (Observer, 1981) Little did these children know, that in 30 years time in 2011, such a disaster would occur and the effects would have a major impact on the lives of those in Mt Pleasant.



Figure 32: Newspaper Article for 1981 (Source: Observer, 1981)

Growth in the 1990s

By July 1991 the school roll was 232. During the 90s the roll was stable with only a growth of 10 students by 1999 (PMIS Ministry of Education, 2016). The school hall was extended in 1991 and the library was extended in 1994. (Archived School records, Mt Pleasant School) The library extension coincides with changes occurring in technology during this time. Computers had made their way into classrooms during the late 80s and by the mid 90s the library was developing into an 'information technology' space. Access to the Internet for information had begun.



(Rolfe, 2004) Figure 33 shows the extension to the library.

Figure 33: Mt Pleasant School Library Extension, 1994 (Source: Mt Pleasant School Archives)

In 1996, the residential population of the Mt Pleasant community was 3,786 and by 2006 the population reached a peak of 4,158. (Statistics New Zealand, Census Data 1996, 2006) The area had become a popular place to live with recreational activities such as walking tracks, mountain biking, windsurfing and yachting. The school roll reflected this, with 292 children enrolled, increasing to 327 children by 2008.

In 2008 the school underwent a major redevelopment. Principal at the time, Scott Thelning and the Board of Trustees, discovered that the Ministry of Education had a building replacement policy. In summary, the policy stated that if the cost of bringing a building up to what they deemed 'modern' standards (for example lighting, ventilation and acoustics), was a certain percentage of the cost of a rebuild, other criteria like the age of buildings were met, and the school had a specified amount of Ministry of Education property funds to allocate towards it, a school could be placed on their building replacement programme. With the help of some very skilled parents of the school, who had industry knowledge, Mt Pleasant was able to become part of the rebuild programme. (Thelning, Personal Communication, 2016)

Both blocks of classrooms were redesigned and replaced to meet the changing needs of the school and reflect the teaching and learning theories of the time. This was the beginning of the 'Modern Learning Environment'. Classrooms were designed with conjoining spaces between them to allow children and teachers the flexibility of creating different learning spaces. The classrooms contained the latest technology, including ceiling mounted projectors that the teacher could connect their laptop to. The rooms were built with the latest soundproofing materials and

contained built-in speakers in the ceiling. One of the challenges for the architect, Tony Hull, was to fit the buildings between the boundaries of the school - Major Hornbrook Road and Cannon Hill Crescent, as staff at the time did not want to see the large playing field space compromised. Therefore, basic shaped classroom designs were opted for, which was also cost effective to construct. (Thelning, Personal Communication, October 2016)

The area between the two blocks was also upgraded, creating more spaces for children to sit, shaded areas to play and sandpits for the junior children. The only rooms not included in this major redevelopment were Rooms 1, 2 and 3. These rooms were built in 1974 so were not old enough to be included and didn't meet the criteria. (PMIS Ministry of Education, 2016) Figure 34 below shows a plan of the redeveloped school.

One of the biggest challenges facing this rebuild was how to continue functioning as a school, while 90% of the buildings were being replaced. Architect Tony Hull answered this brief when he submitted his concept plans to the Board of Trustees, and this won him the job. Temporary classrooms were not brought in as the cost associated would have been deducted from the allocated building fund. So the Board of Trustees and staff worked together to find possible teaching spaces. As buildings came down, classes were shuffled around, using the school hall, a sports shed and the library as classrooms. It was a challenging time for teachers and students. The Principal, Scott Thelning, found himself an office in the old art resource room behind the library! By the end of 2009, with a major rebuild completed, teaching and learning returned to 'normal' in a modern up to date environment. (Thelning, Personal communication, October 2016)

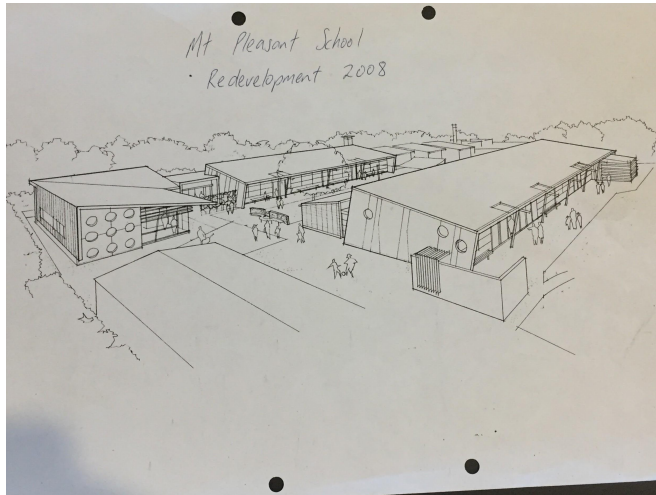


Figure 34: Plan for the redevelopment of Mt Pleasant School (Source: Mt Pleasant School Archives, 2008)

The school roll continued to increase and by 2010 Mt Pleasant had 348 students.

National Standards

In 2010, the Government introduced 'National Standards' to New Zealand education as a means for gather national data on the achievement of children in Reading, Writing and Mathematics. Anne Tolley was quoted: "Parents want to know how well their children are doing and what they can expect when extra help is needed. This [National Standards] policy is about using effective assessment tools to provide feedback that supports student learning and teacher effectiveness. Consultation will establish who needs access to what information."(Tolley, 2009).

National Standards Data is published and can be accessed online by parents. Mt Pleasant School has shown, through the gathering of national standards data, that educational standards are being meet by a majority of pupils. In 2013, between 88-

93% of children were achieving at or above the set standard in Mathematics, Reading and Writing.(Education Counts, 2013)

The Effects of the Christchurch Earthquakes

On February 22, 2011 Christchurch was hit by a major earthquake measuring 6.3. The epicentre of the earthquake was only a few kilometres from Mt Pleasant School, in Lyttelton. The quake struck at 12:51 pm in middle of lunchtime at the school. This was not a new experience for the children of Mt Pleasant, as 5 months previously Christchurch had experienced a 7.1 quake, on the 4th of September (Canterbury Earthquake, Wikipedia, 2010).

It was pure luck that the earthquake struck at lunchtime, as all children were outside playing, thus avoiding major injuries as classrooms were turned upside down by the severity of the shaking. For staff and students the seriousness of this event quickly became obvious. Parents poured into the school grounds, collecting their children. Many returned later, once they realised that their own homes were destroyed or seriously damaged. The school, under the leadership of Principal Scott Thelning and Chairman of the Board of Trustees, Martin Anderson, became the hub for the community. By the evening, the school field had become a camping ground for not only displaced parents, but also the residents of Mt Pleasant community. (See Figure 35)



Figure 35: Makeshift camping ground at Mt Pleasant School post Earthquake, 2011.
(Source: Rebuild Christchurch Website, 2011)

Amenities were disrupted - sewerage, water and electricity, with broken pipes causing major disruption. In the days following, many roads were closed due to rock fall and slips, and local businesses were closed due to damage. The Mt Pleasant community came to realise that they had lost many of the resources that had been established in the area. The Community Centre, Kindergarten, the shops on Major Hornbrook Road, the Yacht Club and both local supermarkets were now unusable. The Ferrymead Bridge was badly damaged, causing a lot of disruption for traveling in and out of the area. For many residents, the days, weeks, months and years following the quake were extremely challenging. However, out of this came something very special. The community pulled together to support and help one another with the school becoming a place to gather. (Christchurch City Council Resources, 2014).

A key person was the Mt Pleasant School Chairman of the Board of Trustees, Martin Anderson. Martin lived on Mt Pleasant and saw the need for the community to gather to gain strength and resilience. He established 'Fridays on the Hill'. This was widely advertised and each week, different events were run. The school had SKY TV installed, so residents could gather to watch rugby games, indoor bowls was set up along with card evenings. Waterslides and scooter races became regular events. The evenings were well supported by the local community and continued to run for almost two years. (Anderson, personal communication, October 2016)

The damage to the school buildings caused the school to close for a number of weeks, while repairs could happen to make the buildings safe. The school hall was 'red stickered'⁵ and needed to be demolished. On returning to school, staff, students and parents were anxious and stressed. Children needed the normality of school but for some parents, leaving their children was frightening with on going after shocks. The school recognised this and set up daily coffee mornings. Parents were encouraged to stay for a coffee and a chat, gathering support from one another. These coffee mornings became very popular and eventually the school purchased an industrial sized machine and trained parents to run it. In 2016, coffee mornings are now twice weekly and still well attended.

The earthquake did a lot of damage to the physical community, however the 'community spirit' rose above this and from it came a much stronger, better connected community. (Christchurch City Council resources, 2014)

⁵ Post earthquake public buildings and houses were assessed for safety by a team of professionals. Buildings were given a green sticker if safe, yellow sticker if they could easily be made safe or red sticker if they were unsafe for use.

In the years following the earthquake, the school has battled to begin repairs/rebuild. The Ministry of Education put the school on 'Master Planning' awaiting a decision on the potential closure of Redcliffs School. Redcliffs School, situated beneath very large cliffs, had been closed since February 2011, however eventually reopened at the Van Asch school site in Sumner. Up until mid 2016, Mt Pleasant School needed to prepare for the possibility that Redcliffs School could close and those students would then need to attend Mt Pleasant or Sumner School. Finally a decision was made by the Ministry of Education in mid-2016 and Redcliffs School has remained open. Mt Pleasant School is now awaiting the final paperwork, so that five years on from the earthquake, the school can undergo repairs and rebuilds, including a much anticipated school hall. Figures released from the Ministry of Education indicate a \$7.1 million repair of the buildings. Rooms 1,2,3,8 and 9 will be rebuilt and the remaining buildings will be repaired. A new school hall will also be built. Working to the Ministry of Education's 80:20 rule, 20% of the classrooms will remain relocatable. (Nord, 2016)

Conclusion

Mt Pleasant School began its history on a piece of donated land from a local resident. The community grew and the school moved site to Major Hornbrook Road. The local community got behind the school, helping build many of the facilities and supporting change so the school remains an up to date and modern learning environment that caters for the needs of all children. The Canterbury Earthquakes had a major impact on the school and community creating many challenges. Five years on in 2016, the school is now entering a new phase where the rebuild of 5 new classrooms will reflect the current trends in education. History has shown that Mt

Pleasant School has changed not only with the growth of the community, but has also changed to reflect ongoing education reforms and changes in society. Starting out as one classroom high on the hill, the school has continued to embrace change and challenge and established itself as an important part of the Mt Pleasant Community.

References:

Archives New Zealand. (2016). Archived information, Mt Pleasant School. Retrieved from <https://www.archway.archives.govt.nz/ViewFullItem.do?code=21423644> - New School

Christchurch City Council. (2014). Mt Pleasant. Retrieved from <http://resources.ccc.govt.nz/files/cityleisure/statsfacts/statistics/communityprofiles/2012/hagleyferrymead/mtpleasanta412.pdf>.

Christchurch City Libraries. (2013). View The Summit Road: its scenery, botany, and geology as PDF. Retrieved from <http://christchurchcitylibraries.com/DigitalCollection/Publications/1910s/SummitRoad/PDF/SummitRoad.pdf>.

Cowan, J. (1923) Maori folk tales for the port hills. Christchurch, New Zealand :Whitcombe & Tombs Ltd.

Department of Conservation. (2015). Historic Tauhinukorokio/Mt Pleasant Heavy Anti-aircraft Artillery Battery. Retrieved from <http://www.doc.govt.nz/parks-and-recreation/places-to-go/canterbury/places/banks-peninsula-area/mt-pleasant-heavy-anti-aircraft-artillery-battery>

deThier, W (1976) Sumner to Ferrymead a Christchurch history. Christchurch, New Zealand: Cadsonbury Publications.

Education Counts. (2016) General Comments. Retrieved from <https://www.educationcounts.govt.nz/find-school/school/national/general-comments?school=3443&district=60®ion=13>.

Education in New Zealand. (2015). Swimming pools at schools. Retrieved from <http://www.education.govt.nz/school/property/state-schools/school-facilities/swimming-pools/>

Heathcote Valley School. (2013). Our History. Retrieved from <http://www.hvs.school.nz/about-us/our-history>

Kidsfirst Kindergartens. (n.d) Mt Pleasant History. Retrieved from http://www.kidsfirst.co.nz/Pleasant-History-__I.15092__N.10.

Kornfied, S (2010) Mount Pleasant oral history project. Christchurch, New Zealand: Mount Pleasant Community Centre Board.

Linwood College. (2015). History. Retrieved from <http://www.linwoodcollege.school.nz/about-linwood/history>.

Menzies, J.F (1941) Sumner. Christchurch, New Zealand: Cadsonbury Publications.

Ministry of Education. (2015). MOE Catalogue of standard building types. Retrieved from <http://www.education.govt.nz/assets/Documents/Primary-Secondary/Property/Fixing-issues/Earthquake-resilience/Catalogue-of-Standard-Building-Types-EQR.pdf>

Ministry of Health (2016) Public dental health in New Zealand.pdf. Retrieved from [http://www.moh.govt.nz/notebook/nbbooks.nsf/0/7D2A2C817832604F4C2565D7000E3461/\\$file/Public%20dental%20health%20in%20New%20Zealand.pdf](http://www.moh.govt.nz/notebook/nbbooks.nsf/0/7D2A2C817832604F4C2565D7000E3461/$file/Public%20dental%20health%20in%20New%20Zealand.pdf).

Mt Pleasant Centre. (2016). Community Update 3 March 2011. Retrieved from <http://www.mpcc.org.nz/news/community-update-3-march-2011/>.

Mt Pleasant School (2003) 75th Jubilee Souvenir Booklet. Christchurch, New Zealand: Mt Pleasant School

New Zealand history online. (2013). Lyttelton Rail Tunnel NZHistory. Retrieved from <http://www.nzhistory.net.nz/media/photo/lyttelton-rail-tunnel-2>

New Zealand history online. (2013). Overview The 1980s. Retrieved from <http://www.nzhistory.net.nz/culture/the-1980s/overview>.

New Zealand history online. (2013). The 1980s. Retrieved from <http://www.nzhistory.net.nz/culture/the-1980s/1989>.

NZine. (2002). Growing up in New Zealand 1925-50. Retrieved from http://www.nzine.co.nz/features/guinz25-50_part11.html.

NZHistory, New Zealand. (2007). Education Children and adolescents, 1930-1960. Retrieved from <http://www.nzhistory.net.nz/culture/children-and-adolescents-1940-60/education>.

O'CALLAGHAN. J (2014, December12). Community pulls together for pool. The Press. Retrieved from <http://www.stuff.co.nz/the-press/news/64075295/community-pulls-together-for-pool>.

Ogilvie, G (1978) The port hills of Christchurch. Christchurch, New Zealand: Reed Books.

Papers Past. (2016). National Library of New Zealand. Retrieved from <https://paperspast.natlib.govt.nz/>.

Penney, S.E.W (1982) The estuary of Christchurch. Christchurch, New Zealand: The Caxton Press Ltd.

PMIS Internet. (2007). Retrieved from <http://pmis.minedu.govt.nz/>.

PPTA. (2014). Zoning, Enrolment Schemes and Choice - PPTA. Retrieved from http://www.ppta.org.nz/events-info-forms/doc_view/1779-zoning-enrolment-schemes-and-school-choice-educational-apartheid.

Rebuild Christchurch. (2016). Cannon Hill Crescent and Bridle Path Road - Mt Pleasant / Ferrymead. Retrieved from <http://www.rebuildchristchurch.co.nz/infrastructure/9883-cannon-hill-crescent-and-bridle-path-road-mt-pleasant-ferrymead-road-repairs>.

Redcliffs School. (2012). History. Retrieved from <http://www.redcliffs.school.nz/WebSpace/71/>

Rolf, J. (2005) From slates to computers. Auckland, New Zealand: Castle Publishing Services.

Te Ara Encyclopedia of New Zealand. (2013). Canterbury region. Retrieved from <http://www.teara.govt.nz/en/canterbury-region/page-6>

Te Ara Encyclopedia of New Zealand. (2013). Clothes. Retrieved from <http://www.teara.govt.nz/en/clothes>.

Te Ara Encyclopedia of New Zealand. (2013). Dental care. Retrieved, from <http://www.teara.govt.nz/en/dental-care/page-4>.

Te Ara Encyclopedia of New Zealand. (2013). Development and Trends in the Last 25 Years. Retrieved from <http://www.teara.govt.nz/en/1966/education-evolution-of-present-system/page-6>.

Te Ara Encyclopedia of New Zealand. (2013). Gender inequalities. Retrieved from <http://www.teara.govt.nz/en/gender-inequalities/page-5>.

Te Ara Encyclopedia of New Zealand. (2013). Primary and secondary education. Retrieved from <http://www.teara.govt.nz/en/primary-and-secondary-education/page-2>.

Te Ara Encyclopedia of New Zealand. (2013). Primary and secondary education. Retrieved from <http://www.teara.govt.nz/en/primary-and-secondary-education/page-3>.

Te Ara Encyclopedia of New Zealand. (2013). Primary and secondary education. Retrieved from <http://www.teara.govt.nz/en/primary-and-secondary-education/page-4>

Te Ara Encyclopedia of New Zealand. (2013). Primary and secondary education. Retrieved from <http://www.teara.govt.nz/en/primary-and-secondary-education/page-5>

Te Ara Encyclopedia of New Zealand. (2013). Primary and secondary education. Retrieved from <http://www.teara.govt.nz/en/primary-and-secondary-education/page-8>.

Te Ara Encyclopedia of New Zealand. (2013). Primary Schools. Retrieved from <http://www.teara.govt.nz/en/1966/architecture-school-buildings>

Te Ara Encyclopedia of New Zealand. (2013). Swimming. Retrieved from <http://www.teara.govt.nz/en/swimming/page-1>.

Te Ara Encyclopedia of New Zealand. (2013). The Port Hills. Retrieved from <http://www.teara.govt.nz/en/map/10230/the-port-hills>

Tepapa. (2014). Topic: School uniforms: A 'civilising mission'. Retrieved from <http://collections.tepapa.govt.nz/topic/3796>.

The Community Archive. (2009). SUMNER School. Retrieved from <http://thecommunityarchive.org.nz/node/73957/description>

Wikipedia. (2011). 2011 Christchurch earthquake. Retrieved from https://en.wikipedia.org/wiki/2011_Christchurch_earthquake.

Appendix 1

MOUNT PLEASANT, CANTERBURY.

16 rms./11/26-12555

MEMORANDUM for

The Hon. the Minister of Education.



I regret to find that your direction of the 12th ultimo with regard to a draft letter to Mr. Andrews of the Canterbury Education Board has been overlooked. Before it could be replied to a memorandum from the Canterbury Education Board was received and as this latter contained a definite application for a grant for a school the file was inadvertently put on one side pending the visit of the Director to Christchurch.

The present proposal is to erect a school on the Mt. Pleasant site at an estimated cost of £638. A resident of the district, Colonel Hobday, offers to advance the sum of £600 for two years free of interest, provided the Board makes an immediate start with the erection of a school. The case is not included on this year's urgent list but the Board, it is understood, proposes to include it in next year's list. At present the children from Mt. Pleasant walk about a mile to the foot of the hill and there take a tram to the Redcliffs School or (passing this school) to the Sumner School. Redcliffs is 2 3/4 miles from Mt. Pleasant and Sumner 4 miles. At Redcliffs there is accommodation on a 12 sq. ft. basis for 152 children and an average attendance of 149, but there are 4 teachers in three rooms. The school would therefore be relieved if a building were erected at Mt. Pleasant. In view of the generosity of the offer made by Colonel Hobday and of the fact that Mt. Pleasant will be provided with a school and Redcliffs relieved at the same time, I recommend approval of the grant of £638 asked for on the understanding that £600 of this amount is to be free of interest for two years. This will mean that only £38 will be allocated against this year's funds.

On the assumption that you approve, draft reply to Mr. Andrews herewith.

Abell

approved

*Matter
two.
2/1/10*

*RW
29.9.27*



*Authority NOTED.
LW (1/10)*

(1000)

22 OCT

Appendix 2

SUBJECT: {

MOUNT PLEASANT, CHRISTCHURCH - SITE EXTENSION.

16 rms./11/26-12555

MEMORANDUM for

The Hon. the Minister of Education.



A school site of almost 2 acres has been donated in a suitable position. The locality is 4 miles from Sumner and 3 from Heathcote. Less than 2 acres is regarded as an insufficient site, and the Board proposes to acquire an additional area of 1 acre 3 roods 34.6 perches. This area is by latest Government valuation (17th May, 1927) valued at £320 and is offered for £350. The Senior Inspector remarks as follows:-

"This is a growing district which will ultimately be at least as big as Cashmere. The present site, which was presented to the Board, is too small and I therefore recommend that about two additional acres be acquired, which would give a site of approximately 3 acres 3 roods 23 perches."

The section is 600 feet above sea level and is surrounded by the homes of children who would be required to attend the school when erected.

I recommend a grant of £350.

On the assumption that you approve, draft reply to Mr. H. Hobday herewith.

L. G. Strong

8ldgs. 3827.

*approved
LWS
28/7/27*

AUTHORITY NOTED.

*LWS
Matter
LWS
4/8.*

*L. G. Strong
3/8/27*

Appendix 3

Christchurch OXFORD TERRACE, CHRISTCHURCH. 10th August, 1927.

mandum

The Director of Education,
Education Department,
WELLINGTON.

E.33
10/385

MT.PLEASANT - NEW SCHOOL.

I have to inform you that at the last meeting of the Board a letter was received from Colonel H.S.E.Hobday, offering to advance the sum of £600 for two years free of interest, provided the Board makes an immediate start with the erection of a school for the above district. I may say that the Board is of the opinion that a school is certainly required at Mt.Pleasant and it was intended to include this work on the urgent list for next year.


It will be readily understood that most of the people in Canterbury who reside on the hills do so for health reasons, but to a certain extent their object is defeated, so far as the children are concerned, if it is necessary for the latter to attend a school on the flat.

The Board would be glad to receive the Department's authority to accept Colonel Hobday's offer and to proceed with the erection of the school in accordance with the accompanying plan.

E. Rowley
Asst. Secretary.

Encls: (1) Formal application on Form G.2;
(2) Estimate (£637/16/-) on Form G.A.;
(3) Plan of proposed school.

Appendix 4


MOUNT PLEASANT SCHOOL COMMITTEE.

Tama Terrace,
Mount Pleasant, Sumner.
Christchurch. 1/10/30.

The Director,
The Department of Education,
WELLINGTON.

Dear Sir,

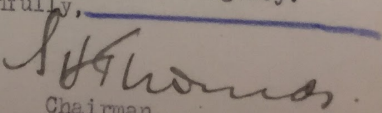
I desire to draw your attention to the fact that for something like two years, this School has been in need of increased accommodation and shelter, and that in spite of repeated urgings by us to the Canterbury Education Board, we have to date received positively no satisfaction. The idea submitted by us to the Board, is the building of wide verandahs, (closed in) to three sides of the School, same being intended to serve the double purpose of extra accommodation and of shelter from the very strong winds which blow in the very exposed position in which the School stands, and also to protect the Children and Staff from the rather dangerous effects of the Sun's glare from the Sea and from the Water in the Estuary. It is on record that two teachers already have suffered from this Sun glare, and a recent medical examination disclosed the fact that quite a number of Children were suffering from weak eyes, a state of affairs assumed to have been caused by the Sun glare also.

The School opened close on three years back with a roll of 20, and the Teachers Report dated the 22nd of last month, gives the then roll number as 42. The Teachers report at that date states, Inter Alia, "Certainly it will be impossible to carry on much longer unless something else is provided in the way of accommodation. There are not many days when it is possible to sit outside for lessons, both because of the glare and the cold wind, and it is becoming exceedingly difficult to arrange the classes satisfactorily in the one room that was originally intended for a much smaller number. The space needed for one class of 40 children is an entirely different matter from that needed for eight or nine classes". Please note the tremendous difficulties attached to working under such conditions, for in one room approximately 24 feet square, there are 42 mixed children, One teacher and two Pupil teachers, all trying to do the work necessary for Primers classes from 1 up, and from Standards 1 to 5.

Nobody seems able to do anything at this end, and it is most disheartening, especially when the Parents and local Residents have helped the School so much, for in fact in the short time the School has been open, £200 approximately has been gathered for the various needs, proving the willingness of the people to assist, and surely shewing that the Department is so far lacking in its appreciation of the needs.

I understand that the Canterbury Education has recently taken up this matter with you, and on behalf of my Committee I would request you to act in the matter with the greatest urgency.

Yours faithfully,


Chairman.

